

Teacher Survey - Arkansas Partnership for Teacher Quality

TEACHER SURVEY - Arkansas Partnership for Teacher Quality

www.surveymonkey.com/s/ArkansasTeacherSurvey: The Arkansas Partnership for Teacher Quality is a collaboration among the American Association for Colleges of Teacher Education, the National Education Association, and the colleges and universities across the state that provide teacher preparation towards licensure. This short survey is an effort to collect information from teachers within their first five (5) years of teaching about which preparation experiences they found useful and in what areas they might need more support.

Please give us 15 minutes of your time to complete this survey. We assure you that all responses will be anonymous. There is no manner in which we can trace your responses to your identity. In addition, all responses will be confidential - we will not share your individual responses with others. Survey results will be reported in group form only.

Some items may not apply to you and we have provided a "Does not Apply" option in most cases. If the item does apply, but we do not provide a reasonable option that best describes you, we have provided a "Comments" box where you may write in a more appropriate response.

Thank you in advance for your time!

For questions about this survey, you may email Ed Fuller at edfuller@mail.utexas.edu; or Amanda Nolen at alnolen@ualr.edu; or you may call (501)569-8948.

2. TEACHER PREPARATION PROGRAM

In this first section, we will ask you about where you were prepared for licensure. This will include traditional, non-traditional, and alternative routes towards licensure.

1. Before starting your Arkansas teacher preparation program, did you already hold a teaching license?

No, I did not hold a license

Yes

I did not attend a teacher preparation program in Arkansas

Comments

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2. Please identify the name and location of the teacher preparation program you attended.

Program Name and

University (for example: Early Childhood, University of Central Arkansas; Secondary Ed Algebra, Teach for America; etc.):

Degree Obtained (for

example: B.A. or M.S.Ed.):

State (for example: AR

or Arkansas):

3. How many years did you do each of the following before entering your Arkansas teacher preparation program? (Please round up to the nearest year; for example, if you taught 2.5 years, round up to 3 years).

	Never	Less than one year	1 to 2 years	3 to 4 years	5 or more years
Taught your own public PK-12 classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taught your own private PK-12 classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taught your own class in a pre-school or child-care facility full-time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substitute taught or taught part-time in either a public or private PK-12 classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

4. In fulfilling your requirements to become a teacher in Arkansas did you:

Attend an undergraduate program at a college or university

Attend a graduate program at a college or university

Participated in an alternative preparation program through the Arkansas Department of Education

Participated in Teach for America

Other (please specify)

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5. If you attended an Arkansas college or university to fulfill your requirements to become a teacher in Arkansas, which of the following best described you?

I was a full-time student (12 hours/semester as an undergraduate; 6 hours/semester as a graduate).

I was a part-time student.

I was both a part-time and a full-time student at different points in my program.

Comments (Optional)

6. How long did it take you from the time you entered your Arkansas preparation program to start full-time teaching in Arkansas?

Immediately (Provisional License)

Less than 3 months

3 to 11 months

1 to 2 years

3 to 4 years

More than 4 years

Comments (Optional)

5

6

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7. To what extent do you agree or disagree with the following statements about your preparation program?

	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Does Not Apply (Please explain in comments)
My program articulated a clear vision of teaching and learning	jn	jn	jn	jn	jn
My program placed a lot of emphasis on teaching in rural schools	jn	jn	jn	jn	jn
My program placed a lot of emphasis on teaching in high-poverty schools	jn	jn	jn	jn	jn
My program had a strong sense of coherence among courses	jn	jn	jn	jn	jn
My program had a strong sense of coherence between courses and field experiences	jn	jn	jn	jn	jn
I heard similar views about teaching and learning across courses	jn	jn	jn	jn	jn
I felt part of a larger group of people who all shared common values with respect to teaching	jn	jn	jn	jn	jn

Comments

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8. To what extent do you agree or disagree with the following statements about the preparation program faculty and course/seminar instructors.

	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Does Not Apply (Please explain in comments)
Enabled me to evaluate and reflect on my practice to improve instruction	jn	jn	jn	jn	jn
Were knowledgeable about the realities of schools and students	jn	jn	jn	jn	jn
Gave assignments that connected my school experiences with coursework	jn	jn	jn	jn	jn
Modeled instructional strategies that I was taught to use in teaching my own students	jn	jn	jn	jn	jn
Had experiences in teaching at the school level at which I want to teach.	jn	jn	jn	jn	jn

Comments

5

6

3. FIELD EXPERIENCES

In this section, we will ask you about your field experiences while in your preparation program. Field experiences can include classroom observations, practicum, internships, or student teaching.

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1. Roughly, how much time did you spend in a PreK-12 classroom as part of your teacher preparation program, prior to becoming a full-time classroom teacher? (Includes all field experiences such as observations, practicum, internships, or student teaching)

None - I became a full-time classroom teacher with no PreK-12 classroom experience

Less than 4 weeks total

1 - 3 months

4 - 6 months

7 months - 1 year

More than 1 year

Comment (optional)

2. Based on your response to the previous question, how much of that time did you spend student teaching as part of your teacher preparation prior to becoming a classroom teacher?

None

Less than 3 months

4 - 6 months

7 months to 1 year

More than a year

Comment (Optional)

3. In which Arkansas school or schools did you have most of your field experiences? (If more than one school, list in order of most time spent to least time spent)

School 1

School 2

School 3

School 4

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4. If your student teaching or internship occurred at more than one school, did these experiences vary across any of the following characteristics?

	Yes	No
Grade Level	jn	jn
School Level (elementary school, middle school, high school)	jn	jn
School Districts	jn	jn

Comment (Optional)

5. If you student taught or interned at multiple schools, did the schools differ in terms of the following?

	Yes	No
The racial/ethnic composition of the school	jn	jn
The socio-economic status of the students in the school	jn	jn
The number of English-language learner students in the school	jn	jn
The overall ability level of the students in the school	jn	jn

Comment (Optional)

6. In general, did your student teaching/internship placement(s) reflect your actual teaching placement in terms of the following?

	Yes	No	Does not apply
Grade level	jn	jn	jn
Subject matter taught	jn	jn	jn
Student population (race/ethnicity, income, academic performance)	jn	jn	jn

Comment (Optional)

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7. To what extent do the following statements describe your student teaching/internship? If you have had more than one cooperating teacher, answer on average. For the purpose of the survey, your cooperating teacher is the teacher in the classroom in which you conducted instruction (For Teach for America members, this is your faculty advisor).

	Very Accurate Description	Somewhat Accurate Description	Somewhat Inaccurate Description	Very Inaccurate Description	Does Not Apply
My cooperating teacher was an excellent teacher	jn	jn	jn	jn	jn
My cooperating teacher provided me feedback that improved my instruction	jn	jn	jn	jn	jn
My cooperating teacher provided me feedback that improved my classroom management	jn	jn	jn	jn	jn
My cooperating teacher taught in ways that were quite similar from the methods I was learning in my courses	jn	jn	jn	jn	jn
My cooperating teacher held similar ideas about teaching and learning to those espoused by my program	jn	jn	jn	jn	jn
Someone from my program (other than my peers) was available to talk with me when I had questions or concerns about teaching	jn	jn	jn	jn	jn
I was observed on a regular basis by someone from my program (other than my peers)	jn	jn	jn	jn	jn
Someone from my program (other than my peers) gave me useful feedback on my teaching	jn	jn	jn	jn	jn
My student teaching/internship allowed me to try out the strategies and techniques I was	jn	jn	jn	jn	jn

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learning in my classes

Comment (Optional)

4. PREPARATION FOR THE CLASSROOM

In this section, we will ask you about how well you thought you were prepared for the reality of the classroom across a variety of areas. These areas include assessment, classroom management, curriculum development, and student learning.

1. Where do you currently teach?

School Name

District Name

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2. During your first year of teaching after beginning your preparation program, how prepared did you feel to do the following:

	Very Prepared	Somewhat Prepared	Somewhat Unprepared	Very Unprepared
Teach subject matter concepts, knowledge, and skills in ways that enable students to learn.	jñ	jñ	jñ	jñ
Understand how different students in your classroom are learning.	jñ	jñ	jñ	jñ
Identify and address learning needs and/or difficulties of students.	jñ	jñ	jñ	jñ
Set challenging and appropriate expectations of learning and performance for students.	jñ	jñ	jñ	jñ
Develop curriculum that builds on students' experiences, interests, and abilities.	jñ	jñ	jñ	jñ
Evaluate curriculum materials for their usefulness and appropriateness for your students.	jñ	jñ	jñ	jñ
Identify and obtain materials and use community resources to create a multicultural curriculum.	jñ	jñ	jñ	jñ
Relate classroom learning to the real world.	jñ	jñ	jñ	jñ
Understand how students' social, emotional, physical, and cognitive development influences learning.	jñ	jñ	jñ	jñ
Understand how students' family and cultural backgrounds may influence learning.	jñ	jñ	jñ	jñ
Identify and address special learning needs and/or difficulties.	jñ	jñ	jñ	jñ
Teach in ways that	jñ	jñ	jñ	jñ

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support new English language learners.

Choose teaching strategies for different instructional purposes.

jn

jn

jn

jn

Motivate individual students and classes of students to engage in the learning process.

jn

jn

jn

jn

Develop a classroom environment that promotes social development and group responsibility.

jn

jn

jn

jn

Develop students' questioning and discussion skills.

jn

jn

jn

jn

Engage students in cooperative group work as well as independent learning.

jn

jn

jn

jn

Use questions to stimulate different kinds of student learning.

jn

jn

jn

jn

Comment (Optional)

	5
	6

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3. During your first year of teaching after beginning your preparation program, how prepared did you feel to do the following:

	Very Prepared	Somewhat Prepared	Somewhat Unprepared	Very Unprepared
Help students learn to think critically and solve problems.	jn	jn	jn	jn
Encourage students to see, question, and interpret ideas from diverse perspectives.	jn	jn	jn	jn
Plan instruction by using knowledge of learning subject matter, curriculum, and student development.	jn	jn	jn	jn
Understand how factors in the students' environment outside of school may influence their life and learning.	jn	jn	jn	jn
Work with parents and families to better understand students and to support their learning.	jn	jn	jn	jn
Use a variety of assessments (e.g., observation, portfolios, tests, performance tasks, anecdotal records) to determine student progress.	jn	jn	jn	jn
Evaluate and reflect on your practice to improve instruction.	jn	jn	jn	jn
Maintain an orderly, purposeful learning environment.	jn	jn	jn	jn
Plan and solve problems with colleagues.	jn	jn	jn	jn
Assume leadership responsibilities in your school.	jn	jn	jn	jn
Teach classes that included a wide variety of student ability levels.	jn	jn	jn	jn
Teach in high-poverty settings.	jn	jn	jn	jn

Comment (Optional)

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4. Are there any remaining areas where you still feel unprepared (if any)?

5. SCHOOL CONTEXT: Please identify whether you agree or disagree with the following statements about your current school and/or principal.

	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Does Not Apply (Please specify in comments)
My principal provides me an adequate level of support and encouragement.	jn	jn	jn	jn	jn
I am provided useful data on my students in a timely manner.	jn	jn	jn	jn	jn
There is an atmosphere of trust and respect at my school.	jn	jn	jn	jn	jn
I am treated as a professional by my principal.	jn	jn	jn	jn	jn
The principal provides me useful feedback to improve my instructional effectiveness.	jn	jn	jn	jn	jn
The level of student misbehavior in this school interferes with my ability to be an effective teacher.	jn	jn	jn	jn	jn
My students receive a lot of support for learning outside of school.	jn	jn	jn	jn	jn
The facilities at my school are conducive to effective teaching and learning.	jn	jn	jn	jn	jn
My school is a safe place to teach and learn.	jn	jn	jn	jn	jn

Comments

5. MENTORING AND INDUCTION

Here we will ask you to describe your mentoring and induction experience during your first year teaching. If you did not receive or were not assigned a mentor, then simply respond "No" to the first item and move on to the next page.

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1. In your first year of teaching in Arkansas, were you formally assigned a mentor? (If you choose "No" then skip to section #6)

No

Yes

Comment (Optional)

2. When did your mentor begin providing support to you?

Before my first day in the classroom

Shortly after my first day in the classroom

Well into my first grading term in the classroom

Towards the end of my first semester

Other (please specify)

3. To what degree did your mentor help you in the following areas:

	Did not need assistance in this area	Needed assistant - did not receive any	Assistance received but was not helpful	Assistance received was somewhat helpful	Assistance received was very helpful
Instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Subject area content knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom management/discipline strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivating students/increasing student participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing products or documentation required of new teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social support and general encouragement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comment (Optional)

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4. To what extent did your mentor help you become a more effective teacher?

Largely Responsible

Partially Responsible

Not Responsible At All

Comment (Optional)

5. To what extent is your mentor responsible for you remaining in the teaching profession?

Largely Responsible

Partially Responsible

Not Responsible At All

Comment (Optional)

6. FUTURE INTENTIONS

In this section we will ask you about your intention to remain in the teaching field.

1. Which best describes your future intentions for your teaching career over the next three years?

Continue teaching at my current school

Continue teaching, but at a different school or district

Leave teaching but remain in the education field

Leave the education field altogether

Comment (Optional)

2. If you are thinking about leaving teaching, list any factors that might cause you to leave.

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3. What are factors that would influence your decision to STAY in the teaching profession?

7. BACKGROUND INFORMATION

Please tell us a little about yourself.

1. What best describes your race/ethnicity?

- Native American
- African American/Black
- Asian/Pacific Islander
- Hispanic/Latino
- White

Other (please specify)

2. Gender:

- Female
- Male

3. In what year were you born?

4. OPTIONAL: Your 10-digit ID number would be very helpful in order to connect your responses to program data collected by the Arkansas Department of Education. Providing your ID number is optional, and in no way will it compromise your anonymity in this survey. Please enter your ID number here:

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5. OPTIONAL: If you would like to volunteer to participate in follow-up interviews, please include your contact information.

Name:	<input type="text"/>
Address:	<input type="text"/>
Address 2:	<input type="text"/>
City/Town:	<input type="text"/>
ZIP:	<input type="text"/>
Email Address:	<input type="text"/>
Phone Number:	<input type="text"/>

8. FINISHED!!

THANK YOU FOR YOUR TIME AND ATTENTION! WE WILL LOOK CAREFULLY AT YOUR RESPONSES AND REPORT OUR FINDINGS TO THE TEACHER PREPARATION PROGRAMS IN ARKANSAS. ARKANSAS IS COMMITTED TO TEACHER QUALITY AND PROVIDING THE HIGHEST QUALITY PREPARATION TO ENSURE ALL TEACHERS AND THEIR STUDENTS ARE SUCCESSFUL!