

2009-2010 Inservice Teacher Survey

Our institution, in collaboration with the other 49 teacher preparation programs in Ohio, has been participating in a major, longitudinal study of teacher preparation and student achievement. The project was sponsored by the **Teacher Quality Partnership (TQP)** for five years and the **Ohio Association of Colleges for Teacher Education (OACTE)** last year. This is an exceptional opportunity for you to help your alma mater by completing this survey.

This is the seventh year that we have collected this information. The responses from the previous six years have been helpful in identifying strengths and weaknesses in teacher education programs. We expect that as additional data are collected and analyzed we will continue to improve our teacher education programs.

PLEASE BE CANDID. All of your responses to the entire survey are ANNONYMOUS. NO MEMBER OF YOUR SCHOOL OR DISTRICT FACULTY OR STAFF WILL HAVE ACCESS TO YOUR INDIVIDUAL RESPONSES.

Thank you for participating!!

Instructions: Please complete the instrument by marking your responses as indicated on the web page. When you are done, simply hit the submit button on the last page of the survey. The web page will automatically close. If for whatever reason you are not able to complete the survey in a single sitting, click the next button at the bottom of the page you are currently working on and close out of the web browser. To resume participation at a later date, simply, come back to the same computer and use this URL. The survey will resume where you left off.

DEMOGRAPHIC INFORMATION

1) Select the categories that most closely match the areas in which you are licensed to teach: (Mark ALL that apply)

- Early Childhood Education (P-3)
- Reading and Language Arts (4-9)
- Integrated Language Arts (7-12)
- Mathematics (4-9)
- Integrated Mathematics (7-12)
- Science (4-9)
- Integrated Science or ANY OTHER SCIENCE (7-12)
- Social Studies (4-9)
- Integrated Social Studies (7-12)
- Intervention Specialist/Special Education
- Other (please specify)

If you selected other, please specify

2) Select the categories that most closely match the areas in which you currently teach: (Mark ALL that apply)

- Early Childhood Education (P-3)
- Reading and Language Arts (4-9)
- Integrated Language Arts (7-12)
- Mathematics (4-9)
- Integrated Mathematics (7-12)
- Science (4-9)
- Integrated Science or ANY OTHER SCIENCE (7-12)
- Social Studies (4-9)
- Integrated Social Studies (7-12)
- Intervention Specialist/Special Education
- Other (please specify)

If you selected other, please specify

3) Based on your licensed area(s), what percentage of your teaching is outside your licensed area(s)?

- 0% – 24%
- 25% – 49%
- 50% - 74%
- 75% +

4) How did you earn this license/certificate? (Mark the ONE item that best applies)

- Bachelor's degree program
- Combined bachelor's/master's degrees program
- Master's degree program
- Non-degree licensure
- Other (please specify)

If you selected other, please specify

5) What is your gender?

- Female
- Male

6) What is your ethnicity?

- American Indian or Alaska Native
- Asian or Pacific Islander
- Black/African-American
- Hispanic/Latino/a
- White, Non-Hispanic
- Multiracial

- Other (please specify)

If you selected other, please specify

7) What is your date of birth?

8) Which year did you obtain your provisional/initial licensure (that is, which year did you end your teacher education program)? (Please select only one.)

- Prior to July 1 2003
- July 1 2003 to June 30 2004
- July 1 2004 to June 30 2005
- July 1 2005 to June 30 2006
- July 1 2006 to June 30 2007
- July 1 2007 to June 30 2008
- July 1 2008 to June 30 2009

9) What year was your first year of teaching (*not* including student teaching)? (Please select only one.)

- Academic Year 2004-2005
- Academic Year 2005-2006
- Academic Year 2006-2007
- Academic Year 2007-2008
- Academic Year 2008-2009
- Academic Year 2009-2010

10) What is the (primary) district in which you are employed?

11) In what county is this district located?

A. PERCEPTIONS OF TEACHER PREPARATION PROGRAM

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER DISAGREE/AGREE	SOMEWHAT AGREE	STRONGLY AGREE
My teacher education instructors were knowledgeable about the standards and expectations of my teacher education program as a whole.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program was coherent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program required a strong disciplinary preparation that	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

incorporated an understanding of a subject matter(s)' core concepts.					
My program integrated teaching practice with the study of teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program gave me a solid foundation in mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program gave me a solid foundation in reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program was rigorous and academically challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program was extensive or comprehensive enough to acquire needed understandings and abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content in my program was supported by theoretical and empirical studies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program adequately represented the realities and challenges of schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My program gave me an adequate foundation in adapting and modifying instruction and curriculum for meeting the needs of students with disabilities (i.e., special education labels) in general-education classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. PROFESSIONAL KNOWLEDGE AND SKILLS

Directions: Think about your professional preparation for teaching prior to your first classroom assignment. In considering this professional preparation, take into account your course work, field experiences, seminars, student teaching, and any other formal part of your preparation.

GENERAL PREPARATION

How well did these experiences prepare you to do the following?

	NOT AT ALL	POORLY	ADEQUATELY	WELL	VERY WELL
Set appropriately challenging learning expectations for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Address special learning needs and/or difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improve the academic performance of difficult or unmotivated students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tailor teaching and curriculum to individual students'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

needs					
Develop curriculum that builds on students' experiences, interests, and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help students become self-motivated and self-directed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relate classroom learning to the real world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use educational technology in instruction (e.g., word processing, spreadsheet, games)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choose different teaching strategies to meet the needs of different levels of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain an orderly, purposeful learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage students in cooperative group work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan instruction by using knowledge of learning, subject matter, curriculum, and student development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create learning experiences that make the central concepts of the subject matter meaningful to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the state's curriculum frameworks and performance standards to plan instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivate students to participate in academic tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach basic knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refer students for special assistance when appropriate (e.g., speaking, reading)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with gifted and talented students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with students with a variety of special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help parents and families to better understand their students and support their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement strategies to help students from different cultures interact positively with each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DIVERSITY AND MULTICULTURAL PERSPECTIVES

	NOT AT ALL	POORLY	ADEQUATELY	WELL	VERY WELL
Use community resources (e.g., library, museum, art center) to create a multicultural curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with parents and families to help me understand students and support their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop a curriculum that includes the perspectives, experiences, and contributions of different cultural groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach in ways that support students learning English as a second language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Address the needs of students from diverse cultural backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage students to see, question, and interpret ideas from diverse perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use knowledge about linguistic differences to create learning opportunities for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PREPARATION TO USE ASSESSMENT

	NOT AT ALL	POORLY	ADEQUATELY	WELL	VERY WELL
Evaluate if students are learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use standardized assessments to guide your decisions about what skills, concepts, and processes to teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Align assessments with expectations of what students should know and be able to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess higher level objectives (e.g., problem-solving, critical thinking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze student work in order to assess and modify your own teaching strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use alternative assessment practices (e.g., portfolios, performance tests, student self-assessment strategies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use student assessments to guide your decisions about what skills, concepts, and processes to teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitor students' progress and adjust instruction accordingly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use state proficiency test results to guide your instructional planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create assessments that prepare students to be successful in taking proficiency tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PREPARATION TO TEACH READING AND WRITING

The State of Ohio requires all teachers to receive instruction in literacy skills regardless of your particular specialty area. In this context, how well did your program prepare you to...

	NOT AT ALL	POORLY	ADEQUATELY	WELL	VERY WELL
teach reading vocabulary (emphasizing word meaning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
teach oral reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
help foster students' oral or written responses to literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
teach silent reading (including time for independent reading)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use comprehension activities (e.g., discussion questions, assignments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use pre-writing activities (e.g., brainstorming, webbing, outlining)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use instructional strategies that students can use to help with comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use a variety of reading assessments (e.g., observation, portfolios, tests, performance tasks, and anecdotal records) to determine students' strengths, needs, and progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

teach reading and writing student groups that are of mixed ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluate reading materials for their usefulness and appropriateness for your students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understand how students come to acquire reading and writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use the textbook as a resource in reading rather than as the primary instructional tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
teach reading (oral or silent) during social studies, science, or mathematics classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adapt reading instruction to accommodate students with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PREPARATION TO TEACH MATHEMATICS

Most students are required by their teacher education program to receive instruction in mathematics. Even if mathematics is not your field of focus, we would still like to know how well your program prepared you to...

	NOT AT ALL	POORLY	ADEQUATELY	WELL	VERY WELL
use mathematical problem solving processes in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
teach mathematical representations (e.g., graphs, tables)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use mathematics communication processes in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
integrate mathematics with other subject areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
teach mathematical concepts to student groups that are mixed in ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
teach connections (e.g., connection among geometry, algebra, and trigonometry) among mathematical ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use discovery approaches in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use manipulatives (e.g., blocks) in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
take into account students' prior conceptions about mathematics when planning curriculum and instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use the textbook as a resource in mathematics rather than as the primary instructional tool	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adapt mathematics instruction to accommodate students with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop students' conceptual understanding of mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
practice computational skills and algorithms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
make connections between mathematics and other disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
engage students in inquiry-oriented activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
have students prepare project/laboratory/research reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use calculators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent can you provide an alternative explanation or example when students are confused?	<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"/>
How much can you assist families in helping their children do well in school?	<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"/>
How well can you implement alternative strategies in your classroom?	<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"/>

E. Teacher Beliefs (Part B)

Directions: Please indicate your level of agreement or disagreement with each item.

	STRONGLY DISAGREE	2	3	4	5	STRONGLY AGREE
The amount a student can learn is primarily related to family background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If students aren't disciplined at home, they aren't likely to accept any discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers can do very little to overcome the effects of poverty on student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If parents would do more for their children, I could do more.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If I really try hard, I can get through to even the most difficult or unmotivated students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his/her home environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

F. READING AND WRITING

Do you teach Reading/Language Arts?

- Yes
- No

Please indicate your level of agreement or disagreement with these statements.

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER DISAGREE/	SOMEWHAT AGREE	STRONGLY AGREE
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			AGREE		
For me, it is necessary for students to develop decoding and word recognition processes in order to facilitate comprehension and response to literature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For me, mastery of mechanics can be best developed by engaging students in authentic writing activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For me, an important goal of schooling is to develop readers who are critical and thoughtful in using reading to improve the world in which they live.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For me, schools must develop readers who are independent and motivated to choose, appreciate, and enjoy literature.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For me, schools must develop readers who can read and evaluate the quality and accuracy of information in prose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For me, an important goal of schooling is to develop readers who are skillful and strategic in word identification, fluency, and reading comprehension.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For me, the skills and processes involved in teaching students to read are best thought of as repeated, with increasingly sophisticated texts and activities, across grade levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For me, the skills and processes involved in teaching students to read are best thought of as being carefully sequenced within and across grade levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How frequently do your students engage in the following activities/tasks?

	NEVER	A FEW TIMES A YEAR	ONCE OR TWICE A MONTH	ONCE OR TWICE A WEEK	ALMOST DAILY
Reading vocabulary (emphasizing word meaning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comprehension activities (e.g., discussion questions and assignments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral or written response to literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oral reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Silent reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Metacognitive routines (e.g., reciprocal teaching, self-questioning, or constructing visual presentations) they can use to learn from texts they must read on their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading (aloud or silently) during social studies, science, or mathematical classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Word study (including phonics, decoding, sight word practice, prefixes, suffixes, syllabication)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listen to the teacher or another student read aloud	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk with one another in pairs or small groups about something they read	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read books of their own choosing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain understanding and discuss various interpretations of what they read in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read 10 or more pages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practice basic reading skills at a computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much emphasis do you give to these instructional materials in your classroom?

	NONE	A LITTLE	A MODERATE AMOUNT	A LOT	A GREAT AMOUNT
A single basal reading series	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multiple basal reading series	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Literature anthologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fiction trade books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nonfiction trade books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phonics workbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading skills workbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Magazines and newspapers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Big books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
World Wide Web/Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate your understanding of...

	POOR	FAIR	ADEQUATE	GOOD	EXCELLENT
language and literacy development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
phonics and phonemic awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
students' word recognition strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
syntax and semantics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reading comprehension strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
reading strategies in the content area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
children's literature (narrative and information books)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
literary genres, conventions, criticism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
narrative writing processes and conventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
expository writing processes and conventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

G. MATHEMATICS

Do you teach Mathematics?

- Yes
- No

Please indicate your level of agreement or disagreement with these statements.

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER DISAGREE/ AGREE	SOMEWHAT AGREE	STRONGLY AGREE
My primary goal is to help students learn mathematical terminology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My primary goal is to help students achieve a deep conceptual understanding of mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my mathematics lessons, I aim for in-depth study of selected topics, even if it means sacrificing comprehensive coverage.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My primary goal is to help students master computational skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I generally teach basic facts and computation skills before discussing underlying principles of mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my mathematics lessons, I aim for comprehensive coverage, even if it means sacrificing in-depth study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job as a teacher is to encourage students to think and question mathematically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job as a teacher is to transmit the knowledge and content of mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How frequently do you do the following during mathematics instruction?

	NEVER	A FEW TIMES A YEAR	ONCE OR TWICE A MONTH	ONCE OR TWICE A WEEK	ALMOST DAILY
Demonstrate how to perform new mathematics skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explain correct solutions to assigned problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead a discussion on different ways that students solve particular problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lecture or present information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drill students on computational skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review completed homework in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use performance assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply mathematics to real-world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Model different strategies for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow the NCTM curriculum and Evaluation Standards for School Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use rubrics or other methods that clearly delineate expectations for student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follow State of Ohio curriculum guidelines in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How frequently do your students do the following?

	NEVER	A FEW TIMES A YEAR	ONCE OR TWICE A MONTH	ONCE OR TWICE A WEEK	ALMOST DAILY
Practice or take tests on computation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work in small groups on mathematical problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work individually on mathematical problems from the textbooks/workbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on individual projects that take several days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on group investigations that extend for several days	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Write about how to solve a problem in an assignment or test	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do problems that have more than one correct solution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Represent information in tables, graphs, or pictures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explore different methods to solve a mathematical problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which statement best describes your use of a mathematics textbook? (Select one)

- A textbook is my main curriculum resource
- I use other curriculum resources as much as I use the text
- I use other curriculum resources more than the text
- I do not use a textbook. I use only supplementary resources

Directions: This question asks about your conceptual understanding of the field of mathematics (not your computing skills). How would you rate your understanding

of...

	NOT APPLICABLE	POOR	FAIR	ADEQUATE	GOOD	EXCELLENT
estimation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
measurement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pre-algebra	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
algebra	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
patterns and relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
geometry and spatial sense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
functions (including trigonometric function) and pre-calculus concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
data collection and analysis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
probability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
statistics (e.g., hypotheses test, curve fitting, regression)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
topics from discrete mathematics (e.g., combinatorics, graph theory, recursion)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mathematical structures (e.g. vector spaces, groups, rings, fields)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
calculus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
numeration and number theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
computation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

H. TEACHER SATISFACTION

On a scale of one to seven, how would you describe your response to each of the following features of your current job?

	VERY NEGATIVE	2	3	4	5	6	VERY POSITIVE
Salary/fringe benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for professional advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of personal/professional challenge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Level of professional autonomy/decision making authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General work conditions (hours, class size, work load, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactions with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactions with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I. CONCERNS ABOUT TEACHING

When I think about my teaching, how concerned am I about this? Use the scale below to indicate your level of concern.

	NOT	A LITTLE	MODERATELY	VERY
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Students here just aren't motivated to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in this school do not have the skills to deal with student disciplinary problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The opportunities in this community help ensure that these students will learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning is more difficult at this school because students are worried about their safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drug and alcohol abuse in the community make learning difficult for students here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Directions: The following are statements about your school. Please indicate the extent to which each statement characterizes your school by choosing the appropriate response.

	RARELY OCCURS	SOMETIMES OCCURS	OFTEN OCCURS	VERY FREQUENTLY OCCURS
The principal explores all sides of topics and admits that other opinions exist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A few vocal parents can change school policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal treats all faculty members as his or her equal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning environment is orderly and serious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal is friendly and approachable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Select citizens groups are influential with the board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school sets high standards for academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers help and support each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal responds to pressure from parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal lets faculty know what is expected of them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students respect others who get good grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers feel pressure from the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal maintains definite standards of performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in this school believe that their students have the ability to achieve academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students seek extra work so they can get good grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents exert pressure to maintain high standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students try hard to improve on previous work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers in this school can rely on the principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in this school have faith in the integrity of their colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in this school can be counted on to do their work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal in this school is competent in doing his or her job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teachers in this school are open with each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers can count on parental support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When teachers in this school tell you something, you can believe it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers here believe students are competent learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The principal doesn't tell teachers what is really going on	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers think that most of the parents do a good job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers can believe what parents tell them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students here are secretive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

K. PARENT INVOLVEMENT IN SCHOOL

For the students you teach this year, how many of their parents...

	NONE	SOME	ABOUT HALF	MOST	NEARLY ALL
volunteered to help in the classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped raise funds for the school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attended school-wide special events?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
attended parent/teacher conferences when you requested them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
didn't show up for school events and conferences intended for them?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

L. WORKING CONDITIONS AT MY SCHOOL

Directions: Please indicate your level of agreement or disagreement with each item.

My school is characterized by....

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER DISAGREE/ AGREE	SOMEWHAT AGREE	STRONGLY AGREE
physical conflicts among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
possession of weapons on school grounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
student bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
student verbal abuse of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

teachers					
student acts of disrespect for teachers	<input type="radio"/>	<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"/>	<input type="radio"/>
students being respectful of the rights of other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
teachers respecting the dignity and worth of all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
administrators respecting the dignity and worth of all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
administrators respecting the dignity and worth of all teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The instructional materials in my classroom are....

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER DISAGREE/ AGREE	SOMEWHAT AGREE	STRONGLY AGREE
current and up to date	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adequate for my instructional methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adequate for the average student in my class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
generally in good condition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

M. CLASS CHARACTERISTICS

Are the socioeconomic backgrounds of most of your current students lower, higher, or similar to those of your high school classmates?

- lower
- similar
- higher

How would you characterize the level of academic motivation of your students?

- very low
- low
- average
- high
- very high

How would you characterize the frequency of discipline problems in your class(es)?

groups						
Full-inclusion classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student behavior and discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educational technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Think about the professional development support you have received since you started teaching. Indicate the extent to which this support has been useful to you:

	DID NOT HAVE	NOT USEFUL	MINIMALLY USEFUL	SOMEWHAT USEFUL	VERY USEFUL	EXTREMELY USEFUL
Manage the classroom more effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use teaching strategies designed for diverse learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better understand mathematics content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a wider repertoire of strategies to help your students learn mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Better understand language and literacy processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a wider repertoire of strategies to help your students develop as readers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Align your teaching to the state's curriculum and performance standards in reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Align your teaching to the state's curriculum and performance standards in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use technologies more effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a broader range of assessment tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use teaching methods that can be applied across subjects, such as cooperative learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Address the needs of students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help students engage in collaborative inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have you received any of the following kinds of support since you began teaching?

	YES	NO
A mentor who teaches the same type of classes as you do	<input type="radio"/>	<input type="radio"/>

Release time to observe other teachers	<input type="radio"/>	<input type="radio"/>
Reduced teaching schedule	<input type="radio"/>	<input type="radio"/>
Reduced number of class preparations	<input type="radio"/>	<input type="radio"/>
Common planning time with other teachers in your subject and/or grade level	<input type="radio"/>	<input type="radio"/>
Seminars or classes for beginning teachers	<input type="radio"/>	<input type="radio"/>
Peer coaching	<input type="radio"/>	<input type="radio"/>
Extra classroom assistance	<input type="radio"/>	<input type="radio"/>
Regular supportive communication with principal, other administrator or department chair	<input type="radio"/>	<input type="radio"/>
Regularly scheduled collaboration with other teachers, excluding meetings held for administrative purposes	<input type="radio"/>	<input type="radio"/>

Are you currently an Entry Year Teacher?

- Yes
- No

The State of Ohio requires that a mentor teacher should be assigned to all first-year teachers employed in Ohio. Please indicate how helpful your mentor was in each area.

My mentor...

	NOT HELPFUL	MINIMALLY HELPFUL	SOMEWHAT HELPFUL	VERY HELPFUL	EXTREMELY HELPFUL
worked to improve self-efficacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
modeled effective techniques for classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
encouraged making self-assessment of teaching practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gave formal or informal feedback about teaching methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
modeled communication and collaboration with colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
encouraged me during periods of self-doubt	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
modeled effective techniques of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
supported working toward own solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gave informal feedback about classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provided a link or bridge to existing school culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was a good listener	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
assisted with teaching content and planning units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
modeled reflective teaching by examining and questioning teaching practices and sharing those	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gave informal feedback about	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

planning and knowledge of content					
modeled professional behavior when communicating with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In an average week of teaching, how many hours does a mentor spend observing your classroom?

- None
- Less than 1 hour
- More than 1 hour but less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours

In an average week of teaching, how many hours do you spend with a mentor?

- None
- Less than 1 hour
- More than 1 hour but less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours

P. TEACHER INFORMATION

1a. How important was each of the following for your decisions to get into teaching? Please rate each item by their level of importance.

	NOT AT ALL IMPORTANT	2	3	4	5	VERY IMPORTANT
Teaching has always been my calling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I want to make a difference in students' lives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to contribute to society.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was looking for job stability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was interested in the health and retirement benefits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The 9 month teaching schedule appeals to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I love working with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wasn't sure what I wanted to do, so I chose teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If other, please specify here

1b. Of those reasons for deciding to teach, which are your three most important reasons? Please choose only the 3 most important items by filling in your first important, second most important, and third most important reasons for going into teaching.

Teaching has always been my calling. _____

I want to make a difference in students' lives. _____

I wanted to contribute to society. _____

I was looking for job stability. _____

I was interested in the health and retirement benefits. _____

The 9 month reaching schedule appeals to me. _____

I love working with students. _____

I wasn't sure what I wanted to do, so I chose teaching. _____

Other _____

Which one of the following best describes your long-term career goals? (Choose one.)

- Classroom teacher
- Other position within K-12 education (e.g., principal,
- Position in government, a nonprofit, or an advocacy
- Position unconnected to education
- Undecided
- Other (please specify)

If you selected other, please specify

How long do you plan to be a classroom teacher? (Choose one)

- 1 to 3 years
- 4 to 6 years
- 7 to 9 years
- 10 or more years
- Do not plan to teach
- Undecided

For additional information on this research project, please contact:
Put contact information here

We gratefully thank the following researchers for permission to use their instruments:

- **Teacher Quality Partnership Inservice Survey (Loadman et.al, 2009)**
- **A Survey of Students and Teachers in the Chicago Public Schools (Consortium on Chicago School Research, 2000)**
- **Beginning Teacher Preparation Survey (Valli, Rath, & Rennert-Ariev, 2001)**
- **Collective Efficacy Scale (Goddard, Hoy, & Woolfolk-Hoy, 2000)**
- **Local Systemic Change through Teacher Enhancement – Teacher Questionnaire (NSF, 2002)**
- **National Survey of Teacher Education Graduates (Loadman, Brookhart, & Freeman, 1999)**
- **Omnibus T-Scale (Hoy & Tschannen-Moran, 1999)**

- **Organizational Climate Index (Hoy, Smith, & Sweetland, 2001)**
- **Teacher Concerns Questionnaire (George, 1978)**
- **Teacher Efficacy Scale (Hoy & Woolfolk, 1993)**
- **Teachers' Sense of Efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 1999)**

THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY