Students' Survey
Teachers for a New Era

Please select your gender.
  Male
  Female

Please select your ethnicity.
  White
  African American
  Hispanic
  Asian or Pacific Islander
  American Indian or Alaskan Native
  Other

Please select your current residency.
  Connecticut
  Out of state
  International

Please select your current standing in the program.
  Junior
  Senior
  MA
  TCPCG
  Other
  Please fill in your CLAS Major: ________________________________

General Teaching Methods

Please rate how strongly you agree or disagree with the following statements. For each question, use a range from (1) to (7) where (1) stands for strongly disagree and (7) stands for strongly agree. Please make note of the prompt above the selection choices.
  I am able to
  Establish clear and consistent expectations for students.  1
  Teach students to accept and appreciate the differences between them.  2
  Use humor and casual conversations to build rapport with my students.  3
  Monitor a whole class and determine what individual help is needed.  4
  Vary the time spent on one concept as warranted by the needs of
the class.
Relate students’ prior experiences and knowledge to new objectives.
Actively engage a student in one-on-one instruction.
Facilitate small group activities.
Effectively lecture to the class.
Utilize collaborative problem-solving in the classroom.
Model the desired behavior (e.g., problem-solving or reading a book quietly) for the students.
Teach large areas of knowledge in learnable chunks.
Support students when self-correcting and praise them when they do so.
Encourage students’ interest in learning by allowing them to have some choice over individual work/assignments.
Teach declarative, procedural, and conditional knowledge.
Teach students how to structure and organize their thoughts (i.e., self-regulation skills).
Encourage students to be active learners.
Provide support for students to reach their learning potential while allowing for individual differences.
Support students in taking academic challenges.
Build learning environments for students with different backgrounds.

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- Establish clear and consistent expectations for students.
- Teach students to accept and appreciate the differences between them.
- Use humor and casual conversations to build rapport with my students.
- Monitor a whole class and determine what individual help is needed.
- Vary the time spent on one concept as warranted by the needs of the class.
- Relate students’ prior experiences and knowledge to new objectives.
- Actively engage a student in one-on-one instruction.
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Encourage students to be active learners.
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Support students in taking academic challenges.
Build learning environments for students with different backgrounds.

**Teacher's Attitudes about Technology**

Please rate how strongly you agree or disagree with the following statements. For each question, use a range from (1) to (7) where (1) stands for strongly disagree and (7) stands for strongly agree.

1. Faculty in my teacher training program used technology for teaching and learning.  
2. I can create graphics to illustrate an instructional concept.  
3. I believe that technology motivates students.  
4. Technology was an integral part of my teacher training program.  
5. I can use presentation software (i.e., Microsoft PowerPoint) to deliver instruction.  
6. I can show students how to solve problems in a technology-rich environment.  
7. As a result of my teacher education program, I am adequately prepared to use technology in my classroom.  
8. I can construct and implement lessons with a range of technologies.  
9. I can create a class web page.  
10. In my teacher education program, I was exposed to adaptive technologies that are available for use with students with special needs.  
11. It is important for technology to be integrated into the curriculum at every grade level.  
12. When technology is integrated into a lesson, the students are more engaged.  
13. In my teacher preparation program, the faculty modeled the proper use of technology.
The way I was taught to use technology in the technology course in my teacher education program (EPSY 240) was well aligned with how faculty in the program used technology in their instruction.
I can support my students in a computer lab.
It is important for teachers in a given school to work together to integrate technology uniformly across the curriculum.
I can use the Internet to retrieve information.
I can use an electronic grade book.
Successful integration of technology enhances student achievement.
The integration of technology in the classroom was emphasized in my teacher training program.
The technology I was exposed to in my teacher training program was representative of the technology that is available in my school.
I am able to teach students to locate information efficiently on the Internet.
Using technology to maintain student data allows me to be a more productive teacher.
Using technology to deliver instruction makes teaching easier.
I can use a word processor to develop lesson plans.
If I use technology, I will be a more effective teacher.
I can use the computer to modify my teaching materials to fit individual student needs.
Technology was available for me to use in my student teaching.
In today's society, it is important for all teachers to be fluent in the use of technology.
I was required to use technology in all aspects of my teacher education program.
The best teachers use technology for student learning.
I am able to teach students to use word processors and other technologies for written communications.
I am able to teach students to evaluate information critically on the Internet.
I am able to teach students to synthesize information from the Internet.

Compared to my college peers, I think my computer skills and knowledge are (select one):

- Much below average
- Below average
- Average
- Above average
- Well above average
For the following questions, rate your current ability in the stated areas.

Integrating pictures, sounds, and movies into a word processing document.
Creating and using simple spreadsheets.
Creating on-screen presentations.
Putting information on the Internet, e.g. web page development.
Programming, e.g. using JavaScript, Visual Basic, LOGO, Hyperstudio to create software.

Never used this functionality
Novice user
Frequent user of simple functionality
Fluent user

**Teacher's Attitudes about Assessment**

Please rate how strongly you agree or disagree with the following statements. For each question, use a range from (1) to (7) where (1) stands for strongly disagree and (7) stands for strongly agree.

- All teachers must know how to interpret scores on large-scale assessments.
- I received training on how to prepare my students for the Connecticut Mastery Test or other similar large-scale assessments.
- In my teacher training program, I learned that high stakes classroom tests should always be constructed prior to instructional planning.
- I can explain the results of students’ scores on the Connecticut Mastery Test to their parents.
- If I use Connecticut’s standards and frameworks to guide instruction, my students will do well on Connecticut Mastery Tests.
- I can determine the reliability of classroom assessments using students’ test scores.
- The Connecticut Mastery Test highlights important educational issues.
- Students’ scores on large-scale assessments are a valid measure of teacher quality.
- I can develop a scoring rubric to assess student performance fairly and effectively.
- Large-scale assessment measures force teachers to teach in ways that contradict their own ideas of good educational practice.
- Students’ scores on large-scale assessments are a valid measure of administrator quality.
- As part of my teacher training program, I learned how to build assessments to measure student’s knowledge outlined by the state curriculum.
- I can determine the validity of my own classroom assessments.
- I am aware of the sub-groups that are used to assess overall
I can make decisions about the appropriate use of modifications and accommodations for student assessments. All teachers need to recognize procedures for estimating bias in their classroom.

I can construct content area performance assessments. Student scores on large-scale assessments are an important metric of student achievement.

As a result of my teacher training program, I know what the Connecticut Mastery Test covers.

I can adjust a student’s education plan based on their performance on classroom assessments.

I received training on the development of fair and effective scoring rubrics for performance assessments.

As a result of my teacher education program, I received training on the requirements for Adequate Yearly Progress outlined by No Child Left Behind.

I hold the same assessment standards for everyone in my class, with the exception of special needs.

I can interpret the results of students’ scores on a norm-referenced test for their parents.

In my teacher training program, I learned how to interpret student scores on the Connecticut Mastery Tests.

I can develop test items from unit objectives.

I can reduce bias in my classroom assessments.

I can modify my instructional practices based on the results of student assessments.

I received sufficient training in issues related to educational assessment.

All teachers must understand the fundamental principles of classroom assessment.

I can develop instructional objectives to guide my classroom assessments.

From my teacher training program, I have a strong understanding of the difference between a norm-referenced test and a criterion-referenced test.

What is your area of concentration?

Elementary Education
English
Foreign Language
Math
Music
Science
Social Studies
Special Education
Social Studies

Please rate how strongly you agree or disagree with the following statements. For each question, use a range from (1) to (7) where (1) stands for strongly disagree and (7) stands for strongly agree. Please make note of the prompt above the selection choices.

I am able to teach:

- Procedures about contextualization, interpretation and historical thinking.  
  - 1
- The importance about causation, empathy, and historical agency.  
  - 2
- The formulation of historical research questions based on information from primary and secondary sources.  
  - 3
- Major events in local, U.S and world events and history such as industrialization, migration, racial tensions, the American Revolution, the Great Depression, the Black Death, & World War II.  
  - 4
- The interpretation of how the US Constitution divides the powers of among the three branches.  
  - 5
- The structure of the government at the state and local levels.  
  - 6
- Major elements of international relations and world affairs that affect our nation and community.  
  - 7
- How natural processes shape geography and the location of natural resources.  
  - 1
- Students to interpret patterns of human migration, economic activities, and political units in Connecticut, the nation, and the world.  
  - 2
- The consequences of human interaction with the natural environment.  
  - 3
- Different economic systems and explain that they are influenced by markets, cultural traditions, individuals, and governments.  
  - 4
- How the exchange of goods and services by individuals, groups, and nations creates economic interdependence and change.  
  - 5

Social Studies

Please rate how strongly you agree or disagree with the following statements. For each question, use a range from (1) to (7) where (1) stands for strongly disagree and (7) stands for strongly agree. Please make note of the prompt above the selection choices.

My teacher training program prepared:

- Procedures about contextualization, interpretation and historical thinking.  
  - 1
- The importance about causation, empathy, and historical agency.  
  - 2
- The formulation of historical research questions based on information from primary and secondary sources.  
  - 3
- Major events in local, U.S and world events and history such as industrialization, migration, racial tensions, the American Revolution, the Great Depression, the Black Death, & World War II.  
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  - 6
industrialization, migration, racial tensions, the American Revolution, the Great Depression, the Black Death, & World War II.

The interpretation of how the US Constitution divides the powers of among the three branches.
The structure of the government at the state and local levels.
Major elements of international relations and world affairs that affect our nation and community.
How natural processes shape geography and the location of natural resources.
Students to interpret patterns of human migration, economic activities, and political units in Connecticut, the nation, and the world.
The consequences of human interaction with the natural environment.
Different economic systems and explain that they are influenced by markets, cultural traditions, individuals, and governments.
How the exchange of goods and services by individuals, groups, and nations creates economic interdependence and change.

Music

Please rate how strongly you agree or disagree with the following statements. For each question, use a range from (1) to (7) where (1) stands for strongly disagree and (7) stands for strongly agree. Please make note of the prompt above the selection choices.

I am able to teach students to:

1. Sing, alone and with others, a varied repertoire of songs.
2. Play, alone and with others, a varied repertoire of instrumental music.
3. Improvise melodies, variations, and accompaniments.
5. Read and notate music.
6. Listen to, describe, and analyze music.
7. Evaluate music and music performances.
8. Make connections between music, other disciplines, and daily life.
9. Understand music in relation to history and culture.

My teacher training program prepared me to:

1. Sing, alone and with others, a varied repertoire of songs.
2. Play, alone and with others, a varied repertoire of instrumental music.
music.
Improvise melodies, variations, and accompaniments. 3
Compose and arrange music. 4
Read and notate music. 5
Listen to, describe, and analyze music. 6
Evaluate music and music performances. 7
Make connections between music, other disciplines, and daily life.
Understand music in relation to history and culture.

Science

Please rate how strongly you agree or disagree with the following statements. For each question, use a range from (1) to (7) where (1) stands for strongly disagree and (7) stands for strongly agree. Please make note of the prompt above the selection choices.

I am able to (teach/explain):

The various forms of Energy, including kinetic, potential and the sun’s energy. 1
The process of photosynthesis to students. 2
The concepts and uses of simple machines in science. 3
The idea of elements, compounds, and the atomic structure of matter. 4
The processes of the water cycle. 5
each of the Earth’s concentric layers to a classroom of students. 6
Each individual idea of Newton’s three Laws of Motion to a class. 7
The concept of calories (Joules) to a class. 1
About the planets in our solar system. 2
The composition of the atmosphere and its air pressure to students. 3
The passive and active processes that occur in human organs and body systems. 4
The concepts of cells and their structure. 5
The concepts of inheritance and genetic variation. 6
The major groups of bacteria, plants, animals, and protists. 7
Science

Please rate how strongly you agree or disagree with the following statements. For each question, use a range from (1) to (7) where (1) stands for strongly disagree and (7) stands for strongly agree. Please make note of the prompt above the selection choices.

My teacher training program prepared me to:

1. All the various forms of Energy, including kinetic, potential and the sun’s energy.
2. All of the interactions involved in the process of photosynthesis.
3. The different types and uses of simple machines in science.
4. The concepts of elements, compounds, and the atomic structure of matter.
5. The processes of the water cycle.
6. Each of the Earth’s different concentric layers.
7. The individual laws apparent in Newton’s three Laws of Motion.

About the composition and pressure of the Earth's atmosphere.

The passive and active processes that occur in the organs and systems of the human body.

The concepts of cells and their structure.

The concepts of inheritance and genetic variation.

The major groups of bacteria, plants, animals, and protists.

Math

Please rate how strongly you agree or disagree with the following statements. For each question, use a range from (1) to (7) where (1) stands for strongly disagree and (7) stands for strongly agree. Please make note of the prompt above the selection choices.

I am able to teach:

1. The basic orders of operations to students, including powers and roots.
2. All of the strategies used in estimation, including over-estimation and under-estimation.
3. The formulas used to determine measurement, such as volume, area, and perimeter.
4. All the different components of 2 dimension and 3 dimension geometry, such as parallelism, perpendicular, and the Pythagorean Theorem.
5. The different sequencing patterns used in mathematics, such as number patterns and logic patterns.
6. Basic algebra functions such as inequalities and number lines.
7. The concept of central tendency through the use of mean, median, and mode.
Conversions of different units of measure that are used around the world.
The uses of ratios, percents, and proportions in class.
Discrete mathematics applications, such as combinations and permutations.

Math

Please rate how strongly you agree or disagree with the following statements. For each question, use a range from (1) to (7) where (1) stands for strongly disagree and (7) stands for strongly agree. Please make note of the prompt above the selection choices.

My teacher training program prepared

<table>
<thead>
<tr>
<th>Statement</th>
<th>Rating</th>
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</thead>
<tbody>
<tr>
<td>The basic orders of operations to be performed in mathematics.</td>
<td>1</td>
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<tr>
<td>All the different concepts of estimation, including over-estimation and</td>
<td>2</td>
</tr>
<tr>
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<tr>
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<td>7</td>
</tr>
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<td>All the different sequencing patterns, such as number and logic patterns,</td>
<td>1</td>
</tr>
<tr>
<td>that are used in math education.</td>
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</tr>
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<td>The applications of discrete mathematics, such as combinations and</td>
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</tr>
<tr>
<td>permutations.</td>
<td>2</td>
</tr>
</tbody>
</table>

Language Arts

Please rate how strongly you agree or disagree with the following statements. For each question, use a range from (1) to (7) where (1) stands for strongly disagree and (7) stands for strongly agree. Please make note of the prompt above the selection choices.

I am able to:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Rating</th>
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<tbody>
<tr>
<td>Generate enthusiasm in Language Arts through visual stimuli and verbal</td>
<td>1</td>
</tr>
<tr>
<td>expression (e.g., reading books aloud, showing picture books, presenting</td>
<td>2</td>
</tr>
<tr>
<td>written expression, viewing videotapes of famous speeches, and reciting</td>
<td>3</td>
</tr>
<tr>
<td>poetry).</td>
<td>4</td>
</tr>
<tr>
<td>Teach phonemic awareness skills to students in kindergarten and first</td>
<td>5</td>
</tr>
<tr>
<td>grade.</td>
<td>6</td>
</tr>
<tr>
<td>Teach students to use the systematic relationship between letters</td>
<td>7</td>
</tr>
</tbody>
</table>
and sounds to read and spell words (e.g., phonics).
Teach students to identify the meanings of new words in books they read and allow for opportunistic teaching of those new vocabulary words.
Teach students effective strategies to comprehend text (e.g., priming prior knowledge, previewing, predicting, identifying the main idea, underlining, rereading, and taking notes).
Cultivate the development of reading fluency through appropriate instructional activities and provide extensive opportunities to read fluently.
Integrate computer and Internet technologies into early literacy instruction.
Teach students to self-monitor (e.g., self-question) their understanding of the text.
Develop independent, self-regulated readers.
Support students in meeting grade level goals in reading.
Encourage students to generate questions about the readings and seek their own answers.
Encourage students to engage in constructive debate about readings and learn from one another.
Teach students how to compare and contrast themes in diverse works (i.e., a variety of texts across genres and historical periods).
Teach students to understand and analyze how culture, ethnicity, social trends, politics and personal experiences can influence the issues presented in literature.
Teach students to use various modes of writing (e.g., descriptive, narrative, expository, persuasive and poetic).
Teach students to choose appropriate language for the context and audience.
Teach students to organize their ideas with an interesting introduction, thoughtful discussion, and a logical conclusion.
Reinforce the process of planning, researching, drafting, revising, and reflecting on written work.
Encourage students to relate their lives and real world experiences to the language arts curriculum.
Create across curriculum connections by relating reading and writing to what is being taught in other disciplines.
**Language Arts**

Please rate how strongly you agree or disagree with the following statements. For each question, use a range from (1) to (7) where (1) stands for strongly disagree and (7) stands for strongly agree. Please make note of the prompt above the selection choices.

My teacher training program prepared me to:

1. Generate enthusiasm in Language Arts through visual stimuli and verbal expression (e.g., reading books aloud, showing picture books, presenting written expression, viewing videotapes of famous speeches, and reciting poetry).  
2. Teach phonemic awareness skills to students in kindergarten and first grade.  
3. Teach students to use the systematic relationship between letters and sounds to read and spell words (e.g., phonics).  
4. Teach students to identify the meanings of new words in books they read and allow for opportunistic teaching of those new vocabulary words.  
5. Teach students effective strategies to comprehend text (e.g., priming prior knowledge, previewing, predicting, identifying the main idea, underlining, rereading, and taking notes).  
6. Cultivate the development of reading fluency through appropriate instructional activities and provide extensive opportunities to read fluently.  
7. Integrate computer and Internet technologies into early literacy instruction.  

Teach students to self-monitor (e.g., self-question) their understanding of the text.  
Develop independent, self-regulated readers.  
Support students in meeting grade level goals in reading.  
Encourage students to generate questions about the readings and seek their own answers.  
Encourage students to engage in constructive debate about readings and learn from one another.  
Teach students how to compare and contrast themes in diverse works (i.e., a variety of texts across genres and historical periods).  
Teach students to understand and analyze how culture, ethnicity, social trends, politics and personal experiences can influence the issues presented in literature.  
Teach students to use various modes of writing (e.g., descriptive, narrative, expository, persuasive and poetic).  
Teach students to choose appropriate language for the context and audience.  
Teach students to organize their ideas with an interesting introduction, thoughtful discussion, and a logical conclusion.  
Reinforce the process of planning, researching, drafting, revising,
and reflecting on written work.
Encourage students to relate their lives and real world experiences
to the language arts curriculum.
Create across curriculum connections by relating reading and
writing to what is being taught in other disciplines.

Foreign Language

Please rate how strongly you agree or disagree with the following statements. For each question, use a range from (1) to (7) where (1) stands for strongly disagree and (7) stands for strongly agree. Please make note of the prompt above the selection choices.

In my selected language, I am able to:

Engage in conversation and use new information and perspectives to understand the target culture. 1
Understand the spoken language on a variety of topics. 2
Understand the written language on a variety of topics. 3
Teach students how to investigate and report on cultural traditions and celebrations that exist in both the target culture and their own. 4
Integrate knowledge gained through the study of a foreign language with other school subjects (e.g., language arts and social studies). 5
Acquire and use information gained through print, the Internet, audiovisual and media sources in the foreign language. 6
Demonstrate understanding of the structure of the language through comparisons of the foreign language and my own. 7
Utilize newly acquired information and perspectives gained through foreign language study in order to expand my personal knowledge.
Engage in activities within and outside of the classroom to continuously expand vocabulary skills in the foreign language. 1
Communicate daily activities and events in the foreign language through written expression. 2
Effectively use repetition, rephrasing and gestures to enhance communication and student recall of the foreign language. 3
Demonstrate the ability to conjugate verbs and speak in a variety of tenses using the foreign language. 4
Foreign Language

Please rate how strongly you agree or disagree with the following statements. For each question, use a range from (1) to (7) where (1) stands for strongly disagree and (7) stands for strongly agree. Please make note of the prompt above the selection choices.

My teacher training program prepared me to:

1. Engage in conversation and use new information and perspectives to understand the target culture.
2. Understand the spoken language on a variety of topics.
3. Understand the written language on a variety of topics.
4. Teach students how to investigate and report on cultural traditions and celebrations that exist in both the target culture and their own.
5. Integrate knowledge gained through the study of a foreign language with other school subjects (e.g., language arts and social studies).
6. Acquire and use information gained through print, the Internet, audiovisual and media sources in the foreign language.
7. Demonstrate understanding of the structure of the language through comparisons of the foreign language and their own.
8. Utilize newly acquired information and perspectives gained through the foreign language study in order to expand their personal knowledge.
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