

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.

For Chancellor's Office Use Only. The information to the right makes you eligible for a Bookstore Gift Card, so please do not alter it or cross it out. The Chancellor keeps all of your individual answers strictly confidential.

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 the 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-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

- 6-b. Which Trainings for School Leaders Did You Complete? (Circle all numbers that apply to you.)

- 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.
- 5 Other (Please Name It Here):

B. KNOWLEDGE OF THIS NEW TEACHER'S PROFESSIONAL PRACTICE

7. 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. 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. Which subject(s) did this person teach this year? (Circle the number of each subject that s/he taught.)

- | | | |
|------------------------------------|-----------------------------------|------------------------------|
| 1 Business Education Class(es) | 5 History-Social Studies Classes | 9 Physical Educ. Class(es) |
| 2 English or Lang. Devt. Class(es) | 6 Home Economics Class(es) | 10 Science Class(es) |
| 3 Foreign Language Class(es) | 7 Industrial-Technology Class(es) | 11 Visual or Performing Arts |
| 4 Health Education Class(es) | 8 Mathematics Class(es) | 12 Other Subject (below): |

11-a. In 2008-09, did s/he teach 2 or more classes outside his/her credential authorization? Yes No

11-b. This semester, about how many students with disabilities were in her/his classes? _____

11-c. 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>subject(s)</u> in which s/he earned teaching credential(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.	3	2	1	0	x
6. . . . to <u>teach</u> his/her subject(s) according to <i>State Academic Standards</i> in the subject(s).	3	2	1	0	x
7. . . . to contribute to students' reading skills including subject-matter comprehension.	3	2	1	0	x
8. . . . to use textbooks and other materials that are aligned with <i>State Academic Standards</i> .	3	2	1	0	x
9. . . . to recognize adolescence as a period of intense pressure for students to be like peers.	3	2	1	0	x
10. . . . to anticipate and address the needs of students who are at risk of dropping out.	3	2	1	0	x
11. . . . to communicate effectively with the parents or guardians of her/his students.	3	2	1	0	x
12. . . . to meet the instructional needs of students who are English language learners.	3	2	1	0	x
13. . . . to meet the instructional needs of students from diverse cultural backgrounds.	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	
14.	. . . to meet the instructional needs of pupils with special learning needs in her/his classes.		3	2	1	0	x
15.	. . . to understand adolescence, how people learn, and the goals of education and schools.		3	2	1	0	x
16.	. . . to understand how personal, family and community conditions often affect learning.		3	2	1	0	x
17.	. . . to learn about students' interests and motivations, and how to teach accordingly.		3	2	1	0	x
18.	. . . to get students involved in engaging activities and to sustain on-task behavior.		3	2	1	0	x
19.	. . . to maintain positive rapport with students and to foster their excitement and motivation.		3	2	1	0	x
20.	. . . to monitor student progress by using formal and informal assessment methods.		3	2	1	0	x
21.	. . . to assess student learning by analyzing a variety of evidence including exam scores.		3	2	1	0	x
22.	. . . to assist individual students in areas of instructional need in his/her subject area.		3	2	1	0	x
23.	. . . to adjust his/her teaching strategies so all pupils have chances to understand and learn.		3	2	1	0	x
24.	. . . to adhere to principles of educational equity in the teaching of all students.		3	2	1	0	x
25.	. . . to understand terminology and procedures for computer hardware & instructional software.		3	2	1	0	x
26.	. . . to use computer-based applications to help students learn subjects of the curriculum.		3	2	1	0	x
27.	. . . to use computer technology in class activities and for classroom record-keeping.		3	2	1	0	x
28.	. . . to use educational websites and electronic communication media for instructional purposes.		3	2	1	0	x
29.	. . . to use presentation projectors and software programs such as "powerpoint" for instruction.		3	2	1	0	x
30.	. . . to use class time efficiently by relying on daily routines and planned transitions.		3	2	1	0	x
31.	. . . to know about resources in the school & community for at-risk students and families.		3	2	1	0	x
32.	. . . to think about problems that occur in teaching and to try-out various solutions.		3	2	1	0	x
33.	. . . to understand how reading lessons can make his/her content classes more effective.		3	2	1	0	x
34.	. . . to develop academic vocabulary and writing skills in her/his content-based classes.		3	2	1	0	x
35.	. . . to draw on students' experiences in motivating them to learn reading and writing skills.		3	2	1	0	x
36.	. . . to establish academic expectations that are intellectually challenging for students.		3	2	1	0	x
37.	. . . to explain and communicate course goals and requirements to students and parents.		3	2	1	0	x
38.	. . . to develop fair criteria for course grades and to explain these to students and parents.		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.**

Please continue on back if needed.

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.**

Continue on back if needed.

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