

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 talk 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. Your school's reading-language arts textbooks this year. What program does your school primarily use for reading-language arts instruction? (In the left or right column, circle the one 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 Series (Please Name It): | | |

- 7-a. In each subject area that is taught in your school, please tell how you have acquainted yourself with the state-adopted *Curriculum Frameworks and Content Standards* for the grade levels in your school. (Find each row-column space that accurately describes your background. 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 subject).

	State Content Standards for the Subjects and Grades that are Taught in Your School					Curriculum Frameworks	
	English Lang. Arts	Math	Science	History-Social Science	Visual & Perf .Arts	Physical Education	Languages Other than English
I attended a short workshop (1-4 Hours).	01	02	03	04	05	06	07
I attended an extended class (Day or More).	11	12	13	14	15	16	17
I read the standards thoroughly.	21	22	23	24	25	26	27
I read them, but <i>not</i> thoroughly.	31	32	33	34	35	36	37
I worked on local implementation projects.	41	42	43	44	45	46	47
I taught a workshop or class about them.	51	52	53	54	55	56	57

- 7-b. Which Trainings for School Leaders Did You Complete? (Circle all numbers that apply to you. Thanks.)
- | | |
|---|---------------------------------------------------------------------------------------------------------|
| 1 | AB 75 Administrator Training about California's Academic Content Standards. |
| 2 | AB 466 Professional Development for Administrators and Teachers about California's Academic Standards. |
| 3 | Professional Development in Clinical Supervision for School Administrators Who Supervise Teachers. |
| 4 | "Reading First" Professional Development for School Administrators (Sponsored by the U. S. Government). |
| 5 | Other (Please Name It Here): |

B. KNOWLEDGE OF THIS NEW TEACHER'S PROFESSIONAL PRACTICE

8. 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
9. 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
- 10-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 <u>Class Visits</u> : | None | 1-2 | 3-5 | 6-10 | 11-15 | 16+ |
|-------------------------------------------|------|-----|-----|------|-------|-----|

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

1	Reading-Language Arts	5	Physical Education	9	Classroom Management
2	English Language Development	6	Science or Health Education	10	Student Conduct
3	History-Social Studies	7	Visual or Performing Arts	11	Working with Parents
4	Mathematics	8	Lesson Planning	12	Other Subject (Below):

11. 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 the one number that best describes 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 at her/his grade level(s).				3	2	1	0	x
2. . . . to prepare lesson plans and make prior arrangements 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 in his/her classroom.				3	2	1	0	x
6. . . . to <u>teach</u> <u>reading-language arts</u> according to the <i>California Content Standards in Reading</i> .				3	2	1	0	x
7. . . . to <u>teach</u> <u>mathematics</u> according to the <i>California State Content Standards in Math</i> .				3	2	1	0	x
8. . . . to <u>teach</u> <u>science</u> according to the <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 the <i>California State Content Standards</i> .				3	2	1	0	x

12.	This new teacher was . . .	▶ ▶ ▶	... well	adequately	somewhat	not at all	Cannot Answer An Item
			prepared	prepared	prepared	prepared	
			to begin	to begin	to begin	to begin	
10.	. . . to <u>teach visual and performing arts</u> according to the <i>California State Content Standards</i> .		3	2	1	0	x
11.	. . . to <u>teach physical education</u> according to the <i>California P. E. Curriculum Framework</i> .		3	2	1	0	x
12.	. . . to communicate effectively with the parents or guardians of her/his students.		3	2	1	0	x
13.	. . . to meet the instructional needs of students who are English language learners.		3	2	1	0	x
14.	. . . to meet the instructional needs of students from diverse cultural backgrounds.		3	2	1	0	x
15.	. . . to meet the instructional needs of students with special learning needs in her/his classroom.		3	2	1	0	x
16.	. . . to understand child development, how people learn, and the goals of education and schooling.		3	2	1	0	x
17.	. . . to understand how personal, family and community conditions often affect learning.		3	2	1	0	x
18.	. . . to learn about students' interests and motivations, and how to teach accordingly.		3	2	1	0	x
19.	. . . to get students involved in engaging activities and to sustain on-task behavior.		3	2	1	0	x
20.	. . . to maintain positive rapport with students and to foster their excitement and motivation.		3	2	1	0	x
21.	. . . to monitor student progress by using formal and informal assessment methods.		3	2	1	0	x
22.	. . . to assess student learning by analyzing a variety of evidence including exam scores.		3	2	1	0	x
23.	. . . to assist individual students in areas of their instructional needs in reading and math.		3	2	1	0	x
24.	. . . to adjust her/his teaching strategies so all students have chances to understand and learn.		3	2	1	0	x
25.	. . . to adhere to principles of educational equity in the teaching of all students.		3	2	1	0	x
26.	. . . to understand terminology and procedures for computer hardware and instructional software.		3	2	1	0	x
27.	. . . to use computer-based applications to help students learn subjects of the curriculum.		3	2	1	0	x
28.	. . . to use computer-based technology in class activities and for classroom record-keeping.		3	2	1	0	x
29.	. . . to use educational websites and electronic communication media for instructional purposes.		3	2	1	0	x
30.	. . . to use presentation projectors and software programs such as "powerpoint" for instruction.		3	2	1	0	x
31.	. . . to use class time efficiently by relying on daily routines and planned transitions.		3	2	1	0	x
32.	. . . to know about resources in the school and community for at-risk students and families.		3	2	1	0	x
33.	. . . to think about problems that occur in teaching and to try-out various solutions.		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
34.	. . . to teach phonemic awareness, decoding and word recognition skills at her/his grade level(s).	3	2	1	0	x
35.	. . . to teach vocabulary and concept development skills in language arts and other subject areas.	3	2	1	0	x
36.	. . . to teach comprehension skills for reading narrative & literary selections in her/his grade(s).	3	2	1	0	x
37.	. . . to teach English grammar, punctuation, spelling and sentence structure in his/her grade(s).	3	2	1	0	x
38.	. . . to teach listening comprehension and speaking skills at her/his grade level(s).	3	2	1	0	x
39.	. . . to develop increased reading fluency among students in her/his classroom.	3	2	1	0	x
40.	. . . to be effective in using the reading-language arts textbook series that is used at this school.	3	2	1	0	x
41.	. . . to be effective in teaching computational and procedural skills in math at her/his grade level(s).	3	2	1	0	x
42.	. . . to be effective in teaching conceptual understanding and the logic of math at his/her grade(s).	3	2	1	0	x
43.	. . . to be effective in teaching math problem-solving skills including use of multiple strategies.	3	2	1	0	x
44.	. . . to design hands-on classroom activities that suit the attention spans of students.	3	2	1	0	x
45.	. . . to enable young students to interact with their peers in healthy, productive ways.	3	2	1	0	x
46.	. . . to promote the academic skills of pupils at different levels of prior proficiency.	3	2	1	0	x
47.	. . . to extend students' concrete thoughts by familiarizing them with more abstract ideas.	3	2	1	0	x
48.	. . . to assist students in managing their time and in keeping track of school assignments.	3	2	1	0	x
49.	. . . to build on peer friendships, develop group skills, and encourage leadership roles.	3	2	1	0	x
50.	. . . to encourage students to take risks in discovery activities and divergent thinking.	3	2	1	0	x
51.	. . . to create an environment that supports language use, analysis, practice and fun.	3	2	1	0	x
52.	. . . to use language so pupils at different levels understand oral and written English.	3	2	1	0	x
53.	. . . to teach the skills of English writing and to provide appropriate feedback to students.	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 during 2008-09? (On the left side, please circle the one number that best describes this person's teaching job for most or all of this year in your school.)
- | | | | |
|---|-------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------|
| 1 | Self-Contained Classroom Teacher: | Taught <i>One Classroom</i> of Students. | Taught <i>All or Most of Their Subjects</i> . |
| 2 | Core-Classroom Teacher: | Taught <i>2 or 3 Classes</i> of Students. | Taught <i>2 Core Subjects in Each Class</i> . |
| 3 | Department-Based Teacher: | Taught <i>3 to 7 Classes</i> of Students. | Taught <i>One Subject in Each Class</i> . |
| 4 | Special Education Teacher: | The Majority of Her/His Students are Identified <i>Special Education Students</i> . | |
| 5 | Other Teaching Position (Describe): | | |

15. In which grade(s) were this teacher's students during this school year? (Please circle all that apply.)
- Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12 Adults

16. 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.

17. 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.