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## First Year Teacher Survey

### Introduction

This questionnaire is being sent to Virginia public school teachers who are completing their first year of teaching. The purpose of the questionnaire is to learn how you would evaluate your first-year experience and how that experience was affected by the preparation, support, and supervision or mentoring that you received prior to and during teaching. It should take you about 20 minutes to complete the questionnaire.

You will not need to answer all of the questions in the survey because some will not be relevant to your circumstances.

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# First Year Teacher Survey

## Program Completion and Employment Status

At what level did you complete, or are you completing, your initial preparation for teaching?

- Baccalaureate (undergraduate) program

Please select...

- 5-year combined baccalaureate and masters degree program

Please select...

- Master's degree program

Please select...

- Non-degree post-baccalaureate program

- No program. Took courses independently from multiple providers

In what state did or will you complete your teacher preparation?

Please select... 

In what state were you first licensed to teach?

Please select... 

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## First Year Teacher Survey

### Program Completion and Employment Status

When did or will you complete the requirements of your teacher preparation program?

Term

Please select..

Year

Please select..

Considering only the courses that you took in your major and in methodology, how many of these courses were taken primarily on-line?

- None
- 1-5
- 6-10
- 11-15
- 16-20
- More than 20

What grade point average did you earn in your content or major courses?

- 3.50 or higher
- 3.00-3.49
- 2.50-2.99
- Below 2.5
- Do not remember

Has your employment as a teacher been full-time or part-time?

- Full-time
- Part-time

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## First Year Teacher Survey

### Program Completion and Employment Status

In which of the teaching fields below do you hold endorsements? *(select all that apply)*

- Adult education
- Adult English as a second language (add-on endorsement)
- Science physics
- Special education early childhood special education (birth-age 5)
- Special education emotional disturbance K-12
- Special education hearing impairments preK-12
- Special education learning disabilities K-12
- Special education mental retardation K-12
- Special Education severe disabilities K-12
- Special education speech-language disorders preK-12
- Special education visual impairments preK-12
- Speech communication (add-on endorsement)
- Theatre arts preK-12
- Vocational education agricultural education
- Vocational education business education
- Vocational education health occupations education
- Vocational education industrial cooperative training (add-on endorsement)
- Vocational education marketing education
- Vocational education technology education
- Vocational education trade and industrial education
- Vocational education vocational special needs (add-on endorsement)
- Vocational education work and family studies
- Art preK-12
- Computer science
- Dance preK-12
- Driver education (add-on endorsement)
- Early/primary education preK-3
- Elementary education preK-6
- English
- English as a second language preK-12
- Foreign language preK-12
- Gifted education (add-on endorsement)
- Health and physical education preK-12
- History and social science
- Journalism (add-on endorsement)
- Keyboarding (add-on endorsement)
- Library media preK-12
- Mathematics

- Mathematics algebra I (add-on endorsement)
- Middle education 6-8
- Music education instrumental preK-12
- Music education vocal/choral preK-12
- Reading specialist
- Science biology
- Science chemistry
- Science earth science

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## First Year Teacher Survey

### Program Completion and Employment Status

In which of these fields have you taught this year? *(select all that apply)*

- Adult education
- Adult English as a second language (add-on endorsement)
- Science physics
- Special education early childhood special education (birth-age 5)
- Special education emotional disturbance K-12
- Special education hearing impairments preK-12
- Special education learning disabilities K-12
- Special education mental retardation K-12
- Special Education severe disabilities K-12
- Special education speech-language disorders preK-12
- Special education visual impairments preK-12
- Speech communication (add-on endorsement)
- Theatre arts preK-12
- Vocational education agricultural education
- Vocational education business education
- Vocational education health occupations education
- Vocational education industrial cooperative training (add-on endorsement)
- Vocational education marketing education
- Vocational education technology education
- Vocational education trade and industrial education
- Vocational education vocational special needs (add-on endorsement)
- Vocational education work and family studies
- Art preK-12
- Computer science
- Dance preK-12
- Driver education (add-on endorsement)
- Early/primary education preK-3
- Elementary education preK-6
- English
- English as a second language preK-12
- Foreign language preK-12
- Gifted education (add-on endorsement)
- Health and physical education preK-12
- History and social science
- Journalism (add-on endorsement)
- Keyboarding (add-on endorsement)
- Library media preK-12
- Mathematics

- Mathematics algebra I (add-on endorsement)
- Middle education 6-8
- Music education instrumental preK-12
- Music education vocal/choral preK-12
- Reading specialist
- Science biology
- Science chemistry
- Science earth science

You have completed 21% (5 of 23 pages)

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# First Year Teacher Survey

## Program Completion and Employment Status

What grades did you teach? *(select all that apply)*

- Pre-kindergarten
- Kindergarten
- Grade 1
- Grade 2
- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12

In terms of driving time, how close is the school where you were most recently employed to each of the following:

	Less than an hour 1	1-2 hours 2	More than two hours 3
The high school from which you graduated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The location of your teacher preparation program?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school where you completed your student teaching or internship?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate which of the factors below most influenced your decision to work for your current division or school. *(select all that apply)*

- Attractive pay and benefits
- Appeal of teaching assignments
- School/division had good working conditions
- Challenge of working in a hard-to-staff school
- Short commuting distance
- Social and cultural offerings of the community or a nearby city
- Opportunities to take additional courses
- Appeal of physical and natural surroundings
- Close to friends and family
- Close to home
- Too few job choices
- Other

*(please specify)*



You have completed 26% (6 of 23 pages)

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## First Year Teacher Survey

### Program Evaluation

Please indicate which of the following components were required as part of your teacher preparation program. *(select all that apply)*

Subject matter content

Yes  No

Pedagogy

Yes  No

Early field experience

Yes  No

Teaching experience

Yes  No

You have completed 30% (7 of 23 pages)

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# First Year Teacher Survey

## Program Evaluation

As you reflect on your first year of teaching, how well do you think your field experience(s) prepared you for the challenges of teaching your own class?

Very well prepared							Very poorly prepared
1	2	3	4	5	6	7	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you could redesign your teacher preparation program, how would you change the amount of time and emphasis given to each of these four elements?

	Greatly expand				Leave as is			Greatly reduce
	1	2	3	4	5	6	7	
Subject matter content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early field experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you could redesign your teacher preparation program, how much would you want to change the material content of the each of these four elements?

	Minimally						Drastically
	1	2	3	4	5	6	7
Subject matter content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early field experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How satisfied overall have you been with each element of your program, and with all elements in the program?

	Very satisfied						Very dissatisfied
	1	2	3	4	5	6	7
Subject matter content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pedagogy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Early field experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All elements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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# First Year Teacher Survey

## Preparation for Teaching

Listed below are areas in which new teachers are expected to be competent. Please indicate how well prepared you felt during your first year of teaching to...

	Very well prepared						Very poorly prepared
	1	2	3	4	5	6	7
Understand the similarities and differences in how students learn and develop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapt instruction to meet the needs of students with diverse learning styles and backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapt instruction to meet the needs of students who are English language learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify students' special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapt instruction to meet the needs of students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relate instruction to students' lives and interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vary teaching methods and instructional strategies to deepen student engagement in learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan instruction to achieve objectives that reflect the Virginia Standards of Learning, school division curriculum guidelines, and national standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a variety of assessment strategies to monitor and document student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze and use assessment data in making instructional decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate technology into the instructional and assessment process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create a safe and supportive learning environment for all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage the classroom to maximize student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote positive social interactions among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement appropriate strategies to address students' behavioral problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate effectively with school staff, educators, and administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Model positive leadership roles for students and other members of the learning community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate effectively to bring families into the school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflect systematically on my practice to improve my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, how well prepared were you in these areas for your first year of teaching?

Very well prepared						Very poorly prepared
1	2	3	4	5	6	7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Considering all of the areas above, how effective did you think your teaching was this year?

Very effective							Not at all effective
1	2	3	4	5	6	7	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How rewarding was your first year of teaching?

Very rewarding							Not at all rewarding
1	2	3	4	5	6	7	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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# First Year Teacher Survey

## Mastery of Subject Matter Content

Reflecting on the subject(s) that you have taught this past year, do you think that your mastery of subject matter content was sufficient to permit you to:

	Almost always 1	2	3	4	5	6	Almost never 7
Explain the core principles and concepts of your subject(s) to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach how knowledge in your subject(s) is created, organized, updated and revised	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foster your students' understanding and background knowledge of the subject(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop the critical and analytical capabilities needed to grasp the key concepts of your subject(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Show linkages to other disciplines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrate applications to real-world settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach students how to pose and solve problems in the subject(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use multiple paths to investigate topics in your subject(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enable students to understand the major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to your subject(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reach and inspire your best-performing students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reach and inspire your low-performing students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine whether all of your students understand the material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you hold an endorsement in the primary area in which you have been employed?

Yes  No

Did you teach any subjects this year in which you did not hold an endorsement?

Yes  No

For those subjects in which you held an endorsement, overall how well prepared were you by your coursework?

Very well 1	2	3	4	5	6	Very poorly 7
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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## First Year Teacher Survey

### Experience with a Mentor Teacher Assigned by your School

Did you have a mentor teacher during your first year of teaching?

Yes  No  Not sure

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# First Year Teacher Survey

## Experience with a Mentor Teacher Assigned by your School

What other activities were provided in school to support collegial interaction? *(select all that apply)*

- Social Events
- Buddy Systems
- Peer Observations
- Mentor Observations
- Specialist Observations
- Professional Activities
- Study Groups
- E-Mentoring
- None
- Other

*(please specify)*

Please rate the helpfulness of the support you received from the following school personnel.

	Extremely helpful						No help at all	N/A
	1	2	3	4	5	6	7	
Colleague	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department Chair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistant Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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# First Year Teacher Survey

## Experience with a Mentor Teacher Assigned by your School

What other activities were provided in school to support collegial interaction? *(select all that apply)*

- Social Events
- Buddy Systems
- Peer Observations
- Mentor Observations
- Specialist Observations
- Professional Activities
- Study Groups
- E-Mentoring
- None
- Other

*(please specify)*

Please rate the helpfulness of the support you received from the following school personnel.

	Extremely helpful						No help at all	N/A
	1	2	3	4	5	6	7	
Colleague	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lead Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department Chair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Specialist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistant Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office Staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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# First Year Teacher Survey

## Conditions for Teaching and Learning

In an average week of teaching, how much time do you typically have available for duties such as for collaborating with colleagues, engaging in individual planning, meeting/conferring with students and parents, conducting co-curricular activities such as tutoring, taking field trips, sponsoring student clubs etc. (not including time spent outside of the normal school day)?

- None
- 3 hours or less
- More than 3 and less than or equal to 5
- More than 5 but less than or equal to 10
- More than 10 hours

In an average week of teaching, how many hours do you typically spend on "take-home work"?

- None
- 3 hours or less
- More than 3 and less than or equal to 5
- More than 5 but less than or equal to 10
- More than 10 hours

How effective are your school's efforts to minimize the assignment of duties that interfere with your essential role of educating students?

Very effective							Very ineffective
7	6	5	4	3	2	1	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you feel that your school environment is safe?

Very safe							Very dangerous
7	6	5	4	3	2	1	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent has your school provided sufficient access to:

	Wholly sufficient						Wholly insufficient
	7	6	5	4	3	2	1
Instructional materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communications technology (phone, fax, email)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office equipment (copies, supplies, paper, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent are you centrally involved in decision making about educational issues in your school?

Extensive involvement						No involvement
7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you feel you are trusted to make sound professional decisions about instruction at your school?

Complete trust						No trust
7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you feel that there is an atmosphere of trust and mutual respect at your school?

Full extent						No extent
7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How consistently do you feel the school leadership supports you when needed?

Very						Never
7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent does your school's professional development opportunities provide you with the knowledge and skills that you most need to teach effectively?

Totally meets my needs						Totally neglects my needs
7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Compared to other schools where you might teach, how competitive are the salary, benefits and financial assistance programs at this school?

Very competitive						Very noncompetitive
7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Compared to other occupations or professions in which you could work, how competitive are the salary, benefits and financial assistance programs offered by this school?

Very competitive						Very noncompetitive
7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, to what extent do you feel that your school is a good place to work and learn?

Excellent place						Poor place
7	6	5	4	3	2	1
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You have completed 73% (17 of 23 pages)

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## First Year Teacher Survey

### Involvement in Professional Activities

**On which major school committees have you served over the past year?** *(select all that apply)*

- School improvement team or leadership council
- School accreditation committee
- Curriculum development committee
- Professional development committee
- Facility planning committee
- Personnel committee
- Other committee  
*(please specify)*
- None of the above

**Have you advised or coached any student groups over the past year?** *(select all that apply)*

- Student organization or club
- Student athletic team
- Student scholastic team
- Student event committee
- Other  
*(please specify)*
- None of the above

**Have you served in any of the following leadership roles over the past year?** *(select all that apply)*

- Team leader or department chair
- Mentor for a novice teacher
- Cooperating teacher or clinical faculty member
- Peer coach
- Trainer providing professional development for other teachers
- School representative on a division-wide committee
- School representative on a community-based committee
- Member or leader of a professional organization
- Other  
*(please specify)*
- None of the above

You have completed 78% (18 of 23 pages)

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## First Year Teacher Survey

### Future Plans

Do you plan to return to your current teaching position at this school next year?

- Yes
- No
- Have not decided

If you could go back to your college days and start over again, would you become a teacher or not?

- Certainly would become a teacher
- Probably would become a teacher
- Chances about even for and against
- Probably would not become a teacher
- Certainly would not become a teacher

How long do you plan to remain in teaching?

- As long as I am able
- Until I am eligible for retirement
- Will probably continue unless something better comes along
- Definitely plan to leave teaching as soon as I can
- Undecided at this time

You have completed 82% (19 of 23 pages)

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## First Year Teacher Survey

### Future Plans

If you do not plan to return, which of the reasons listed below are influencing your decision? *(select all that apply)*

- Want to pursue an additional or advanced program in education
- Want to continue my formal education in another field
- Discovered that I did not really want to teach
- Need to make more money than I could earn teaching
- Have a new teaching job
- Have a new non-teaching job
- Moved and have not yet been able to find the right teaching job
- Did not receive a contract renewal
- Want to take time off for childbearing or childrearing
- Need a break
- Personal illness or family demands
- Other

*(please specify)*

Which of the reasons listed in the previous question is the primary influence on your decision not to return?

Please select...



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## First Year Teacher Survey

### Comments

**Please provide any additional comments about your teaching experience in the space below.** *(please limit your response to 2000 characters or less)*



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