

Introduction

Survey of M-DCPS Teachers

Welcome to the 2011-12 Stanford University Survey of M-DCPS Teachers!

This online survey offers you the opportunity to confidentially share your views and insights about your experiences as a teacher during this past year. Please give your open and honest opinions on the survey.

PLEASE RESPOND TO THE QUESTIONS CONSIDERING YOUR EXPERIENCES DURING THE PRESENT SCHOOL YEAR (2011-12).

CONFIDENTIALITY: To protect confidentiality, survey results will be reported in aggregate form only. The comments you enter for the open-ended questions will be reported verbatim and will not identify you as the author.

YOUR INDIVIDUAL RESULTS WILL NOT AT ANY TIME BE REPORTED BACK TO THE DISTRICT.

Completing the survey indicates your consent to participate. This study's confidentiality protections have been reviewed and approved by the Institutional Review Board (IRB) at Stanford University. If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact—anononymously, if you wish—the Administrative Panels Office, Stanford University, Stanford, CA (USA) 94305-5401, or by phone: (650) 723-2480 (you may call collect).

Thanks for your participation!

Warm-Up

Are you currently a teacher in M-DCPS?

- Yes
- No

You responded that you are not currently a teacher (as of 2010-11) in M-DCPS. What is your role in the district?

Which of the following best describes your CURRENT ROLE as a teacher? (Check all that apply.)

- | | |
|--------------------------------|-----------------------------------------------|
| <input type="checkbox"/> Pre-K | <input type="checkbox"/> Foreign Language |
| <input type="checkbox"/> K-3 | <input type="checkbox"/> Life Skills |
| <input type="checkbox"/> 4-6 | <input type="checkbox"/> Middle School (7-10) |

- 4-6
- Career Specialist
- Counselor
- Media Specialist
- School Psychologist
- Social Worker
- ESE
- ESOL

- Reading (K-12)
- Secondary English
- Secondary Math
- Secondary Science
- Secondary Social Science
- Vocational
- Other (please specify):

Classroom assignment

Classroom Assignment

For the next few questions we would like you to think about how your school assigns students to teachers in specific classes.

These questions are *not* about deciding which courses a student should take (for example, should John take Geometry or Algebra II, or should Mary repeat 3rd grade or move to 4th). Instead we want you to think about how teachers and students are assigned to each other in classes (for example, should John be in Ms. Blue’s Algebra II class sixth period or second period, or should Mary be in Ms. Green’s 3rd grade class or Mr. Brown’s 3rd grade class).

Who participated in the process of assigning students to your class for the 2011-2012 school year? (Choose all who participated.)

- Me (regardless of the group you belong to)
- Assistant Principals
- Other teachers in my grade level
- Counselors
- Teachers in the grade level below
- Parents
- Other teachers
- Students
- Principal

How much influence would you say each participant has in the process of assigning students to teachers in classes? Please consider all forms of influence formal and informal.

	The most influence (CHOOSE ONLY ONE IN THIS COLUMN)	A lot of Influence	Some Influence	Little Influence
» Me (regardless of the group you belong to)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» Other teachers in my grade level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» Teachers in the grade level below	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

» Other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» Assistant Principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» Counselors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Below is a list of factors schools might or might not consider when deciding how to assign students to teachers in classes. How influential is each factor in *your school's* process of assigning students to teachers in classes?

	The most influential factor (CHOOSE ONLY ONE IN THIS COLUMN)	Very influential	Somewhat influential	A little bit influential	Not influential at all
The preferences of a few influential teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mixing students at different achievement levels in a class (for example, advanced students and struggling students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How class and teacher assignments are likely to affect individual students' end-of-year state test performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Separating students at different achievement levels into different classes (for example, advanced students and struggling students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mixing disruptive and well-behaved students in a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents' specific requests that their son/daughter be in a class with certain other student(s), or not be in a class with certain other student(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual teachers' preferences or requests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The concerns or preferences of parents generally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The academic needs of individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fairness among teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents' specific requests that their son/daughter be assigned to a certain teacher, or not assigned to a certain teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How class and teacher assignments are likely to affect our school's aggregate end-of-year state test performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For the grade you teach most in at your school, which of the following BEST characterizes how students and teachers are assigned to classrooms?

- Students are strategically grouped first, then teachers are assigned strategically to groups of students
- Students are strategically grouped first, then teachers are assigned at random to groups of students
- Students are assigned strategically to teachers without consideration for the other students in the class
- Students are assigned at random to teachers without consideration for the other students in the class
- Both the other students and the available teachers are considered simultaneously in the assignment of students to classes

Thinking about all the decisions your school makes each year, how important do you think each of the following are? (Choose one.)

	Very Important	Important	Somewhat Important	Not important
The grouping of students into classes (of the same course)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The matching of teachers to classrooms of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructional Climate and Culture

School Climate and Culture

In this section of the survey, we would like to ask you a few questions about the climate and culture in your school.

Please indicate the extent to which you agree with each of the following:

	Strongly Disagree	Disagree	Agree	Strongly Agree
Teachers talk about instruction in the teachers' lounge, faculty meetings, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in this school share and discuss student work with other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experienced teachers invite new teachers into their rooms to observe, give feedback, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A conscious effort is made by faculty to make new teachers feel welcome here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At this school we review overall trends in our students' data (e.g., absences, grades, test scores) every year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At this school teachers spend a lot of time discussing annual changes in student data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers spend a lot of time discussing student data to plan changes to the instructional program or plan interventions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many teachers in this school...?

	None	Some	About half	Most	Nearly all
Help maintain discipline in the entire school, not just their classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take responsibility for improving the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible to help each other do their best	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	☺	☺	☺	☺	☺
Feel responsible that all students learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are really trying to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are willing to take risks to make this school better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are eager to try new ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible for helping students develop self-control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel responsible when students in this school fail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel good about parents' support for their work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This school year, how often have you had conversations with colleagues about:

	Less than once a month	2-3 times a month	Once or twice a week	Almost daily
What helps students learn the best	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Development of new curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The goals of this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing classroom behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This school year, how often have you:

	Never	Once or twice	3 to 9 times	10 or more times
Observed another teacher's classroom to offer feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observed another teacher's classroom to get ideas for your own instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gone over student assessment data with other teachers to make instructional decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other teachers to develop materials or activities for particular classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on instructional strategies with other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How frequently do you review assessment data (e.g., standardized tests, common assessments)?

	Never	A few times a year	Every 6 to 8 weeks	Every 3 to 4 weeks	Weekly	More than weekly
Independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With teachers in your grade level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With teachers across grade levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With your instructional coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With your principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent is each of the following a problem at your school?

	Not at all	A little	Some	To a great extent
Physical conflicts among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Robbery or theft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gang activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disorder in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disorder in hallways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student disrespect of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Threats of violence toward teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you feel respected by...?

	Not at all	A little	Some	To a great extent
Your principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your vice principal(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your instructional coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The parents of your students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate the extent to which you agree with each of the following.

	Strongly disagree	Disagree	Agree	Strongly agree
I usually look forward to each working day at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wouldn't want to work in any other school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel loyal to this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this school to parents seeking a place for their child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Principal Assessment Tools (Random Instrument)

School Leadership

Next we are interested in your perceptions of your principal and how he or she runs your school.

[Recall that all of your responses are strictly confidential.]

Considering all factors (not just the ones we've asked about here), to what extent do you agree with the following statements about your principal?

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
My principal is doing a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am pleased with the way my principal runs this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would be happy to continue working with my principal in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thinking back over your one-on-one interactions with your principal this year, which of you was more likely to initiate the interaction? That is, which of you sought out the other?

- Almost always initiated by me
- More likely to be initiated by me
- More likely to be initiated by principal
- Almost always initiated by principal

Thinking back over your one-on-one interactions with your principal this year, how often would you characterize the TONE OF THE INTERACTION as each of the following?

	Almost never	Sometimes	Often	Almost always
Friendly or Relaxed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unfriendly or Tense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business-Like or Professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify): <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructional Team

Support for the Job of Teaching

Do you consider yourself part of team or group of colleagues that works together on instruction?

- Yes
- No

Which other teachers in your school are usually part of this team or group? (For example, "John Williams and Maria Sanchez" or "All science teachers.")

How helpful has this team been for improving your own instructional practices?

Very helpful Helpful A little helpful Not helpful

How helpful has this team or group been for improving the instructional practices of other members of your team?

Very helpful Helpful A little helpful Not helpful

When you have met with this instructional team this year, to what extent have you done the following, and how helpful did you find each activity?

	Extent Covered	Helpfulness
Discussing resources available to students outside of the classroom	<input type="text"/>	<input type="text"/>
Developing instructional strategies	<input type="text"/>	<input type="text"/>
Understanding district policies	<input type="text"/>	<input type="text"/>
Addressing classroom management and/or school discipline issues	<input type="text"/>	<input type="text"/>
Reviewing state test results	<input type="text"/>	<input type="text"/>
Developing or implementing professional development	<input type="text"/>	<input type="text"/>
Reviewing formative assessment results	<input type="text"/>	<input type="text"/>
Discussing the needs of specific students	<input type="text"/>	<input type="text"/>
Developing curriculum and/or materials	<input type="text"/>	<input type="text"/>
Coordinating curriculum and/or instruction across classrooms	<input type="text"/>	<input type="text"/>
Reviewing students' classroom work	<input type="text"/>	<input type="text"/>

Job Stress

To what extent do you agree with each of the following statements?

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
I have difficulty coping with the pace of organizational change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often struggle with uncertainty about my role and duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I sometimes feel anxious about the stability of my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am often aware of how others are judging the quality of my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy a reasonable degree of autonomy to do my work as I think best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I cope well with changes in my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes in my job are accompanied by appropriate support and training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel overwhelmed by unrealistic improvement targets or initiatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually feel secure that my job conditions will not worsen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ability to take initiative in my job is hindered by how I am monitored and evaluated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I lack control over important decisions that affect the quality of my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident that the quality of my work has the reputation it deserves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree or disagree with each of the following about your job as a teacher?

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
I have adequate opportunities in my job to reflect on my role and performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported by others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This job is a collegial one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in my ability to provide instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate opportunities to network with other educational professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes in my job I feel lonely or isolated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in my role as a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in my ability to manage my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding time to think and process can be difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Over the last two weeks, have you been bothered by any of the following problems?

	Not at all	Several days	More than half the days	Nearly every day
Feeling bad about yourself – or that you are a failure or have let yourself or your family down	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moving or speaking so slowly that other people could have noticed. Or the opposite—being so fidgety or restless that you have been moving around a lot more than usual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Little interest or pleasure in doing things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling tired or having little energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trouble concentrating on things, such as reading the newspaper or watching television	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Poor appetite or overeating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling down, depressed or hopeless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trouble falling or staying asleep, or sleeping too much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Including hours spent during the school day, before and after school, and on the weekends, HOW MANY HOURS have you spent on ALL teaching and school-related work activities during the past seven days? [Try to be accurate on this -- it is okay if this hasn't be a typical week.]

Total weekly hours

Education and Background

About You

This is the final section of the survey. We are interested in finding out about you personally - specifically: your educational background and preparation, how satisfied you feel, and your future plans.

Describe your educational background.

	Major	College or University Name	Year Degree Conferred (YYYY)
First Undergraduate Degree	<input type="text"/>	<input type="text"/>	<input type="text"/>
Second Undergraduate Degree	<input type="text"/>	<input type="text"/>	<input type="text"/>
First Masters Degree	<input type="text"/>	<input type="text"/>	<input type="text"/>
Second Masters Degree	<input type="text"/>	<input type="text"/>	<input type="text"/>
Doctorate	<input type="text"/>	<input type="text"/>	<input type="text"/>

Have you ever worked in a career OUTSIDE of education (i.e., prior to becoming a teacher or administrator)?

- Yes
- No

In what field or area was this career or careers? (List more than one if applicable)

How many years work experience do you have outside education?
 Years
In this outside career or careers, did you ever hold a management position?
 Yes (please specify:)

 No
How many years of management experience outside education do you have?
 Years
Has your management experience outside education included responsibility for any of the following? (Check all that apply.)
 Managing a budget

 Dismissing personnel

 Managing personnel

 Maintaining facilities

 Hiring personnel

 Facilitating interpersonal relationships among employees

 Training personnel

 Dealing with external stakeholders
Teacher Preparation**From which program and institution did you complete your requirements for initial TEACHER CERTIFICATION?**

[Note: If you attended more than one teacher preparation program, write down the program and institution at which you completed most of your requirements.]

Program Name:

Institution Name:

City/State:

Year Began Program:

Year Received Teacher Certification:

During this program, in what AREA(S) did you become certified to teach? (Check all that apply.)

- Early Elementary or Elementary (Early Childhood or Childhood)
- Secondary English Language Arts
- Secondary Math
- Secondary Science
- Secondary Social Studies/History

- Physical Education
- Special Education
- Foreign Language/Bilingual
- Arts/Fine Arts
- Other (please specify):

What was the DEGREE level of the program?

- Undergraduate
- Graduate
- Other (please specify):

In which school did you have most of your FIELD EXPERIENCE as part of your teacher preparation prior to becoming a full-time classroom teacher (including summer experiences, pre-student teaching field experiences, and student teaching)?

School Name:

District:

State:

In what grade-level did you student teach?

preK	K	1	2	3	4	5	6	7	8	9	10	11	12	none of the above
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What was the name of your cooperating or mentor teacher at this site? (note: this is completely confidential)

Estimate the number of DAYS and HOURS PER DAY you spent at this field site.

Number of Days:

Number of Hours Per Day:

How would you characterize your PRIMARY ROLE during this field experience? (Check only one.)

- Observational: observing instruction and student learning
- Instruction or tutoring of individual students or small groups of students
- Co-teaching: You were responsible for a substantial amount of whole-class instruction, where students viewed you as one of the head teachers in the classroom
- Head teacher: You were responsible for most or all of the whole-class instruction, where students viewed you as the head teacher in the classroom
- Other (please specify):

How would you characterize HOW YOU WERE PLACED into this field experience? (Check only one.)

- My teacher preparation program arranged the placement with little or no input from me.
- My teacher preparation program and I worked together to arrange this placement.
- I arranged the placement with little or no input from my teacher preparation program.

Did you have a substantial amount (25% or more) of field experiences at a second school?

- Yes No

In which school did you have this field experience?

School Name:

District:

State:

Estimate the number of DAYS and HOURS PER DAY you spent at this field site.

Number of Days:

Number of Hours Per Day:

How would you characterize your PRIMARY ROLE during this field experience? (Check only one.)

- Observational: observing instruction and student learning
- Instruction or tutoring of individual students or small groups of students

- Co-teaching: You were responsible for a substantial amount of whole-class instruction, where students viewed you as one of the head teachers in the classroom
- Head teacher: You were responsible for most or all of the whole-class instruction, where students viewed you as the head teacher in the classroom
- Other (please specify):

How would you characterize HOW YOU WERE PLACED into this field experience? (Check only one.)

- My teacher preparation program arranged the placement with little or no input from me.
- My teacher preparation program and I worked together to arrange this placement.
- I arranged the placement with little or no input from my teacher preparation program.

Language and Country of Origin

In what country were you born?

- United States
- Other (please specify)

What country do you consider to be your country of origin? (This need not be the same as birth country. For example, a person born in the U.S. but whose family is primarily of Mexican descent might consider Mexico as his/her country of origin.)

How well do you speak any of the following languages?

	None	Elementary or Basic Proficiency	Working Proficiency	Fluent
Spanish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haitian Creole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) <input style="width: 150px; height: 20px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Background

What is your marital status?

Never Married

Married

Divorced

Widowed

Do you have children?

Yes No

How many children do you have under the age of 5?

0

1

2

3

4+

How many children do you have ages 5 to 18?

0

1

2

3

4+

To what extent are/were you generally SATISFIED with each of the following?

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Being a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a teacher at your current school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your performance as a teacher overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your performance as a teacher this year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance of your principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>