

2021 Delaware Educator Preparation Program Teacher Survey

Introduction

Thank you in advance for the time spent completing this questionnaire. Be assured that your answers will be completely confidential. No information will be reported that individually identifies you, your school, or your district.

This survey is part of a statewide study to inform continual improvement of educator preparation programs. The majority of the survey questions are about your experiences during your educator preparation program.

Please note that this survey focuses on preparation and support offered through your educator preparation program only. Note: your responses should not be based on your experiences with the mentoring and induction program you participated in through your school district.

If you have questions or comments about the survey, please contact Robert Grey at the Delaware Department of Education via email at: Robert.Grey@doe.k12.de.us.

2021 Delaware Educator Preparation Program Teacher Survey

Educator Preparation Institution

* 1. Please select your most recent educator preparation institution:

2021 Delaware Educator Preparation Program Teacher Survey

Current Employment Information

* 9. Are you currently working in Delaware?

Yes

No

* 10. Are you currently working as a teacher?

Yes

No

2021 Delaware Educator Preparation Program Teacher Survey

Employment Information

11. What were the main reason/s for deciding to teach in Delaware public schools? (select all that apply)

- Benefits
- Certification requirements were more reasonable in Delaware
- Cost of living
- Delaware is my home state
- Preference of teaching in my home district
- Early employment offer
- Educator preparation program factors/experiences during field placements, including student teaching
- Life style
- Other state or district provided incentives
- Relocation package
- Salary
- Signing bonus
- Program support (alternative route to certification students only)
- School support (alternative route to certification students only)
- Other (please specify):

12. What would you recommend, if anything, that could be improved with regards to recruiting and hiring in Delaware?

2021 Delaware Educator Preparation Program Teacher Survey

Teacher Preparedness - **Learners and Learning/Instructional Design**

We are interested in how well you feel that your educator preparation program prepared you for teaching, with regard to each of the many different teaching skills required in the teaching profession.

Using the scale shown, please indicate how well your educator preparation program prepared you, with regard to each of the teaching skills listed. Please consider only your experiences at your institution and not professional development received through your school or school district.

13. My teacher preparation program prepared me to:

	Not Well at All	Minimally Well	Moderately Well	Very Well
design instruction/learning experiences which account for individual differences in abilities and backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use effective research-based strategies, resources, and materials in designing instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use student performance data from formative and summative assessments to understand each learner's progress and guide instructional planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use the input and contributions of families, colleagues, and other professionals to meet the learning needs of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
integrate technology into instruction and learning experiences to achieve learning goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
plan and prepare effective instruction for students from diverse racial/ethnic or socioeconomic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
understand barriers to learning (including traumatic childhood experiences, unstable home life, etc.) faced by your students, and how to overcome them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Please use this space if you would like to further explain any of your answers regarding preparation for **instructional design** teaching skills.

2021 Delaware Educator Preparation Program Teacher Survey

Teacher Preparedness - **Content Knowledge**

15. My teacher preparation program prepared me to:

	Not Well at All	Minimally Well	Moderately Well	Very Well
know the content and curriculum standards for the subject(s) I teach (e.g., Common Core, Next Generation Science, state standards)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
design instruction/learning experiences which reflect curriculum frameworks/standards (e.g., Common Core) in the subject area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use content knowledge to design learning experiences/lessons which are accurate, coherent, and appropriately structured and sequenced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use content knowledge to design, select, or modify formative and summative assessments which are aligned with instructional goals and provide information about student progress on those goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
relate content in the subject area to topics/issues that are meaningful and of interest to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Please use this space if you would like to further explain any of your answers regarding preparation for **content knowledge** teaching skills.

2021 Delaware Educator Preparation Program Teacher Survey

Teacher Preparedness - **Classroom Management**

17. My teacher preparation program prepared me to:

	Not Well at All	Minimally Well	Moderately Well	Very Well
establish and maintain consistent classroom rules/procedures which function smoothly and preserve instructional time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
elicit and use student participation in setting behavior expectations and standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
manage student conduct and behavior in ways that are appropriate and respectful of the students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ensure a safe and inclusive learning environment for all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
effectively develop and sustain relationships with students from a different cultural or socioeconomic background than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
address and manage the most consistently challenging students and behaviors in your classroom so that there is minimal classroom disruption and instructional time is not lost	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Please use this space if you would like to further explain any of your answers regarding preparation for **classroom management**.

2021 Delaware Educator Preparation Program Teacher Survey

Teacher Preparedness - **Instructional Practice**

19. My teacher preparation program prepared me to:

	Not Well at All	Minimally Well	Moderately Well	Very Well
engage students and motivate learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
persist in ensuring the success of all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communicate with students before, during, and after instruction clearly and in ways that anticipate possible student misconceptions and errors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use effective research-based resources and strategies, such as high level questioning techniques, in delivering instruction and leading discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
implement differentiated instruction to meet the needs of all learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Please use this space if you would like to further explain any of your answers regarding preparation for **instructional practice**.

2021 Delaware Educator Preparation Program Teacher Survey

Teacher Preparedness - **Professional Responsibilities**

21. My teacher preparation program prepared me to:

	Not Well at All	Minimally Well	Moderately Well	Very Well
reflect on my teaching to improve planning and practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
communicate with families in ways which engage the families in the instructional program and are sensitive to family backgrounds and cultural differences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
record and maintain student data in a timely and complete manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
actively pursue, reflect upon, and use professional development opportunities, coaching, and/or mentoring to improve teaching practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Please use this space if you would like to further explain any of your answers regarding preparation for **professional responsibilities**.

2021 Delaware Educator Preparation Program Teacher Survey

Teacher Preparedness - **University of Delaware**

23. My teacher preparation program prepared me to:

	Not Well at All	Minimally Well	Moderately Well	Very Well
understand the content knowledge in the discipline I teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use available resources to broaden the knowledge of the discipline I teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
engage in activities to support the profession (e.g., join a professional organization; pursue leadership roles; plan and/or present at conferences)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Please use this space if you would like to further explain any of your answers in this section.

2021 Delaware Educator Preparation Program Teacher Survey

Teacher Preparedness - **Most Prepared**

25. Below is a list of all the teaching skills you just rated. Please indicate the **TWO teaching skills** for which you feel that you were **MOST well prepared** by your teacher preparation program.

- design instruction/learning experiences** which account for individual differences
- use effective research-based strategies in **designing instruction**
- use student performance data** to guide instructional planning
- use the input of families and colleagues** to meet student learning needs
- integrate technology into instruction**
- plan and prepare effective instruction** for students from diverse racial/ethnic or socioeconomic backgrounds
- know the content and curriculum standards**
- design instruction which reflects learning standards**
- use content knowledge to design accurate and coherent lessons**
- use content knowledge to design assessments**
- relate content to topics/issues of interest to students**
- establish and maintain classroom procedures**
- set behavior expectations and standards**
- manage student behavior**
- ensure a safe and inclusive learning environment**
- effectively develop and sustain relationships with students** from a different cultural or socioeconomic background than your own
- engage students and motivate learning**
- persist in ensuring the success of all students**
- communicate with students clearly**
- use research-based strategies in **delivering instruction**
- implement differentiated instruction**
- reflect on my teaching** to improve practice
- communicate with families**
- record and maintain student data**
- pursue and use professional development**
- understand barriers to learning** (including traumatic childhood experiences, unstable home life, etc.) faced by your students, and how to overcome them
- address and manage the most consistently challenging students and behaviors in your classroom** so that there is minimal classroom disruption and instructional time is not lost

26. Please explain why you chose these two skills.

2021 Delaware Educator Preparation Program Teacher Survey

Teacher Preparedness - **Least Prepared**

27. Below is a list of all the teaching skills you just rated. Please indicate the **TWO teaching skills** for which you feel that you were **LEAST well prepared** by your teacher preparation program.

- design instruction/learning experiences** which account for individual differences
- use effective research-based strategies in **designing instruction**
- use student performance data** to guide instructional planning
- use the input of families and colleagues** to meet student learning needs
- integrate technology into instruction**
- plan and prepare effective instruction** for students from diverse racial/ethnic or socioeconomic backgrounds
- know the content and curriculum standards**
- design instruction which reflects learning standards**
- use content knowledge to design accurate and coherent lessons**
- use content knowledge to design assessments**
- relate content to topics/issues of interest to students**
- establish and maintain classroom procedures**
- set behavior expectations and standards**
- manage student behavior**
- ensure a safe and inclusive learning environment**
- effectively develop and sustain relationships with students** from a different cultural or socioeconomic background than your own
- engage students and motivate learning**
- persist in ensuring the success of all students**
- communicate with students clearly**
- use research-based strategies in **delivering instruction**
- implement differentiated instruction**
- reflect on my teaching** to improve practice
- communicate with families**
- record and maintain student data**
- pursue and use professional development**
- understand barriers to learning** (including traumatic childhood experiences, unstable home life, etc.) faced by your students, and how to overcome them
- address and manage the most consistently challenging students and behaviors in your classroom** so that there is minimal classroom disruption and instructional time is not lost

28. Please explain why you chose these two skills.

Teacher Practice

Now we would like to ask you about the skills you just reviewed and whether you feel you had enough practice on those skills throughout the various aspects of your preparation program, including classroom experiences, residencies, other placements, etc. Please think about the skills where you would have benefited most from additional practice before taking a teaching position.

We will also ask you questions about the support you have received in your current position, such as mentoring and induction, administrative support, and professional development.

When ready, click to the next page to answer the questions.

2021 Delaware Educator Preparation Program Teacher Survey

Teacher Practice

29. Below is a list of all the teaching skills you just rated.

Which of these skills stick out to you as skills where you would **have benefited most** from additional practice?

You may choose as many as five skills by putting a check mark in the appropriate boxes. If you feel that there are no skills where additional practice would have benefited you, please check the appropriate box at the bottom of the page.

- design instruction/learning experiences** which account for individual differences
- use effective research-based strategies in **designing instruction**
- use student performance data** to guide instructional planning
- use the input of families and colleagues** to meet student learning needs
- integrate technology into instruction**
- plan and prepare effective instruction** for students from diverse racial/ethnic or socioeconomic backgrounds
- know the content and curriculum standards**
- design instruction which reflects learning standards**
- use content knowledge to design accurate and coherent lessons**
- use content knowledge to design assessments**
- relate content to topics/issues of interest to students**
- establish and maintain classroom procedures**
- set behavior expectations and standards**
- manage student behavior**
- ensure a safe and inclusive learning environment**
- effectively develop and sustain relationships with students** from a different cultural or socioeconomic background than your own
- engage students and motivate learning**
- persist in ensuring the success of all students**
- communicate with students clearly**
- use research-based strategies in **delivering instruction**
- implement differentiated instruction**
- reflect on my teaching** to improve practice
- communicate with families**
- record and maintain student data**

pursue and use professional development

understand barriers to learning (including traumatic childhood experiences, unstable home life, etc.) faced by your students, and how to overcome them

address and manage the most consistently challenging students and behaviors in your classroom so that there is minimal classroom disruption and instructional time is not lost

I would *not have benefited* from more practice on any of these skills

2021 Delaware Educator Preparation Program Teacher Survey

Student Teaching and Year-Long Residency Placement

The next section inquires specifically about your student teaching placement(s) or year-long residency. You may have had one placement or more than one placement. Please answer these questions based on your overall evaluation of your student teacher/residency experience or experiences.

30. Please select one of the following options:

- I was a traditional student teacher
- I was a year-long resident
- Other (please specify):

31. Consider the type of school and students you worked with in your student teaching placement or a year-long residency. Was at least one of your placements similar to the school and students you work with currently?

- My student teaching/residency placement school(s) and the students were not similar at all to my current school and students.
- At least one student teaching/residency placement was minimally similar (the other was not similar at all).
- At least one student teaching/residency placement was moderately similar (the other was not similar or was minimally similar).
- At least one placement was very similar.

32. Please indicate your level of agreement or disagreement with the following statements, using the given scale.

	Strongly Disagree	Disagree	Agree	Strongly Agree
The time I spent student teaching/residency should have been longer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At least one of my student teaching/residency placements included the first day of the school year (or of the course, if your student teaching/residency was in a secondary school with semester courses).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was observed and given written feedback at least three times by my university supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback I received from my cooperating teacher(s) was valuable in improving my teacher effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2021 Delaware Educator Preparation Program Teacher Survey

Teacher Preparedness - **Effectiveness**

33. In your opinion, which of the following would have benefited you the **most** in your first year of teaching, in order to be a more effective teacher? (please choose *one* from this list)

- Additional short observations and feedback from your mentor, another teacher, or an administrator
- Attending more workshops from the district
- Attending additional New Teacher Academy workshops
- More opportunities to observe experienced teachers
- Individual or small group coaching/training on record keeping, data use, technology use, and related topics
- Additional coaching/training on classroom management and teacher-student relationships
- Additional coaching/training on designing instruction (planning and preparation)
- Additional coaching/training on implementing instructional practice
- Teacher-tested course materials (worksheets, quizzes, tests, etc.) covering the standards you teach
- Other (please specify):

2021 Delaware Educator Preparation Program Teacher Survey

New Teacher Supports

34. As a beginning teacher, I received the following kinds of supports in this current school year (please indicate yes or no for each of the following):

	Yes	No
A formally-assigned mentor	<input type="radio"/>	<input type="radio"/>
Reduced workload (through, for example, smaller class sizes, course release, fewer course preps, etc.)	<input type="radio"/>	<input type="radio"/>
Release time to observe other teachers	<input type="radio"/>	<input type="radio"/>
Regular communication with principal and/or assistant principal(s)	<input type="radio"/>	<input type="radio"/>
Communication (at least once per week) with your mentor	<input type="radio"/>	<input type="radio"/>
Help with course materials for your classroom (course guides, content standards to teach, teacher-tested course materials, etc.)	<input type="radio"/>	<input type="radio"/>
I received no additional support as a new teacher	<input type="radio"/>	<input type="radio"/>

35. Please indicate your level of agreement/disagreement with the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I received adequate feedback and support from my building leader(s) this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was comfortable reaching out to my mentor for guidance or support this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received adequate support from my district's curriculum/content support specialists this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2021 Delaware Educator Preparation Program Teacher Survey

New Teacher Mentor Support

36. You indicated earlier that you had a formally assigned mentor this year. Please indicate whether each of the following was true for you and your mentor this year:

	Yes	No
My mentor and I were in the same building.	<input type="radio"/>	<input type="radio"/>
My mentor and I taught the same content area.	<input type="radio"/>	<input type="radio"/>
My mentor and I taught the same grade level.	<input type="radio"/>	<input type="radio"/>
I believe that I would have benefited more from the mentor relationship if I had been paired with a different mentor.	<input type="radio"/>	<input type="radio"/>

37. If you could change one thing about your mentor, what one change would you most want to see? Please choose one option.

- Gender
- Race
- Culture
- Subject area
- Location
- Age
- Personality
- Teaching style
- Experience level
- No changes
- Other (please specify):

38. If you could change one thing about **the time you spent with your mentor**, what change would you most want to see? Please choose one option.

- More time
- Have mentor provide more emotional support
- Opportunity to be observed more often
- Receive more feedback
- Receive more content support and materials
- Meet more frequently
- Opportunity to observe my mentor teacher more frequently
- Opportunity to create materials with mentor
- Additional opportunities for co-teaching with my mentor
- No changes
- Other (please specify):

39. Please indicate your level of agreement/disagreement with the following statements.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Overall, the mentoring support I received as a new teacher IMPROVED MY INSTRUCTIONAL PRACTICE.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, the mentoring support I received as a new teacher HAS HELPED ME TO IMPACT MY STUDENTS' LEARNING.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, the mentoring support I received as a new teacher has been important in my decision TO CONTINUE OR NOT continue teaching IN THIS DISTRICT.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2021 Delaware Educator Preparation Program Teacher Survey

Alternative Routes to Certification

40. Please indicate your level of agreement/disagreement with the following statements:

	Strongly Disagree	Disagree	Agree	Strongly Agree
The alternative route program requirements are redundant with the requirements of the district's mentoring and induction program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alternative route teachers should work as a paraprofessional, or should co-teach during the first year of emergency certification, before taking on their own class(es), even if the salary would be lower initially.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I received appropriate support and feedback through my alternative route program this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. Please use this space if you would like to further explain any of your answers in this section.

2021 Delaware Educator Preparation Program Teacher Survey

Background

42. I would like to continue working as an educator as long as I am able.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

43. Which of the following best describes your immediate professional plans? Please choose one option.

- Continue teaching at my current school.
- Continue teaching in this district, but leave this school.
- Continue teaching in this state, but leave this district.
- Continue teaching, but not in this state.
- Continue working in education, but pursue a non-teaching position.
- Leave education entirely.
- Other (please specify):

44. Overall, my school is a good place to work and learn.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

45. Please indicate the month in which you received the job offer for your current position.

Out of state employment

46. State in which your school resides:

47. Name of your district:

48. Name of your school:

49. What grade level(s) of students do you teach in the current school year (check all that apply)?

- Pre-K or Kindergarten
- Elementary
- Middle School
- High School

50. Which subject(s) do you teach in the current school year (check all that apply)?

- Elementary Content Areas
- English & Language Arts
- Mathematics
- Science
- Social Studies
- Business Education
- Career/Technical Education
- Library/Media Sciences
- Reading
- Music/Theater/Performing Arts
- Visual Arts
- Health/Physical Education
- Family & Consumer Sciences
- World Languages
- ESL
- Other (please specify):

51. What were the main reason/s for deciding to teach outside of Delaware? (select all that apply)

- Benefits
- Certification requirements (other than Performance Assessment and Praxis 2) in the state I chose to teach in were more reasonable
- Cost of living
- To work in my home state
- To work in my home district
- Early employment offer
- Educator preparation program factors/experiences during field placements, including student teaching
- Life style
- Other state or district provided incentives
- Performance assessment
- Praxis 2
- Relocation package
- Salary
- Signing bonus
- Other (please specify):

52. If you selected **Performance assessment or Praxis 2** for one of your responses, please select as many options that apply:

- Cost of the performance assessment is too high
- Cost of the Praxis 2 assessment is too high
- Performance assessment is too difficult
- Praxis 2 assessment is too difficult
- Other (please specify):

53. What would you recommend, if anything, that could be improved with regards to recruiting and hiring in Delaware?