

DOCUMENT RESUME

ED 298 097

SP 030 502

AUTHOR Freeman, Donald J.
 TITLE Compendium of Items for Follow-Up Surveys of Teacher Education Programs. Technical Series 88-1.
 INSTITUTION National Center for Research on Teacher Education, East Lansing, MI.
 SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
 PUB DATE Jul 88
 NOTE 33p.
 AVAILABLE FROM National Center for Research on Teacher Education, 116 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1054 (\$3.00).
 PUB TYPE Tests/Evaluation Instruments (160)
 EDRS PRICE MF01/PC02 Plus Postage.
 DESCRIPTORS Employment Patterns; *Followup Studies; *Graduate Surveys; Higher Education; Schools of Education; Teacher Attitudes; *Teacher Education Programs; *Vocational Followup

ABSTRACT

A substantial proportion of teacher education institutions administer follow-up surveys to their graduates at some time or other, and many institutions repeat these surveys at regular intervals. Despite the prevalence of such surveys, most institutions develop and administer their own questionnaires without benefit of the experiences of others. The compendium of survey questions presented here is intended to rectify at least part of this problem. The items included in this compendium were culled from a number of existing follow-up survey questionnaires and are organized around the topics most frequently asked about in such questionnaires. For those situations in which analogous questions were asked by numerous institutions, this compendium provides the best formulations of these commonly asked questions. Included in the compendium are items asking about demographic information, employment history, job satisfaction, current teaching context, perceived quality of teacher education programs, professional knowledge, teaching skills and dispositions, and teachers' views about continuing their professional growth.
 (Author)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED298097

Technical Series 88-1

COMPENDIUM OF ITEMS FOR FOLLOW-UP SURVEYS
OF TEACHER EDUCATION PROGRAMS

Donald J. Freeman



National
Center for Research
on Teacher Education

SP030502

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

D.J. Freeman

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

This document has been reproduced as
received from the person or organization
originating it.

Minor changes have been made to improve
reproduction quality.

Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

Sponsored by the United States Department of Education
Office of Educational Research and Improvement



Technical Series 88-1

COMPENDIUM OF ITEMS FOR FOLLOW-UP SURVEYS
OF TEACHER EDUCATION PROGRAMS

Donald J. Freeman

Published by

The National Center for Research on Teacher Education
116 Erickson Hall
Michigan State University
East Lansing, Michigan 48824-1034

July 1988

COPY AVAILABLE

This work is sponsored in part by the National Center for Research on Teacher Education, College of Education, Michigan State University. The National Center for Research on Teacher Education is funded primarily by the Office of Educational Research and Improvement, United States Department of Education. The opinions expressed in this paper do not necessarily represent the position, policy, or endorsement of the Office or the Department.

Abstract

A substantial proportion of teacher education institutions administer follow-up surveys to their graduates at some time or other, and many institutions repeat these surveys at regular intervals. Despite the prevalence of such surveys, most institutions develop and administer their own questionnaires without benefit of the experiences of others. The compendium of survey questions presented here is intended to rectify at least part of this problem. The items included in this compendium were culled from a number of existing follow-up survey questionnaires and are organized around the topics most frequently asked about in such questionnaires. For those situations in which analagous quescions were asked by numerous institutions, this compendium provides the best formulations of these commonly asked questions. Included in the compendium are items asking about demographic information, employment history, job satisfaction, current teaching context, perceived quality of teacher education programs, professional knowledge, teaching skills and dispositions, and teachers' views about continuing their professional growth.

Abstract

A substantial proportion of teacher education institutions administer follow-up surveys to their graduates at some time or other, and many institutions repeat these surveys at regular intervals. Despite the prevalence of such surveys, most institutions develop and administer their own questionnaires without benefit of the experiences of others. The compendium of survey questions presented here is intended to rectify at least part of this problem. The items included in this compendium were culled from a number of existing follow-up survey questionnaires and are organized around the topics most frequently asked about in such questionnaires. For those situations in which analagous quescions were asked by numerous institutions, this compendium provides the best formulations of these commonly asked questions. Included in the compendium are items asking about demographic information, employment history, job satisfaction, current teaching context, perceived quality of teacher education programs, professional knowledge, teaching skills and dispositions, and teachers' views about continuing their professional growth.

COMPENDIUM OF ITEMS FOR FOLLOW-UP SURVEYS
OF TEACHER EDUCATION GRADUATES

Donald J. Freeman¹

In developing this document, the author made liberal use of ideas and items from follow-up questionnaires prepared by faculty at several different teacher preparation institutions. Approximately two-thirds of the items on the following pages are restatements or transiations of questions presented in one or more of these sources. The colleges/universities that supported this effort were:

- The University of Akron
- Ball State University
- Berea College
- Bowling Green State University
- Concordia College
- Dakota State College
- Iowa State University
- Memphis State University
- Michigan State University
- Millersville State College
- University of Missouri (St. Louis)
- Nicholls State University
- North Dakota State University
- University of Northern Colorado
- Northern Illinois University
- The Ohio State University
- Tennessee Technological University
- Western Oregon State College

Ideas for questions were also suggested by the following sources:

Ball, D., McDiarmid, G.W., & Mosenthal, J. (1987). Survey of participants in teacher education programs. East Lansing, MI: Michigan State University, National Center for Research on Teacher Education.

Merton, R.K., Reader, G.G., & Kendall, P.L. (1957). The student physician: Introductory studies in the sociology of medical education. Cambridge, MA: Harvard University Press.

¹Donald Freeman is a professor of teacher education and a senior researcher in the Institute for Research on Teaching at Michigan State University.

I. DEMOGRAPHICS

1. Gender: (1) male (2) female
2. Age: _____ years
3. What was your marital status at the time you graduated from college?
 - (1) single (3) widowed, separated, or divorced
 - (2) married
4. (a). What was your annual salary/income in the first job you held after college?

(1) less than \$10,000	(5) \$19,000 - \$21,999
(2) \$10,000 - \$12,999	(6) \$22,000 - \$24,999
(3) \$13,000 - \$15,999	(7) \$25,000 - \$27,999
(4) \$16,000 - \$18,999	(8) \$28,000 or beyond

(b). What was your total family income last year?
(if married, include spouse's income)

(1) less than \$10,000	(5) \$25,000 - \$29,999
(2) \$10,000 - \$14,999	(6) \$30,000 - \$50,000
(3) \$15,000 - \$19,999	(7) more than \$50,000
(4) \$20,000 - \$24,999	
5. How would you describe yourself?
 - (1) American Indian or Alaskan Native
 - (2) Asian or Pacific Islander
 - (3) Black, non-Hispanic
 - (4) Hispanic
 - (5) White, non-Hispanic
 - (6) Other (please specify) _____
6. How would you characterize your status as an undergraduate?
 - (1) full-time student (3) sometimes full-time; sometimes part-time
 - (2) part-time student
7. When did you complete all requirements of your teacher certification program?

(1) fall 1984 to summer 1985	(3) fall 1986 to summer 1987
(2) fall 1985 to summer 1986	(4) fall 1987 to summer 1988

8. Do you have any children?

(1) No

If Yes , how many?

(2) one

(4) three

(3) two

(5) more than three

9. What is the highest degree or level of education you seek?

(1) bachelor's degree (B.A./B.S.) -- SKIP TO Q.12

(2) B.A. plus the number of graduate credits required for continuing/permanent certification

(3) master's degree

(4) specialist's degree/certificate of advanced study

(5) Ed.D., Ph.D., or other advanced degree

10. Do you plan to do your graduate work in education?

(1) Yes (2) Not Sure (3) No

11. Do you plan to do your graduate work at [NAME OF COLLEGE/
UNIVERSITY CONDUCTING THE SURVEY]?

(1) Yes (2) Not Sure (3) No

12. Were you ever elected to the Dean's list while in college?

(1) Yes (2) No

II. EMPLOYMENT HISTORY

1. Which of the following provides the best description of the kind of work you currently do?

- (1) classroom teacher
- (2) teacher/trainer in a non-school setting
- (3) in education, but not teaching
- (4) provide social services
- (5) self-employed
- (6) student
- (7) homemaker
- (8) temporarily laid off/unemployed
- (9) other _____

If you checked (1) or (3) above, please skip to Part B.
If not, please answer Part A, then skip to Section III.

PART A (Nonteachers)

2. Why aren't you teaching at the present time?

- (1) teaching was not my first choice of careers at the time I began looking for a job
- (2) a teaching position was not available in the geographical area where I hoped to reside
- (3) I tried, but couldn't find a teaching position anywhere
- (4) I was offered a more rewarding job within the field of education (e.g., school administrator)
- (5) I was offered a better job outside of education
- (6) I wanted to continue my education
- (7) I needed to attend to home/family affairs
- (8) other (please specify) _____

3. Do you regret you are not teaching?

- (1) Yes (2) No

4. If you are currently employed, do you feel you are underemployed?

- (1) Yes (2) No (3) Not currently employed

6. Is this the grade level (elementary teachers) or are these the subjects (secondary teachers) you prefer to teach?
- (1) Yes
 (2) Not really, but I'm generally satisfied with my assignment
 (3) No
7. About what percent of your present teaching assignment is in the grade(s) or subject area(s) in which you were certified/endorsed?
- (1) 100% (3) 50%
 (2) 75% (4) 25% or less
8. For how long have you been teaching full time?
- (1) less than one year (3) 2 to 3 years
 (2) 1 to 2 years (4) more than 3 years
9. Were you employed as a day to day substitute teacher or as a teacher's aide prior to obtaining this job?
- (1) No
- If Yes , for about how long?
- (2) less than 3 months (4) 6 to 8 months
 (3) 3 to 5 months (5) more than 8 months
10. Five years from now, do you plan to be
- (1) teaching
 (2) an educational specialist (math consultant, librarian)
 (3) a school administrator
 (4) employed outside the field of education
 (5) temporarily out of the work force (e.g., to care for a family, to continue your education)
 (6) permanently out of t's work force
 (7) other _____
11. How much longer do you expect to teach?
- (1) less than five years (3) 11-20 years
 (2) 5-10 years (4) more than 20 years

6. Is this the grade level (elementary teachers) or are these the subjects (secondary teachers) you prefer to teach?
- (1) Yes
 (2) Not really, but I'm generally satisfied with my assignment
 (3) No
7. About what percent of your present teaching assignment is in the grade(s) or subject area(s) in which you were certified/endorsed?
- (1) 100% (3) 50%
 (2) 75% (4) 25% or less
8. For how long have you been teaching full time?
- (1) less than one year (3) 2 to 3 years
 (2) 1 to 2 years (4) more than 3 years
9. Were you employed as a day to day substitute teacher or as a teacher's aide prior to obtaining this job?
- (1) No
- If Yes , for about how long?
- (2) less than 3 months (4) 6 to 8 months
 (3) 3 to 5 months (5) more than 8 months
10. Five years from now, do you plan to be
- (1) teaching
 (2) an educational specialist (math consultant, librarian)
 (3) a school administrator
 (4) employed outside the field of education
 (5) temporarily out of the work force (e.g., to care for a family, to continue your education)
 (6) permanently out of t's work force
 (7) other _____
11. How much longer do you expect to teach?
- (1) less than five years (3) 11-20 years
 (2) 5-10 years (4) more than 20 years

12. During the past year, have you been employed in some capacity other than your regular teaching assignment?

(1) No -

If Yes , how would you describe your other source(s) of income?

(circle all that apply)

- (2) coaching
- (3) other school-related assignment during the school year
- (4) employment outside the school system during the school year
- (5) school-related job during the summer
- (6) employment outside the school system during the summer

III. JOB SATISFACTION

A. General Indices

1. If you had it to do over again, would you still enroll in a teacher preparation program?

- (1) definitely yes
- (2) probably yes
- (3) probably not
- (4) definitely not

2. Which of the following statements best describes the way you feel about a career in teaching?

- (1) Teaching is the only career that can really satisfy me.
- (2) Teaching is one of several careers I would find equally satisfying.
- (3) I can think of at least one other career that would be more satisfying than teaching.

3. How would you describe your current feelings about a career in teaching?

- (1) very positive
- (2) positive
- (3) neutral
- (4) negative
- (5) very negative

4. On a scale of one to ten, how would you rate your level of satisfaction with your current job (or your current position outside the work force)?

very
negative

very
positive

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

B. Specific Indices

 Alt. #1: Please rate your level of satisfaction with each of the following aspects of your current teaching position.

KEY: 1 = very satisfied; 2 = satisfied; 3 = neutral;
 4 = dissatisfied; 5 = very dissatisfied


OR

Alt. #2: (a) Which of the following features of your current job do you find most satisfying?
 (b) Which is least satisfying?

- ___ 1. salary/fringe benefits
 - ___ 2. quality/level of administrative support
 - ___ 3. level of personal/professional challenge
 - ___ 4. methods used to evaluate your teaching performance
 - ___ 5. your sense of professional autonomy/level of discretion
 - ___ 6. general work conditions (hours, work load, class size)
 - ___ 7. intellectual stimulation of the workplace
 - ___ 8. geographical location
 - ___ 9. opportunities for professional advancement
 - ___ 10. level of support from parents and the community
 - ___ 11. level of support from administrators and colleagues
 - ___ 12. interactions with colleagues
 - ___ 13. interactions with students
14. Do you plan to transfer to a different school or to look for a different job next year?

(1) No

(2) Possibly

(3) Yes  please circle the ONE characteristic on the list above that represents the most serious shortcoming/problem in your current job.

IV. DESCRIPTIONS OF CURRENT TEACHING CONTEXT

A. School Characteristics

1. In what type of school do you work?
(1) public (2) parochial (3) private
2. In what setting is your school located?
(1) inner city
(2) urban (pop. more than 100,000)
(3) suburban
(4) town (pop. more than 25,000)
(5) small town/rural
3. Is the school in which you teach located within 50 miles of the ...
(1) high school from which you graduated
(2) college from which you graduated
(3) both of the above
(4) neither of the above
4. Do you live within the geographical boundaries of the school system in which you teach?
(1) Yes (2) No
5. About how many students attend your school?
(1) less than 300
(2) 300 - 599
(3) 600 - 899
(4) 900 - 1,200
(5) more than 1,200 students

B. Classroom Characteristics

1. Approximately what proportion of the students in your class(es) are from minority ethnic groups (Black, Hispanic, etc.)?

- | | |
|------------------|-------------------|
| (1) less than 5% | (4) 51-75% |
| (2) 5-25% | (5) 76-95% |
| (3) 26-50% | (6) more than 95% |

2. Which of the following groups of learners is represented in your class(es) this year? (circle all that apply)

- | | |
|------------------------------------|-------------------------|
| (1) American Indian/Alaskan Native | (4) Black, non-Hispanic |
| (2) Asian/Pacific Islander | (5) Hispanic |
| (3) Appalachian | (6) White, non-Hispanic |

3. Do you prefer to work in a classroom that is ...

- (1) more culturally diverse than the norm
 (2) equal to the norm in cultural diversity
 (3) less culturally diverse than the norm

4. Have any special needs students been mainstreamed into your class(es) this year?

(1) No

If Yes, how many?

- | | |
|------------------|--------------------|
| (2) one | (4) four or five |
| (3) two or three | (5) more than five |

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

- | | |
|---------------|--------------|
| (1) very high | (4) low |
| (2) high | (5) very low |
| (3) average | |

6. With which of the following students do you prefer to work?

- (1) highly motivated, enthusiastic learners
 (2) students with an average level of academic motivation
 (3) students who must be challenged or somehow motivated to learn

7. How do the socioeconomic backgrounds of the students in your classes compare with those of students in the high school from which you graduated? Are the socioeconomic backgrounds of most of your current students lower, higher, or similar to those of your high school classmates?
- (1) lower (2) higher (3) similar
8. How many students are in the first class you teach each day?
- (1) less than 20 (4) 26-28
 (2) 20-22 (5) 28-30
 (3) 23-25 (6) more than 30
9. (a) How would you characterize the frequency of discipline problems in your class(es)?
- (1) few, if any, problems
 (2) occasional problems
 (3) many problems
- (b) Is this frequency higher or lower than the frequency of discipline problems you experienced during student teaching?
- (1) higher
 (2) lower
 (3) equal to
10. How would you characterize the ability level of your students?
- (1) above grade level
 (2) at grade level
 (3) below grade level
11. Which of the following provides the best description of your classroom?
- (1) self-contained (4) open-concept
 (2) departmentalized (5) other _____
 (3) team teaching

V. GENERAL INDICES OF PROGRAM QUALITY

1. On a scale of one to seven, how would you rate the overall quality of:

	exceptionally weak				exceptionally strong		
(a) your teacher preparation program	1	2	3	4	5	6	7
(b) courses in your undergraduate major field	1	2	3	4	5	6	7
(c) the liberal arts/general education courses you have taken	1	2	3	4	5	6	7
(d) your student teaching experience	1	2	3	4	5	6	7
(e) advice/counselling you received from your academic advisor (in your major field of study)	1	2	3	4	5	6	7
(f) support, assistance, and general help from faculty and staff in your teacher education program	1	2	3	4	5	6	7

2. How did the quality of the courses you were required to take in education compare with that of courses you were required to take in other areas? Was it _____ that of other required courses?

- (1) far higher than
- (2) higher than
- (3) equal to
- (4) lower than
- (5) far lower than

3. Did your teacher education program emphasize a particular perspective on teaching?

- (1) No
- (2) Not Sure

If Yes, to what extent is your teaching consistent with this perspective?

- | | |
|---------------------|-----------------------|
| (3) very consistent | (5) inconsistent |
| (4) consistent | (6) very inconsistent |

4. To what extent is your style of teaching consistent with that of your supervising/cooperating teacher (during student teaching)?

- (1) very consistent
- (2) consistent
- (3) inconsistent
- (4) very inconsistent

5. How would most of the instructors in your teacher education program react to your personal style and methods of teaching? Would they ...

- (1) strongly approve
- (2) approve to some extent
- (3) disapprove to some extent
- (4) strongly disapprove
- (5) I don't know how they would react

6. To what extent did your views of the professional roles and responsibilities of teachers change from the time you entered your teacher education program to program completion?

- (1) a lot
- (2) quite a bit
- (3) some
- (4) not much
- (5) not at all

7. How would you describe the level of direction and amount of feedback the faculty in your teacher education program provided?

- (1) too much
- (2) not enough
- (3) about the right amount

VI. PROFESSIONAL KNOWLEDGE OUTCOMES

 1. How would you have rated the adequacy of your knowledge and understanding in each of the following areas at the time you completed your teacher preparation program?

<u>Your knowledge and understanding of:</u>	weak	adequate	strong
(a) mathematics	1	2	3
(b) social sciences	1	2	3
(c) natural sciences	1	2	3
(d) humanities	1	2	3
(e) multi-cultural issues and perspectives	1	2	3
(f) non-Western philosophies and cultures	1	2	3
(g) American history and literature	1	2	3
(g) the historical and philosophical development of thought in your major field of study	1	2	3
(h) contemporary educational issues	1	2	3
(i) theories/principles of how students learn	1	2	3
(j) child/adolescent growth and development	1	2	3
(k) social and political roles of schools in American society	1	2	3
(l) classroom management techniques/procedures	1	2	3
(m) legal and ethical responsibilities of teachers	1	2	3

2. Thinking in terms of your current role as a teacher, do you wish you had a stronger background in any of the areas of knowledge listed in Q.1 above? (If you are not teaching, please respond to this question in terms of your current position.)

(1) No

(2) Yes -- Please identify the THREE areas in which a stronger background would be most helpful. Write the letters corresponding to these areas here: _____

3. Please circle the FIVE areas of knowledge listed in Q.1 above that you would rate as most essential to your current success as a teacher.

4. Did your teacher preparation program provide an adequate early orientation to careers in teaching (career options, employment potential, the demands and uncertainties of teaching)?

(1) Yes (2) Yes, with some qualifications (3) No

5. To what extent have your general studies in the arts, sciences, and humanities contributed to your success as a teacher?

These studies have made a(n) _____ contribution to my success.

- (1) critical (3) modest
(2) significant (4) insignificant

6. To what extent have education courses (other than field-based experiences such as student teaching) contributed to your success as a teacher?

These courses have made a(n) _____ contribution to my success.

- (1) critical (3) modest
(2) significant (4) insignificant

7. At the time you completed your teacher preparation program, how would you have rated the adequacy of your preparation to teach in a culturally diverse setting with at-risk students?

- (1) very weak (3) adequate (4) strong
(2) weak (5) very strong

8. Did you major in education as an undergraduate?

- (1) Yes If No, To what extent were non-education courses in your major adapted to the needs of teachers? Were these courses ...

- (2) well adapted to the needs of teachers
(3) moderately relevant
(4) largely irrelevant

9. Did you use the services of the university educational placement office?

- (1) No If Yes, How would you rate the quality of its services?

- (2) poor (3) fair (4) good (5) excellent

10. Do you feel you are a(n) ...

- (1) exceptional teacher (4) below average teacher
(2) better than average teacher (5) inferior teacher
(3) average teacher

VII. TEACHING SKILLS

Q.1

-
- I. How would you have rated the adequacy of your skills in each of the following areas at the time you completed your teacher preparation program: (1) weak, (2) adequate, or (3) strong?
- II. What helped you the most in developing each skill:
 (1) courses in education
 (2) field experiences in your teacher education program
 (3) some other source (e.g., personal experience)?
-

I. Rating of the adequacy of your skills in this area?

II. What helped you most in developing this skill?

Weak-Strong				Educ. Courses	Field Exper.	Other
1	2	3	(a) plan stimulating and effective lessons	1	2	3
1	2	3	(b) select, prepare and use educational media	1	2	3

[NOTE: THE FORMAT FOR ITEMS (a) and (b) WOULD BE REPEATED FOR ALL ITEMS (c) through (dd).]

- (c) teach problem solving, conceptual understanding, and other aspects of higher-order thinking
- (d) enhance students' sense of personal achievement and self-worth
- (e) motivate students to participate in academic tasks
- (f) use computers in instruction
- (g) understand and use standardized tests
- (h) use community resources
- (i) establish effective working relations with colleagues and other professionals with whom you work
- (j) refer students for special assistance when appropriate
- (k) assess and improve your own performance as a teacher

- (l) account for, and build on, students' cultural and academic diversity in the instruction you offer
- (m) work with parents
- (n) work with gifted and talented students
- (o) work with mainstreamed or other special needs students
- (p) adapt instruction and/or materials to address varying needs and achievements of individual students
- (q) create a learning environment in which students function as responsible and autonomous learners
- (r) make inferences about students' cognitive and metacognitive processes (i.e., the ways they think)
- (s) respond appropriately to disruptive student behaviors
- (t) teach reading in your grade or subject area
- (u) teach writing in your grade or subject area
- (v) recognize your strengths and limitations as a teacher
- (w) design/interpret measures of student work and achievement
- (x) monitor students' progress and adjust instruction accordingly
- (y) diagnose students' learning difficulties
- (z) plan and implement a successful first week of school
- (aa) assess the expectations of the community and school administration (e.g., how teachers are likely to be judged)
- (bb) develop and/or represent a given concept or idea in a variety of ways (alternative explanations, metaphors, graphs, pictures, manipulatives)
- (cc) maintain high expectations for student achievement
- (dd) locate and use the professional literature in addressing problems or issues you encounter in teaching

2. Do any of the skills listed in Q.1 represent areas in which you are experiencing problems or frustrations in your current teaching assignment?

(1) No

(2) Yes -- Please identify the THREE areas that pose the most significant problems or frustrations. Write the letters corresponding to these areas here:

As alternatives to the lead-in questions posed in Q.1, you might ask:

3. How would you rate the quality of preparation your teacher education provided in each of the following areas: (1) weak, (2) adequate, or (3) strong?

OR

4. How would you rate your current level of competence in each of the following areas: (1) exemplary, (2) very good, (3) good, (4) adequate, or (5) limited?

OR

5. How important are each of the following skills in your current teaching assignment: (1) critical, (2) very important, (3) important, (4) somewhat important, or (5) unimportant?

VIII. PREDISPOSITIONS/DISPOSITIONS

1. (a) Which of the following criteria do you view as the most important measure of your success as a teacher?

(b) Which do you view as the least important criterion?

(Check one entry in each column)

Most Least
Impt. Impt.

- | | | |
|-------|-------|---|
| _____ | _____ | (1) The extent to which students like and respect me as a teacher. |
| _____ | _____ | (2) Students' success in learning what I've tried to teach them. |
| _____ | _____ | (3) The extent to which students have gained a sense of self-confidence and self-worth in my classroom. |
| _____ | _____ | (4) The ability of my students to work quietly and get along with each other. |

2-4. Imagine you have a student named Sam who disrupts class activities nearly every day. In responding to this behavior, you might

- (1) seek advice from colleagues who have also worked with Sam.
- (2) try to do a better job of acknowledging and reinforcing Sam's appropriate behaviors.
- (3) try to understand and alter the ways Sam is thinking about his behavior in your classroom.
- (4) try to understand and help Sam deal with personal problems that may be prompting these behaviors.

___ 2. Which of these strategies would you be most likely to try first?

___ 3. Which strategy would you be least likely to ever try?

___ 4. If used successfully, which strategy is most likely to result in a permanent change in Sam's behavior?

5. When working with a youngster who has both socio-emotional and learning problems, which problem area would you attempt to address first?

- (1) socio-emotional problems
- (2) learning problems
- (3) both (I would attempt to address both areas simultaneously)

6. Which of the following areas of professional knowledge do you view as most important? Knowing how to help children ...
- (1) develop competence as problem solvers and/or critical thinkers.
 - (2) feel good about themselves and confident in their own abilities.
 - (3) develop understanding and respect for each other.

7. (a) Which of the following do you view as the most frequent source of student behavior problems in classroom settings?

(b) Which is the least frequent source of behavior problems?

(Check one entry in each column)

most least
freq. freq.

- | | | |
|-------|-------|--|
| _____ | _____ | (1) teachers' inadequate planning/classroom management |
| _____ | _____ | (2) teachers' failure to establish a warm and supportive classroom environment |
| _____ | _____ | (3) unresolved personal problems students bring to the classroom |
| _____ | _____ | (4) conflicts between values students acquire at home and those that are prized in schools |

8. Which of the following do you view as most important? Knowing how to help individual students deal with serious ...

- (1) learning problems
- (2) emotional problems
- (3) social problems

9. When teaching very important content, do you ...

- (1) vary your standards of achievement for students with different levels of ability (e.g., higher standards for more capable students)?
- (2) hold your standards of achievement constant for all students?
- (3) sometimes vary and sometimes hold standards constant?

10-11. General goals of schooling include:

- (a) promoting academic development (e.g., gaining academic knowledge & understanding; developing critical thinking and problem solving skills)
 - (b) enhancing personal development (e.g., learning to cope with emotional stress; developing a sense of dignity and self-worth)
 - (c) facilitating social development (e.g., learning to get along with others; developing an appreciation for one's own and other cultures)
-

10. In thinking about your own goals as a teacher, does one of these stand out as clearly more important than the others?

(1) No

If Yes , which one?

- (2) promoting academic achievement
- (3) enhancing personal development
- (4) facilitating social development

11. In thinking about your own goals as a teacher, does one of these stand out as clearly less important than the others?

(1) No

If Yes , which one?

- (2) promoting academic achievement
- (3) enhancing personal development
- (4) facilitating social development

12. When attempting to account for individual differences in your classroom, which of the following will you try to vary from one student to the next?

- (1) the methods of instruction you use
- (2) the concepts, skills, and understandings you try to teach
- (3) both of the above
- (4) neither of the above

13. What form of academic competition do you view as appropriate?

- (1) competition among groups (3) both forms
(2) competition among individuals (4) neither form

14. (a) Which of the following sources plays the most important role in your decisions of what to teach?

(b) Which is least important?

(Check one entry in each column)

Most Least
Impt. Impt.

- _____ _____ (1) content covered in the textbook and other instructional materials you use
_____ _____ (2) content described in curriculum guides or covered on tests developed by the state or district in which you work
_____ _____ (3) your own beliefs about the content students need to learn

15-17. Imagine that a textbook selection committee is trying to decide which of two mathematics textbook series to adopt. They have asked for your advice.

Series A - stresses the development of student understanding, problem solving, and thinking.

Series B - stresses the development of basic concepts and computational skills (adding, subtracting, etc.)

15. Assuming both series are well designed and consistent with their stated goals, for which students would you recommend Series A? Those who ...

- (1) are talented in mathematics.
(2) have limited abilities in math.
(3) both groups of students.
(4) neither group of students.

16. For which students would you recommend Series B? Those who ...

- (1) are talented in mathematics.
(2) have limited abilities in math.
(3) both groups of students.
(4) neither group of students.

17. If you were a fourth-grade teacher working with students who were at or near grade level, which book would you prefer to use?

18. Some have argued that it is important for pupils to master basic concepts and skills in a given subject area before engaging in problem solving or other tasks requiring reasoning. Do you agree?

- (1) Yes
- (2) Partially, this sequence is important in some subjects, but not others.
- (3) Partially, this sequence is important for students with limited abilities, but not for those who are gifted.
- (4) No

19. Some have argued that it is not a good idea to have students work together because

- A. the brighter students usually do all of the work, and/or
- B. students learn more when they work alone than when they work in groups.

Do you agree?

- (1) Yes, I agree with both statements.
- (2) Partially -- I agree with statement A, but not B.
- (3) Partially -- I agree with statement B, but not A.
- (4) No, I disagree with both statements.

20-21. When your students give unconventional answers to one of your questions or solve problems in unconventional ways, you might do one or more of the following:

- (1) Praise them for their originality.
- (2) Try to think of an example where the answer doesn't apply or the solution won't work. Present the example if you can think of one; otherwise, accept their answer or solution.
- (3) Praise them, but try to convince them that conventional answers and solutions are usually more efficient and reliable.
- (4) Ask them to explain the basis for their answer or how they figured the problem out.

___ 20. Which of these actions would you be most likely to try first?

___ 21. Which do you think is most appropriate in the long run?

22-24. Four teachers - Mary, Sally, Sam, and Randy describe their roles as teachers at the grade level(s) or in the subjects you will teach:

(1) Mary: "I see my role mainly as a facilitator. I try to provide opportunities for my students to discover or to construct concepts and ideas for themselves."

(2) Sally: "I think I need to provide more guidance than that. I try to lead my students to figure things out by asking pointed questions that I hope will get them to the answer without my telling them."

(3) Sam: "I emphasize student to student discussions in my classes. I want students to talk about concepts and ideas together, exploring different meanings and evaluating the quality of their own reasoning. My role is to initiate and guide these discussions."

(4) Randy: "That's all nice, but students won't really learn much unless you go over the material in a detailed and structured way. I think it's my job to explain, to show students how to do the work, and to give them practice doing it."

22. Which of these teachers sounds most like you?

- (1) Mary (3) Sam
(2) Sally (4) Randy

___ 23. Which of these teachers sounds least like you?

___ 24. Which is most likely to be successful in promoting student thinking and understanding?

25. When students ask why the content you are teaching is important, what are you most likely to say?

- (1) You need to know this content to succeed in later grades or for later courses in this subject area.
(2) This information will help you on the test.
(3) You will use this content a lot when you get out of school; it is very important in daily living.
(4) Knowing this content will help you understand people and/or current events in the world around you.
(5) Understanding this content will contribute to the quality and richness of your adult life.

___ 26. Which of the criteria listed in item 25 are you most likely to consider when trying to decide what content to teach or what not to teach? (Select one)

27. Some argue that students learn best if they have to figure things out for themselves instead of being told or shown. Do you agree?
- (1) Yes
 - (2) Yes, but only if students have mastered basic concepts and skills first
 - (3) No, because some students are not capable of figuring things out for themselves
 - (4) No, for some other reason
28. When students fail to achieve intended goals and objectives, that failure is often attributed to one of the following sources. Which do you believe is the most frequent source of failure?
- (1) students' home background
 - (2) students' indifference or lack of motivation
 - (3) teachers' indifference or lack of patience
 - (4) teachers' failure to use appropriate methods of teaching
29. Imagine that the school district in which you work expects you to cover the following objectives:
- A - understands the concept of division
B - divides multiple digit numbers with speed and accuracy
- Which would you translate into a series of more specific objectives prior to beginning instruction?
- (1) objective A
 - (2) objective B
 - (3) both objectives
 - (4) neither objective
30. Do you believe you can reach even the most difficult or least motivated students?
- (1) Yes
 - (2) Yes, with some qualifications
 - (3) No, with some qualifications
 - (4) No

IX. CONTINUED PROFESSIONAL GROWTH

1. Most teachers think the following activities will help them become better teachers.

- (a) Which activity do you view as most helpful?
 (b) Which is least helpful?

(check one activity in each column)

Most Least
 Helpful Helpful

- | | | |
|-------|-------|--|
| _____ | _____ | (a) Observe and/or be observed by other teachers and talk with them. |
| _____ | _____ | (b) Read professional journals/publications. |
| _____ | _____ | (c) Take additional graduate courses in education. |
| _____ | _____ | (d) Take additional graduate courses in areas other than education. |
| _____ | _____ | (e) Participate in teacher inservices/workshops. |