EXAMINING TEACHER PREPARATION:
DOES THE PATHWAY MAKE A DIFFERENCE?
SURVEY OF SECOND-YEAR TEACHERS

ABOUT THE SURVEY

This survey of second-year teachers in New York City is being conducted by a team of researchers from the University at Albany and Stanford University. This is a follow-up survey to the Survey of First-Year Teachers that was conducted last year. The questionnaire asks for your teaching experiences and your views concerning those experiences and your future plans. This multi-year study is seeking to better understand what features of teacher preparation and induction are most effective at improving student outcomes and how the attributes of teachers and their pathways into teaching relate to teacher retention and teaching practice. Your participation is vitally important and will help us better understand how to improve the work-lives of teachers. As a token of appreciation, we will send you a $25 check for returning your questionnaire.

PROTECTING YOUR PRIVACY

Filling out this questionnaire will take about 25 minutes and is completely voluntary. If you choose to help us by filling out the survey, you can leave blank any questions you do not wish to answer. Completing the survey indicates your consent to participate. All the information you provide will be kept strictly confidential, used only for the purposes of this study, and will be reported in summary form only. The information will be used to improve teacher preparation and induction. At no time will this information be used to evaluate any individual. This study’s confidentiality protections have been reviewed and approved by the Institutional Review Board at the University at Albany and have been issued a federal Certificate of Confidentiality.

IRB Number:  06-020
Expiration Date:  February 2, 2007
MARKING DIRECTIONS

This form is designed to be read by optical scanning equipment, so it is important that you follow these directions:

- Print legibly using a blue or black ink pen.
- Do not use pencil or felt tip markers.
- Please answer the questions by either filling in the square of the response that most closely represents your opinion or by writing your response in the lines provided.
- If you wish to change an answer, fill in the square for your preferred answer and circle that preferred square.
- When entering letters or numbers, enter one per box and stay within the box.

A. YOUR JOB THIS YEAR AND LAST YEAR

A1. Do you currently teach in the New York City public school system (not including charter schools)?

☐ No ☐ Yes **SKIP TO A2 ON PAGE 3.**

a. Do you currently work for pay?

☐ Yes ☐ No **SKIP TO A2 ON PAGE 3.**

b. What is your current occupation? MARK ALL THAT APPLY.

☐ I teach in a charter school in New York City
☐ I teach in a public school outside of New York City
☐ I teach in a charter school outside of New York City
☐ I teach in a private/parochial school
☐ I work in another occupation

If so, what is that occupation?

___________________________

C. Approximately what do you earn in a year? MARK ONLY ONE.

☐ $20,000 or less ☐ $40,001 - $50,000 ☐ $80,001 - $100,000
☐ $20,001 - $30,000 ☐ $50,001 - $60,000 ☐ $100,001 - $200,000
☐ $30,001 - $40,000 ☐ $60,001 - $80,000 ☐ More than $200,000

d. How many hours per week do you usually work in all jobs for which you receive pay? (Please include preparation time if your job/jobs require this.) **MARK ONLY ONE.**

☐ 0 ☐ 1-9 ☐ 10-19 ☐ 20-29 ☐ 30-39 ☐ 40-49 ☐ 50+

e. How many weeks per year do you usually work in all jobs for which you receive pay? **MARK ONLY ONE.**

☐ 0 ☐ 1-9 ☐ 10-19 ☐ 20-29 ☐ 30-39 ☐ 40-49 ☐ 50+
A2. During the 2004-2005 school year or the summer of 2005, did you apply for:
MARK ONE ANSWER IN EACH ROW.
- A teaching job in a New York City public school other than one in which you worked during the 2004-2005 school year
- A teaching job in a charter school in New York City
- A teaching job in a public or charter school outside New York City
- A teaching job in a private/parochial school
- A job as a school-level administrator
- A job in another education-related occupation
- A job in another occupation
- Graduate school

A3. During the 2004-2005 school year or the summer of 2005, did you receive an offer from:
MARK ONE ANSWER IN EACH ROW.
- A teaching job in a New York City public school other than one in which you worked during the 2004-2005 school year
- A teaching job in a charter school in New York City
- A teaching job in a public or charter school outside New York City
- A teaching job in a private/parochial school
- A job as a school-level administrator
- A job in another education-related occupation
- A job in another occupation
- Graduate school

A4. During the 2004-2005 school year, did you ever consider changing schools or leaving teaching? (If you voluntarily did not return to the same school for the 2005-2006 school year, the answer is Yes.)
- Yes
- No

A5. How important were the following factors in causing you to consider leaving your 2004-2005 public school teaching position in NYC? (If you taught in more than one school in 2004-2005, answer for the school in which you taught in April of 2005.)
MARK ONE ANSWER IN EACH ROW.
- a. Wanting to work closer to home
- b. A desire to live in a different place
- c. Salary
- d. Job prestige
- e. Benefits (health and retirement)
- f. Job security
- g. Pregnancy / child rearing
- h. Health
- i. Other family or personal reasons
- j. School staffing action (e.g., reduction-in-force, lay-off, school closing, school reorganization, reassignment)
- k. Attractive job opportunity
- l. Dissatisfaction with prior job

A6. Which of the factors in A5 above do you consider the MOST IMPORTANT in causing you to consider leaving your 2004-2005 teaching position in NYC? (If you taught in more than one school in 2004-2005, answer for the school in which you taught in April of 2005.) MARK ONLY ONE.
- a
- b
- c
- d
- e
- f
- g
- h
- i
- j
- k
- l
A7. In considering whether to leave the NYC school where you taught during the 2004-2005 school year, how important was your dissatisfaction with respect to each of the following? (If you taught in more than one school in 2004-2005, answer for the school in which you taught in April of 2005.) MARK ONE ANSWER IN EACH ROW.

Dissatisfaction with . . .
a. my teaching assignment (subject area or grade) .................................................................
b. school facilities .............................................................................................................
c. school safety ..............................................................................................................
d. support from administrators ..................................................................................
e. student behavior .......................................................................................................rief
f. my colleagues ..............................................................................................................
g. the philosophy about teaching at my school ...............................................................i
h. the autonomy I had over my classroom .........................................................................j
i. the emphasis on student testing ...................................................................................k
j. district policy ...............................................................................................................l
k. the respect I got from students and/or parents .............................................................
l. my own ability to help students ...................................................................................m

A8. Which of the factors in A7 above do you consider the MOST IMPORTANT in causing you to consider leaving your 2004-2005 teaching position in NYC? (If you taught in more than one school in 2004-2005, answer for the school in which you taught in April of 2005.) MARK ONLY ONE. MARK ONE ANSWER IN EACH ROW. MARK ONE ANSWER IN EACH ROW.

A9. Indicate the extent to which your principal or school head performed each of the following at the school in which you taught in NYC during the 2004-2005 school year. (If you taught in more than one school in 2004-2005, answer for the school in which you taught in April of 2005.) MARK ONE ANSWER IN EACH ROW.

a. Communicated respect and appreciation for teachers ......................................................
b. Encouraged teachers to change teaching methods if students were not doing well ........
c. Worked with staff to meet curriculum standards .........................................................
d. Encouraged professional collaboration among teachers .............................................
e. Worked with teaching staff to solve school or department problems ........................
f. Encouraged the teaching staff to use student assessment results in planning curriculum and instruction .................................................................
g. Worked to develop broad agreement among the teaching staff about the school’s mission...
h. Facilitated and encouraged professional development activities of teachers ..............
A10. During the 2004-2005 school year, did any of your NYC students participate in a REQUIRED state or district assessment (i.e., test) in a subject that you taught? (If you taught in more than one school in 2004-2005, answer for the school in which you taught in April of 2005.)

☐ Yes    ☐ No —→ SKIP TO A12 BELOW.

A11. To what extent do you agree or disagree with each of the following statements about the state or district assessment? MARK ONE ANSWER IN EACH ROW.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree Nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I did not receive adequate support in preparing my students for the assessment(s) .................. ☐ ☐ ☐ ☐</td>
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<td>b. I believe my students were capable of performing well on the assessments ................................. ☐ ☐ ☐ ☐</td>
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<td>c. The assessment influenced the curriculum I taught ................................................................. ☐ ☐ ☐ ☐</td>
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<tr>
<td>d. My students' knowledge and abilities were reflected accurately through their performance on assessments .................................................................................. ☐ ☐ ☐ ☐</td>
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<td>e. Overall, I was satisfied with the assessment ............................................................................. ☐ ☐ ☐ ☐</td>
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</table>

A12. Have you taught in New York City during the 2005-2006 academic year?

☐ Yes    ☐ No —→ SKIP TO SECTION G ON PAGE 15.

Answer the following questions for the New York City public school(s) in which you currently teach or, if you have left public school teaching in New York City since the start of the school year, the last New York City public school in which you taught.

A13. What grade(s) do you currently teach? MARK ALL THAT APPLY.

☐ K  ☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ 6  ☐ 7  ☐ 8  ☐ 9  ☐ 10  ☐ 11  ☐ 12

A14. What subject(s) do you currently teach? MARK ALL THAT APPLY.

☐ Special Education  ☐ Secondary Science  ☐ General Elementary  ☐ Secondary English/History/Social Studies  ☐ Other Elementary  ☐ Other Secondary  ☐ Secondary Math (middle or high school)

◆

A15. How many total hours do (did) you spend on ALL teaching and other school-related activities during a typical FULL WEEK at this school (include work that you do both in school and elsewhere)?


Hours

A16. During the 2005-2006 school year, did you or will you ... MARK ONE ANSWER IN EACH ROW.

Yes  ☐ No

Coach a sport? ......................................................... ☐ ☐
Supervise any student groups, clubs, organizations, or other extra-curricular activities? ................................................................. ☐ ☐
Serve as a department lead or chair? ................................................................. ☐ ☐
Serve as a lead curriculum specialist? ................................................................. ☐ ☐
Serve on a school-wide or district-wide committee or task force? ................................................................. ☐ ☐
Serve as a mentor teacher? ................................................................. ☐ ☐
Work on curriculum development within your school or district? ................................................................. ☐ ☐
B. SCHOOL CONTEXT (2005-2006 SCHOOL YEAR)

B1. Teacher Influence: In this school, how much influence do teachers have over the following?
MARK ONE ANSWER IN EACH ROW.

<table>
<thead>
<tr>
<th></th>
<th>A Great Deal of Influence</th>
<th>Significant Influence</th>
<th>Moderate Influence</th>
<th>Minimal Influence</th>
<th>No Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Selecting textbooks and other instructional materials</td>
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<td>b. Selecting content, topics, and skills to be taught</td>
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<td>c. Selecting teaching techniques</td>
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<td>d. Evaluating and grading students</td>
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<td>e. Disciplining students</td>
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</table>

B2. Staff Relations: To what extent do you agree or disagree with each of the following statements?
MARK ONE ANSWER IN EACH ROW.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree Nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. There is a great deal of cooperative effort among staff members</td>
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<td>b. Most of my colleagues share my beliefs and values about what the central mission of the school should be</td>
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<td>c. I can get good advice from other teachers in this school when I have a teaching problem</td>
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<td>d. Teachers have detailed knowledge of the content covered by other teachers who teach the same grade level and/or subject matter</td>
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<td>e. Teachers in this school feel comfortable discussing problems they are experiencing in their classrooms</td>
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</table>

B3. Considering the students that you teach, approximately what percent ... 
MARK ONE ANSWER IN EACH ROW.

<table>
<thead>
<tr>
<th></th>
<th>76% to 100%</th>
<th>51% to 75%</th>
<th>26% to 50%</th>
<th>10% to 25%</th>
<th>Less than 10%</th>
<th>None</th>
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<tbody>
<tr>
<td>a. Started the school year below grade level in reading</td>
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<td>b. Started the school year with limited English proficiency</td>
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<td>c. Are identified as special education students</td>
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<td>d. Enrolled in the school after the start of the school year</td>
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<td>e. Were in your class on the first day of school but no longer attend the school</td>
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<td>f. Are not in attendance on a typical day</td>
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</tbody>
</table>
B4. Students: To what extent do you agree or disagree with each of the following statements?
MARK ONE ANSWER IN EACH ROW.

a. The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria, or bathrooms) interferes with instructional activities
   □ □ □ □

b. The attitudes and habits students bring to my class greatly reduce their chances for academic success
   □ □ □ □

c. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes
   □ □ □ □

d. I get to know personally many students who are not in my classes
   □ □ □ □

e. My students receive a lot of support for learning outside of school
   □ □ □ □

B5. During the current school year, has a student from this school threatened to injure you?
   □ Yes □ No

B6. During the current school year, has a student from this school physically attacked you?
   □ Yes □ No

B7. Facilities: To what extent do you agree or disagree with each of the following statements?
MARK ONE ANSWER IN EACH ROW.

a. Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff
   □ □ □ □

b. My classroom is often uncomfortably warm or cold
   □ □ □ □

c. I regularly see evidence of cockroaches, rats, or mice in this school
   □ □ □ □

d. My school has quiet spaces for teachers to work when they are not teaching
   □ □ □ □

e. The facilities at my school are conducive to effective teaching and learning
   □ □ □ □

C. SCHOOL LEADERSHIP (2005-2006 SCHOOL YEAR)

C1. During the 2005-2006 school year, how often did …?
MARK ONE ANSWER IN EACH ROW.

a. You meet one-on-one with your school principal
   □ □ □ □ □

b. You meet one-on-one with another school administrator (i.e., assistant principal, department chair, etc.)
   □ □ □ □ □

c. Your principal observe you teaching
   □ □ □ □ □

d. Another school administrator observe you teaching
   □ □ □ □ □

e. Your principal provide you with feedback/comments on your performance
   □ □ □ □ □

f. Another school administrator provide you with feedback/comments on your performance
   □ □ □ □ □

g. You speak with your principal informally (e.g., in the hallways, cafeteria, etc.)
   □ □ □ □ □
C2. To what extent do you agree or disagree with each of the following statements about the school administration?
MARK ONE ANSWER IN EACH ROW.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree Nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The principal of this school usually consults with teachers before making decisions that affect us</td>
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<td>b. The principal of this school usually uses, or at least responds to, teachers’ suggestions</td>
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<tr>
<td>c. Other administrators at this school (such as an assistant principal or department head) usually consult with teachers before making decisions that affect us</td>
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<tr>
<td>d. Other administrators at this school (such as an assistant principal or department head) usually use, or at least respond to, teachers’ suggestions</td>
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<td>e. The school administration has a well-planned and enforced school discipline policy</td>
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<td>f. The school administration deals effectively with pressures from outside the school (for example, from the district or from parents) that might interfere with my teaching</td>
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<td>g. The school administration does a good job of getting resources for this school</td>
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<td>h. The school administration evaluates the performance of teachers fairly</td>
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<tr>
<td>i. Administrators at this school work hard to recruit and hire the best teachers they can</td>
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<td>j. Data on student learning are regularly collected and reviewed with all members of the school community (teachers, administrators, etc.)</td>
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<td>k. I often feel that administrators in this school are evaluating the quality of my teaching</td>
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C3. How much emphasis does the PRINCIPAL in your school place on each of the following?
MARK ONE ANSWER IN EACH ROW.

<table>
<thead>
<tr>
<th>Exceptional Emphasis</th>
<th>Significant Emphasis</th>
<th>Moderate Emphasis</th>
<th>Minimal Emphasis</th>
<th>No Emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Building basic skills of students (reading, math, writing, speaking)</td>
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<td>b. Student mastery of the subject matter/academic excellence</td>
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<td>c. Preparing students to live in a democracy</td>
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<tr>
<td>d. Specific skills that will be useful for students in the workforce</td>
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<td>e. Promoting good work habits and self-discipline among students</td>
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<td>f. Students’ personal growth and fulfillment (self-esteem, self-knowledge)</td>
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<td>g. Human relations skills (cultural understanding, getting along with others)</td>
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<td>h. Preparation of students for standardized tests</td>
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<tr>
<td>i. Discipline</td>
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<td>j. School morale</td>
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<td>k. Extra-curricular activities</td>
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<tr>
<td>l. Encouraging parental or community involvement</td>
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<tr>
<td>m. Motivating teachers</td>
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</table>

C4. Which THREE of the factors in C3 above do you think get the MOST emphasis from your principal?
MARK ONLY THREE.

☐ a  ☐ b  ☐ c  ☐ d  ☐ e  ☐ f  ☐ g  ☐ h  ☐ i  ☐ j  ☐ k  ☐ l  ☐ m
D1. Rate your ability at the BEGINNING of the 2005-2006 school year to . . .
MARK ONE ANSWER IN EACH ROW.

a. Handle a range of classroom management or discipline situations ........................................

b. Use a variety of instructional methods .............................................................................

c. Teach students with reading difficulties .........................................................................

d. Teach students with other learning difficulties ..............................................................

e. Teach English Language Learners ..................................................................................

f. Teach Special Education students ..................................................................................

g. Teach in high poverty settings ....................................................................................... 

h. Analyze student work ......................................................................................................

i. Plan lessons .....................................................................................................................

j. Teach the subject area and grade to which you were assigned ....................................

D2. During the 2005-2006 school year, how much help did you receive with your teaching from the following people?
MARK ONE ANSWER IN EACH ROW.

◆

a. Your principal ................................................................................................................

b. An assistant principal ....................................................................................................

c. Other administrator(s) in your school (e.g., department head) ....................................

d. An instructional coach (literacy, math, other) ..............................................................

e. A district- or region-level mentor ................................................................................

f. Teachers in your subject or grade level ........................................................................

g. Other teachers in the school ........................................................................................

h. The regional mentor that you worked with during the 2004-2005 school year ...........

i. A university-based supervisor/mentor from your teacher education program ...........

j. A school or region-based mentor associated with your alternate route program ..........

k. Professional development personnel .............................................................................
D3. Overall, how much help have you received in each of these areas from all sources, including all the individuals in question D2, as well as other sources?

MARK ONE ANSWER IN EACH ROW.

- Handling a range of classroom management or discipline situations .................................................................
- Teaching the grade or subject area to which you were assigned .................................................................
- Analyzing student work ....................................................................................................................................................
- Lesson planning ...................................................................................................................................................................
- Implementing a variety of instructional approaches ...........................................................................................................
- Integrating professional teaching standards ...........................................................................................................................
- Communicating with administrators .................................................................................................................................
- Communicating with parents ......................................................................................................................................................
- Teaching students with reading difficulties ............................................................................................................................
- Teaching students with other learning difficulties ................................................................................................................
- Teaching English Language Learners .................................................................................................................................
- Teaching Special Education students .................................................................................................................................
- Teaching in high poverty settings ...........................................................................................................................................
- Providing encouragement and moral support ...........................................................................................................................

D4. Are you currently enrolled in classes leading to your Initial Certification? (If you are in the Teaching Fellows, the Teacher Opportunity Program, or Teach for America program and/or have a Transitional B certification, the answer is probably “Yes”.)

☐ Yes ☐ No .SKIP TO D5 BELOW.

a. How many hours per week do you spend attending these classes?
   - 1 or less ☐ from 1 to 3 ☐ 3 to 6 ☐ more than 6

b. How many hours per week do you spend doing work for these courses outside of class time?
   - 2 or less ☐ from 2 to 5 ☐ 5 to 10 ☐ more than 10

D5. Are you currently taking University classes leading to your Master’s degree, but not toward Initial Certification? (If you are in the Teaching Fellows, the Teacher Opportunity Program, or Teach for America program and/or have a Transitional B certification, the answer is probably “No”.)

☐ Yes ☐ No .SKIP TO D6 ON PAGE 11.

a. How many hours per week do you spend attending these classes?
   - 1 or less ☐ from 1 to 3 ☐ 3 to 6 ☐ more than 6

b. How many hours per week do you spend doing work for these courses outside of class time?
   - 2 or less ☐ from 2 to 5 ☐ 5 to 10 ☐ more than 10
E1. In your teaching how much emphasis do you place on each of the following?
MARK ONE ANSWER IN EACH ROW.

- Basic skills (reading, writing, math, speaking)
- Mastery of the subject matter/academic excellence
- Preparing students to live in a democracy
- Specific skills that will be useful for students in the workforce
- Good working habits and self-discipline
- Personal growth and fulfillment (self-esteem, self-knowledge)
- Human relations skills (cultural understanding, getting along with others)
- Preparation of students for standardized tests

E2. To what extent do you agree or disagree with the following statements about your students?
MARK ONE ANSWER IN EACH ROW.

- By trying different methods, I can significantly affect my students’ achievement level
- It is difficult for my students to overcome the obstacles (poverty, lack of motivation, etc.) that they bring with them to class
- I am certain that I am making a positive difference in the lives of my students
E3. To what extent do you agree or disagree with the following statements about teaching?

**MARK ONE ANSWER IN EACH ROW.**

a. If I had it to do all over again, in view of my present knowledge, I would not become a teacher .......................................................... 

b. If I had it to do all over again, I would not choose the same teacher preparation program and/or route into teaching ..........................................................

c. If I had it to do all over again, I would rather teach in a different school ..........................................................

d. I am not as happy about teaching as I thought I would be ..........................................................

E4. How many years beyond the 2005-2006 school year do you plan on . . . ?

a. teaching  

b. teaching in New York City

F. CLASSROOM PRACTICE

F1. Do you teach reading?

☐ Yes ☐ No → **SKIP TO F3 ON PAGE 13.**

F2. During the most recent two full weeks of class that you taught (not including the two weeks prior to a state or district standardized test), how often did the students in your reading class do the following? (Note: These teaching practices are likely to vary during the course of the year. Just consider the most recent 2 full weeks.)

**MARK ONE ANSWER IN EACH ROW.**

a. Grammar or spelling ..........................................................

b. Using phonics based or letter-sound relationships to read words in sentences ..........................................................

c. Using context, pictures, and/or sentence meaning and structure to read words ..........................................................

d. Activating prior knowledge or making personal connections to text ..........................................................

e. Making predictions, previewing, or surveying text ..........................................................

f. Answering questions that require inferences ..........................................................

g. Summarizing important or critical details ..........................................................

h. Individual silent reading ..........................................................

i. Whole class instruction in reading ..........................................................

j. Work in homogeneous reading groups based on achievement or ability level ..........................................................

k. Writing about reading such as in journals or written responses to texts ..........................................................

l. Activities designed to improve test-taking skills ..........................................................

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F3. Do you teach any math?

☐ Yes  ☐ No → SKIP TO F8 ON PAGE 14.

F4. During the most recent two full weeks of class that you taught (not including the two weeks prior to a state or district standardized test), how often did the students in your math class do the following?
MARK ONE ANSWER IN EACH ROW.

a. Listen to me present the definition of a term or steps of a procedure .......................................................... ☐ ☐ ☐ ☐ ☐
b. Assess a problem and choose a method to use from those already introduced to students .......................................................... ☐ ☐ ☐ ☐ ☐
c. Perform tasks requiring methods or ideas not already introduced to students .......................................................... ☐ ☐ ☐ ☐ ☐
d. Explain an answer or a solution method for a particular problem .................................................................................. ☐ ☐ ☐ ☐ ☐
e. Work on mathematics textbook, worksheet, or board work exercises for practice or review .......................................................... ☐ ☐ ☐ ☐ ☐
f. Discuss mathematical ideas, problems, solutions, or methods in pairs or small groups .......................................................... ☐ ☐ ☐ ☐ ☐
g. Work on a mathematics investigation, problem, or project for several days .................................................................. ☐ ☐ ☐ ☐ ☐
h. Work in homogeneous groups based on achievement or ability level .................................................................................. ☐ ☐ ☐ ☐ ☐
i. Work in mixed-ability groups .................................................................................................................................................. ☐ ☐ ☐ ☐ ☐
j. Activities designed to improve test-taking skills .......................................................................................................................... ☐ ☐ ☐ ☐ ☐

F5. Do you teach middle or high school math?

☐ Yes  ☐ No → SKIP TO F8 ON PAGE 14.

F6. How much emphasis do you place on the following objectives for students in your MATH class(es)?
MARK ONE ANSWER IN EACH ROW.

a. Increase students’ interest in mathematics .................................................................................................................................................. ☐ ☐ ☐ ☐ ☐
b. Learn mathematics concepts .......................................................................................................................................................... ☐ ☐ ☐ ☐ ☐
c. Learn mathematical algorithms/procedures ............................................................................................................................................. ☐ ☐ ☐ ☐ ☐
d. Develop students’ computational skills .................................................................................................................................................. ☐ ☐ ☐ ☐ ☐
e. Learn how to solve problems .......................................................................................................................................................... ☐ ☐ ☐ ☐ ☐
f. Learn to reason mathematically ............................................................................................................................................................ ☐ ☐ ☐ ☐ ☐
g. Learn how mathematics ideas connect with one another ......................................................................................................................................... ☐ ☐ ☐ ☐ ☐
h. Prepare for further study in mathematics .................................................................................................................................................. ☐ ☐ ☐ ☐ ☐
i. Understand the logical structure of mathematics ............................................................................................................................................. ☐ ☐ ☐ ☐ ☐
j. Learn about the history and nature of mathematics ............................................................................................................................................. ☐ ☐ ☐ ☐ ☐
k. Learn to explain ideas in mathematics effectively ............................................................................................................................................. ☐ ☐ ☐ ☐ ☐
l. Learn how to apply mathematics in business and industry ............................................................................................................................................................................. ☐ ☐ ☐ ☐ ☐
m. Learn to perform computations with speed and accuracy ............................................................................................................................................. ☐ ☐ ☐ ☐ ☐
n. Prepare for standardized tests .......................................................................................................................................................... ☐ ☐ ☐ ☐ ☐
F7. During the most recent four full weeks of class that you taught, how often did the students in your math class do the following?
MARK ONE ANSWER IN EACH ROW.

- 9 or more times
- 7 - 8 times
- 5 - 6 times
- 3 - 4 times
- 1 - 2 times
Never

a. Listen and take notes during presentation by a teacher ...................................................
☐ ☐ ☐ ☐ ☐
b. Work in groups ...............................................................
☐ ☐ ☐ ☐ ☐
c. Read from a mathematics textbook in class ..........................................................
☐ ☐ ☐ ☐ ☐
d. Read other (non-textbook) mathematics-related materials in class ..........................
☐ ☐ ☐ ☐ ☐
e. Engage in mathematical activities using concrete materials .....................................
☐ ☐ ☐ ☐ ☐
f. Practice routine computations/algorithms ............................................................
☐ ☐ ☐ ☐ ☐
g. Review homework/worksheet assignments ..........................................................
☐ ☐ ☐ ☐ ☐
h. Design their own activity or investigation ..............................................................
☐ ☐ ☐ ☐ ☐
i. Use mathematical concepts to interpret and solve applied problems ......................
☐ ☐ ☐ ☐ ☐
j. Answer textbook or worksheet questions ..........................................................
☐ ☐ ☐ ☐ ☐
k. Record, represent, and/or analyze data ..................................................................
☐ ☐ ☐ ☐ ☐
l. Make formal presentations to the rest of the class ..................................................
☐ ☐ ☐ ☐ ☐
m. Work on extended mathematics investigations or projects (a week or more in duration) ..................................................
☐ ☐ ☐ ☐ ☐
n. Use calculators or computers for learning or practicing skills ..............................
☐ ☐ ☐ ☐ ☐
o. Use calculators or computers to develop conceptual understanding ..................
☐ ☐ ☐ ☐ ☐
p. Use calculators or computers as a tool (e.g., spreadsheets, data analysis) .............
☐ ☐ ☐ ☐ ☐

F8. Do you teach middle or high school science?
☐ Yes ☐ No → SKIP TO SECTION G ON PAGE 15.

F9. How much emphasis do you place on the following objectives for students in your SCIENCE class(es)?
MARK ONE ANSWER IN EACH ROW.

- A Great Deal of Emphasis
- Significant Emphasis
- Moderate Emphasis
- Minimal Emphasis
- No Emphasis

a. Increase students’ interest in the subject area .........................................................
☐ ☐ ☐ ☐ ☐
b. Learn basic science concepts .............................................................
☐ ☐ ☐ ☐ ☐
c. Learn important terms and facts of science .....................................................
☐ ☐ ☐ ☐ ☐
d. Learn science process/inquiry skill .................................................................
☐ ☐ ☐ ☐ ☐
e. Prepare for further study in science .................................................................
☐ ☐ ☐ ☐ ☐
f. Learn to evaluate arguments based on scientific evidence ..............................
☐ ☐ ☐ ☐ ☐
g. Learn how to communicate ideas in science effectively ..................................
☐ ☐ ☐ ☐ ☐
h. Learn about the applications of science in business and industry ..................
☐ ☐ ☐ ☐ ☐
i. Learn about the relationship between science, technology, and society ............
☐ ☐ ☐ ☐ ☐
j. Learn about the history and nature of science ..............................................
☐ ☐ ☐ ☐ ☐
k. Prepare for standardized tests ..................................................................
☐ ☐ ☐ ☐ ☐
F10. During the most recent four full weeks of class that you taught, how often did the students in your science class do the following? 
MARK ONE ANSWER IN EACH ROW.

a. Listen and take notes during presentation by a teacher ........................................

b. Watch a science demonstration .................................................................

c. Work in groups ..........................................................................................

d. Read from a science textbook in class .......................................................

e. Read other (non-textbook) science-related materials in class .................

f. Do hands-on/laboratory science activities or investigations .....................

g. Design or implement their own investigation ...........................................

h. Answer textbook or worksheet questions .................................................

i. Record, represent, and/or analyze data ......................................................

j. Prepare written science reports .................................................................

k. Make formal presentations to the rest of the class ..................................

l. Work on extended science investigations or projects (a week or more in duration) ....

m. Use computers as a tool (e.g., spreadsheets, data analysis) ......................

n. Take field trips .........................................................................................

o. Watch audiovisual presentations (e.g., videotapes, CD-ROMS, or films) ........

G. BACKGROUND INFORMATION

G1. What is your current marital status? MARK ONLY ONE.

☐ Never married, no domestic partner ☐ Living with domestic partner ☐ Divorced

☐ Married ☐ Separated ☐ Widowed

G2. How many children are you legally responsible for? MARK ONLY ONE.

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 or more

G3. Have you or your spouse/partner had (or adopted) a child in the past year?

☐ Yes ☐ No

G4. Since September 2005, have you earned, or will you earn, additional compensation from working any job OUTSIDE of this school system?

☐ Yes ☐ No ——> SKIP TO G5 BELOW.

Estimate how much you will earn from Sept 2005 through June 2006: $

G5. What is your combined family annual income (you, your spouse or domestic partner and any dependents)? 
MARK ONLY ONE.

☐ $20,000 or less ☐ $40,001 - $50,000 ☐ $80,001 - $100,000

☐ $20,001 - $30,000 ☐ $50,001 - $60,000 ☐ $100,001 - $200,000

☐ $30,001 - $40,000 ☐ $60,001 - $80,000 ☐ More than $200,000
G6. What is the zip code at your residence? 

G7. What is your birthday?  month: day: year: 19

G8. What is your gender?
- [ ] Male
- [ ] Female

G9. Date you completed this survey?  month: day:

GENERAL THOUGHTS

Please let us know what has been the greatest help for you in improving your ability to teach your students and what has been the greatest impediment. What can New York City do to better support your teaching and your students?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

THANK YOU FOR YOUR HELP

Please print the name and address to which you would like your check sent. If this section is left blank, your check will be sent to the same name and address at which you received the questionnaire. Your check should arrive in 4 to 6 weeks.

NAME: 

ADDRESS: 