

# 2009-2010 Pre-service Teacher Survey

Our student teachers have been participating in a longitudinal study of teacher preparation and student achievement in Ohio for the past six years. This will be a continuation of the Teacher Quality Partnership (TQP) and Ohio Association of Colleges for Teacher Education (OACTE) research. (Inquiries related to the TQP study may be addressed to the lead researcher, Dr. William Loadman, at [loadman.1@osu.edu](mailto:loadman.1@osu.edu).) The responses from the previous years have been helpful in identifying strengths and weaknesses in our teacher education programs. We expect that as additional data are collected and analyzed we will continue to improve our teacher education programs.

Also, each year for the next few years we will follow up to ask you about your perspectives on your teaching experiences. PLEASE BE CANDID. All of your responses to the both surveys are CONFIDENTIAL. NO MEMBER OF OUR 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 in each section.**

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## DEMOGRAPHIC INFORMATION

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### 1) At which level are you completing a teacher education program?

- Undergraduate
- Graduate

### 2) Select the categories that most closely match the areas in which you are pursuing an Ohio teaching license: (Mark ALL that apply)

- Early Childhood Education (P-3)

#### **Middle Childhood (4-9)**

- Mathematics
- Reading and Language Arts
- Social Studies
- Science

#### **Adolescent to Young Adults Licenses**

- Integrated Mathematics (7-12)
- Integrated Language Arts (7-12)
- Integrated Science or ANY OTHER SCIENCE (7-12)
- Integrated Social Studies (7-12)

#### **Multi-Age Licenses**

- Family and Consumer Sciences (4-12)

- Health/Physical Education (PK-12)
- Integrated Business (4-12)
- Intervention Specialist (K-12)
- Music (PK-12)
- Foreign Language - Spanish (PK-12)

**Endorsements**

- Early Childhood Generalist
  - Middle Childhood Generalist
  - Reading
  - Technology Facilitator
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**3) What is your gender?**

- Female
- Male

**4) What is your race?**

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

**5) What is your date of birth?**

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## A. PERCEPTIONS OF TEACHER PREPARATION PROGRAM

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**Directions:** Please mark the option corresponding to your level of agreement or disagreement with each item.

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER DISAGREE/AGREE	SOMEWHAT AGREE	STRONGLY AGREE
1. 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"/>
2. My program was coherent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The criteria by which I was evaluated as a student teacher were consistent with what I was taught in my methods courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I had the opportunity to develop understandings about teaching that were consistent across courses and clinical experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. My program required a strong disciplinary preparation that incorporated an understanding of a subject matter(s)' core concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. 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"/>
7. My program gave me a solid foundation in mathematics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. My program gave me a solid foundation in reading.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My program was rigorous and academically challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. 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"/>
11. 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"/>
12. The program adequately represented the realities and challenges of schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. My program gave me an adequate foundation in adapting and modifying instruction and curriculum for meeting the needs of children 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"/>

***During my experiences in schools, I ...***

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER DISAGREE/AGREE	SOMEWHAT AGREE	STRONGLY AGREE
14. participated in a broad range of professional responsibilities (e.g., professional meetings, parent conferences, testing administration).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. had the opportunity to observe and work with several teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. had opportunities to work with successful teachers who had inclusive classes --that is, classes that contain both typical children and children with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. had opportunities to work with school support services personnel (e.g., nurses, school psychologists, social workers).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. had opportunities to observe outstanding veteran teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. had opportunities to have outstanding veteran teachers explain the whys as well as the hows of their teaching to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***Teacher education faculty at my college/university ...***

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER DISAGREE/AGREE	SOMEWHAT AGREE	STRONGLY AGREE
20. spent <u>little</u> time helping candidates who were not making satisfactory progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. made careful judgments about the quality of work that I completed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. assessed my progress in relation to high standards for good teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. enabled me to evaluate and reflect upon my practice to improve instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. used "real-life" teaching strategies such as case studies and simulations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. taught in ways <u>quite different</u> than the practices they advocated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. knew about the realities of contemporary schools and youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. were available outside of class for conferences, meetings, and/or advising sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. did not have communication with cooperating teacher(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***My cooperating teacher that I spent the most time with...***

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER DISAGREE/AGREE	SOMEWHAT AGREE	STRONGLY AGREE
29. knew very little about my program's goals, requirements, or expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. taught in ways that were <u>quite different</u> from the methods advocated by my college-based instructors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. was an excellent teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. was a worthy role model for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***Essentially, I teach the way...***

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER DISAGREE/AGREE	SOMEWHAT AGREE	STRONGLY AGREE
33. I was taught when I was in elementary school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. I was taught when I was in middle school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. I was taught when I was in secondary school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. my methods professors taught me to teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. my cooperating teacher(s) taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. other teachers in my school teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## B. PROFESSIONAL KNOWLEDGE AND SKILLS

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

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

### GENERAL PURPOSE

	NOT AT ALL	POORLY	ADEQUATELY	WELL	VERY WELL
1. Set appropriately challenging learning expectations for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Address special learning needs and/or difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Improve the academic performance of difficult or unmotivated students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Tailor teaching and curriculum to individual students' needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. 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"/>
6. Help students become self-motivated and self-directed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Relate classroom learning to the real world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Use educational technology in instruction (e.g., word processing, spreadsheets, games)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. 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"/>
10. Maintain an orderly, purposeful learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Engage students in cooperative group work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. 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"/>
13. 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"/>
14. 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"/>
15. Motivate students to participate in academic tasks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Teach basic knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. 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"/>
18. Work with gifted and talented students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Work with students with a variety of special needs	<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
20. Help parents and families to better understand their children and support their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. 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"/>
22. 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"/>
23. 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"/>
24. 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"/>
25. 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"/>
26. Address the needs of students from diverse cultural backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. 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"/>
28. 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"/>

**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
29. Teach reading vocabulary (emphasizing word meaning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Teach oral reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Help foster students' oral or written responses to literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Teach silent reading (including time for independent reading)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Use comprehension activities (e.g., discussion questions and assignments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Use pre-writing activities (e.g., brainstorming, webbing, outlining)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Use instructional strategies to help children with their reading comprehension	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Use a variety of reading assessments (e.g., observations, 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"/>
37. Teach reading and writing to student groups that are of mixed ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. 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"/>
39. Understand how youngsters come to acquire reading and writing skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. 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"/>
41. 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"/>
42. Adapt reading instruction to accommodate students with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**The State of Ohio requires most teachers 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
43. Use mathematical problem solving processes in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Teach mathematical representations (e.g., graphs, tables)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Use mathematics communication processes in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Integrate mathematics with other subject areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. 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"/>
48. 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"/>
49. Use discovery approaches in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Use manipulatives (e.g., blocks) in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. 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"/>
52. 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"/>
53. Adapt mathematics instruction to accommodate students with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**PREPARATION TO USE ASSESSMENT**

***How well did your program prepare you to do the following?***

	NOT AT ALL	POORLY	ADEQUATELY	WELL	VERY WELL
54. Evaluate if students are learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. 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"/>
56. 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"/>
57. 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"/>

58. 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"/>
59. 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"/>
60. 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"/>
61. Monitor students' progress and adjust instruction accordingly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. 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"/>
63. 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"/>

### C. PRESERVICE PROGRAM COURSES

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***Based on your recent experience as a student teacher, how would you rate the effectiveness of your preparation program on a 5-point scale, with respect to the following areas, in actually preparing you to teach?***

	NO COURSE	INEFFECTIVE	2	3	4	EFFECTIVE
1. Instructional methods courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Content-area courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Courses about how schools operate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Education courses overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Courses outside Education overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### D. CURRENT PROFESSIONAL AND COMPETENCY STANDARDS

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***How would you rate your preparation coverage of current standards in the following areas?***

	NO COVERAGE	LIMITED COVERAGE	MODERATE COVERAGE	IN-DEPTH COVERAGE
1. Ohio Academic Content Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. National standards in your content area (e.g., national standards for math educators, NCTM)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Praxis II Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Praxis III Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Value-added Data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**E. INSTRUCTIONAL ORIENTATION - READING AND WRITING**

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

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER DISAGREE/AGREE	SOMEWHAT AGREE	STRONGLY AGREE
1. 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"/>
2. 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"/>
3. 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"/>
4. 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"/>
5. 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"/>
6. For me, an important goal of schooling is to	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

develop readers who are skillful and strategic in word identification, fluency, and reading comprehension.					
7. 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"/>
8. 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"/>

## F. INSTRUCTIONAL ORIENTATION - MATHEMATICS

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**Directions: If you do not teach mathematics directly, consider these questions from perspective of the way you integrate math topics and concepts in your instruction.**

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

	STRONGLY DISAGREE	SOMEWHAT DISAGREE	NEITHER DISAGREE or AGREE	SOMEWHAT AGREE	STRONGLY AGREE
1. 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"/>
2. 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"/>
3. In my mathematics lessons, I aim for in-depth study of selected topics, even if it means	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>





## H. TEACHER BELIEFS (part b)

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

	STRONGLY DISAGREE	2	3	4	5	STRONGLY AGREE
1. 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"/>
2. 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"/>
3. 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"/>
4. 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"/>
5. 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"/>
6. 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"/>
7. 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"/>
8. 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"/>
9. 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 or her home environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## I. CONCERNS ABOUT TEACHING

***When I teach, how concerned am I about this?***

**Please mark the option corresponding to your level of concern.**

	NOT CONCERNED	LITTLE CONCERNED	MODERATLY CONCERNED	VERY CONCERNED
1. Lack of instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Feeling under pressure too much of the time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Doing well when the supervisor is present	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Meeting the needs of different kinds of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Too many non-instructional duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Diagnosing student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

learning problems				
7. Feeling adequate as a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Challenging unmotivated students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Being accepted and respected by professional persons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Working with too many students each day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Guiding students toward intellectual and emotional growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Whether each student is getting what he/she needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Getting a favorable evaluation of my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The routine and inflexibility of the teaching situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Maintaining the appropriate degree of class control	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- **Beginning Teacher Preparation Survey (Valli, Raths, & Rennert-Ariev, 2001)**
- **Teacher Efficacy Scale (Hoy & Woolfolk, 1993)**
- **Teachers' Sense of Efficacy Scale (Tschannen-Moran & Woolfolk-Hoy, 1999)**
- **Teacher Concerns Questionnaire (George, 1978)**

**THANK YOU VERY MUCH FOR COMPLETING THIS SURVEY!**