Abt ASSOCIATES

Education Analytics INC.

Teacher Survey

Dear Teacher,

We are excited to invite you to participate in an important national research study about teachers' preparation experiences. The study is sponsored by the Institute of Education Sciences at the U.S. Department of Education (ED) and the survey is administered by Abt Associates. Your participation could provide crucial information to help improve teacher preparation nationwide. We hope you will take the time to let your voice be heard!

What is the purpose of the study?

The objective of this study is to look at the relationship between teachers' preparation experiences and early effectiveness in the classroom. The survey includes questions on your teaching experience to determine eligibility, your preparation pathway, your teacher preparation experiences, and background information, including a request to obtain your SAT or ACT scores. If you agree to release your scores to Abt Associates, you will need to provide your Date of Birth (ACT) or your Social Security Number (SAT). By providing this information, you are consenting to allow ACT, Inc. (ACT) or the College Board (SAT) to release college entrance exam data to Abt Associates for analysis purposes only. Your scores will never be identified or shared outside of the study researchers.

Is Participation Voluntary?

Yes, taking part in the study is voluntary. Your decision whether or not to participate will have no effect now or in the future on your employment, certification status, or your relationship with your school and district. You may choose not to answer any question on the survey or choose not to complete the survey at any time without penalty.

What are the Benefits and Risks?

Participants will be making an important contribution to the largest and most comprehensive study ever conducted examining teachers' preparation experiences, although there is no direct benefit to you from participating in the study.

There is minimal risk for participation in the study. Per the policies and procedures required by the Education Sciences Reform Act of 2002, Title I, Part E, Section 183, responses to this data collection will be used only for statistical purposes. Study reports prepared for ED will summarize findings across the sample and will not associate responses with a specific program, district or individual. District-level reports will aggregate results across grades and teachers; no individual teachers will be identified. Any willful disclosure of such information for nonstatistical purposes, except as required by law, is a class E felony. All information obtained from districts and teachers as a result of this study will be kept confidential to the extent allowed by law.

Incentive

You will receive an incentive of $30 if you meet the eligibility criteria (as determined by the screening questions at the beginning of the survey) and complete the survey.

Additional Questions

If you have any questions about the study, please contact Linda Caswell, Abt Study Director, at 617-520-3022 (toll call). For questions about your rights with regard to the study, you may call Katie Speanburg, Abt Institutional Review Board Administrator, toll-free at 877-520-6835.

❑   By checking this box, I agree to participate in the Study of Teacher Preparation Experiences and Early Teacher Effectiveness by completing the brief survey.

Please complete the survey at the following link:

Thank you for your participation in this very important study!
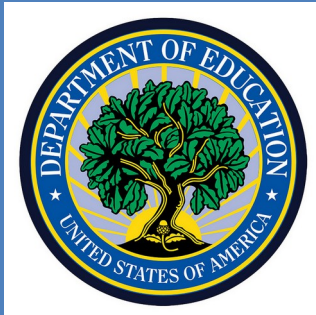
The Study of Teacher Preparation Experiences and Early Teacher Effectiveness

Thank you in advance for the time spent completing this questionnaire—it is vital to the success of this important study. Be assured that your answers will be completely confidential; no information will be reported that identifies you, your school, or your district.

This survey is part of a national study to understand teacher preparation experiences related to teacher effectiveness funded by the U.S. Department of Education's Institute of Education Sciences.

The survey questions are about your experiences as part of your teacher preparation for initial certification, including all experiences up to the current date.

Teaching Experience and Eligibility

Let's start with some general questions about you and your teaching experience.

Q1.   For how many years have you been employed as the teacher of record with responsibility for a general education classroom? *(Check one)*

1_____This year my 1st year employed as a teacher of record
2_____This year is my 2nd year employed as a teacher of record
3_____This year is my 3rd year employed as a teacher of record
4_____This year is my 4th year or more employed as a teacher of record
5_____I have not ever been employed as a teacher of record

Programming: *If Q1 = 4 or 5, teacher is not eligible, terminate survey.*

Q2.   In this school year (2014-15), do you teach students in the 4th, 5th or 6th grades?
1   Yes
0   No

Programming: *If Q2 = 0, teacher is ineligible for 2014-15: For Q1 = 1 (1st year teacher), if teacher is ineligible for 2014-15, terminate survey; for Q1 = 2 or 3, if teacher is ineligible for 2014-15, skip to Q6.*

Q3.   Which of the following subjects do you teach students in the 4th, 5th, or 6th grades this school year (2014-15)? (*Mark all that apply*)
1_____Math
2_____Reading/English language arts
3_____Subject(s) other than math and reading/English language arts

Programming: *If (Q3_1 = False AND Q3_2 = False), teacher is not eligible for 2014-15: For Q1 =1 (1st year teacher), If teacher is ineligible for 2014-15, terminate survey; for Q1 = 2 or 3, if teacher is ineligible for 2014-15, skip to Q6.*

Q4.   In the current school year (2014-15), are you the assigned homeroom teacher for a class or section that includes students in the 4th, 5th or 6th grades?
1   Yes
0   No

Programming: *If Q4 = 0, skip to Q6.*

Q5.   What subjects do you teach to your homeroom students in the 4th, 5th, or 6th grades this school year (2014-15)? (*Mark all that apply*)

1_____I teach math to my homeroom students
2_____I teach reading/English language arts to my homeroom students

[3]_____I teach subject(s) other than math and reading/English language arts to my homeroom students

Q6.   Did you teach in this district in the previous school year (2013-14)?
       1   Yes
       0   No

Q7   In the previous school year (2013-14), did you teach students in the 4th, 5th or 6th grades?
       1   Yes
       0   No

Q8.   Which of the following subjects did you teach students in the 4th, 5th, or 6th grades in the previous school year (2013-14)? *Check all that apply.*
       [1]_____Math
       [2]_____Reading/English language arts
       [3]_____Subject(s) other than math and reading/English language arts

Q9.   In the previous school year (2013-14), were you the assigned homeroom teacher for a class or section that included students in the 4th, 5th or 6th grades?
       1   Yes
       0   No

Q10.   What subjects did you teach to your homeroom students in the 4th, 5th, or 6th grades in the previous school year (2013-14)? (*Mark all that apply*)

       [1]_____I taught math to my homeroom students
       [2]_____I taught reading/English language arts to my homeroom students

³_____I taught subject(s) other than math and reading/English language arts to my homeroom students

Q11.   Did you teach in this district in the 2012-13 school year?
    1   Yes
    0   No

Q12.   In the 2012-13 school year, did you teach students in the 4th, 5th or 6th grades?
    1   Yes
    0   No

Q13.   Which of the following subjects did you teach students in the 4th, 5th, or 6th grades in the 2012-13 school year? *Check all that apply.*
    ¹_____Math
    ²_____Reading/English language arts
    ³_____Subject(s) other than math and reading/English language arts

Q14.   In the 2012-13 school year, were you the assigned homeroom teacher for a class or section that included students in the 4th, 5th or 6th grades?
    1   Yes
    0   No

Q15.   What subjects did you teach to your homeroom students in the 4th, 5th, or 6th grades in the 2012-13 school year? *Check all that apply.*

[1]_____I taught math to my homeroom students

[2]_____I taught reading/English language arts to my homeroom students

[3]_____I taught subject(s) other than math and reading/English language arts to my homeroom students

Preparation Pathway

Now let's cover some questions about your pathway to initial teaching certification and your specific preparation program.

Q16.   How would you describe your teacher preparation program? *(select one)*
  1   A "traditional" undergraduate program (candidates complete all program requirements, earn a bachelor's degree, and receive initial certification before they leave to become full-time teachers)
  2   A "traditional" master's program (candidates with a bachelor's degree complete all program requirements, earn a master's degree, and receive initial certification before they leave to become full-time classroom teachers)
  3   A "traditional" post baccalaureate program, sometimes called a fifth-year program (candidates with a bachelor's degree complete all program requirements and receive initial certification before they leave to become full-time teachers, but do not earn a master's degree)
  4   An "alternative" certification program that leads to a master's degree (candidates with a bachelor's degree become full-time teachers before completing all program requirements and before receiving initial certification; candidates earn a master's degree upon program completion)
  5   An "alternative" certification program that does not lead to a master's degree (candidates with a bachelor's degree become full-time teachers before completing all program requirements and before receiving initial certification; candidates do not earn a master's degree upon program completion)

Q17.   In what state is/was your teacher preparation program located?

> *Drop-down menu of states will be provided.*

Q18.   Please enter the name of your teacher preparation program in the space below.
  • *If you attended a program (either traditional or alternative) offered by a college or university, enter the name of the college/university.*
  • *If you attended/are attending an alternative program offered by an organization other than a college or university, please enter the name of the program.*
  • *Enter "TFA" or "TNTP" if you are/were a member of either of these programs.*

_____

Q19.   How would you describe where you are in terms of completing your teacher preparation program for initial certification?
  1   I completed my teacher preparation program for initial certification before I started my 1st year of teaching
  2   I completed/plan to complete the requirements of my teacher preparation program for initial certification by the end of my 1st year of teaching
  3   I completed/plan to complete the requirements of my teacher preparation program for initial certification by the end of my 2nd year of teaching

4   I plan to complete the requirements of my teacher preparation program for initial certification by the end of my 3rd year of teaching

Q20.   As part of your teacher preparation program, did you have a student teaching placement prior to working as a full-time teacher? (Student teaching is where you have full classroom responsibilities but are not the teacher of record for that classroom. There is a cooperating teacher who is the teacher of record).
1   Yes
0   No

Q21.   Where did you do your student teaching? If you had more than one placement, please list each one.

Placement 1:
Name of school: _____
Name of school district: _____
City and state of school district: _____

Placement 2:
Name of school: _____
Name of school district: _____
City and state of school district: _____

Q22. While a teacher of record, have you taken any education coursework, such as courses towards initial certification, a master's degree or towards an additional certification?
1 Yes, I have taken one or more education courses while a teacher of record
2 No, I have not taken any education courses while a teacher of record

Q23. In which year(s) of your teaching career did you take an education course? (*Mark all that apply*)

¹_____During my first year of teaching

²_____During my second year of teaching

³_____During my third year of teaching

• Teacher Preparation Experiences

Please answer the next set questions about your preparation experiences in your program for *initial certification*. Please consider all of your preparation experiences from your preparation program for initial certification, from your first experience to your most recent, but do not include experiences in a master's program or a program to obtain additional certifications. Please answer about *your own* experiences—not about experiences that other teacher candidates in your same program might have had.

For each of the instructional strategies, indicate the frequency of opportunities you have had to learn about that strategy as part of your preparation program for initial certification. Please answer separately for four types of learning opportunities:

1. As part of your preparation program, *how often* did you read about, hear about or see a role-play of this strategy (such as during coursework)?
2. As part of your preparation program, *how often* did you observe a teacher using this strategy in a K-12 classroom (in videos or during fieldwork or student teaching)?
3. As part of your preparation program, *how often* did you practice this strategy in a K-12 classroom *prior* to becoming a full-time teacher?
4. As part of your preparation program, *how often* did you receive feedback from program staff or a cooperating teacher on your use of this strategy that included what you did well or how you could improve?

For each instructional strategy, please indicate how useful the total set of preparation experiences have been for your classroom instruction. Please answer the questions about your preparation experiences in math and English language arts, even if you are not currently teaching this subject area.

Topic Area 1: Facilitating Extended Classroom Discussions

Strategies for Facilitating Extended Classroom Discussions	As part of your preparation program for initial certification, *how often* did you:																				(5) How *useful* have your preparation experiences been for your classroom instruction?				
	(1) Read about, hear about or see a role-play of this strategy (such as during coursework)?					(2) Observe a teacher using this strategy in a K-12 classroom (in videos or during fieldwork or student teaching)?					(3) Practice this strategy in a K-12 classroom *prior* to becoming a full-time teacher?					(4) Receive feedback on your use of this strategy from program staff or a cooperating teacher that included what you did well/ how you could improve?									Very useful
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Holding extended classroom discussions about lesson content where students are asked to explain and defend their thinking, compare their ideas to others, brainstorm about new ideas, formulate hypotheses	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Asking students to explain and clarify their ideas about academic content by using methods such as open-ended questions, repetition, or extension	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Using questioning and discussion techniques to challenge students to build logical arguments, challenge their premises, and critique the arguments of others	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Modeling "active listening" during classroom discussions, i.e., using non-verbal cues such as making eye contact, leaning forward, nodding	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Using questioning and discussion techniques to challenge students to build logical arguments, challenge their premises, and critique the arguments of others	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Topic Area 2: Maintaining a Positive Classroom Climate

Strategies for Maintaining a Positive Classroom Climate	As part of your preparation program for initial certification, *how often* did you:																				How *useful* have your preparation experiences been for your classroom instruction?				
	(1) Read about, hear about or see a role-play of this strategy (such as during coursework)?					(2) Observe a teacher using this strategy in a K-12 classroom (in videos or during fieldwork or student teaching)?					(3) Practice this strategy in a K-12 classroom *prior* to becoming a full-time teacher?					(4) Receive feedback on your use of this strategy from program staff or a cooperating teacher that included what you did well/ how you could improve?					(5)				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Communicating respect and warmth both in words and non-verbally (making eye contact, being in physical proximity) when interacting with individual students and the class as a whole	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Demonstrating knowledge of and interest in students' lives inside and outside of school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Listening closely and with genuine interest when students talk and encouraging students to listen to each other	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Encouraging cooperation among students, such as working together and sharing materials	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Responding to students' efforts and participation with positive comments (e.g., "What a great idea!" "You guys are working together really well on that project.")	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Topic Area 3: Productive Use of Classroom Time

Strategies for Productive Use of Time in the Classroom	As part of your preparation program for initial certification, *how often* did you:																				(5) How *useful* have your preparation experiences been for your classroom instruction?				
	(1) Read about, hear about or see a role-play of this strategy (such as during coursework)?					(2) Observe a teacher using this strategy in a K-12 classroom (in videos or during fieldwork or student teaching)?					(3) Practice this strategy in a K-12 classroom *prior* to becoming a full-time teacher?					(4) Receive feedback on your use of this strategy from program staff or a cooperating teacher that included what you did well/ how you could improve?									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Providing clear options/directions for students who finish class activities early (e.g., students have other activities to do when they finish their work)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Providing clear guidance to students about what is expected during transitions between activities and different groupings to avoid losing instructional time to address student behavior	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establishing procedures for students during whole-class discussions or activities to avoid losing instructional time to address student behavior (e.g., raising hands to talk in turn, listening actively to other students)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Conveying what students are expected to do during a lesson when they are working independently or with peers without direct teacher supervision	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Teaching students to implement classroom routines such as distribution and collection of materials with minimum disruption to the flow of instruction	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Topic Area 4. Demonstrating Sensitivity to Student Needs

Strategies for Demonstrating Sensitivity to Student Needs	As part of your preparation program for initial certification, *how often* did you:																				(5) How *useful* have your preparation experiences been for your classroom instruction?				
	(1) Read about, hear about or see a role-play of this strategy (such as during coursework)?					(2) Observe a teacher using this strategy in a K-12 classroom (in videos or during fieldwork or student teaching)?					(3) Practice this strategy in a K-12 classroom *prior* to becoming a full-time teacher?					(4) Receive feedback on your use of this strategy from program staff or a cooperating teacher that included what you did well/ how you could improve?									Very useful
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Recognizing the signs that students may need extra support or assistance	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Checking in with students who are having difficulties with classroom activities or who are not engaged in the activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Providing individualized support to both students struggling with understanding content and students who need extra challenge	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Adjusting pacing and wait time during instruction if students need more time to understand a concept, process information, or complete an assignment	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Following-up with students who have experienced difficulty to ensure that the additional assistance offered has met their needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Topic Area 5. Conveying the Importance of Learning

Strategies for Conveying the Importance of Learning	As part of your preparation program for initial certification, *how often* did you:																				(5) How *useful* have your preparation experiences been for your classroom instruction?				
	(1) Read about, hear about or see a role-play of this strategy (such as during coursework)?					(2) Observe a teacher using this strategy in a K-12 classroom (in videos or during fieldwork or student teaching)?					(3) Practice this strategy in a K-12 classroom *prior* to becoming a full-time teacher?					(4) Receive feedback on your use of this strategy from program staff or a cooperating teacher that included what you did well/ how you could improve?									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Conveying to students the importance and value of the concepts and skills they are learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Conveying to students that their job in the classroom is to work hard and engage in learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Conveying high expectations for student participation and engagement in classroom tasks and activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Conveying the belief that all students are capable of learning challenging material if they work hard	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Conveying that students should take responsibility for the quality of their own work by initiating improvements, making revisions, adding detail based on feedback from the teacher	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Topic Area 6. Managing Student Behavior to Maximize Learning Time

Strategies for Managing Student Behavior to Maximize Learning Time	As part of your preparation program for initial certification, *how often* did you:																				(5) How *useful* have your preparation experiences been for your classroom instruction?				
	(1) Read about, hear about or see a role-play of this strategy (such as during coursework)?					(2) Observe a teacher using this strategy in a K-12 classroom (in videos or during fieldwork or student teaching)?					(3) Practice this strategy in a K-12 classroom *prior* to becoming a full-time teacher?					(4) Receive feedback on your use of this strategy from program staff or a cooperating teacher that included what you did well/ how you could improve?									Very useful
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Providing consequences for misbehavior that are enforced in a consistent and predictable way, when and if necessary	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Redirecting misbehavior using nonverbal cues such as eye contact, gestures, or physical proximity to students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Monitoring students to anticipate and redirect problem behavior to minimize loss of instructional time	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Encouraging students to monitor themselves, i.e., be responsible for their own behavior	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Providing students with expectations for behavior that are clear, consistent and understood by everyone in the class	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Topic Area 7. Building Comprehension of Academic Concepts

Strategies for Building Comprehension of Academic Concepts	As part of your preparation program for initial certification, *how often* did you:																				(5) How *useful* have your preparation experiences been for your classroom instruction?				
	(1) Read about, hear about or see a role-play of this strategy (such as during coursework)?					(2) Observe a teacher using this strategy in a K-12 classroom (in videos or during fieldwork or student teaching)?					(3) Practice this strategy in a K-12 classroom *prior* to becoming a full-time teacher?					(4) Receive feedback on your use of this strategy from program staff or a cooperating teacher that included what you did well/ how you could improve?									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Helping students understand and explain multiple perspectives about academic concepts, such as different views on immigration or global warming, and to support their position	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Anticipating areas where student misconceptions about content are likely and providing explanations that address the misconceptions	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Modeling the use of precise academic vocabulary and explaining its meaning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Providing opportunities for students to practice using new strategies and processes in context and monitoring their understanding and appropriate use	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Requiring students to analyze and explain their ideas or answers about what they have read and written, for example, asking students summarize and defend a position they have taken, using citations or other evidence	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Topic Area 8. Providing Feedback that Helps Students Learning

Strategies for Providing Feedback that Helps Student Learning	As part of your preparation program for initial certification, *how often* did you:																				(5) How *useful* have your preparation experiences been for your classroom instruction?				
	(1) Read about, hear about or see a role-play of this strategy (such as during coursework)?					(2) Observe a teacher using this strategy in a K-12 classroom (in videos or during fieldwork or student teaching)?					(3) Practice this strategy in a K-12 classroom *prior* to becoming a full-time teacher?					(4) Receive feedback on your use of this strategy from program staff or a cooperating teacher that included what you did well/ how you could improve?									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Using questions, prompts and assessments to regularly monitor student understanding and diagnose misconceptions or errors in thinking	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Providing students with strategies and opportunities for monitoring their own understanding of academic concepts and learning progress	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Teaching students how to provide constructive review and criticism of each other's work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Providing assistance, hints, or prompts that help students deepen their understanding of concepts or procedures and help students perform at a higher level	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Providing feedback that building learning by expanding on and clarifies student ideas, providing new information, and correcting any misstatements or misconceptions	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Note: Column (5) sub-scale ranges from 1 to 5 (Very useful).

Topic Area 9. Building Students' Higher-Order Thinking Skills

Strategies for Building Students' Higher-Order Thinking Skills	As part of your preparation program for initial certification, *how often* did you:																				(5) How *useful* have your preparation experiences been for your classroom instruction?				
	(1) Read about, hear about or see a role-play of this strategy (such as during coursework)?					(2) Observe a teacher using this strategy in a K-12 classroom (in videos or during fieldwork or student teaching)?					(3) Practice this strategy in a K-12 classroom *prior* to becoming a full-time teacher?					(4) Receive feedback on your use of this strategy from program staff or a cooperating teacher that included what you did well/ how you could improve?									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Presenting students with open-ended problems and tasks where there is not one correct answer or approach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Modeling the problem-solving process for students by "thinking out loud" to bring students' attention to the steps they are expected to go through to derive a solution	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Asking students to explain or show their thinking—how they approached a given problem or task and how they arrived at their answer (e.g., doing a math problem at the board, arguing an interpretation of a poem or story)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Providing assignments that engage students in content that is cognitively challenging content that requires them to make predictions, formulate hypotheses, or brainstorrm	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Providing materials and resources that promote deeper learning, such as primary source materials in social studies, articles or published documents in language arts	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Topic Area 10. Designing and Using Assessments of Student Learning

Strategies for Designing and Using Assessments of Student Learning	As part of your preparation program for initial certification, *how often* did you:																				(5) How *useful* have your preparation experiences been for your classroom instruction?				
	(1) Read about, hear about or see a role-play of this strategy (such as during coursework)?					(2) Observe a teacher using this strategy in a K-12 classroom (in videos or during fieldwork or student teaching)?					(3) Practice this strategy in a K-12 classroom *prior* to becoming a full-time teacher?					(4) Receive feedback on your use of this strategy from program staff or a cooperating teacher that included what you did well/ how you could improve?									Very useful
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Clearly defining assessment criteria for students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Modifying assessments to meet the needs of individual students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Using results of assessments to guide planning of future instruction	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Using questions, prompts and assessments to regularly diagnose student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Providing students with opportunities to monitor their own understanding and progress	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Topic Area 11. Effective English Language Arts Instruction

Strategies for Effective English Language Arts Instruction	As part of your preparation program for initial certification, *how often* did you:																				(5) How *useful* have your preparation experiences been for your classroom instruction?				
	(1) Read about, hear about or see a role-play of this strategy (such as during coursework)?					(2) Observe a teacher using this strategy in a K-12 classroom (in videos or during fieldwork or student teaching)?					(3) Practice this strategy in a K-12 classroom *prior* to becoming a full-time teacher?					(4) Receive feedback on your use of this strategy from program staff or a cooperating teacher that included what you did well/ how you could improve?									
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Teaching students strategies to help in reading comprehension, such as the use of graphic or semantic organizers, and monitoring students for correct application and use of the strategies	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Visibly enacting strategies, skills, and processes, for example, leading a "think-aloud" to show students how to identify the theme of a strong or how to support a statement with a citation from text	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Teaching students meta-cognitive strategies for monitoring their reading comprehension, such as pausing to ask themselves if they understood what they just read or what the author wanted them to know, and monitoring students for correct application and use of the strategies	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Providing students opportunities for guided reading during which they can apply newly-learned comprehension strategies and receive performance-based feedback on their performance	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Providing language arts assignments that require students to analyze, infer, explain their ideas, or justify their answers, for example assignments involving text analysis, summarizing and evaluating information for an argument, or taking a position and defending it	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Topic Area 12. Effective Mathematics Instruction

Strategies for Effective Mathematics Instruction	As part of your preparation program for initial certification, *how often* did you:																				(5) How *useful* have your preparation experiences been for your classroom instruction?				
	(1) Read about, hear about or see a role-play of this strategy (such as during coursework)?					(2) Observe a teacher using this strategy in a K-12 classroom (in videos or during fieldwork or student teaching)?					(3) Practice this strategy in a K-12 classroom *prior* to becoming a full-time teacher?					(4) Receive feedback on your use of this strategy from program staff or a cooperating teacher that included what you did well/ how you could improve?									Very useful
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Helping students to use different mathematical approaches to solving a problem and explaining the advantages (efficiency, ease of use) and disadvantages of each	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Asking students to explain why their solution to a math problem works and how they know their answer is right	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Giving students problems to help them understand their thinking errors and what other methods might have worked better	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identifying the source of student errors or misconceptions and helping students understand why their method of solving a math problem didn't work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Helping students understand how they use math in their lives, e.g., when they have to figure out how to double a recipe or they calculate the probability of a team winning by more than 2 points	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Topic Area 13. Instruction of English Language Learners

Strategies for Instruction of English Language Learners	As part of your preparation program for initial certification, *how often* did you:																				(5) How *useful* have your preparation experiences been for your classroom instruction?				
	(1) Read about, hear about or see a role-play of this strategy (such as during coursework)?					(2) Observe a teacher using this strategy in a K-12 classroom (in videos or during fieldwork or student teaching)?					(3) Practice this strategy in a K-12 classroom *prior* to becoming a full-time teacher?					(4) Receive feedback on your use of this strategy from program staff or a cooperating teacher that included what you did well/ how you could improve?									Very useful
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Teaching ELLs word-learning strategies such as using cognates (words that share a common origin in multiple languages) or context clues, focusing on words parts, or practicing using different forms of the root word	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Facilitating discussions in which students have assigned roles to increase opportunities for ELLs to talk about academic words	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Using strategies that help ELLs process content and practice language such as having students read and discuss short text passages, act out word meanings, or ask each other questions	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Using modeling, hands-on materials, visuals, demonstrations, gestures, and videos to engage ELLs and to stimulate group discussion	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Creating small groups of students with varying levels of English proficiency so that students with stronger English skills can provide language models for less proficient students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Background

We have a few additional questions about your background not specific to your teaching experience.

Q24.   Please rate yourself on each of the following eight items:

	Not like me at all	Not much like me	Somewhat like me	Mostly like me	Very much like me
New ideas and projects sometimes distract me from previous ones	1	2	3	4	5
Setbacks do not discourage me	1	2	3	4	5
I have been obsessed with a certain idea or project for a short time but later lost interest	1	2	3	4	5
I am a hard worker	1	2	3	4	5
I often set a goal but later choose to pursue a different one.	1	2	3	4	5
I have difficulty maintaining my focus on projects that take more than a few months to complete.	1	2	3	4	5
I finish whatever I begin	1	2	3	4	5
I am diligent	1	2	3	4	5

Q25.   As an undergraduate, were you involved in starting any new clubs or organizations that continued to meet for at least six months?
1   Yes
0   No

Q26.   As an undergraduate, did you hold any leadership positions in a club or organization, including being an officer of the club or organization (president, secretary) or representing that club or organization on a board or committee?
1   Yes
0   No

Q27.   Are you male or female?
1   Female
0   Male

Q28.   Are you of Hispanic or Latino origin?
1   Yes
0   No

Q29.   What is your race?
        (*Mark all that apply*)
            1   American Indian or Alaska Native
            2   Asian
            3   Black or African-American
            4   Native Hawaiian or other Pacific Islander
            5   White

Q30.   What is your year of birth?
                19__ __

Permission to Collect Data for the Sole Purpose of this Study

Finally, we would like your permission to obtain your ACT or SAT scores from ACT, Inc. (ACT) or the College Board (SAT). Your scores will be used in the Study of Teacher Preparation Experiences and Early Teacher Effectiveness for analysis purposes only and will never be identified or shared outside of the study researchers. The questions in this section ask for the information that is necessary to locate your scores and release them to Abt Associates.

Q31.   At any point in time, did you take the ACT and/or SAT test?
1 Yes, I took the ACT
2 Yes, I took the SAT
3 No, I have never taken either of these tests.

Programming: If Q31 = 3, terminate survey. If Q31 = 2, skip to Q38.

Q32.   For your ACT scores to be released to the study, you need to provide your full name at the time of testing, your current name (if different), the state where you took the test, and your date of birth. Would you be willing to provide this information?

1   Yes, I am willing to provide this information and I consent to allow ACT, Inc. to release college entrance exam data to Abt Associates for purposes of the study only
0   No, I am not willing to provide this information

Programming: If Q32 = 0, terminate survey.

Q33.   What was your name at the time you took the ACT?
FIRST _____
MIDDLE _____
LAST _____

Q34.   Has your name changed since the time you took the ACT?
1   Yes
0   No

Programming: If Q34 = 0, skip to Q36.

Q35.   What is your current name?
FIRST _____
MIDDLE _____

LAST _____

Q36.   In what state did you take the ACT?

┌──┐
│ *Drop-down menu of states will be provided.*   │
└──┘

Q37.   Please provide your birthdate below so that ACT, Inc. can locate your ACT scores in their database.
    __ __/__ __/ 19__ __
     MO DAY YEAR

Q38.   For your SAT scores to be released to the study, you will need to provide your full name at the time of testing, your current name (if different), and your social security number. Would you be willing to provide this information?

    1   Yes, I am willing to provide this information and I consent to allow the College Board to release college entrance exam data to Abt Associates for purposes of the study only

    0   No, I am not willing to provide this information

Q39.   What was your name at the time you took the SAT?
    FIRST _____
    MIDDLE _____
    LAST _____

Q40.   Has your name changed since the time you took the SAT?
    1   Yes
    0   No

Q41.   What is your current name?
    FIRST _____
    MIDDLE _____
    LAST _____

Q42.   Please provide your Social Security number below so that the College Board can locate your SAT
        scores in their database.

        |_|_|_| - |_|_| - |_|_|_|_|

                Thank you for taking the time to complete this important survey.