

NEW TEACHER SUPPORT IN THE MIDWEST 2009 TEACHER SURVEY

Teacher Induction in the Midwest

The Center for Education Policy at SRI International has been awarded a grant from the Joyce Foundation to conduct a study of teacher induction programs. SRI is a nonprofit research institution that has spent more than a decade studying new teacher induction, in addition to studying state and national efforts to improve the teaching profession.

If you have any questions about the survey,
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Important note:

Please use a BLACK pen. Blue or red pens and pencil cannot be read by our scanners. When asked to mark boxes, make an "X" through the box.

Sample: Right Wrong

Use block printing when you complete text or numeric responses.

If you wish to change a response, please mark the correct response and CIRCLE it.



TEACHING BACKGROUND

1. Which of the following describes your current status as a teacher? (Mark one box.)

- I have completed my teacher education program and have an initial, provisional, or standard teaching license/credential.
- I have NOT completed my teacher education program and am currently enrolled in an intern program or alternative certification program.
- Other (please specify):

2. How many years have you:

(Mark one box per row.)

(Include the current year so that if you are in your first year mark "1," second year mark "2," etc.; do not include student teaching.)

	Number of Years					
	None	1	2	3	4	5+
a. Been a teacher (total years)? <i>Include all years as a teacher of record, intern, or fellow at your current school as well as any other schools, public or private.</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Worked as a substitute teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Worked as a teacher's aide/assistant?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked full time in a profession other than teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. At what point in the year were you offered your current teaching position? (Mark one box.)

- More than 6 months before the start of the school year
- 4 to 6 months before the start of the school year
- 1 to 3 months before the start of the school year
- Less than a month before school started
- After school started, including on the first day of school
- Don't remember



4. **What is the highest level of formal education you have completed?** (Mark one box.)

- Bachelor's degree
- Master's degree
- Master's degree plus 15 credits or more
- Doctorate

5. **Do you plan to teach at your current school next year?** (Mark one box.)

- Yes, I plan to return to this school next year.
- No, I plan to transfer to another school next year.
- No, I don't plan to teach next school year. → (Skip to question 7.)

6. **How long do you plan to be a classroom teacher at either your current school or another school?** (Mark one box.)

- 10 years or more
- 6 to 9 years
- 3 to 5 years
- 2 years or less
- Undecided at this time

7. **What is your gender?**

- Female
- Male

8. **What is your race/ethnicity?** (Mark one box.)

- American Indian or Alaska Native
- Asian or Pacific Islander
- Black/African American
- Hispanic/Latino/a
- White, not of Hispanic origin
- Multiracial
- Prefer not to answer
- Other (please specify):



TEACHING ASSIGNMENT

9. **Approximately what percentage of your students for this school year (2008-09) fall into each of the categories below? If you teach multiple classes, what is the percentage of students across all the classes you teach? (Write "0" if you have NO students in these categories.)**

a. Are English language learners (e.g., ELL, ESL, bilingual)	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> %
b. Have individualized education plans (IEPs), have 504 plans, or receive other special education services, such as support from a resource specialist	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> %
c. Create serious behavior problems in your class	<input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> <input style="width: 20px; height: 20px;" type="text"/> %

10. **How would you describe your MAIN teaching assignment for the 2008-09 school year in terms of grade level? If you work with students in multiple grade levels, please choose the grouping with which you spend the majority of your time. (Mark one box.)**

- Early childhood (i.e., P-K)
 Elementary school (i.e., K-5, K-6, K-8)
 Middle school (i.e., 6-8, 7-8, 7-9)
 High school (i.e., 9-12)

11. **Is your MAIN teaching assignment for the 2008-09 school year working with either of the student populations below? (Mark one box per row.)**

a. I am a dedicated special education teacher (in either a self-contained classroom or an inclusion model).	<input type="checkbox"/> Yes <input type="checkbox"/> No
b. I am a dedicated ELL (English language learner) or bilingual teacher.	<input type="checkbox"/> Yes <input type="checkbox"/> No



12. **How would you describe your MAIN teaching assignment(s) for the 2008-09 school year?**
(Mark one box.)

- Multiple-subject (self-contained) classroom teacher (e.g., third-grade classroom where multiple subjects are taught)
- Core academic subject teacher (e.g., English or language arts, mathematics, science, history, social studies, foreign language)
- Other subject teacher (e.g., art, music, drama, physical education, technology, vocational)
- Resource teacher
- Librarian
- Speech pathologist
- School counselor or nurse
- Other (please specify):

13. **To what extent do you agree or disagree with the following statements about your school?**
Please choose the response that best reflects your experience at your current school.
(Mark one box per row.)

	Strongly disagree	Disagree	Agree	Strongly agree
a. It is stressful to be a teacher at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers in this school trust each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers in this school trust the school administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I feel supported by colleagues to try out new ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teachers in this school feel responsible to help each other do their best.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. A conscious effort is made by faculty to make new teachers feel welcome here.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I have the necessary textbooks and print resources to teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I can get instructional materials (e.g., lab supplies, math manipulatives, classroom library books) without buying them myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I can get the classroom supplies (e.g., paper, pencils, staples, tape) I need without buying them myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



14. How often do you do each of the following activities with teachers in your school other than your mentor teacher? (Mark one box per row.)

	Never	Once	A few times a year	At least monthly	At least weekly
a. Analyze samples of work done by your students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Work together to develop teaching materials or activities for particular classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Seek each other's advice about instructional issues and problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Observe each other's classrooms to offer feedback and/or learn strategies (excluding observation for the purpose of formal evaluation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Discuss student assessment data to make decisions about instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



15. Please mark the extent to which you disagree or agree with the following statements about the principal at your school. (Mark one box per row.)

	Strongly disagree	Disagree	Agree	Strongly agree
a. Enforces school rules for student conduct and backs me up when I need it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Makes clear to the staff his or her expectations for meeting instructional goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Sets high standards for teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Communicates a clear vision for the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understands how children learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Sets high standards for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Knows what's going on in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Actively monitors the quality of teaching in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Works to ensure that teachers have the supports they need to be successful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Is supportive and encouraging toward school staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



16. Thinking about the 2008-09 school year, indicate the level of support you have needed in the following areas. (Mark one box per row.)

	No support needed	Minimal support needed	Moderate support needed	Extensive support needed
a. The subject matter I teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Instructional techniques appropriate for the grade level/subject matter I teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Classroom management techniques appropriate for the students I currently teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The use of textbooks or other curricular materials for my current position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Strategies for interacting with parents of the students I currently teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The use of data (e.g., analyzing student work or student test scores) to plan instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Adapting instruction to meet the needs of students at varying academic levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Adapting instruction for students with individualized education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Instructional techniques to meet the needs of students from diverse cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Instructional techniques to meet the needs of English language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Planning lessons and designing instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Creating a positive learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. The use of informal and formal assessment strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Evaluating and reflecting upon my own teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



NEW TEACHER SUPPORT PROGRAM

New teacher support programs provide services for beginning teachers, such as mentoring, orientation, training, and workshops.

17. **Is this your first or second year participating in this new teacher support program?**

(Mark one box.)

First year

Second year

Other (please specify):

18. **Did you attend an orientation specifically for new teachers at the beginning of this school year?** (Mark one box.)

No → (Skip to question 21.)

Yes, before the start of the school year

Yes, after the start of the school year

19. **How long did this orientation last?** (Mark one box.)

Part day (4 hours or less)

One full day (5 to 8 hours)

Multiday, less than a week (more than 8 hours but less than 40 hours)

One week (40 hours)

More than one week (more than 40 hours)

20. **How valuable did you find this initial orientation?** (Mark one box.)

Not valuable

Minimally valuable

Moderately valuable

Extremely valuable



21. Think about the services and support you have received this school year (including the summer of 2008) through your new teacher support program.

(A) How often have you received the following supports?

(B) For the supports you have received, how valuable has each one been to your development as a teacher?

(Mark one frequency and, where applicable, one value per row.)

	(A) Frequency					(B) Value			
	Never	Once	A few times	About monthly	At least weekly	Not valuable	Minimally valuable	Moderately valuable	Extremely valuable
a. New teacher meetings with the principal at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Workshops, seminars, or classes for new teachers (excluding an initial orientation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Release time to see other teachers teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Participation in a professional network specifically for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



MENTOR/CONSULTANT SUPPORT

22. **Were you formally assigned a mentor or consultant for the current school year (2008-09) through your new teacher support program?** *(Mark one box.)*

- No → *(Skip to question 27.)*
 Yes

If you were assigned multiple mentors, please think about ALL the mentoring you have received through this new teacher support program in responding to questions 23 through 26.

23. **How often have you interacted with your assigned mentor(s) or consultant(s) this school year on a formal basis?** *(Mark one box.)*

- Never → *(Skip to question 27.)*
 Once
 A few times
 Once per month
 A few times per month
 Once per week
 Several times per week
 Daily

24. **When was your first formal meeting with a mentor or consultant for the 2008-09 school year?** *(Mark one box.)*

- Before the school year started
 Less than 1 month after the first day of school
 More than 1 month after the first day of school
 Still have not met with my mentor or consultant

25. **Does at least one of your mentor's or consultant's area of expertise match the following aspects of your teaching position?** *(Mark one box per row.)*

	Yes	No	Don't know
a. Subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Student population (e.g., experience with ELL students)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Same school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



26. Think about the mentoring you received this school year through your new teacher support program.

(A) How often has your mentor(s) or consultant(s) engaged with you in each of the following activities this year?

(B) For the activities in which you engaged with your mentor(s), how valuable has each one been to your development as a teacher?

(Mark one frequency and, where applicable, one value per row.)

	(A) Frequency					(B) Value			
	Never	Once	A few times	About monthly	At least weekly	Not valuable	Minimally valuable	Moderately valuable	Extremely valuable
a. Observed me teaching and provided feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Worked with me to develop a professional growth plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Demonstrated lessons for me in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Gave me materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Planned lessons with me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Analyzed samples of my students' work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Invited me into his/her classroom to observe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Talked with me about the strengths and/or needs of specific students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Discussed instructional issues and problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Discussed student assessment data to make decisions about instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



NEW TEACHER SUPPORTS

The following two questions refer to all the services you have received this year through your new teacher support program (e.g. mentoring, orientation, training, or workshops).

27. **Thinking about all the supports you have received during the 2008-09 school year, to what extent have they addressed the following topics?** *(Mark one box per row.)*

My mentor and training have addressed:	Not at all addressed	Minimally addressed	Moderately addressed	Extensively addressed
a. The subject matter I teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Instructional techniques appropriate for the grade level/subject matter I teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Classroom management techniques appropriate for the students I currently teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The use of textbooks or other curricular materials for my current position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Strategies for interacting with parents of the students I currently teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The use of data (e.g., analyzing student work or student test scores) to plan instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Adapting instruction to meet the needs of students at varying academic levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Adapting instruction for students with individualized education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Instructional techniques to meet the needs of students from diverse cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Instructional techniques to meet the needs of English language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Planning lessons and designing instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Creating a positive learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. The use of informal and formal assessment strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Evaluating and reflecting upon my own teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



28. Think about all the new teacher supports you have received during the 2008-09 school year (including the summer of 2008). Please indicate the extent to which these supports have improved your knowledge and skills in the following areas. (Mark one box per row.)

The new teacher supports I received this year (2008-09) have ...	Not at all	Minimal extent	Moderate extent	Great extent
a. Deepened my grasp of the subject matter I teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Increased my knowledge of instructional techniques appropriate for the grade level/subject matter I teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Improved my classroom management.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Increased my effectiveness in using textbooks or other curricular materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Improved my interactions with parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Improved my ability to use data (e.g., analyzing student work or student test scores) to plan instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Improved my ability to adapt instruction to meet the needs of students at varying academic levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Increased my ability to adapt instruction for students with individualized education programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Improved my ability to meet the instructional needs of students from diverse cultural backgrounds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Improved my ability to meet instructional needs of English language learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Improved my ability to plan lessons and design instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Increased my ability to create a positive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Increased my effectiveness in using informal and formal assessment strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Improved my ability to evaluate and reflect upon my own teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



TEACHER BELIEFS

29. **To what extent do you agree or disagree with each of the following statements?**
(Mark one box per row.)

	Strongly disagree	Disagree	Agree	Strongly agree
a. I am confident in my ability to teach effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I can handle a range of challenging classroom management and discipline situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. If a student in my class becomes disruptive and noisy, I know techniques to redirect him/her quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I am equally successful in helping students from all racial/ethnic backgrounds to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I have the knowledge and skills I need to address the needs of English language learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I have the knowledge and skills I need to address the needs of special education students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. If I really try hard, I can get through to even the most difficult or unmotivated students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I am able to adapt instruction so that I meet the needs of students at varying academic levels equally well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



30. **Is there anything else you would like to tell us about the new teacher support you have received during the 2008-09 school year?**

**Thank you very much for
completing this survey.**