

1999 TEACHER PREPARATION AND DEVELOPMENT SURVEY

**TEACHERS HIRED IN WASHINGTON PUBLIC SCHOOLS 1996-1998 WHO
GRADUATED FROM WASHINGTON TEACHER PREPARATION PROGRAMS**

***54 Percent Response Rate
1,942 Responded***

A statewide study by:

The Washington State Institute for Public Policy

Conducted by:

Social & Economic Sciences Research Center
Washington State University
Pullman, WA 99164-1801

I. Career Pathway to Teaching

Q1. What is the highest degree or level of college course work you completed BEFORE you entered your teacher education program? (Please circle the number of your answer.)

- 16.5% Some undergraduate course work toward a BA/BS degree
- 13.8% AA degree
- 48.1% BA/BS degree
- 8.6% Some graduate level course work
- 10.6% Masters degree
- .4% PhD degree
- 2.0% Other (Please specify.) _____

Q2. Which category best describes your final grade point average upon graduation from undergraduate school: (Please circle the number of your answer.)

- .1% Less than 2.0
- .4% 2.0 - 2.4
- 8.1% 2.5 - 2.9
- 37.7% 3.0 - 3.4
- 51.7% 3.5 - 3.9
- 2.0% 4.0

Q3. What program did you complete to obtain your initial teaching certificate? (Please circle the number of your answer.)

- 52.1% BA/BS
- 16.4% Post-baccalaureate certificate
- 29.3% MA/MIT/MEd
- 2.2% Other (Please specify.) _____

Q4. What was your undergraduate college major? What was your minor? (Please put an X by all that apply.)

	Major	Minor
Education	35.6%	7.5%
Math	4.3%	3.8%
Science (e.g., biology, chemistry, physics, etc.)	8.2%	4.8%
English	12.3%	5.9%
Social Science (e.g., biology, hemistry, physics, etc.)	21.3%	21.0%
Visual and Performing Arts	2.9%	24.0%
Foreign Language	3.1%	4.2%
Other (Specify:) _____	29.3%	24.7%

II. College Teacher Education Program

Q5. Based on what you now know, as a beginning teacher, to what extent did your teacher education program meet your expectations in providing you with the knowledge and skills to ... *(Please circle one answer for each.)*

	Well above my expectations ▼	Above my expectations ▼	At my expectations ▼	Below my expectations ▼	Don't Know ▼
A. Develop students' critical thinking and problem-solving skills	5.0%	19.5%	51.9%	23.3%	.3%
B. Adapt instructional strategies for special needs and at-risk student populations	7.1%	19.7%	37.5%	35.1%	.6%
C. Incorporate the state essential academic learning requirements (EALRs) into your teaching	10.2%	20.6%	30.8%	36.7%	1.8%
D. Use a variety of assessment techniques to monitor student learning	11.5%	32.3%	42.1%	14.0%	.1%
E. Communicate with parents to support student learning	4.9%	17.3%	43.4%	33.6%	.7%
F. Teach basic skills (math, reading, writing)	6.0%	20.1%	48.1%	23.3%	2.5%
G. Use effective classroom management	9.5%	25.9%	37.1%	27.3%	.3%
H. Teach subject matter based on how students learn	6.9%	27.7%	45.7%	19.0%	.8%
I. Use technology to enhance instruction	6.5%	19.7%	38.3%	34.8%	.7%

Q6. Including any field observations, practicums, and student teaching, how long was your total field experience? *(Please circle the number of your answer.)*

.4%	Fewer than 150 hours (less than 5 weeks full-time)
5.3%	150 - 299 hours (5-9 weeks full-time)
21.5%	300 - 449 hours (10-14 weeks full-time)
36.3%	450 - 599 hours (15-19 weeks full-time)
36.6%	600 or more hours (20 or more weeks full-time)

(Note: one semester = 16 weeks; one quarter = 12 weeks.)

Q7. What time of year did you start your student teaching? *(Please circle the number of your answer.)*

Quarter system:		Semester system:	
22.7%	Fall	14.5%	Fall
19.6%	Winter	19.1%	Spring
24.0%	Spring		

Q8. How would you rate the quality of your student teaching experience in each of the following areas? *(Please circle one answer for each.)*

High Quality	Average Quality	Poor Quality
▼	▼	▼

A.	State education reform: [aligning instruction with state goals and academic learning requirements, critical thinking, performance assessment]	34.2%	50.9%	14.9%
B.	Other instructional strategies: [basic skills, classroom management, teaching subject matter based on how students learn]	64.8%	31.6%	3.6%

Q9. How would you rate the assistance you received during student teaching from the following people? *(Please circle one answer for each.)*

Excellent	Good	Fair	Poor
▼	▼	▼	▼
70.8%	18.4%	6.7%	4%
42.1%	32.6%	16.3%	9%

A.	Cooperating teacher
B.	College supervisor

Q10. How would you rate your cooperating teacher's understanding of the State Essential Academic Learning Requirements (EALRs) and State Education Reform Goals? *(Please circle the number of your answer.)*

31.0%	Excellent
39.8%	Good
21.4%	Fair
7.8%	Poor

Q11. On average, how informative was the curriculum in your teacher education program about the State Essential Academic Learning Requirements (EALRs) and State Education Reform Goals? *(Please circle the number of your answer.)*

29.8% Very informative
 46.6% Somewhat informative
 21.7% Not informative
 1.9% Don't know

Q12. Other than written tests and assigned papers, how often did the faculty in your teacher education program assess your performance in class, using ... *(Please circle one answer for each.)*

	Frequently ▼	Usually ▼	Sometimes ▼	Rarely ▼	Never ▼
A. Portfolios	18.3%	15.4%	31.9%	18.8%	15.7%
B. Videotapes	6.8%	7.0%	30.2%	25.3%	30.7%
C. Observations	36.5%	25.7%	25.3%	9.7%	2.9%
D. Interviews	12.7%	16.6%	27.4%	25.4%	17.9%
E. Other (<i>Specify</i>): _____	46.7%	21.6%	15.4%	3.9%	12.4%

Q13. Assuming the tests were valid and reliable, what type of tests (if any) SHOULD graduates of teacher education programs take as a condition of receiving an initial teaching certificate? *(Please circle one answer for each.)*

	Standardized Test ▼	Performance- based Test ▼	None ▼
A. Basic skills knowledge (reading, writing, math)	38.0%	38.4%	23.6%
B. Subject-based knowledge (in area of endorsement)	23.7%	55.1%	21.2%
C. General pedagogy knowledge	16.8%	50.8%	32.4%
D. Subject-based pedagogy knowledge	13.5%	52.8%	33.7%

Q14. In your teacher education program, did you personally have to demonstrate you had a positive impact on student learning with your students?

37.8% Yes
 62.2% No → Skip to Q16

Q15. If Yes, how did you do it? *(Please write your answer in the space below.)*

Q16. What do teacher education programs do well in preparing new teachers?

Q17. What should teacher education programs do differently in preparing new teachers?

III. Mentors

Q18. Were you assigned a mentor for your first year of teaching?

66.8% Yes
33.2% No → **Skip to Q28**

Q19. When were you first connected with your mentor?

28.0% Before the start of the school year
20.2% During the first week of school
25.1% Later in the first month of school
14.3% During the second month of school
12.5% Other, please specify: _____

Q20. How often did you meet with your mentor? *(Please circle the number of your answer.)*

5.0% Never
16.4% Less than once a month
20.2% About once a month
14.2% About twice a month
26.5% Weekly
17.7% Daily

Q21. How often did your mentor observe you teach? *(Please circle the number of your answer.)*

42.3%	Never
29.3%	1-2 times
12.5%	3-4 times
5.1%	5-6 times
10.9%	7 or more times

Q22. How often did you observe other teachers teaching in your first year? *(Please circle the number of your answer.)*

28.3%	Never
37.4%	1-2 times
19.4%	3-4 times
6.5%	5-6 times
8.4%	7 or more times

Q23. Was your mentor ... *(Please circle one answer for each.)*

	Yes ▼	No ▼
A. Located in the same building?	76.3%	23.7%
B. Teaching the same (or very similar) grade level?	77.4%	22.6%
C. Teaching the same (or very similar) subject area?	71.9%	28.1%

Q24. For each of the following, please indicate if you spent time focused on this topic with your mentor and rate whether the time spent on the topic was adequate or not *(Please circle one answer for each section.)*

	Spent time with mentor?			If YES, Was time adequate?	
	NO ▼	YES ▼		Adequate ▼	Inadequate ▼
A. <i>Overall orientation</i> to the district, building, community, etc.	42.5%	57.5%	→→	85.0%	15.0%
B. <i>Emotional and psychological support</i> to get through the first year	20.4%	79.6%	→→	87.5%	12.5%
C. <i>Classroom management</i>	28.4%	71.6	%→→	83.9%	16.1%
D. <i>Development of the novice teacher</i> increasing the depth of knowledge about how to teach particular subjects	41.3%	58.7%	→→	81.2%	18.8%
E. <i>Implementing education reform: –</i> incorporating Essential Academic Learning Requirements into curriculum and teaching, monitoring and assessing student learning	54.6%	45.4%	→→	74.1%	25.9%
F. <i>Effective teaching of diverse students</i> strategies for learners with different abilities and backgrounds	46.2%	53.8%	→→	79.7%	20.3%
G. <i>Other (Specify:)</i> _____	93.4%	6.6%	→→	82.5%	17.5%

Q25. Did you and your mentor establish objectives for what you wanted to accomplish together during the year?

50.8% Yes
49.2% No

Q26. How much did having a mentor contribute to increasing your effectiveness as a teacher? Would you say it ... *(Please circle the number of your answer.)*

17.5% Made no difference
24.6% Made a slight difference
27.7% Made somewhat of a difference
30.1% Made a very big difference

Q27. To what extent would additional mentoring increase the effectiveness of beginning teachers? *(Please circle the number of your answer.)*

3.3%	Not at all
13.5%	Slightly
29.4%	Somewhat
53.8%	A lot

IV. Training for Beginning Teachers

Q28. How much training provided by your district or Educational Service District, specifically for beginning teachers, did you attend during your first year of teaching? *(Please circle the number of your answer.)*

25.0%	None → Skip to Q33	20.4%	10 - 18 hours
14.0%	3 hours or less	7.9%	19 - 24 hours
21.9%	4 - 9 hours	10.7%	25 or more hours

Q29. For each of the following topics, please indicate if you received training specifically for beginning teachers and, if so, whether the training was adequate or not. *(Please circle one answer for each section.)*

	Received Training?			If YES, How adequate was training?	
	NO	YES		Adequate	Inadequate
A. <i>Overall orientation</i> to the district, building, community, etc.	15.3%	84.7%	→→	83.1%	16.9%
B. <i>Emotional and psychological support</i> to get through the first year	56.0%	44.0%	→→	82.9%	17.1%
C. <i>Classroom management</i>	55.3%	44.7%	→→	76.6%	23.4%
D. <i>Development of the novice teacher</i> increasing the depth of knowledge about how to teach particular subjects	63.2%	36.8%	→→	83.5%	16.5%
E. <i>Implementing education reform: —</i> incorporating Essential Academic Learning Requirements into curriculum and teaching, monitoring and assessing student learning	44.4%	55.6%	→→	76.1%	23.9%
F. <i>Effective teaching of diverse students</i> strategies for learners with different abilities and backgrounds	65.0%	35.0%	→→	77.3%	22.7%
G. <i>Other (Specify:)</i> _____	92.1%	7.9%	→→	90.6%	9.4%

Q30. How much did the beginning teacher training contribute to increasing your effectiveness as a teacher? Would you say it ... *(Please circle the number of your answer.)*

- 20.4% Made no difference
- 44.2% Made a little difference
- 26.3% Made a medium amount of difference
- 9.2% Made a very big difference

Q31. To what extent would additional training specifically for beginning teachers increase their effectiveness? *(Please circle the number of your answer.)*

- 4.4% Not at all
- 20.5% Slightly
- 42.9% Somewhat
- 32.2% A lot

Q32. Out of the total training you received during your first year as a teacher, approximately what percentage was specifically for beginning teachers? *(Please circle the number of your answer.)*

- 58.7% Less than 25%
- 19.4% 25 - 49%
- 11.0% 50 - 74%
- 8.3% 75 - 99%
- 2.5% 100%

V. Other Assistance

Q33. How often did your principal monitor your progress both formally and informally during your first year of teaching? *(Please circle the number of your answer.)*

- 2.6% Never
- 30.3% Once or twice during the year
- 42.4% 3-4 times during the year
- 16.0% At least monthly
- 5.4% About every other week
- 3.3% Weekly

Q34. How helpful did you find assistance from your principal?

- 11.1% Not helpful at all
- 22.9% Slightly helpful
- 28.2% Somewhat helpful
- 37.8% Very helpful

Q35. Did the district, your principal, or your department head set any expectations for what you were to gain from mentoring and training activities specifically for beginning teachers?

23.6% Yes
63.1% No
13.1% Not applicable

Q36. Compared to other teachers in the school where you teach, how difficult was your teaching assignment in your first year as a teacher (e.g., number of preparations, availability of materials, students, class size)? *(Please circle the number of your answer.)*

42.1% More difficult than average
49.1% About average
8.8% Less difficult than average

Q37. Were college of education faculty from your teacher education program available during your first year? *(Please circle one answer for each.)*

	Yes ▼	No ▼	Don't Know ▼
A. My teacher education program followed up on my progress with a survey	49.0%	43.0%	8.0%
B. Faculty from my teacher education program visited me at my school district	7.5%	91.3%	1.2%
C. Faculty from my teacher education program provided me with advice or assistance	19.8%	78.1%	2.1%
D. Faculty from my teacher education program consulted me on ways to improve their program	26.2%	70.4%	3.4%
E. Faculty were involved in training provided by the district or ESD	6.3%	80.4%	13.3%

Q38. To what extent would MORE of the following types of assistance increase the effectiveness of beginning teachers? (Please circle one answer for each.)

	No Increase	Increase Slightly	Increase Somewhat	Increase A lot
A. Group sessions with other beginning teachers for peer learning and support	6.9%	25.4%	36.1%	31.6%
B. Modified workload (e.g.: reduced extra-curricular activities; reduced number of preparations; assigned less-challenging students)	14.6%	17.6%	30.7%	37.0%
C. Release time for observation	4.3%	15.7%	32.7%	47.2%
D. Extra or shared planning time with mentor	4.6%	13.9%	32.3%	49.0%
E. Principal monitoring and advice	8.4%	31.4%	41.1%	19.0%
F. Advice from university faculty	17.4%	38.9%	30.9%	12.7%
G. Other (Specify:) _____	13.0%	5.1%	11.6%	70.3%

VI. Impact

Q39. How much difference did the training, mentoring and assistance you received as a beginning teacher make in the following areas? (Please circle one answer for each.)

	Made no difference	Made a slight difference	Made some difference	Made a very big difference
A. In your decision to stay in teaching	54.9%	17.5%	18.4%	9.1%
B. In helping you get through the first year	20.7%	28.4%	27.9%	23.0%
C. In your effectiveness at managing a classroom	23.9%	29.7%	31.9%	14.5%
D. In your effectiveness in teaching students with different abilities and backgrounds	31.8%	33.6%	25.0%	9.6%
E. In increasing your knowledge of how to teach your specific subject area	30.7%	28.5%	28.2%	12.6%
F. In your ability to assess student learning in multiple ways	31.7%	34.9%	25.4%	8.0%
G. In your ability to incorporate EALRs into the curriculum and your teaching	34.4%	30.5%	24.1%	11.1%

Q40. How likely is it that you will leave the teaching profession in the next five years?

52.7%	Very unlikely
21.9%	Somewhat unlikely
17.6%	Somewhat likely
7.8%	Very likely

Q41. If you were leaving teaching in the next five years, what would be your one main reason for leaving? (*Please circle the number of your answer.*)

2.8%	Isolation from colleagues
4.3%	Limited opportunity for long-term career growth and development
42.5%	Salary level
10.0%	Student discipline problems
4.2%	High expectations of student performance
14.8%	Family reasons
10.1%	Other career interests
11.4%	Lack of administration support (e.g., training, resources, prep time)

VII. Your Current Teaching Assessment

Q42. Was the district where you got your first teaching contract located more than 150 miles from your teacher education program?

26.8%	Yes
73.2%	No

Q43. Did you substitute teach before you obtained a teaching contract?

52.8%	Yes
47.2%	No

Q44. At which level are you currently teaching? (*Please circle your answer.*)

47.3%	Elementary school
25.5%	Middle school
27.2%	High school

Q45. Are you employed on a ...?

35.1%	Provisional contract
56.8%	Continuing contract
8.1%	Other (please specify): _____

Q46. What area(s) is/are your primary and secondary teaching responsibilities? (Please circle all that apply.)

Primary Responsibility:

Elementary
33.2% Elementary level (general)
7.1% Elementary level (special educ.)
Secondary
8.7% Math
7.8% Social science
12.2% English/language arts
7.9% Science
2.3% Technology
5.7% Special education
3.4% Vocational education
1.8% Foreign language
2.0% Visual and performing arts
7.8% Other _____
 None

Secondary Responsibility:

Elementary
16.7% Elementary level (general)
8.1% Elementary level (special educ.)
Secondary
9.6% Math
8.9% Social science
11.2% English/language arts
8.0% Science
5.0% Technology
6.0% Special education
5.2% Vocational education
2.7% Foreign language
3.1% Visual and performing arts
15.4% Other _____
 None

Q47. What portion of your time do you spend teaching outside your endorsement areas? (Please circle the number of your answer.)

72.9% None
8.0% Less than 10%
6.5% 10 - 25%
4.0% 26 - 40%
8.7% More than 40%

Q48. Other than written tests and assigned papers, how often do you measure individual student progress in your class using ... (Please circle one answer for each.)

	Frequently	Usually	Sometimes	Rarely	Never
A. Portfolios	1.0%	12.6%	29.2%	17.5%	21.0%
B. Videotapes	1.4%	1.4%	14.4%	20.6%	62.2%
C. Observations	53.0%	21.3%	19.6%	4.0%	2.0%
D. Oral tests	24.6%	15.1%	33.7%	13.5%	13.1%
E. Interviews	14.1%	11.7%	31.5%	19.3%	23.4%
F. Other (Specify:) _____	51.0%	18.4%	20.3%	4.2%	6.1%

Q49. Please estimate the proportion of your students who are ... *(Please circle one answer for each.)*

	Less than 10% ▼	10- 24% ▼	25- 49% ▼	50% or more ▼	Don't Know ▼
A. On free or reduced lunch?	13.9%	21.1%	20.5%	34.2%	10.2%
B. Have special needs [special education, English-as-a-second-language (ESL)]?	23.9%	34.8%	18.6%	21.0%	1.9%
C. Disruptive in the classroom	29.8%	37.8%	20.9%	10.8%	.8%

Q50. How involved is your school in implementing education reform?

2.3% Not at all
14.8% Slightly
38.2% Somewhat
44.7% A lot

Q51. How would you describe your district's community? *(Please circle the number of your answer.)*

20.0% Urban
42.3% Suburban/large town
36.2% Rural/small town
1.5% Remote

Q52. How many students are in your district? *(Please circle the number of your answer.)*

1.9% Less than 300 students
16.8% 300 - 1999 students
41.7% 2000 - 9999 students
39.6% 10,000 or more students

Thank you very much for taking the time to fill out this questionnaire. If you have any questions or further comments, please write them in the box below.

If you would like more information about the
Washington State Institute for Public Policy,
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Please return your completed questionnaire to:

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