

CPS Pipeline Program Questionnaire - Fall 2014 Registration

Survey Overview

What is this survey about?

This survey is about your teacher preparation experiences to date and your career plans. We've kept the survey short - it should only take about 20 minutes to complete. We greatly appreciate your honest feedback.

How will this information be used?

Response from these surveys will be used for research purposes. Your responses will remain confidential. At no time will your individual information be shared with CPS schools, teacher education programs or potential employers. Responses will only be shared in aggregate or summary form. Summarized response data will be used to inform teacher preparation and district stakeholders about the nature of student teaching experiences and its potential impacts on teacher career trajectories and instructional preparedness.

Thank you for your participation.

***1. First Name**

***2. Last Name**

***3. Primary E-mail Address**

***4. University/Program Affiliation (i.e. DePaul University, Teach for America, Chicago Semester, etc.)**

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Please know that your responses in this survey will not impact your student teaching placement or acceptance process. Additionally, individual responses will not be shared with your teacher preparation program, your placement site, or your mentor teacher.

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In the next section of this survey you will be asked a series of questions that ask you about your experiences IN YOUR PREPARATION PROGRAM so far: 1) how much opportunity you have had to LEARN about several aspects of teaching, 2) how much opportunity you have had to PRACTICE the same aspects of teaching and 3) how PREPARED you feel TO BEGIN the same aspects of teaching.

The questions are organized into six different sections:

- 1) Planning and Preparation
- 2) The Classroom Environment
- 3) Instruction
- 4) Professional Responsibilities
- 5) Teaching in urban schools
- 6) Common Core

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Planning and Preparation

*5. How much opportunity have you had to LEARN about --

	None	Limited	Moderate	A Lot	Very Extensive
Planning lessons?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing student assessments?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching your subject matter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting instructional outcomes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using results from assessments to improve your teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*6. How much opportunity have you had to PRACTICE --

	None	Limited	Moderate	A Lot	Very Extensive
Planning lessons?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing student assessments?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching your subject matter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting instructional outcomes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using results from assessments to improve your teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*7. How well PREPARED do you feel TO BEGIN --

	Not at all Prepared	Slightly Prepared	Moderately Prepared	Very Prepared	Exceptionally Prepared
Planning lessons?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing student assessments?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching your subject matter?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting instructional outcomes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using results from assessments to improve your teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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The Classroom Environment

*8. How much opportunity have you had to LEARN about --

	None	Limited	Moderate	A Lot	Very Extensive
Developing relationships with students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing students' behaviors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing classroom routines and procedures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing classroom communities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*9. How much opportunity have you had to PRACTICE --

	None	Limited	Moderate	A Lot	Very Extensive
Developing relationships with students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing students' behaviors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing classroom routines and procedures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing classroom communities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*10. How well PREPARED do you feel TO BEGIN --

	Not at all Prepared	Slightly Prepared	Moderately Prepared	Very Prepared	Exceptionally Prepared
Developing relationships with students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing students' behaviors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing classroom routines and procedures?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing classroom communities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Instruction

*11. How much opportunity have you had to LEARN about --

	None	Limited	Moderate	A Lot	Very Extensive
Using instructional language that is developmentally appropriate for students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posing a variety of questions to students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating discussions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining student interest?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a variety of instructional methods?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapting curricula to fit students' needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*12. How much opportunity have you had to PRACTICE --

	None	Limited	Moderate	A Lot	Very Extensive
Using instructional language that is developmentally appropriate for students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posing a variety of questions to students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating discussions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining student interest?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a variety of instructional methods?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapting curricula to fit students' needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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*13. How PREPARED do you feel TO BEGIN --

	Not at all Prepared	Slightly Prepared	Moderately Prepared	Very Prepared	Exceptionally Prepared
Using instructional language that is developmentally appropriate for students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posing a variety of questions to students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitating discussions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining student interest?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a variety of instructional methods?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapting curricula to fit students' needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Professional Responsibilities

*14. How much opportunity have you had to LEARN about --

	None	Limited	Moderate	A Lot	Very Extensive
Using results of assessments to improve your teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining grades and student data?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing administrative tasks (e.g. take attendance, make announcements, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with school administrators?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with families?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*15. How much opportunity have you had to PRACTICE --

	None	Limited	Moderate	A Lot	Very Extensive
Using results of assessments to improve your teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining grades and student data?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing administrative tasks (e.g. take attendance, make announcements, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with school administrators?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with families?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*16. How well PREPARED do you feel TO BEGIN --

	Not at all Prepared	Slightly Prepared	Moderately Prepared	Very Prepared	Exceptionally Prepared
Using results of assessments to improve your teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining grades and student data?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performing administrative tasks (e.g. take attendance, make announcements, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting with school administrators?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with families?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Teaching in Urban Schools

*17. How much opportunity have you had to LEARN about --

	None	Limited	Moderate	A Lot	Very Extensive
Working with students with limited English proficiency?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with children with special needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with low-income students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing instruction to meet a variety of student abilities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding to non-academic challenges facing individual students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using knowledge about urban schools and communities to inform your work with students and families?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning culturally relevant teaching strategies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*18. How much opportunity have you had to PRACTICE --

	None	Limited	Moderate	A Lot	Very Extensive
Working with students with limited English proficiency?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with children with special needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with low-income students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing instruction to meet a variety of student abilities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding to non-academic challenges facing individual students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using knowledge about urban schools and communities to inform your work with students and families?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning culturally relevant teaching strategies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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*19. How well **PREPARED** do you feel **TO BEGIN** --

	Not at all Prepared	Slightly Prepared	Moderately Prepared	Very Prepared	Exceptionally Prepared
Working with students with limited English proficiency?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with children with special needs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with low-income students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing instruction to meet a variety of student abilities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responding to non-academic challenges facing individual students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using knowledge about urban schools and communities to inform your work with students and families?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning culturally relevant teaching strategies?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Common Core

*20. How much opportunity have you had to LEARN about --

	None	Limited	Moderate	A Lot	Very Extensive
Planning lessons aligned to Common Core standards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating formative assessments aligned with Common Core standards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with Common Core aligned curriculum?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*21. How much opportunity have you had to PRACTICE --

	None	Limited	Moderate	A Lot	Very Extensive
Planning lessons aligned to Common Core standards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating formative assessments aligned with Common Core standards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with Common Core aligned curriculum?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*22. How well PREPARED do you feel TO BEGIN --

	Not at all Prepared	Slightly Prepared	Moderately Prepared	Very Prepared	Exceptionally Prepared
Planning lessons aligned to Common Core standards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating formative assessments aligned with Common Core standards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with Common Core aligned curriculum?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Methods Classes

***23. As part of your teacher preparation requirements, did you complete any courses that focused on teaching methods or teaching strategies (e.g. math methods, classroom management strategies)?**

☐ Yes

☐ No

Methods Classes

***24. How many courses focused on TEACHING methods or TEACHING strategies have you completed?**

- ☐ 1 or 2 courses
- ☐ 3 or 4 courses
- ☐ 5 or 6 courses
- ☐ 7 or 8 courses
- ☐ More than 8 courses

***25. Which of the following best describes your preparation:
Prior to student teaching/internship, I completed...**

- ☐ None of my methods/strategies courses
- ☐ Some of my methods/strategies courses
- ☐ Most of my methods/strategies courses
- ☐ All of my methods/strategies courses

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Program Duration

***26. How long is the entire length of your teacher preparation program?**

(Note: If you are in an alternative certification program, we are referring to the amount of formal preparation prior to becoming a teacher of record.)

- ☐ 2 months or less
- ☐ At least 2 months but less than 9 months
- ☐ At least 9 months but less than 15 months
- ☐ 15 months or more

***27. How many weeks total do you expect your student teaching/internship experiences to last (if you will student teach in two or more schools then estimate the TOTAL number of weeks across schools)?**

- ☐ Less than 3 weeks
- ☐ 3 - 5 weeks
- ☐ 6 - 8 weeks
- ☐ 9 - 11 weeks
- ☐ 12- 14 weeks
- ☐ 15 - 17 weeks
- ☐ 18 - 20 weeks
- ☐ 21 - 23 weeks
- ☐ 24 - 26 weeks
- ☐ 27 - 29 weeks
- ☐ 30 or more weeks

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Field Experience

Now consider field or clinical experiences that you have had as part of your current teacher preparation program (but NOT including student teaching).

Field experience is defined as experiences that occur in the field, including P-12 classroom, school, or community settings, that are a part of your formal teacher preparation program.

***28. How many hours of field experiences have you completed (prior to student teaching)?**

- ☐ None
- ☐ More than none but fewer than 20 hours
- ☐ At least 40 hours but fewer than 60 hours
- ☐ At least 60 hours but fewer than 80 hours
- ☐ At least 80 hours but fewer than 100 hours
- ☐ At least 100 hours

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Program Coherence

***29. Please rate the quality of your field experiences so far:**

- ☐ Poor quality
- ☐ Moderate quality
- ☐ Good quality
- ☐ Excellent quality

***30. My program intentionally aligns coursework and field experiences.**

- ☐ Not at All
- ☐ A Little
- ☐ Somewhat
- ☐ To a Great Extent

***31. My field experiences allowed me to try out the strategies and techniques I was learning in my classes.**

- ☐ Not at All
- ☐ A Little
- ☐ Somewhat
- ☐ To a Great Extent

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Future Plans

32. Please select **UP TO THREE** statements that best describe your plans for the next school year

- ☐ I plan to teach in a CPS school.
- ☐ I plan to teach in a CPS charter school.
- ☐ I plan to teach in a Chicago private school.
- ☐ I plan to teach in a public school outside of Chicago.
- ☐ I plan to teach in a charter school outside of Chicago.
- ☐ I plan to teach in a private school outside of Chicago.
- ☐ I plan to continue my education.
- ☐ I plan to work in a field other than education.
- ☐ I plan to stay out of the workforce.
- ☐ I am unsure about my plans for next year.

*33. How long do you plan to work in education (in any capacity)?

- ☐ Not at all
- ☐ 1-2 years
- ☐ 3-4 years
- ☐ 5-6 years
- ☐ 7-8 years
- ☐ 9-10 years
- ☐ More than 10 years
- ☐ My entire working life

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***34. How long do you plan to work as a classroom teacher?**

- ☐ Not at all
- ☐ 1-2 years
- ☐ 3-4 years
- ☐ 5-6 years
- ☐ 7-8 years
- ☐ 9-10 years
- ☐ More than 10 years
- ☐ My entire working life

***35. How long do you plan to teach in CPS?**

- ☐ Not at all
- ☐ 1-2 years
- ☐ 3-4 years
- ☐ 5-6 years
- ☐ 7-8 years
- ☐ 9-10 years
- ☐ More than 10 years
- ☐ My entire working life

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Online Resources

36. If you have used any online resources for planning lessons, assessment, or other tasks related to teaching you have found particularly useful please list them here.

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THANK YOU!

Thank you for taking the time to complete our survey. Your responses are appreciated.