

**EXAMINING TEACHER PREPARATION:  
DOES THE PATHWAY MAKE A DIFFERENCE?  
*SURVEY OF 2003 FIRST YEAR TEACHERS***

**ABOUT THE SURVEY**

This survey of first-year New York City teachers from the 2003-2004 academic year is being conducted 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 20 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.

**If the address to which this survey was sent is not the address to which you would like your gift certificate sent, please write in the correct name and address. If there are no changes, please leave blank.**

Name: \_\_\_\_\_

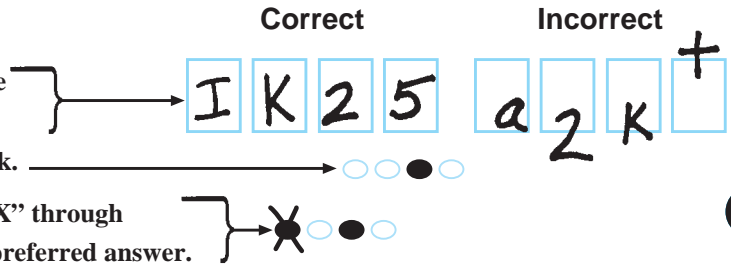
Address: \_\_\_\_\_

**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. SCHOOL CONTEXT**

This section asks questions about the school where you taught during your first year of teaching in New York City (2003-2004).

**A1. When were you hired for your first job as a full-time classroom teacher in New York City?**

Month		Year			

**A2. When did you start your first job as a full-time classroom teacher in New York City?**

Month		Year			

**A3. Teacher Influence:** In your school, how much influence did 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

	1	2	3	4	5
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. Disciplining students .....	1	2	3	4	5

**A4. 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

	1	2	3	4	5
a. The school administration's behavior toward the staff was supportive and encouraging .....	1	2	3	4	5
b. The school administration usually consulted with staff members before making decisions that affected us ...	1	2	3	4	5
c. The school administration had a well-planned and enforced school discipline policy .....	1	2	3	4	5
d. The school administration dealt 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 did a good job of getting resources for this school .....	1	2	3	4	5
f. The school administration evaluated teachers' performance fairly .....	1	2	3	4	5
g. Data on student learning were regularly collected and reviewed with all members of the school community (teachers, administrators, etc.) .....	1	2	3	4	5

**A5. 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 was a great deal of cooperative effort among the staff members . . . . .	1	2	3	4	5
b. Most of my colleagues shared my beliefs and values about what the central mission of the school should be . . . . .	1	2	3	4	5
c. In this school, I was encouraged to experiment with my teaching . . . . .	1	2	3	4	5

**A6. 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) interfered with instructional activities . . . . .	1	2	3	4	5
b. The attitudes and habits students brought to my class greatly reduced their chances for academic success . . . . .	1	2	3	4	5
c. Rules for student behavior were consistently enforced by teachers in this school, even for students who were not in their classes . . . . .	1	2	3	4	5
d. I got to know personally many students who were not in my classes . . . . .	1	2	3	4	5
e. My students received a lot of support for learning outside of school . . . . .	1	2	3	4	5

**A7. Did a student FROM THIS SCHOOL threaten to injure you?**       Yes       No

**A8 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 were available as needed by the staff . . . . .	1	2	3	4	5
b. My classroom was often uncomfortably warm or cold . . . . .	1	2	3	4	5
c. My school had quiet spaces for teachers to work when they were not teaching . . . . .	1	2	3	4	5

## B. MENTORING AND PROFESSIONAL DEVELOPMENT OPPORTUNITIES

This section asks questions about the school where you taught during your first year of teaching in New York City (2003-2004).

**B1. Thinking back to your first year of teaching, from whom did you get support? MARK ALL THAT APPLY.**

- Mentor from the District
- University liaison or representative from your teacher education program
- A school-based mentor
- School administrators
- Math coach
- Literacy coach
- Other teachers at your school

**B2. Which source of support was most helpful to you as a first year teacher? MARK ONLY ONE.**

- Mentor from the District
- University liaison or representative from your teacher education program
- A school-based mentor
- School administrators
- Math coach
- Literacy coach
- Other teachers at your school

**B3. To what extent (a) did you spend time working on the following areas with these sources of support and (b) was *this work* helpful in these areas? MARK ONE FOR TIME AND ONE FOR HELPFULNESS IN EACH ROW.**

	<i>Time:</i>				<i>Helpfulness:</i>			
	To a Great Extent	To a Moderate Extent	To a Minimal Extent	Not At All	To a Great Extent	To a Moderate Extent	To a Minimal Extent	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

**B4. Please mark the letters corresponding to the three areas in which you wanted the most help from the list in B3.**

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

**B5. During your first year of teaching in NYC, how often did a teacher, administrator, or another instructional leader observe you teach and give you feedback on improving your teaching?**

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

**B6. During your first year of teaching in NYC, did you participate 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

**B7. During your first year of teaching in NYC, how many hours did you spend 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
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

## C. KNOWLEDGE/BELIEFS

**C1. Please indicate how much emphasis you placed in your teaching on each of the following goals for your students *during your first year of teaching*. 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 |

**C2. To what extent do you agree or disagree with the following statements about your students during the 2003-2004 academic year? 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 could learn what I was supposed to teach them .....   | 1 | 2 | 3 | 4 | 5 |
| b. By trying different methods, I could significantly affect my students' achievement level .....  | 1 | 2 | 3 | 4 | 5 |
| c. If I tried really hard, I could get through to even the most difficult or unmotivated students .....  | 1 | 2 | 3 | 4 | 5 |
| d. If some students in my class were not doing well, I felt that I should change my approach to the subject (teaching strategy, for example) ..... | 1 | 2 | 3 | 4 | 5 |
| e. I am certain I made a difference in the lives of my students .....  | 1 | 2 | 3 | 4 | 5 |

**C3. 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 |

## D. EXPERIENCES PRIOR TO TEACHING

**D1. 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: \_\_\_\_\_

**D2. Prior to beginning your teaching job in New York City in 2003, 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

**D3. Prior to beginning your teaching job in New York City in 2003, 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

**D4. To satisfy your teaching requirement for certification, did you teach your own classroom without another teacher present? (If you are/were in alternative certification, the answer is yes. Do not count student teaching).**

- Yes                       No

**D5. 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                       1 - 10 hours                       11 - 30 hours                       31 - 60 hours                       61 - 99 hours                       100 hours                       101 - 150 hours                       151 - 200 hours                       Over 200 hours

**D6. 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                       1 - 20 days                       21 - 39 days                       40 - 59 days                       60 - 80 days                       Over 80 days

**D7. 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

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

**D8. 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

**D9. 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 or fellow advisor .....	1	2	3	4	5	NA
c. When I participated in the classroom, I was regularly observed by a classroom teacher .....	1	2	3	4	5	NA
d. When I participated in the classroom, I got useful feedback .....	1	2	3	4	5	NA
e. 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

**D10. In your teacher preparation program, prior to September 2003, 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				
<b>Reading/Language Arts</b>					
a. Learn about characteristics of emergent readers .....	1	2	3	4	5
b. Learn ways to teach decoding skills .....	1	2	3	4	5
c. Learn ways to encourage phonemic awareness .....	1	2	3	4	5
d. Learn ways to build student interest and motivation to read .....	1	2	3	4	5
e. Learn how to help students make predictions to improve comprehension .....	1	2	3	4	5
f. Learn how to support older students who are learning to read .....	1	2	3	4	5
g. Study, critique, or adapt student curriculum materials .....	1	2	3	4	5
h. Learn how to activate students' prior knowledge .....	1	2	3	4	5
i. Plan a guided reading lesson .....	1	2	3	4	5
j. Study National or New York State Standards for reading .....	1	2	3	4	5
k. Practice what you learned about teaching reading in your field experiences .....	1	2	3	4	5
l. Learn strategies for teaching English Language Learners .....	1	2	3	4	5

**D11. How many courses did you take in the teaching of reading/language arts at the college level prior to September 2003?**

- 0  
  1  
  2  
  3 or more



**D12. In your teacher preparation program, prior to September 2003, 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 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. Prove that a solution is valid or that a method works for all similar cases .....	1	2	3	4	5
d. Study, critique, or adapt math curriculum materials .....	1	2	3	4	5
e. Design math lessons .....	1	2	3	4	5
f. Learn how to facilitate math learning for students in small groups .....	1	2	3	4	5
g. Adapt math lessons for students with diverse needs and learning styles .....	1	2	3	4	5
h. Practice what you learned about teaching math in your teacher preparation program in your field experience ..	1	2	3	4	5
i. Study National or New York State standards for childhood mathematics .....	1	2	3	4	5

**Mathematics**

- a. Learn typical difficulties students have with place value .....
- b. Learn typical difficulties students have with fractions .....
- c. Prove that a solution is valid or that a method works for all similar cases .....
- d. Study, critique, or adapt math curriculum materials .....
- e. Design math lessons .....
- f. Learn how to facilitate math learning for students in small groups .....
- g. Adapt math lessons for students with diverse needs and learning styles .....
- h. Practice what you learned about teaching math in your teacher preparation program in your field experience ..
- i. Study National or New York State standards for childhood mathematics .....

**D13. How many courses did you take in the teaching of math at the college level prior to September 2003?**

- 0     1     2     3 or more

**D14. Rate your preparedness when you started teaching in New York City (September 2003) to ... MARK ONE IN EACH ROW.**

	Very Well Prepared				
	Well Prepared				
	Prepared				
	Poorly Prepared				
	Very Poorly Prepared				
a. Handle a range of classroom management or discipline situations .....	1	2	3	4	5
b. Use a variety of instructional methods for the teaching of reading .....	1	2	3	4	5
c. Teach comprehension to older children .....	1	2	3	4	5
d. Teach students with reading difficulties .....	1	2	3	4	5
e. Use a variety of instructional methods for the teaching of math.....	1	2	3	4	5
f. Teach English Language Learners .....	1	2	3	4	5
g. Teach Special Education students .....	1	2	3	4	5
h. Teach in high poverty settings .....	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 .....



## E. BACKGROUND INFORMATION

E1. When were you born?

Month	Day	Year
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

E2. Where did you graduate from high school?

School \_\_\_\_\_

City/Borough \_\_\_\_\_

State/Country \_\_\_\_\_

E3. What math courses did you take in high school? MARK ALL THAT APPLY.

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

E4. Which of the following best describes your experiences at community colleges? MARK ONLY ONE.

- 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.
- I have never attended a community college.

E5. 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)

E6. Is English your native language?     Yes     No

E7. 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
- Married
- Living with domestic partner
- Separated
- Divorced
- Widowed

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

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

**F10. During the 2003-2004 academic year, did you earn additional compensation from working in any job OUTSIDE of this school system?**

- Yes
- No

**If yes, approximately how much did you earn from Sept 03 through June 04? \_\_\_\_\_**

**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

*Thank you for your time, effort, and thoughtful responses!*

*PLEASE DO NOT WRITE  
IN THIS AREA*

