Dear Incoming Teacher Education Candidate:

Congratulations! We look forward to you being a student within the Neag School.

The purpose of this survey is to obtain your initial views regarding a variety of aspects of your expectations, goals, and perceptions of your teacher preparation program and some related topics. The survey should take less than 10 minutes. Your responses will not impact your grades and will not be shared with your advisor or teachers. Only group data will be reported. We request your name and Peoplesoft ID only because we will need to match your responses to a survey you will take near the end of your time at the Neag School.

Please answer these questions as honestly as possible. Your candid responses will make a big difference in helping to improve the Teacher Education Program and the Neag School of Education.

Thank you in advance for your time.

Sincerely,

The Faculty of IBM and TCPCG
Neag School of Education’s Teacher Education Assessment Subcommittee
Dorothea Anagnostopoulos, Director of Teacher Education
Mary E. Yakimowski, Ph.D., Director of Assessment

This survey is aligned with our conceptual framework as noted below.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Element One: Professional Knowledge Base (PKB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>... ensure an understanding of both the theoretical and practical dimensions of the profession, working in culturally and linguistically diverse settings...</td>
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<tr>
<td></td>
<td>Element Two: Evidence-Based Professional Practice (EPP)</td>
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<tr>
<td></td>
<td>... ensure a deep understanding of the theoretical and practical dimensions of professional practice and integrate theory, research, and practice...</td>
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<tr>
<td></td>
<td>a comprehensive knowledge of professional practice includes student knowledge of, and familiarity with, relevant professional “codes of ethics,” an understanding of moral and ethical decision making, and professional behaviors in accordance with ethical norms of the profession.</td>
</tr>
<tr>
<td>Theme Two:</td>
<td>Element One: Inquiry (I)</td>
</tr>
<tr>
<td>Leading</td>
<td>... provide the opportunity to become both intelligent and informed consumers of research and producers of new knowledge, informing professional practice with evidence resulting from empirical investigations.</td>
</tr>
<tr>
<td></td>
<td>Element Two: Leadership (L)</td>
</tr>
<tr>
<td></td>
<td>(facilitate) leadership to affect growth and development within the student’s chosen profession in particular, and in American democracy in general.</td>
</tr>
<tr>
<td>Theme Three:</td>
<td>Element One: Inspiration and Diversity (ID)</td>
</tr>
<tr>
<td>Lighting the Way</td>
<td>... inspire our candidates to become educational leaders who are capable of lighting a fire for future leaders and practitioners so they are passionate about equity human rights.</td>
</tr>
</tbody>
</table>
A. Background Questions

This section asks about your background.

First       Last
Name:       

Month      Year
Date of Birth: Select: 

Gender:
  ○ Male  ○ Female  ○ Other

Race/ethnicity:
  ○ American Indian or Alaskan native  ○ Asian/Pacific Islander  ○ Black or African American  ○ Hispanic American  ○ White/Caucasian  ○ Multiple  ○ Do not wish to supply

Highest level of education attained by your mother:
  ○ Did not attend school  ○ Some elementary school  ○ Completed elementary school
  ○ Some middle school  ○ Completed middle school  ○ Some high school
  ○ Completed high school  ○ Some junior/community college  ○ Completed junior/community college
  ○ Some college  ○ Completed college  ○ Some graduate school
  ○ Completed graduate school  ○ Unsure

Highest level of education attained by your father:
  ○ Did not attend school  ○ Some elementary school  ○ Completed elementary school
  ○ Some middle school  ○ Completed middle school  ○ Some high school
  ○ Completed high school  ○ Some junior/community college  ○ Completed junior/community college

What type of high school did you attend?
  ○ Charter/Magnet  ○ Home-schooled
  ○ International School  ○ Private (non-religious)
  ○ Private (religious or parochial)  ○ Public

*Please indicate the academic calendar year that you are starting this program at the Naug School.

What program are you in?
  ○ IB/M (excluding Music)
  ○ IB/M Music
  ○ TOPG - Avery Point
  ○ TOPG - Hartford
  ○ TOPG - Waterbury

What is your field of study?
  ○ Agricultural Education  ○ Biology  ○ Chemistry
  ○ Earth Science  ○ Elementary  ○ English/Language Arts
  ○ General Science  ○ Mathematics  ○ Music
  ○ Physics  ○ Social Studies/History  ○ Special Education
  ○ World Language

Which pupil level(s) is your intended focus in the program? (Please select all that apply)
  ○ Elementary school  ○ Middle school  ○ High school

*PeopleSoft ID:
**A. Background Questions**

This section asks about your background.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
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<table>
<thead>
<tr>
<th>Month</th>
<th>Year</th>
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</tbody>
</table>

**Date of Birth:** Select

**Gender:**
- Male
- Female
- Other

**Race/ethnicity:**
- American Indian or Alaskan Native
- Asian/Pacific Islander
- Black or African American
- Hispanic American
- White/Caucasian
- Multiple
- Do not wish to supply

**Highest level of education attained by your mother:**
- Did not attend school
- Some elementary school
- Completed elementary school
- Some middle school
- Completed middle school
- Some high school
- Completed high school
- Some junior/community college
- Completed junior/community college
- Some college
- Completed college
- Some graduate school
- Completed graduate school
- Unsure

**Highest level of education attained by your father:**
- Did not attend school
- Some elementary school
- Completed elementary school
- Some middle school
- Completed middle school
- Some high school
- Completed high school
- Some junior/community college
- Completed junior/community college
- Some college
- Completed college
- Some graduate school
- Completed graduate school
- Unsure

**What type of high school did you attend?**
- Charter/magnet
- Home-schooled
- International School
- Private (non-religious)
- Private (religious or parochial)
- Public

*Please indicate the academic calendar year that you are starting this program at the Neag School. An answer is required.*
- 2012-2013
- 2013-2014
- 2014-2015
- 2015-2016
- 2016-2017
- 2017-2018
- 2018-2019
- 2019-2020

**What program are you in?**
- IB/M (excluding Music)
  - IB/M Music
- TCPG - Avery Point
- TCPG - Hartford
- TCPG - Waterbury

**What is your field of study?**
- Agricultural Education
- Biology
- Chemistry
- Earth Science
- Elementary
- English/Language Arts
- General Science
- Mathematics
- Music
- Physics
- Social Studies/History
- Special Education
- World Language
Which pupil level(s) is your intended focus in the program? (Please select all that apply.)

- Elementary school
- Middle school
- High school

*PeopleSoft ID:
An answer is required.

For TCPCG only: In what year did you receive your undergraduate degree?

- Before 2006
- 2006
- 2007
- 2008
- 2009
- 2010
- 2011
- 2012
- 2013

What was your final, overall grade point average for your undergraduate degree (on a 4.0 scale)?

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### Section B: Classroom Management

This scale is designed to help us get a better understanding of the kinds of things that can create difficulties for you. Please indicate your opinion about each statement below. Your answers are confidential.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
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<th>4</th>
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<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
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</thead>
<tbody>
<tr>
<td>How much can you do to get through to the most difficult students?</td>
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<td>How much can you do to help your students think critically?</td>
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<td>How much can you do to control disruptive behavior in the classroom?</td>
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<td>How much can you do to motivate students who show low interest in school work?</td>
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<td>To what extent can you make your expectations clear about student behavior?</td>
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<td>How much can you do to get students to believe they can do well in school work?</td>
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<td>How well can you respond to difficult questions from your students?</td>
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<td>How well can you establish routines to keep activities running smoothly?</td>
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<td>How much can you do to help your students value learning?</td>
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<td>How much can you gauge student comprehension of what you have taught?</td>
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<td>To what extent can you craft good questions for your students?</td>
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<td>How much can you do to foster student creativity?</td>
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<td>How much can you do to get children to follow classroom rules?</td>
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<td>How much can you do to improve the understanding of a student who is failing?</td>
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<td>How much can you do to calm a student who is disruptive or noisy?</td>
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<td>How well can you establish a classroom management system with each group of students?</td>
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<td>How much can you do to adjust your lessons to the proper level for individual students?</td>
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<td>How much can you use a variety of assessment strategies?</td>
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<td>How well can you keep a few problem students from ruining an entire lesson?</td>
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<td>To what extent can you provide an alternative explanation or example when students are confused?</td>
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<td>How well can you respond to distant students?</td>
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<td>How much can you assist families in helping their children do well in school?</td>
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<td>How well can you implement alternative strategies in your classroom?</td>
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<td>How well can you provide appropriate challenges for very capable students?</td>
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</table>
### Section C: Common Core of Standards

The Common Core State Standards (CCSS) is the framework to prepare students for college and the workforce as they define the knowledge and skills in their K-12 education careers.

For each of the listed statements, indicate whether it is a focus in CCSS:

<table>
<thead>
<tr>
<th></th>
<th>Yea</th>
<th>No</th>
<th>I don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present increasingly complex information through speaking</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Read seminal works of American literature</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Conduct short research on focused projects</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Present increasingly complex information using media</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Read writings of Shakespeare</td>
<td>☐</td>
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</tbody>
</table>

According to the CCSS, please indicate the grade level focus for each of the listed statements:

<table>
<thead>
<tr>
<th></th>
<th>CK</th>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>HS</th>
<th>All grades</th>
<th>One</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and operations</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Probability and number sense</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Functions</td>
<td>☐</td>
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<tr>
<td>Geometry</td>
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<tr>
<td>Mathematical modeling</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>Statistics to analyze empirical situations</td>
<td>☐</td>
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<tr>
<td>Number core (learning how numbers correspond to quantities, and learning how to put numbers together and take them apart)</td>
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<td>Foundation in whole numbers</td>
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<tr>
<td>Multiplication</td>
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<tr>
<td>Decimals</td>
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<tr>
<td>Conceptual understanding of math concepts</td>
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<tr>
<td>Use quantities and their relationships in economic situations</td>
<td>☐</td>
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</tbody>
</table>

Use of quantities and their relationships in economic situations | ☐   | ☐   | ☐   | ☐   | ☐   | ☐          | ☐    |

Text complexity | ☐   | ☐   | ☐   | ☐   | ☐   | ☐          | ☐    |

Reading text in literature | ☐   | ☐   | ☐   | ☐   | ☐   | ☐          | ☐    |

Reading writings of Shakespeare | ☐   | ☐   | ☐   | ☐   | ☐   | ☐          | ☐    |

Present increasingly complex information using media | ☐   | ☐   | ☐   | ☐   | ☐   | ☐          | ☐    |

Reading text for information | ☐   | ☐   | ☐   | ☐   | ☐   | ☐          | ☐    |
We would like to get a better sense of your future teaching plans. Please describe the type of school that you would most like to teach at for the majority of your career.

How would you describe the location of this school?
- Urban  - Suburban  - Rural

On average, what would be the socio-economic status of the students in this school?
- Low SES  - Middle SES  - High SES

How would you describe the racial/ethnic composition of this school?
- Primarily non-white students
- A mixture of both white and non-white students
- Primarily white students

How you describe this school in terms of its overall achievement level?
- A low achieving school
- An average achieving school
- A high achieving school

Ideally, what will be your most important achievements and/or accomplishments in the Teacher Education Program at the Neag School?

Upon graduation, I hope to ...

To submit your survey, please select the "Finish" button below.

Neag School of Education

Thank you very much for providing us with this information. Have a successful year!