

QUESTIONS FOR SCHOOL SUPERVISORS OF TEACHERS WHO EARNED CREDENTIALS IN THE CALIFORNIA STATE UNIVERSITY

Questions Asked by the
Deans of Education,
California State University

Answers Talled by the
Office of the Chancellor,
California State University

In a Statewide Evaluation of
Teacher Education Programs
Spring 2009

- ▶ A convenient way to answer these CSU questions is to log onto the Internet at
 - ▶ <http://www.evalcate.org>
User Name = See the Lower Right Corner Below
Password = See the Lower Right Corner Below
- ▶ If you do not have web access, you can mark this booklet quickly and mail your answers in our pre-stamped, pre-addressed envelope (enclosed).
- ▶ Estimated Time = 15 Minutes or Less. Thank you very much.

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A. YOUR SCHOOL AND YOUR POSITION IN THE SCHOOL

1. What is your current professional position? (Circle one number that best describes your current job.)

- 1 School Principal
- 2 School Vice-Principal or Assistant Principal
- 3 Program Manager or Department Chair or Grade-Level Lead-Teacher or Teacher on Special Assignment
- 4 Other Position. Please Specify:

2. What is the level of your school? (Please circle one number that best describes the level of your school.)

- 1 Elementary School. The Earliest Grade is Kindergarten or Grade 1. (The School May Have a Preschool.)
- 2 Middle School or Intermediate School or Junior High School. The Highest Grade is Grade 8 or 9.
- 3 High School in Which the Highest Grade is Grade 12. (The School May Offer Adult Classes.)
- 4 Other School (e.g. a K-12 School). Please Specify:

3. Please answer two questions about the Beginning Teacher Support and Assessment (BTSA) Program at your school. BTSA is a program for first-year and second-year teachers that is administered by districts/counties. (Circle the best answer in each row. If you need information from others, please speak with them. Thank you.)

- | | | | |
|--|-----|----|------------|
| (a) Did beginning teachers at your school participate in a BTSA Program this year? | YES | NO | Don't Know |
| (b) Did the beginning teacher who is the subject of this survey participate <i>actively</i> in a BTSA Program this year? | YES | NO | Don't Know |

4. Please answer these questions about your school. (If you need to confer with others about the answers, we thank you for doing so for the sake of accuracy.)

(a) This year, about what percentage of the students in this school are English language learners (ELL)?

_____ Percent of the Students at This School are Designated as ELL Students This School Year.

(b) This year, about what percentage of the students are eligible for the free or reduced-price meal program?

_____ Percent of the Students at This School are Eligible for Free **OR** Reduced-Price Meals.

(c) About what percentage of the teachers have emergency permits or credential waivers? (Please circle one.)

0% 5% 10% 15% 20% 25% 30%

(d) What API Decile Score did this school receive when the API school scores were reported last year?

(Circle the decile score that this school earned on last year's statewide scale, **not** the similar-schools scale.)

1 2 3 4 5 6 7 8 9 10

5. How would you describe this school? (Please circle one number that best describes this school.)

- 1 A Rural School or Small-Town School in a Distinct Town that is Not Part of a Large Metropolitan Area.
- 2 A Suburban School that Serves Students Who are Primarily from Middle-Income or Upper-Income Families.
- 3 A Metropolitan School that Serves a Mixed Population of Middle-Income and Lower-Income Families.
- 4 An Urban or Inner-City School that Serves Students Who are Predominantly from Lower-Income Families.

6. **Reading-language arts textbooks in your school.** What program does your school primarily use for reading-language arts in special education? (In the left or right column, circle the number you used the most.)
- | | |
|---|---|
| 1 Open-Court Reading by SRA/McGraw Hill. | 4 Literature & Language Arts by Holt, Rinehart & Winston. |
| 2 Houghton Mifflin Reading: A Legacy of Literacy. | 5 McDougal-Littell Reading and Language Arts Program. |
| 3 The Readers Choice by Glencoe-McGraw Hill. | 6 Prentice Hall Literature: Timeless Voices/Themes. |
| 7 Another Program. Please Print Its Name Here: | |

7. **Related to programs at your school for students who need special education services, please tell how you have acquainted yourself with four topics below.** (Below, some rows-and-columns accurately describe your background, while others do not. Please circle all code numbers that apply to you.)

Depending on your experience, you may circle one code number or several code numbers in a given column (a topic) or in a given row (a way of acquainting yourself with topics).

	Four Topics Related to Special Education			
	Research-Based Instructional Practices for Educating Individuals with Disabilities	Special Education Laws and Regulations of State and Federal Governments	District Policies Related to Special Education Students and Programs	Standards of Quality and Effectiveness for Special Education Teachers
I attended a short workshop (1-4 hours).	01	02	03	04
I attended an extended class (a full day or more).	11	12	13	14
I thoroughly read the research/laws/regulations/standards.	21	22	23	24
I read them, but <i>not</i> thoroughly.	31	32	33	34
I learned this topic in my Administrative Credential program.	41	42	43	44
I taught a workshop or class about this topic.	51	52	53	54
I cannot answer Question 7 as it relates to this topic (column).	61	62	63	64

B. KNOWLEDGE OF THIS NEW TEACHER'S PROFESSIONAL PRACTICE

- 8-a. During your professional career, what is the total estimated number of first- and second-year teachers whom you have supervised in K-12 schools? (Please check your best overall estimate.)

___ 1-2 New Teachers ___ 3-5 New Teachers ___ 6-12 New Teachers ___ 13+ New Teachers

- 8-b. How long have you served as the supervisor of this beginning teacher? (Please check one response.)

___ Less Than 3 Months ___ From 3 to 6 Months ___ From 7 to 9 Months ___ More than 9 months

- 9-a. Please estimate how many times you have visited this beginning teacher's classroom while s/he was providing active instruction to a class of students. (Please circle your best estimate, which may be an inexact count.) Please include classroom visits in which active instruction lasted longer than 10 minutes.

Estimated Number of Class Visits: None 1-2 3-5 6-10 11-15 16+

- 9-b. Please estimate how many times you have discussed this beginning teacher's classroom teaching in face-to-face conferences. (Please circle your best estimate, which may be an inexact count.) Include conferences about lesson planning, discipline, class activities, etc., that lasted longer than 10 minutes.

Estimated Number of Conferences: None 1-2 3-5 6-10 11-15 16+

10. **Did any of your class visits in 9-a and/or any of your teacher conferences in 9-b focus on the following subjects?** (*Circle the number of each subject you observed and/or discussed one or more times.*)

1	Reading-Language Arts	5	Science or Health Education	9	IEP Issues or Concerns
2	English Language Development	6	Student Behavior Issues	10	Student Assessments
3	History-Social Studies	7	Parent Issues or Concerns	11	Disability-Specific Issues
4	Mathematics	8	Working with Other Teachers	12	Other Subject (Below):

11-a. In 2008-09, did the teacher's job match her/his credential authorization? Yes No Don't Know

11-b How long has this teacher been teaching? _____ Years in This School _____ Years Overall

C. THIS BEGINNING TEACHER'S INITIAL PREPARATION FOR TEACHING

12. The university designed the Teaching Credential Program so this new teacher could *start working in a school where her/his preparation would continue*. In the university program, the CSU wanted the future teacher to learn *basic* teaching skills and important educational ideas *at an initial level*. The CSU anticipated that the school would provide *a mentor* to assist this teacher in using her/his teaching skills in a classroom with students. CSU expected that the teacher would also have chances to *extend* and *develop* her/his teaching skills and ideas with a mentor's help. **Important aspects of a teacher's job are listed below. At the CSU, how well prepared was this teacher to begin each aspect of a teacher's job while extending her/his initial skills with a mentor's help?** Please finish each statement below by circling one number that best represents the level of this teacher's preparation to teach. (Circle "x" on the right side if the teacher did not have a specific duty or if you did not have enough chances to assess her/his readiness for a specific aspect of a teacher's job.)

This new teacher was . . .	... well prepared to begin	adequately prepared to begin	somewhat prepared to begin	not at all prepared to begin	Cannot Answer An Item
1. . . . to <u>know</u> and <u>understand</u> the <u>subjects</u> of the curriculum that s/he taught this year.	3	2	1	0	x
2. . . . to prepare lesson plans and to be prepared for students' class activities.	3	2	1	0	x
3. . . . to organize and manage a class or a group of students for instructional activities.	3	2	1	0	x
4. . . . to organize and manage student behavior and discipline satisfactorily.	3	2	1	0	x
5. . . . to use an effective mix of teaching strategies and instructional activities.	3	2	1	0	x
6. . . . to <u>teach</u> <u>reading-language arts</u> according to <i>California Content Standards in Reading</i> .	3	2	1	0	x
7. . . . to <u>teach</u> <u>mathematics</u> according to <i>California State Content Standards in Math</i> .	3	2	1	0	x
8. . . . to <u>teach</u> <u>science</u> according to <i>California State Content Standards in Science</i> .	3	2	1	0	x
9. . . . to <u>teach</u> <u>history</u> and <u>social studies</u> according to <i>California Content Standards</i> .	3	2	1	0	x
10. . . . to use computer technology in class activities and for classroom record-keeping.	3	2	1	0	x

12.

This new teacher was . . .		... well prepared to begin	adequately prepared to begin	somewhat prepared to begin	not at all prepared to begin	Cannot Answer An Item
11.	. . . to meet the instructional needs of students who are English language learners.	3	2	1	0	x
12.	. . . to meet the instructional needs of students from diverse cultural backgrounds.	3	2	1	0	x
13.	. . . to meet the instructional needs of students with special education needs.	3	2	1	0	x
14.	. . . to understand child development, human learning and the purposes of schools.	3	2	1	0	x
15.	. . . to understand how personal, family and community conditions often affect learning.	3	2	1	0	x
16.	. . . to learn about students' interests and motivations, and how to teach accordingly.	3	2	1	0	x
17.	. . . to get students involved in engaging activities and to sustain on-task behavior.	3	2	1	0	x
18.	. . . to use computer-based applications to help pupils learn subjects of the curriculum.	3	2	1	0	x
19.	. . . to monitor student progress by using formal and informal assessment methods.	3	2	1	0	x
20.	. . . to assess pupil progress by analyzing a variety of evidence including exam scores.	3	2	1	0	x
21.	. . . to assist individual students in areas of their instructional needs in reading and math.	3	2	1	0	x
22.	. . . to adjust her teaching strategies so all pupils have chances to understand and learn.	3	2	1	0	x
23.	. . . to adhere to principles of educational equity in the teaching of all students.	3	2	1	0	x
24.	. . . to use class time efficiently by relying on daily routines and planned transitions.	3	2	1	0	x
25.	. . . to know about resources in the school & community for at-risk students & families.	3	2	1	0	x
26.	. . . to communicate effectively with the parents or guardians of her/his students.	3	2	1	0	x
27.	. . . to maintain positive rapport with pupils and to foster their excitement & motivation.	3	2	1	0	x
28.	. . . to think about problems that occur in teaching and to try-out various solutions.	3	2	1	0	x
29.	. . . to know and understand federal and state laws that govern special education.	3	2	1	0	x
30.	. . . to develop & implement IEPs or IFSPs with parents, teachers and administrators.	3	2	1	0	x
31.	. . . to plan instructional activities in integrated settings for special education students.	3	2	1	0	x
32.	. . . to develop student assessments that indicate progress toward IEP or IFSP objectives.	3	2	1	0	x
33.	. . . to collaborate with para-educators in meeting students' instructional needs.	3	2	1	0	x
34.	. . . to consult with general-educ. teachers about teaching special education students.	3	2	1	0	x
35.	. . . to conduct educational assessments as defined in students' assessment plans.	3	2	1	0	x

12.	This new teacher was. . .	▶ ▶ ▶	... well prepared to begin	adequately prepared to begin	somewhat prepared to begin	not at all prepared to begin	Cannot Answer An Item
36.	. . . to use teaching strategies validated by research as effective with special-ed. students.		3	2	1	0	x
37.	. . . to adapt curriculum to meet the needs of students who need special education services..		3	2	1	0	x
38.	. . . to develop and implement transition plans for special education students.		3	2	1	0	x
39.	. . . to use positive behavioral support techniques.		3	2	1	0	x
40.	. . . to assess students' interests and abilities using multiple assessment procedures.		3	2	1	0	x
41.	. . . to use individual and group assessment information in planning appropriate lessons.		3	2	1	0	x
42.	. . . to monitor student outcomes and modify instruction based on student performance.		3	2	1	0	x
43.	. . . to work with other teachers in an inclusive environment.		3	2	1	0	x

13. **What is your overall evaluation of this teacher's readiness to be a teacher?** *Circle the number of the one statement that most closely matches your perspective on this teacher's preparation, based on your observations and experience.*

- 1 This teacher is learning to provide excellent learning opportunities, due substantially to her/his university preparation.
- 2 This teacher has very good potential to become excellent, but some of his/her preparation could have been better.
- 3 This teacher's performance has been adequate, but her/his preparation at the university should have been much better.
- 4 This teacher's capacity to become a good teacher was seriously jeopardized by poor preparation at the university.

14. **What kind of teaching position did this teacher have this year?** *Please circle all numbers that apply.*

- 1 She or he served as a resource specialist. S/he primarily supported instruction provided by classroom teachers.
- 2 S/he served as a special-day class teacher with a group of students in a special education classroom.
- 3 S/he taught in a public school or center that is administered by a public school district.
- 4 S/he taught in a public school or center that is administered by a county department or a county office of educ.
- 5 S/he taught in a public school or center that is administered by a California state government agency.
- 6 In a charter school, s/he had an instructional position with responsibility for students with special education needs.
- 7 In one or more schools, s/he served as an inclusion specialist in the field of special education.
- 8 In one or more schools, s/he served as a transition specialist in the field of special education.

15. In the space below, please describe the knowledge, skill or ability in which this beginning teacher is most proficient, and that prospective teachers would ordinarily learn in a university. Please do not focus on personal attributes that may be very important but are not usually learned in a university.

16. In your own words, please describe the most serious gap in this new teacher's knowledge, skills or abilities that prospective teachers *should* learn in a university. Your answer to this question will enable the CSU to close gaps and remedy shortcomings in the future preparation of new teachers.

Thank you very much for answering our questions. Please mail your responses in the envelope we provided. Your information will help us improve teacher education programs in California.