

**EXAMINING TEACHER PREPARATION:
DOES THE PATHWAY MAKE A
DIFFERENCE?
*SURVEY OF FIRST YEAR TEACHERS***

ABOUT THE SURVEY

This survey of first-year teachers is being conducted across New York City by a team of researchers from the University at Albany and Stanford University. The questionnaire asks for teachers' experiences and views concerning their preparation for teaching, their experiences in schools, and their future plans. This survey is part of a multi-year study seeking to better understand what features of teacher preparation and induction are most effective in 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.

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.**

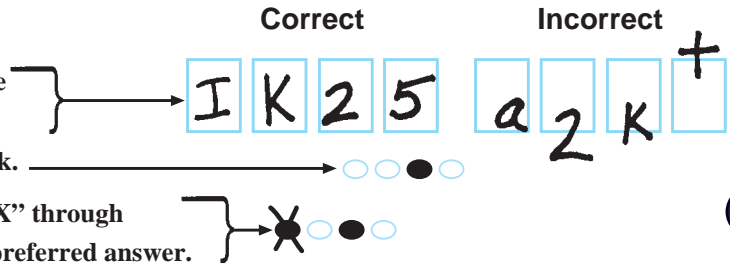
All the information you provide will be kept strictly confidential, used only for the purposes of this study, and will be reported in summary form only. The information will be used to improve teacher preparation and induction. At no time will this information be used to evaluate any individual. This study's confidentiality protections have been reviewed and approved by the Institutional Review Boards at the University at Albany and Stanford University and have been issued a federal Certificate of Confidentiality.

**IRB Number: #02-363
Expiration Date: February 10, 2006**

INSTRUCTIONS:

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.
- When entering letters or numbers, enter one per box and stay within the box.
- Fill in the ovals completely with a dark mark.
- If you wish to change an answer, place an "X" through the first mark, and mark the oval for your preferred answer.



A. TEACHER PREPARATION

A1. In fulfilling your requirements to become a teacher in New York State did you: MARK ONLY ONE.

- Attend only one teacher preparation program
If so, which program and institution: _____
- Attend mostly one teacher preparation program
If so, which program and institution: _____
- Attend courses at two or more programs such that no single program was primary
- Attend an alternative certification program (TFA, TOP, Teaching Fellows)
If so, which program and location of coursework: _____

A2. In fulfilling your requirements to become a teacher in New York State did you: MARK ONLY ONE.

- Attend a school or program full-time (this includes most alternative route programs)
- Attend a school or program part-time
- Attend a school or program a mix of full and part-time

A3. How long did it take you from start to finish to fulfill your requirements to *start* full-time teaching in New York State?

- Less than 2 months 2 to 11 months 1 to 2 years 3 to 4 years more than 4 years

A4. How did you obtain certification to teach in New York State public schools? MARK ONLY ONE.

- University recommended for certification, undergraduate
- University recommended for certification, graduate
- University-Based Alternate Routes (TOP, TFA, Teaching Fellows, Peace Corps Fellows)
- Transcript Review (Direct Application to the State)
- Temporary Certificate
- Other _____

A5. Prior to beginning your teaching job in New York City this year, for how long did you do each of the following? MARK ONE IN EACH ROW.

	6 or more years				
	3 - 5 years				
	1 - 2 years				
	Less than 1 year				
	Not at all				
a. Taught your own class in a PUBLIC elementary or secondary school in the USA full-time (not including student teaching)	1	2	3	4	5
b. Taught your own class in a PRIVATE elementary or secondary school in the USA full-time	1	2	3	4	5
c. Taught your own class in an elementary or secondary school outside of the USA full-time	1	2	3	4	5
d. Substitute taught or taught part-time in either a public or private elementary school or secondary school ...	1	2	3	4	5
e. Worked in a profession other than teaching full-time after completion of a college degree	1	2	3	4	5

A6. Prior to beginning your teaching job in New York City this year, how long did you work with low-income children in an urban setting *not* as part of your teacher education program (e.g., volunteering, substitute teaching, etc.)? MARK ONLY ONE.

- Not at all Less than 1 month 1 - 3 months 4 - 8 months 9 - 12 months more than 12 months

A7. To satisfy your teaching requirement for certification, did you teach your own classroom without another teacher present? (If you are in alternative certification, the answer is yes. Do not count student teaching).

- Yes No

A8. How much time did you spend in a PreK-12 classroom as part of your teacher preparation program, prior to becoming a full-time classroom teacher (include all field experiences such as observations and student teaching)? MARK ONLY ONE.

- None 31 - 60 hours 101 - 150 hours
 1 - 10 hours 61 - 99 hours 151 - 200 hours
 11 - 30 hours 100 hours Over 200 hours

A9. How much actual time did you spend student teaching as part of your teacher preparation prior to becoming a full-time classroom teacher (assume one day is equivalent to 6 hours)? Student teaching is a type of field experience involving taking full or partial responsibility for the classroom under the guidance of a full-time classroom teacher or supervisor.

- None 21 - 39 days 60 - 80 days
 1 - 20 days 40 - 59 days Over 80 days

A10. In which school or schools did you have most of your field experience (including summer experiences and student teaching)?

Name _____ City/Borough _____ State _____

Name _____ City/Borough _____ State _____

A11. In thinking about your preparation to become a teacher prior to becoming a full-time classroom teacher, to what extent do you agree or disagree with the following statements about your program? (If you attended more than one teacher preparation program, please answer on average). MARK ONE IN EACH ROW.

Strongly Agree
Agree
Neither Agree nor Disagree
Disagree
Strongly Disagree

- a. My program lacked a sense of coherence among courses and between courses and field experiences 1 2 3 4 5
- b. What I learned in methods courses reflected what I observed in my field experiences or in my own classroom. 1 2 3 4 5
- c. My program articulated a clear vision of teaching and learning 1 2 3 4 5
- d. The faculty in my program were excellent teachers 1 2 3 4 5

A12. In your preparation to become a teacher, prior to becoming a full-time classroom teacher, how much opportunity did you have to do the following? MARK ONE IN EACH ROW.

Extensive Opportunity
Explored in Some Depth
Spent Time Discussing or Doing
Touched On It Briefly
None

- a. Study stages of child development and learning 1 2 3 4 5
- b. Develop strategies for handling student misbehavior 1 2 3 4 5
- c. Develop specific strategies for teaching English language learners (those with limited English proficiency) 1 2 3 4 5
- d. Develop specific strategies for teaching students identified with learning disabilities 1 2 3 4 5
- e. Develop specific strategies for teaching students from diverse racial and ethnic backgrounds 1 2 3 4 5
- f. Develop strategies for setting classroom norms 1 2 3 4 5
- g. Consider the relationship between education and social justice and/or democracy 1 2 3 4 5
- h. Learn how to fill out Individual Education Plans 1 2 3 4 5

A13. Thinking about the supervision and feedback that you received during your experiences in schools as part of your preparation to become a teacher and prior to becoming a full-time classroom teacher, please rate the extent to which you agree with the following statements: MARK ONE IN EACH ROW.

	Not Applicable	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
a. The teacher(s) I observed were excellent teachers and worthy role models	1	2	3	4	5	NA
b. When I participated in the classroom, I was regularly observed by a supervisor, classroom teacher or fellow advisor	1	2	3	4	5	NA
c. When I participated in the classroom, I got useful feedback	1	2	3	4	5	NA
d. A university supervisor, fellow advisor or institute faculty was available to talk with me when I had questions or concerns about teaching	1	2	3	4	5	NA
e. My experiences allowed me to try out strategies and techniques I was learning in my pre-service classes ..	1	2	3	4	5	NA
f. My experiences in schools were similar to my current job in terms of grade level	1	2	3	4	5	NA
g. My experiences in schools were similar to my current job in terms of subject area	1	2	3	4	5	NA

B. SCHOOL CONTEXT

This section asks questions about the school where you currently teach.

B1. *Teacher Influence:* In your school, how much influence do teachers have *IN THEIR CLASSROOM* over the following areas of planning and teaching? MARK ONE IN EACH ROW.

	A Great Deal of Influence	Significant Influence	Moderate Influence	Minimal Influence	No Influence
a. Selecting textbooks and other instructional materials	1	2	3	4	5
b. Selecting content, topics, and skills to be taught	1	2	3	4	5
c. Selecting teaching techniques	1	2	3	4	5
d. Evaluating and grading students	1	2	3	4	5
e. Disciplining students	1	2	3	4	5
f. Determining the amount of homework to be assigned	1	2	3	4	5

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

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
a. The school administration's behavior toward the staff is supportive and encouraging	1	2	3	4	5
b. The school administration usually consults with staff members before making decisions that affect us	1	2	3	4	5
c. The school administration has a well-planned and enforced school discipline policy	1	2	3	4	5
d. 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	1	2	3	4	5
e. The school administration does a good job of getting resources for this school	1	2	3	4	5
f. The school administration evaluates teachers' performance fairly	1	2	3	4	5
g. Data on student learning are regularly collected and reviewed with all members of the school community (teachers, administrators, etc.)	1	2	3	4	5

B3. Staff Relations: To what extent do you agree or disagree with each of the following statements? MARK ONE IN EACH ROW.

	Strongly Agree				
	Agree				
	Neither Agree nor Disagree				
	Disagree				
	Strongly Disagree				
a. There is a great deal of cooperative effort among the staff members	1	2	3	4	5
b. Most of my colleagues share my beliefs and values about what the central mission of the school should be	1	2	3	4	5
c. I make a conscious effort to coordinate the content of my classes with that of other teachers	1	2	3	4	5
d. I can get good advice from other teachers in this school when I have a teaching problem	1	2	3	4	5
e. In this school, I am encouraged to experiment with my teaching	1	2	3	4	5

B4. Students: To what extent do you agree or disagree with each of the following statements? MARK ONE IN EACH ROW.

	Strongly Agree				
	Agree				
	Neither Agree nor Disagree				
	Disagree				
	Strongly Disagree				
a. The level of student misbehavior in this school (such as noise, horseplay or fighting in the halls, cafeteria or student lounge) interferes with instructional activities	1	2	3	4	5
b. The attitudes and habits students bring to my class greatly reduce their chances for academic success	1	2	3	4	5
c. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes	1	2	3	4	5
d. I get to know personally many students who are not in my classes	1	2	3	4	5
e. My students receive a lot of support for learning outside of school	1	2	3	4	5

B5. Has a student FROM THIS SCHOOL threatened to injure you? Yes No

B6. 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 IN EACH ROW.

	Strongly Agree				
	Agree				
	Neither Agree nor Disagree				
	Disagree				
	Strongly Disagree				
a. Necessary materials such as textbooks, supplies, and copy machines are available as needed by the staff	1	2	3	4	5
b. My classroom is often uncomfortably warm or cold	1	2	3	4	5
c. I regularly see evidence of cockroaches, rats, or mice in this school	1	2	3	4	5
d. The textbooks that I use in class are up to date and in good physical condition	1	2	3	4	5
e. My school has quiet spaces for teachers to work when they are not teaching	1	2	3	4	5
f. The facilities at my school are conducive to effective teaching and learning	1	2	3	4	5

C. MENTORING AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES

C1. During this academic year, a mentor was to be assigned to you by the NYC Department of Education. What month did you start working with this mentor? (If you were not assigned a mentor, please fill in this oval and skip to C6.)
 Sept Oct Nov Dec Jan Feb Mar Apr

C2. To what extent (a) did you spend time working on the following areas with *this mentor* and (b) was *this work* helpful in these areas? MARK ONE FOR TIME AND ONE FOR HELPFULNESS IN EACH ROW.

	Time:				Helpfulness:			
	To a Great Extent				To a Great Extent			
	To a Moderate Extent				To a Moderate Extent			
	To a Minimal Extent				To a Minimal Extent			
	Not At All				Not At All			
a. Engaging all students in learning	1	2	3	4	1	2	3	4
b. Working with traditionally underserved student populations	1	2	3	4	1	2	3	4
c. Working with English Language Learners	1	2	3	4	1	2	3	4
d. Working with special education students	1	2	3	4	1	2	3	4
e. Reviewing student work	1	2	3	4	1	2	3	4
f. Teaching subject matter	1	2	3	4	1	2	3	4
g. Specific classroom management problems	1	2	3	4	1	2	3	4
h. Creating an effective environment for student learning	1	2	3	4	1	2	3	4
i. Handling paperwork	1	2	3	4	1	2	3	4
j. Working with parents	1	2	3	4	1	2	3	4
k. Using results of classroom or external assessments to inform my instructional practice	1	2	3	4	1	2	3	4
l. Instructional planning	1	2	3	4	1	2	3	4
m. Understanding the standards	1	2	3	4	1	2	3	4
n. Using curriculum materials	1	2	3	4	1	2	3	4
o. Teaching a model lesson for me to observe	1	2	3	4	1	2	3	4
p. Providing encouragement and moral support	1	2	3	4	1	2	3	4
q. Handling job related stress	1	2	3	4	1	2	3	4

C3. Please mark the letters corresponding to the three areas in which you wanted the most help from the list in C2.

- a c e g i k m o q
 b d f h j l n p

C4. Does your mentors' area of expertise match what you teach?

- Subject Matter: Yes No Don't know
 Grade Level: Yes No Don't know

C5. DURING THE MOST RECENT FOUR FULL WEEKS OF CLASS, how many hours has your mentor assigned by the NYC Department of Education . . . ? MARK ONE IN EACH ROW.

	> 5 hours						
	4 - 5 hours						
3 - 4 hours							
2 - 3 hours							
1 - 2 hours							
< 1 hour							
None							
a. Visited you in your school?	1	2	3	4	5	6	7
b. Observed you teach?	1	2	3	4	5	6	7
c. Talked with you by phone or email (estimate)?	1	2	3	4	5	6	7

C6. In addition to the mentor assigned by the NYC Department of Education, are you participating in support activities offered by your teacher education program or alternate route program (e.g., mentoring by field advisor or university supervisor/liason or induction program)?

- Yes No

C7. If so, DURING THE MOST RECENT FOUR FULL WEEKS OF CLASS, how many times have you had contact with a university supervisor/liason or mentor from your teacher education program or other program?

- None 1 2 3 4 5 or more

C8. In general, how useful has this university supervisor/liason or mentor been in helping you with ... ? MARK ONE IN EACH ROW.

To a Great Extent
To a Significant Extent
To a Moderate Extent
To a Minimal Extent
Not At All

- a. Creating an effective environment for student learning? 1 2 3 4 5
- b. Instruction? 1 2 3 4 5
- c. Providing encouragement and moral support? 1 2 3 4 5
- d. Linking theory and practice? 1 2 3 4 5
- e. Specific classroom management problems? 1 2 3 4 5

C9. Since September 2004, how often has a teacher, administrator, or another instructional leader other than the mentor assigned by the NYC Department of Education observed you teach and given you feedback on improving your teaching?

- Never 1 - 2 times 3 - 5 times 6 - 10 times more than 10 times

C10. Since September 2004, have you participated in any of the following professional development activities or course work? MARK ALL THAT APPLY.

- University course(s) for professional development
- University course(s) towards certification
- Observations of classrooms
- Workshops, conferences or training sessions

C11. Since September 2004, how many hours have you spent in professional development activities or coursework that focused on ... ? MARK ONE IN EACH ROW.

33 or more hours
17 - 32 hours
9 - 16 hours
8 or fewer hours
None

- a. Subject matter instruction (i.e., reading, mathematics, science)? 1 2 3 4 5
- b. Student discipline and management in the classroom? 1 2 3 4 5
- c. How to teach special education students? 1 2 3 4 5
- d. How to teach limited-English proficient students? 1 2 3 4 5

D. KNOWLEDGE/BELIEFS

D1. Please indicate how much emphasis you place in your teaching on each of the following goals for your students. MARK ONE IN EACH ROW.



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

- | | | | | | |
|---|---|---|---|---|---|
| a. Basic skills (reading, writing, math, speaking) | 1 | 2 | 3 | 4 | 5 |
| b. Mastery of the subject matter/academic excellence | 1 | 2 | 3 | 4 | 5 |
| c. Citizenship | 1 | 2 | 3 | 4 | 5 |
| d. Specific skills that will be useful for students in the workforce | 1 | 2 | 3 | 4 | 5 |
| e. Good work habits and self-discipline | 1 | 2 | 3 | 4 | 5 |
| f. Personal growth and fulfillment (self-esteem, self-knowledge) | 1 | 2 | 3 | 4 | 5 |
| g. Human relations skills (cultural understanding, getting along with others) | 1 | 2 | 3 | 4 | 5 |
| h. Character education | 1 | 2 | 3 | 4 | 5 |

D2. To what extent do you agree or disagree with the following statements about your students? MARK ONE IN EACH ROW.

Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

- | | | | | | |
|---|---|---|---|---|---|
| a. <i>Most</i> of the students in my class can learn what I am supposed to teach them | 1 | 2 | 3 | 4 | 5 |
| b. By trying different methods, I can significantly affect my students' achievement level | 1 | 2 | 3 | 4 | 5 |
| c. If I try really hard, I can get through to even the most difficult or unmotivated students | 1 | 2 | 3 | 4 | 5 |
| d. If some students in my class are not doing well, I feel that I should change my approach to the subject (teaching strategy, for example) | 1 | 2 | 3 | 4 | 5 |
| e. I am certain I am making a difference in the lives of my students | 1 | 2 | 3 | 4 | 5 |

D3. How much do you agree or disagree with each of the following statements about teaching? MARK ONE IN EACH ROW.

Strongly Agree
 Agree
 Neither Agree nor Disagree
 Disagree
 Strongly Disagree

- | | | | | | |
|---|---|---|---|---|---|
| a. If I had it to do all over again, in view of my present knowledge, I would not become a teacher | 1 | 2 | 3 | 4 | 5 |
| b. If I had it to do all over again, I would not choose the same teacher preparation program and/or route into teaching | 1 | 2 | 3 | 4 | 5 |
| c. If I had it to do all over again, I would rather teach in a different school | 1 | 2 | 3 | 4 | 5 |
| d. I am not as happy about teaching as I thought I would be | 1 | 2 | 3 | 4 | 5 |



E. JOB SELECTION

E1. In considering where you would prefer to teach (in your ideal job), how do you view each of the following school characteristics? MARK ONE IN EACH ROW.

(Note: Neutral is not in the middle)

	Strongly Prefer	Prefer	Neutral	Somewhat Prefer	Prefer Not to Have
a. Close proximity to home	1	2	3	4	5
b. Small school size	1	2	3	4	5
c. Low achieving students	1	2	3	4	5
d. Many English language learners	1	2	3	4	5
e. Racial/ethnic diversity of students	1	2	3	4	5
f. Many students of poverty	1	2	3	4	5
g. Collegial school culture	1	2	3	4	5
h. Supportive school leadership	1	2	3	4	5
i. Good condition of the facilities	1	2	3	4	5
j. High salary	1	2	3	4	5
k. School in which I had field experiences	1	2	3	4	5
l. School that is similar to the one I attended as a student	1	2	3	4	5
m. Mission/vision of the school compatible with my own	1	2	3	4	5

E2. For this academic year, did you apply to teach in ... MARK ALL THAT APPLY.

- A public school district aside from NYC
 A private school
 A charter school

E3. When were you hired for your current job in New York City?

Month Year

--	--	--	--	--	--

E4. When did you start your current job in New York City?

Month Year

--	--	--	--	--	--

F. BACKGROUND INFORMATION

F1. When were you born?

Month Day Year

--	--	--	--	--	--	--	--

F2. Where did you graduate from high school?

School _____

City/Borough _____

State/Country _____

F3. What math courses did you take in high school? MARK ALL THAT APPLY.

- Vocational
 Pre-algebra
 Geometry
 Advanced algebra
 Pre-calculus
 Calculus

F4. Which of the following best describes your experiences at community colleges? MARK ONLY ONE.

- I have never attended a community college.
 I have taken courses at a community college but none of them counted towards my teaching credential/certificate.
 I have taken at least one course at a community college that has counted towards my teaching credential/certificate.

F5. What was your undergraduate major? MARK ALL THAT APPLY.

- Education (including elementary ed., secondary ed., etc.)
- Ethnic or Global Studies (e.g., African-American or Latin-American Studies)
- Business or Professional studies (e.g., Agriculture, Architecture, Law)
- Arts (e.g., Fine Arts, Drama, Music, Design)
- English (e.g., English Literature or Composition, Communications or Journalism)
- Foreign Languages
- Mathematics (e.g., Mathematics or Statistics)
- Engineering or Computer Science
- Physics
- Biology
- Chemistry
- Geology or Earth Science
- Psychology
- Social Sciences (e.g., Economics, Sociology, Anthropology, Political Science, International Relations)
- Other Humanities (e.g., History, Philosophy, Religious Studies)
- General Studies or Other Interdisciplinary Studies (e.g., Liberal Studies, Family Studies)

F6. Is English your native language? Yes No

F7. Do you speak a language other than English fluently? Yes No

If so, do you speak . . . ? MARK ALL THAT APPLY.

- South-East Asian Language (Hindi, Vietnamese, Thai . . .)
- Spanish
- a Western European Language aside from Spanish (German, French . . .)
- an Eastern European Language (Polish, Russian . . .)
- a Middle Eastern Language (Arabic, Farsi . . .)
- an African language
- Another language

F8. What is your current marital status? MARK ONLY ONE.

- Never married, no domestic partner
- Living with domestic partner
- Divorced
- Married
- Separated
- Widowed

F9. How many children are you legally responsible for? MARK ONLY ONE.

- 0
- 1
- 2
- 3
- 4
- 5
- 6 or more

F10. Since September 2004, have you earned, or will you earn, additional compensation from working in any job OUTSIDE of this school system?

- Yes
- No

If yes, estimate how much you will earn from Sept 04 through June 05 _____

F11. What is your combined family annual income (you, your spouse or domestic partner and any dependents)? MARK ONLY ONE.

- \$30,000 or less
- \$30,001 - \$50,000
- \$50,001 - \$75,000
- \$75,001 - \$100,000
- \$100,001 - \$150,000
- \$150,001 - \$200,000
- More than \$200,000

- *If you teach Elementary School (including elementary special education) please continue to page 11*
- *If you teach Middle or High School Science please skip to page 14*
- *If you teach Middle or High School Mathematics please skip to page 17*
- *If you teach in other areas please skip to page 20 (the last page)*

GE. ELEMENTARY EDUCATION

GE1. In your teacher preparation program, prior to September 2004, how much opportunity did you have to do the following? MARK ONE IN EACH ROW.

Reading/Language Arts

	Extensive Opportunity				
	Explored in Some Depth				
	Spent Time Discussing or Doing				
	Touched On It Briefly				
	None				
a. Learn about characteristics of emergent readers	1	2	3	4	5
b. Learn ways to teach students meta-cognitive strategies for monitoring comprehension	1	2	3	4	5
c. Learn ways to teach decoding skills	1	2	3	4	5
d. Learn ways to encourage phonemic awareness	1	2	3	4	5
e. Learn ways to build student interest and motivation to read	1	2	3	4	5
f. Learn how to help students make predictions to improve comprehension	1	2	3	4	5
g. Learn how to support older students who are learning to read	1	2	3	4	5
h. Learn ways to organize classrooms for students of different reading ability	1	2	3	4	5
i. Study, critique, or adapt student curriculum materials	1	2	3	4	5
j. Learn how to activate students' prior knowledge	1	2	3	4	5
k. Listen to an individual child read aloud for the purpose of assessing his/her reading achievement	1	2	3	4	5
l. Plan a guided reading lesson	1	2	3	4	5
m. Study National or New York State Standards for reading	1	2	3	4	5
n. Review New York City's reading curriculum	1	2	3	4	5
o. Discuss methods for using student reading assessment results to improve your teaching	1	2	3	4	5
p. Practice what you learned about teaching reading in your field experiences	1	2	3	4	5
q. Learn strategies for teaching English Language Learners	1	2	3	4	5

GE2. How many courses did you take in the teaching of reading/language arts at the college level?

- 0
 1
 2
 3 or more

GE3. In your teacher preparation program, prior to September 2004, how much opportunity did you have to do the following? MARK ONE IN EACH ROW.

Mathematics

	Extensive Opportunity				
	Explored in Some Depth				
	Spent Time Discussing or Doing				
	Touched On It Briefly				
	None				
a. Learn typical difficulties students have with place value	1	2	3	4	5
b. Learn typical difficulties students have with fractions	1	2	3	4	5
c. Use representations (e.g., geometric representation, graphs, number lines) to show explicitly why a procedure works	1	2	3	4	5
d. Prove that a solution is valid or that a method works for all similar cases	1	2	3	4	5
e. Study, critique, or adapt math curriculum materials	1	2	3	4	5
f. Study or analyze student math work	1	2	3	4	5
g. Design math lessons	1	2	3	4	5
h. Learn how to facilitate math learning for students in small groups	1	2	3	4	5
i. Adapt math lessons for students with diverse needs and learning styles	1	2	3	4	5
j. Practice what you learned about teaching math in your teacher preparation program in your field experience	1	2	3	4	5
k. Study National or New York State standards for childhood mathematics	1	2	3	4	5
l. Review New York City mathematics curriculum	1	2	3	4	5

GE4. How many courses did you take in the teaching of math at the college level?

- 0
 1
 2
 3 or more

**GE5. Rate your preparedness at the *beginning* of this academic year to ...
MARK ONE IN EACH ROW.**

Very Well Prepared	Well Prepared	Prepared	Poorly Prepared	Very Poorly Prepared
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

- a. Handle a range of classroom management or discipline situations
- b. Use a variety of instructional methods for the teaching of reading
- c. Teach comprehension to older children
- d. Teach students with reading difficulties
- e. Use a variety of instructional methods for the teaching of math
- f. Teach English Language Learners
- g. Teach Special Education students
- h. Teach in high poverty settings

GE6. To what extent do you use the information from your own students' state or district achievement test scores to plan your instruction? MARK ONLY ONE.

- Don't have access to scores
 Not at all
 A small extent
 A moderate extent
 A great extent

GE7. DURING THE MOST RECENT TWO FULL WEEKS OF CLASS, how often did the students in your READING CLASS do the following? If you do not teach reading, please fill in this oval and skip to GE8. MARK ONE IN EACH ROW.

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

- 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

GE8. DURING THE MOST RECENT TWO FULL WEEKS OF CLASS, how often did the students in your MATH CLASS do the following? If you teach special education but DO NOT teach math, please fill in this oval and skip to GE9. If you DO NOT teach special education, please skip to page 20 (the last page). MARK ONE IN EACH ROW.

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

- a. Listen to me present the definition of a term or the 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 homogenous groups based on achievement or ability level
- i. Work in mixed-ability groups

➤ ***If you DO NOT teach special education, please skip to page 20 (the last page)***

GE9. Do you work in ...? MARK ONLY ONE.

- A self-contained classroom with students with behavior disorders
- A self-contained classroom with students with moderate to severe learning disabilities
- A self-contained classroom with students with moderate to severe developmental delays
- A self-contained classroom with students with a combination of disabilities
- A regular education class that has a high proportion of kids with special needs (an inclusion classroom)
- A regular education class without a high proportion of kids with special needs
- Multiple classrooms or a resource room, serving as a resource to students or classroom teachers
- Other _____

GE10. Do you ...? MARK ALL THAT APPLY.

- Have your own classroom full-time
- Team-teach full-time
- Have your own classroom part-time
- Team-teach part-time
- Serve as a resource to individual students
- Serve as a resource to classroom teachers
- Other _____

GE11. Do you work in District 75? MARK ONLY ONE

- No
- Part-time
- Full-time

GE12. In your teacher preparation program, prior to September 2004, how much opportunity did you have to do the following? MARK ONE IN EACH ROW.

	Extensive Opportunity				
	Explored in Some Depth				
	Spent Time Discussing or Doing				
	Touched On It Briefly				
	None				
a. Learn strategies for addressing the needs of students with mild to moderate disabilities in the classroom ...	1	2	3	4	5
b. Study classroom management strategies for addressing special needs students	1	2	3	4	5
c. Study how to help children develop social skills and integrate into the mainstream	1	2	3	4	5
d. Learn strategies for working with other teachers, including regular education teachers, around the needs of special needs students	1	2	3	4	5
e. Study students' rights as well as laws and policies associated with equal access to education for special needs children (such as IDEA)	1	2	3	4	5
f. Practice in your field experiences some of the strategies and ideas you were learning in your coursework about special needs students	1	2	3	4	5

GE13. DURING THE MOST RECENT TWO FULL WEEKS OF CLASS, how often have your special education students done the following? If you do not teach special education students, please fill in this oval and skip to page 20 (the last page). MARK ONE IN EACH ROW.

	9 or more days					
	7 - 8 days					
	5 - 6 days					
	3 - 4 days					
	1 - 2 days					
	Never					
a. Have individualized instruction in basic reading skills	1	2	3	4	5	6
b. Have individualized instruction in basic math skills	1	2	3	4	5	6
c. Engage in activities requiring higher order thinking	1	2	3	4	5	6
d. Work on a prescribed curriculum such as Direct Instruction	1	2	3	4	5	6
e. Work on behavior and social skills	1	2	3	4	5	6

PLEASE GO TO PAGE 20 (THE LAST PAGE)

GS. MIDDLE AND HIGH SCHOOL SCIENCE

GS1. For each class period you are currently teaching, regardless of the subject, give the course title, the number of students in the class, and the grade level.

Course Title	Number of Students	Grade

GS2. For each course, please mark whether you have taken it at the college level. MARK ALL THAT APPLY.

- | | | |
|---|---|--|
| <input type="checkbox"/> Biochemistry and Biophysics | <input type="checkbox"/> Ecology or Environmental Science | <input type="checkbox"/> Organic Chemistry |
| <input type="checkbox"/> Biology | <input type="checkbox"/> Genetics | <input type="checkbox"/> Physical Science |
| <input type="checkbox"/> Botany | <input type="checkbox"/> Geology or Earth Science | <input type="checkbox"/> Physics |
| <input type="checkbox"/> Cell or Molecular Biology | <input type="checkbox"/> Microbiology or Bacteriology | <input type="checkbox"/> Physiology |
| <input type="checkbox"/> Chemistry (General or Inorganic) | <input type="checkbox"/> Neuroscience | |

GS3. In your teacher preparation program, prior to September 2004, how much opportunity did you have to do the following? MARK ONE IN EACH ROW.

	Extensive Opportunity Explored in Some Depth Spent Time Discussing or Doing Touched On It Briefly None				
a. Learn hands-on activities for teaching scientific concepts	1	2	3	4	5
b. Learn how to facilitate student learning in small groups, such as lab groups	1	2	3	4	5
c. Explore effective uses of technology for teaching scientific concepts and information	1	2	3	4	5
d. Learn about typical difficulties students have with lab work	1	2	3	4	5
e. Identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions	1	2	3	4	5
f. Learn specific techniques for teaching topics in Physics	1	2	3	4	5
g. Learn specific techniques for teaching topics in Earth Science	1	2	3	4	5
h. Learn specific techniques for teaching topics in Chemistry	1	2	3	4	5
i. Learn specific techniques for teaching topics in Biology	1	2	3	4	5
j. Study, critique, or adapt science curriculum materials	1	2	3	4	5
k. Study or analyze student work	1	2	3	4	5
l. Learn how to use tasks or “discrepant events” to show how preconceptions can be incorrect	1	2	3	4	5
m. Learn how to encourage scientific inquiry	1	2	3	4	5
n. Design science lessons	1	2	3	4	5
o. Develop forms of science assessment	1	2	3	4	5
p. Practice what you learned about teaching science in your field experience	1	2	3	4	5
q. Study National or New York State standards for middle school or high school science	1	2	3	4	5

GS4. Rate your preparedness at the beginning of this academic year to . . . MARK ONE IN EACH ROW.

Very Well Prepared	Well Prepared	Prepared	Poorly Prepared	Very Poorly Prepared
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- a. Handle a range of classroom management or discipline situations
- b. Use a variety of instructional methods
- c. Teach science to students with learning difficulty
- d. Teach English Language Learners
- e. Teach in high poverty settings
- f. Teach the subject to which you were assigned

GS5. Considering the students that you teach . . . MARK ONE IN EACH ROW.

76% to 100%	51% to 75%	26% to 50%	10% to 25%	Less than 10%	None
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- a. Approximately what percent of your students are below grade level in reading?
- b. Approximately what percent of your students have limited English proficiency?
- c. Approximately what percent of your students are identified as special education students and receive support services?
- d. Approximately what percent of your students enrolled in your school after the start of the school year?
- e. Approximately what percent of students who were in your class on the first day of school are no longer in your class?
- f. On a typical day, approximately what percent of your students are in attendance?

GS6. How much do you emphasize each of the following student objectives in your class? MARK ONE IN EACH ROW.

A Great Deal of Emphasis	Significant Emphasis	Moderate Emphasis	Minimal Emphasis	No Emphasis
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- a. Increase students' interest in science
- 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

GS7. DURING THE MOST RECENT FOUR FULL WEEKS OF CLASS, how often did the students in your class do the following? MARK ONE 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	1	2	3	4	5	6
b. Watch a science demonstration	1	2	3	4	5	6
c. Work in groups	1	2	3	4	5	6
d. Read from a science textbook in class	1	2	3	4	5	6
e. Read other (non-textbook) science-related materials in class	1	2	3	4	5	6
f. Do hands-on/laboratory science activities or investigations	1	2	3	4	5	6
g. Design or implement their own investigation	1	2	3	4	5	6
h. Answer textbook or worksheet questions	1	2	3	4	5	6
i. Record, represent, and/or analyze data	1	2	3	4	5	6
j. Prepare written science reports	1	2	3	4	5	6
k. Make formal presentations to the rest of the class	1	2	3	4	5	6
l. Work on extended science investigations or projects (a week or more in duration)	1	2	3	4	5	6
m. Use computers as a tool (e.g., spreadsheets, data analysis)	1	2	3	4	5	6
n. Take field trips	1	2	3	4	5	6
o. Watch audiovisual presentations (e.g., videotapes, CD-ROMs, or films)	1	2	3	4	5	6

GS8. How much *science homework* do you assign to each of your classes in a typical *week*? MARK ONLY ONE.

- 0 - 30 min
 31 - 60 min
 61 - 90 min
 91 - 119 min
 2 - 3 hours
 More than 3 hours

PLEASE GO TO PAGE 20 (THE LAST PAGE)

GM. MIDDLE AND HIGH SCHOOL MATH

GM1. For each class period you are currently teaching, regardless of the subject, give the course title, the number of students in the class, and the grade level.

Course Title	Number of Students	Grade
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

GM2. For each course, please mark whether you have taken it at the college level. MARK ALL THAT APPLY

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Algebra for Teachers | <input type="checkbox"/> Calculus | <div style="border: 1px solid black; width: 30px; height: 30px; display: inline-block;"></div> | <input type="checkbox"/> Statistics |
| <input type="checkbox"/> Differential Equations | <i>Fill in number of Calculus courses</i> | | <input type="checkbox"/> Business Math |
| <input type="checkbox"/> Discrete Math | <input type="checkbox"/> Math Appreciation or Math in Society | | <input type="checkbox"/> Finite Math |

GM3. In your preparation to become a teacher, prior to September 2004, how much opportunity did you have to do the following? MARK ONE IN EACH ROW.

	None	Touched On It Briefly	Spent Time Discussing or Doing	Explored in Some Depth	Extensive Opportunity
a. Learn different ways that students solve particular problems	1	2	3	4	5
b. Learn theoretical concepts and ideas underlying mathematical applications	1	2	3	4	5
c. Learn how to facilitate student math learning in small groups	1	2	3	4	5
d. Explore effective uses of technology (calculators or computers) for learning skills	1	2	3	4	5
e. Explore how to use manipulative materials or models to solve problems	1	2	3	4	5
f. Explore how to apply mathematics to real-world problems	1	2	3	4	5
g. Learn specific techniques for teaching Algebra	1	2	3	4	5
h. Learn specific techniques for teaching Geometry	1	2	3	4	5
i. Learn specific techniques for teaching Number Theory	1	2	3	4	5
j. Learn specific techniques for teaching Probability and Statistics	1	2	3	4	5
k. Learn specific techniques for teaching Calculus	1	2	3	4	5
l. Learning about typical difficulties students have with Algebra	1	2	3	4	5
m. Learning about typical difficulties students have with Geometry	1	2	3	4	5
n. Learning about typical difficulties students have with Calculus	1	2	3	4	5
o. Develop math lessons that reflect diversity of learning levels and learning styles	1	2	3	4	5
p. Study or analyze student math work	1	2	3	4	5
q. Study examples of secondary mathematics teaching in the form of videotapes, written cases, etc.	1	2	3	4	5
r. Practice what you learned about teaching math in your field experience	1	2	3	4	5
s. Study National or New York State standards for middle school or high school mathematics	1	2	3	4	5

**GM4. Rate your preparedness at the *beginning* of this academic year to ...
MARK ONE IN EACH ROW.**

Very Well Prepared	Well Prepared	Prepared	Poorly Prepared	Very Poorly Prepared
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

- a. Handle a range of classroom management or discipline situations
- b. Use a variety of instructional methods
- c. Teach Pre-Algebra
- d. Teach Algebra
- e. Teach Geometry
- f. Teach Calculus
- g. Teach students with learning difficulties
- h. Teach English Language Learners
- i. Teach in high poverty settings
- j. Teach the subject to which you were assigned

GM5. Considering the students that you teach ... MARK ONE IN EACH ROW.

76% to 100%	51% to 75%	26% to 50%	10% to 25%	Less than 10%	None
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6

- a. Approximately what percent of your students are below grade level in reading?
- b. Approximately what percent of your students have limited English proficiency?
- c. Approximately what percent of your students are identified as special education students and receive support services?
- d. Approximately what percent of your students enrolled in your school after the start of the school year?
- e. Approximately what percent of students who were in your class on the first day of school are no longer in your class?
- f. On a typical day, approximately what percent of your students are in attendance?

**GM6. How much do you *emphasize* each of the following *student objectives* in your class?
MARK ONE IN EACH ROW.**

A Great Deal of Emphasis	Significant Emphasis	Moderate Emphasis	Minimal Emphasis	No Emphasis
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

- 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

GM7. DURING THE MOST RECENT FOUR FULL WEEKS OF CLASS, how often did the students in your class do the following? MARK ONE 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	1	2	3	4	5	6
b. Work in groups	1	2	3	4	5	6
c. Read from a mathematics textbook in class	1	2	3	4	5	6
d. Read other (non-textbook) mathematics-related materials in class	1	2	3	4	5	6
e. Engage in mathematical activities using concrete materials	1	2	3	4	5	6
f. Practice routine computations/algorithms	1	2	3	4	5	6
g. Review homework/worksheet assignments	1	2	3	4	5	6
h. Design their <i>own</i> activity or investigation	1	2	3	4	5	6
i. Use mathematical concepts to interpret and solve applied problems	1	2	3	4	5	6
j. Answer textbook or worksheet questions	1	2	3	4	5	6
k. Record, represent, and/or analyze data	1	2	3	4	5	6
l. Make formal presentations to the rest of the class	1	2	3	4	5	6
m. Work on extended mathematics investigations or projects (a week or more in duration)	1	2	3	4	5	6
n. Use calculators or computers for learning or practicing skills	1	2	3	4	5	6
o. Use calculators or computers to develop conceptual understanding	1	2	3	4	5	6
p. Use calculators or computers as a tool (e.g., spreadsheets, data analysis)	1	2	3	4	5	6

GM8. How much *mathematics homework* do you assign to each of your classes in a typical *week*? MARK ONLY ONE.

- 0 - 30 min
 31 - 60 min
 61 - 90 min
 91 - 119 min
 2 - 3 hours
 More than 3 hours

PLEASE GO TO PAGE 20 (THE LAST PAGE)

This survey represents the second part of a three-year study. We would like to conduct a follow-up survey with you a year from now to ask about your perceptions of how well your teacher preparation and induction prepared you to teach, your experiences in your second-year of teaching or, if you've left teaching, factors contributing to your decision to leave. For this purpose, please provide the following contact information. **We also will use the information to send you the \$25 gift certificate** and to link information from the survey to other information about you, your school and students. All the information provided will be kept strictly confidential and used only for the purpose of this study, in accordance with the guidelines of the Institutional Review Boards at the University at Albany and Stanford University and the federal Certificate of Confidentiality.

Name: _____

Permanent Address: _____

Phone Number: (_____) Email: _____

Please also provide the name of someone we can contact who would know how to reach you in the event the contact information you list above changes.

Name: _____

Permanent Address: _____

Phone Number: (_____) Email: _____

Do not use the above information to contact me for the survey to be conducted in the Spring of 2006.

Thank you for your time, effort and thoughtful responses!