



COLLEGE OF EDUCATION
Illinois State University

Illinois State Board of Education (ISBE)

2017-2018 Completer's Survey Data

Illinois State University: TEACHER EDUCATION

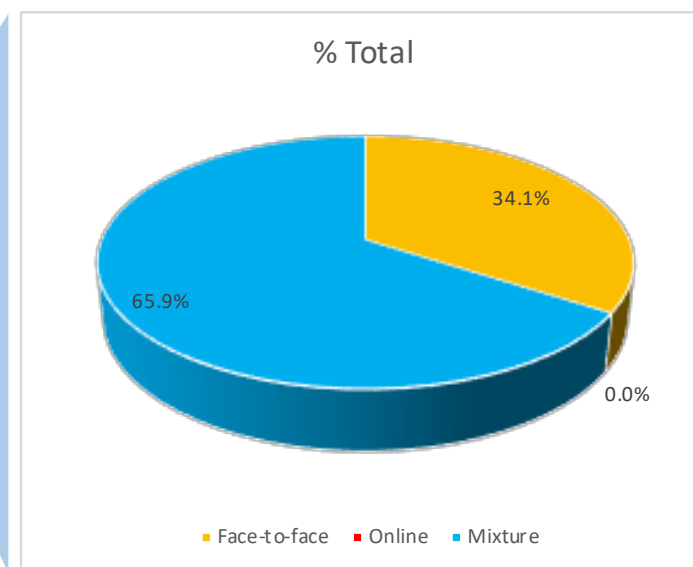
The first full year of survey data from the Illinois State Board of Education's 2017-18 completer's survey is now available. The data you are receiving was collected by ISBE and covers the date range September 1, 2017, through August 31, 2018. The survey responders include candidates that were in completed program status for an initial teaching PEL and applied for their license between the reported dates.

All survey responses were self-reported; responses with invalid data were removed. Some responses came through as incomplete, and therefore were omitted from the statewide report and IHE data file. Programs that had only 1 survey response were omitted.

In fulfilling your requirements to become a teacher did you:	Ct	% Total
Attend a college/university full-time	694	97.1%
Attend a college/university part-time	8	1.1%
Attend a college/university a mix of full and part-time	13	1.8%
<i>Grand Total</i>	<i>715</i>	<i>100.0%</i>

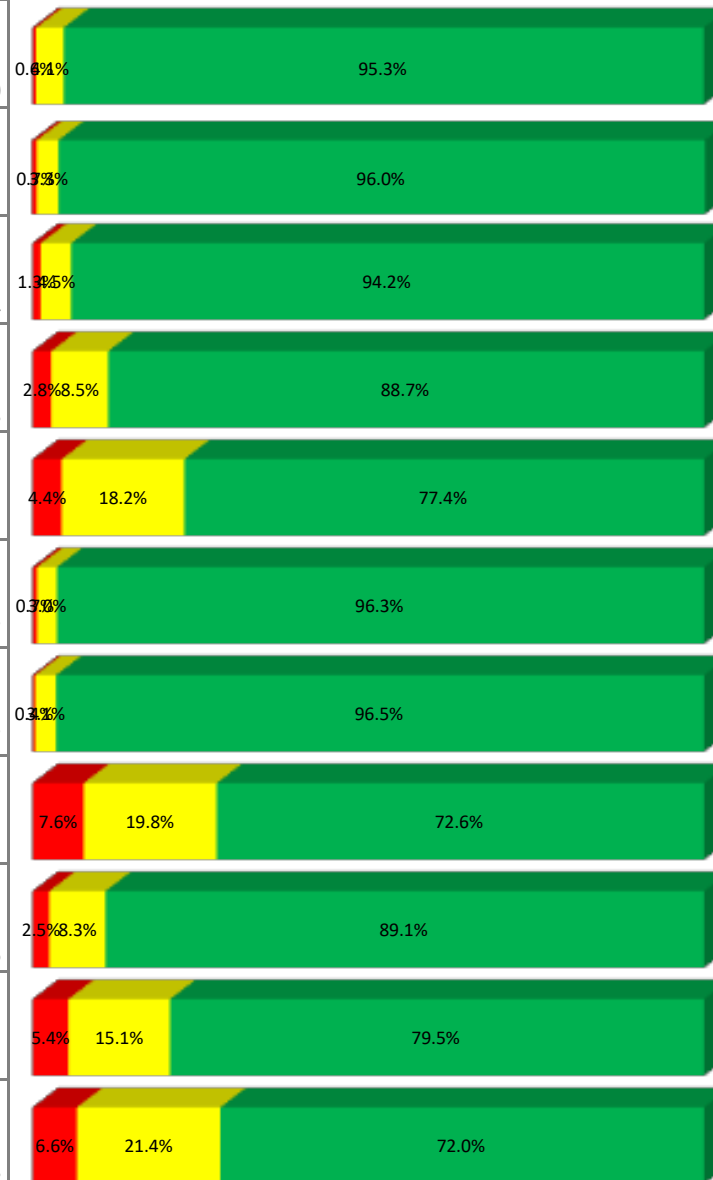
In fulfilling your requirements to become a teacher (excluding all field experiences and student teaching) did you:	Ct	% Total
Complete all your teacher preparation coursework in a face-to-face setting	244	34.1%
Complete all your teacher preparation coursework in an online setting	0	0.0%
Complete your teacher preparation coursework with a mixture of face-to-face and online classes	471	65.9%
<i>Grand Total</i>	<i>715</i>	<i>100.0%</i>

Prior to applying for your teaching license, had you ever worked as a paraprofessional or substitute teacher?	Ct	% Total
Yes	72	10.1%
No	643	89.9%
<i>Grand Total</i>	<i>715</i>	<i>100.0%</i>

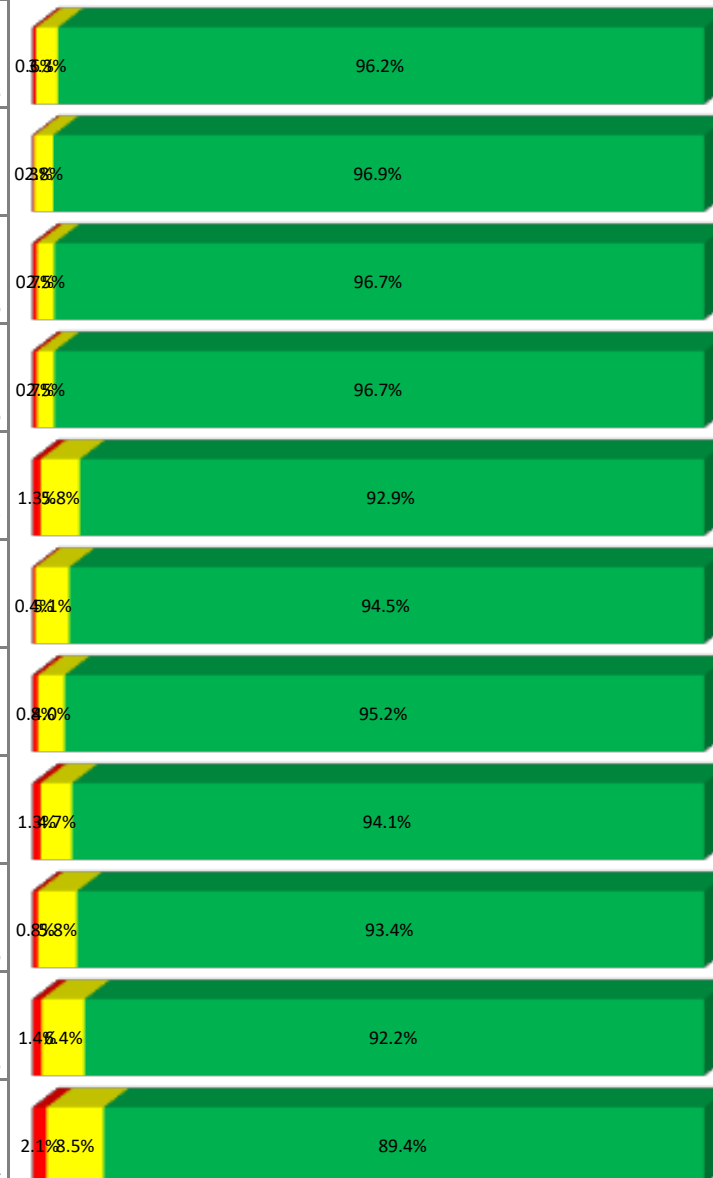
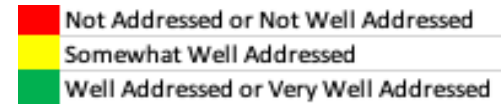


How well did your teacher preparation program prepare you to:	Ct	Avg (Low=1 and High=5)	St Dev
a. Collaborate with colleagues to improve student learning	707	4.59	0.60
b. Set challenging and appropriate goals for student learning and performance	707	4.59	0.59
c. Empower students to become self-directed and productive learners	707	4.58	0.64
d. Maintain discipline and an orderly, purposeful learning environment	707	4.41	0.78
e. Work with parents and families to better understand students and to support their learning	707	4.19	0.91
f. Develop positive and supportive relationships with students	707	4.67	0.57
g. Create an environment of high expectations for all students	707	4.66	0.57
h. Teach in ways that support English Language Learners	707	4.08	1.03
i. Teach in ways that support students with diverse ethnic, racial, cultural, and socioeconomic backgrounds	707	4.43	0.76
j. Teach in ways that support students with special needs-exceptional children	707	4.22	0.93
k. Teach in ways that support academically gifted students	707	4.04	0.98

■ Not Addressed or Not Well Addressed
■ Somewhat Well Addressed
■ Well Addressed or Very Well Addressed

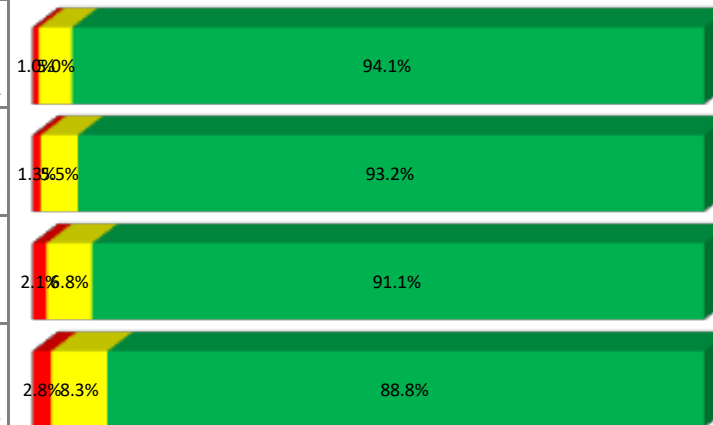


How well did your teacher preparation program prepare you to:	Ct	Avg (Low=1 and High=5)	St Dev
l. Develop a classroom environment that promotes respect and group responsibility	707	4.62	0.58
m. Demonstrate knowledge of the subject matter you teach	707	4.65	0.55
n. Teach the concepts, knowledge, and skills of your discipline	707	4.66	0.56
o. Align instruction with state standards	707	4.67	0.56
p. Relate classroom teaching to the real world	707	4.55	0.67
q. Use knowledge of student learning and curriculum to plan instruction	707	4.61	0.61
r. Develop lessons that build on students' experiences, interests, and abilities	707	4.61	0.62
s. Develop a variety of assessments (e.g., tests, observations, portfolios, performance tasks)	707	4.55	0.65
t. Provide purposeful feedback to students to guide their learning	707	4.54	0.66
u. Differentiate instruction based on student needs	707	4.55	0.68
v. Use technology in the classroom to improve learning outcomes	707	4.43	0.74

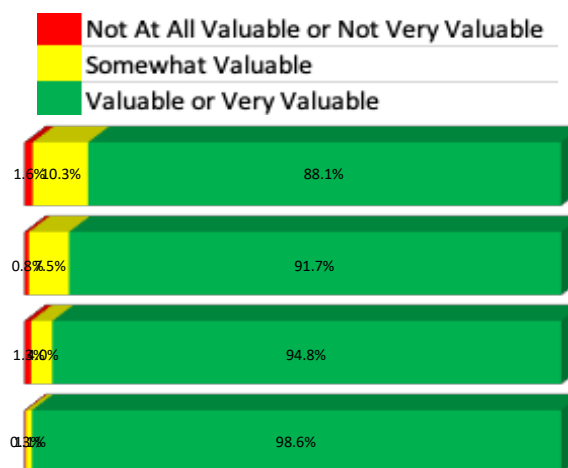


How well did your teacher preparation program prepare you to:	Ct	Avg (Low=1 and High=5)	St Dev
w. Help students think critically and solve problems	707	4.51	0.64
x. Develop students' questioning and discussion skills	707	4.51	0.67
y. Analyze student performance data (e.g., formative and summative assessments, standardized tests, performance tasks, etc.)	707	4.50	0.73
z. Adapt practice based on research and student performance data	707	4.40	0.78

■ Not Addressed or Not Well Addressed
■ Somewhat Well Addressed
■ Well Addressed or Very Well Addressed

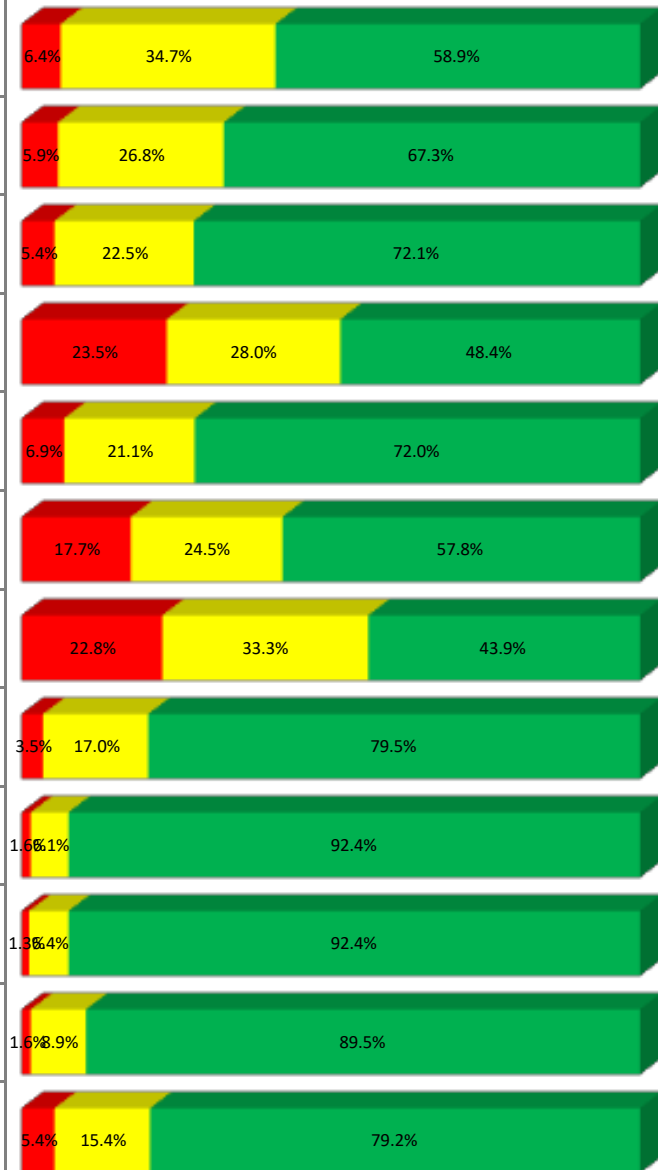
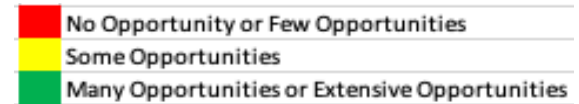


How valuable were the following aspects of your teacher preparation program?	Ct (Total)	Ct (Not a part of my teacher preparation program "N/A")	Avg (Low=1 and High=5)	St Dev
a. Coursework	707	0	4.28	0.73
b. Instructors of your classes	707	0	4.45	0.68
c. Field experiences	706	1	4.66	0.63
d. Student Teaching	706	1	4.85	0.41

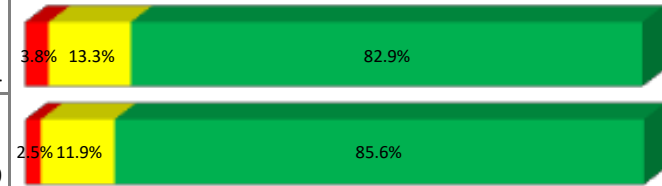
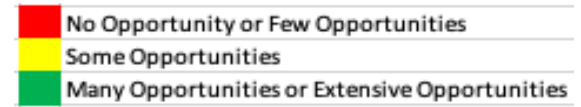


Please select the THREE items that would have most improved the quality of your teacher preparation. Please rank your selections from 1-3 (of items that would have most improved the quality of your teacher preparation).	Ct	Ct: Ranked 1st	Ct: Ranked 2nd	Ct: Ranked 3rd
More exposure to a variety of school environments (e.g., urban vs. rural; high-performing vs. low-performing)	279	111	76	97
More coaching and feedback during student teaching	150	69	46	43
More opportunities to learn about and practice classroom management	377	156	114	97
More opportunities to learn about and practice instructional planning	121	37	49	37
More opportunities to learn about and develop assessments	214	47	104	64
More opportunities to learn about and practice differentiated classroom instruction	215	47	90	80
More opportunities to analyze student learning to inform instruction	157	24	60	74
More opportunities to learn about and practice non-teaching tasks (e.g., communicating with parents, developing IEPs)	452	178	134	140
More guidance on task/time management	125	25	27	64
Other (please specify	31	13	7	10

In your teacher preparation program, how much opportunity did you have to do the following?	Ct	Avg (1=No opportunity; 5=Extensive opportunities)	St Dev
Study stages of child development and learning	706	3.72	0.86
Develop strategies for managing student behavior	706	3.85	0.86
Develop strategies for establishing classroom procedures	706	3.94	0.86
Develop strategies for teaching English Language Learners	706	3.41	1.13
Develop strategies for teaching students from diverse racial, ethnic, cultural, and socioeconomic backgrounds	706	3.94	0.91
Develop strategies for teaching students with special needs	706	3.70	1.14
Develop strategies for teaching students who are academically gifted	706	3.33	1.09
Develop strategies for teaching students of varying ability	706	4.13	0.84
Apply state standards to instruction	706	4.52	0.69
Plan units and lessons	706	4.55	0.68
Create formative and summative student assessments	706	4.39	0.72
Analyze student assessment data and work to adjust instruction	706	4.13	0.89



In your teacher preparation program, how much opportunity did you have to do the following?	Ct	Avg (1=No opportunity; 5=Extensive opportunities)	St Dev
Provide meaningful and specific academic feedback to students	706	4.23	0.84
Develop instructional strategies to promote students' critical thinking skills	706	4.26	0.79



At what grade level(s) did you have your supervised primary student teaching experience? Select all that apply.

Grade Level	Ct	% Total
Pre-k	23	1.1%
K	111	5.4%
1	157	7.6%
2	168	8.1%
3	150	7.3%
4	133	6.4%
5	132	6.4%
6	92	4.5%
7	93	4.5%
8	78	3.8%
9	229	11.1%
10	232	11.2%
11	236	11.4%
12	232	11.2%

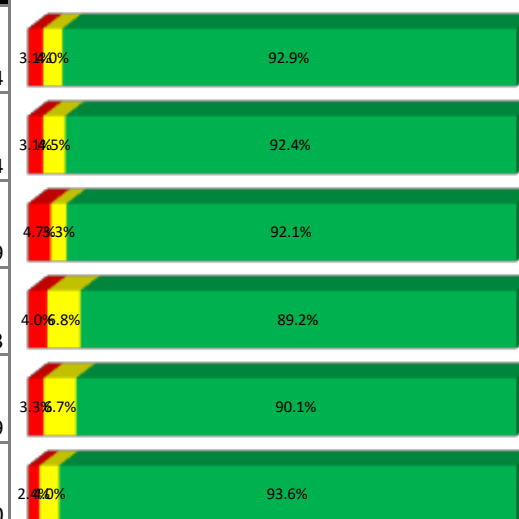
In what subject area(s) did you have your supervised primary student teaching experience? Select all that apply. - Selected Choice

Subject	Ct	% Total
Elementary grades (multiple subjects)	314	29.0%
Mathematics	140	12.9%
English/Language Arts	155	14.3%
Science	99	9.1%
Social Science (e.g. history, political science)	122	11.3%
Foreign Languages	14	1.3%
Health and Physical Education	52	4.8%
Art	30	2.8%
Music	36	3.3%
Other	122	11.3%

To what extent do the following statements describe your primary cooperating/supervising/mentor teacher during your supervised student teaching? My cooperating/supervising/mentor teacher...

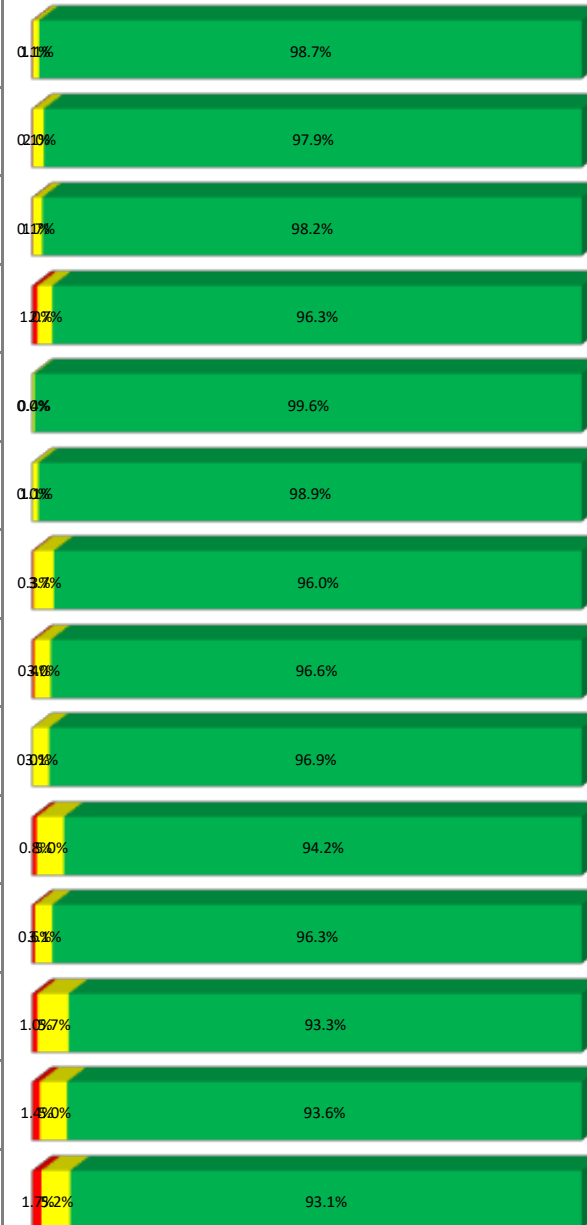
Item	Ct	Avg (1=Strongly disagree; 5=Strongly agree)	St Dev
a. Modeled effective teaching strategies	706	4.54	0.74
b. Helped me understand the academic content of the grade-level/subject area	706	4.55	0.74
c. Met regularly with me to discuss my progress	706	4.53	0.79
d. Provided me with useful feedback about my teaching	706	4.51	0.83
e. Modeled effective classroom management strategies	706	4.51	0.79
f. Allowed me to implement the strategies and techniques I learned in my preparation courses	706	4.61	0.70

■ Strongly Disagree or Disagree
■ Neither Agree Nor Disagree
■ Agree or Strongly Agree



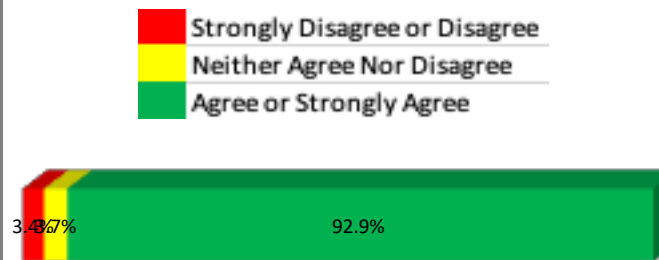
I feel confident in my ability to:	Ct	Avg (1=Strongly disagree; 5=Strongly agree)	St Dev
a. Set challenging and appropriate goals for student learning and performance	706	4.56	0.53
b. Plan instruction aligned with state standards	706	4.64	0.53
c. Develop lessons that build on student experiences, interests, and abilities	706	4.62	0.53
d. Maintain the discipline and an orderly purposeful learning environment	706	4.47	0.60
e. Develop positive and supportive relationships with students	706	4.76	0.44
f. Develop a classroom environment that promotes respect and group responsibility	706	4.71	0.48
g. Differentiate instruction based on student needs	706	4.52	0.58
h. Provide purposeful feedback to students to guide their learning	706	4.57	0.57
i. Help students think critically and solve problems	706	4.53	0.56
j. Use technology in the classroom to improve learning outcomes	706	4.48	0.63
k. Use a variety of assessments (e.g., tests, observations, portfolios, performance tasks) to monitor student learning.	706	4.56	0.59
l. Help students assess their own learning	706	4.45	0.65
m. Analyze student performance data to improve effectiveness	706	4.48	0.66
n. Work with parents and families to better understand and to support their learning	706	4.44	0.68

■ Strongly Disagree or Disagree
■ Neither Agree Nor Disagree
■ Agree or Strongly Agree



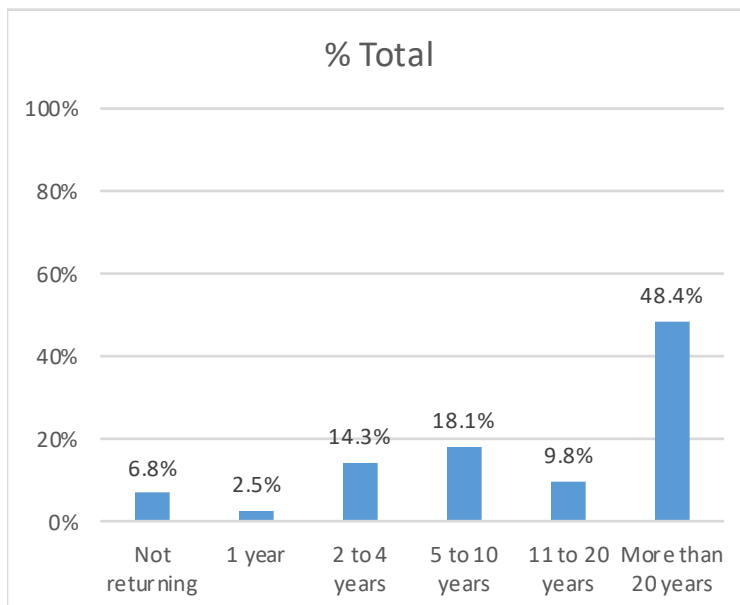
I consider teaching to be my ideal career

Ct	Avg (1=Strongly disagree; 5=Strongly agree)	St Dev
706	4.59	0.84



Based on what you know so far, if someone could change any of the following items, which ones would be most important to improve your satisfaction with teaching? Choose the FIVE most important items. - Selected Choice. Please rank your selections from 1 to 5 (of items that would be most important to improve your satisfaction with teaching).	Ct	Ct: Ranked 1st	Ct: Ranked 2nd	Ct: Ranked 3rd	Ct: Ranked 4th	Ct: Ranked 5th
Mentor support	235	85	46	37	37	32
Colleague support	182	33	73	32	25	27
Administrator support	340	99	56	81	66	46
Student behavior	233	37	58	61	48	32
Teaching students with varied abilities	155	30	31	31	29	30
Fewer mandated assessments	338	70	60	79	60	64
Student motivation	252	55	62	56	43	33
Your instructional resources	313	55	54	68	72	58
Your teaching assignment	49	10	5	10	13	11
Your overall workload	239	61	59	41	30	53
Parental support	269	28	61	62	76	47
Professional development	209	27	26	33	58	60
Opportunities to assume leadership roles	90	4	11	12	26	34
More autonomy over instructional decisions	153	20	29	28	48	29
Salary	357	82	51	59	47	116
Health and retirement benefits	108	8	22	15	26	33
Other (please specify)	8	2	2	1	2	1

How long do you plan on teaching in Illinois?	Ct
Not returning	48
1 year	18
2 to 4 years	101
5 to 10 years	128
11 to 20 years	69
More than 20 years	342





COLLEGE OF EDUCATION
Illinois State University

ISBE STATEWIDE REPORT



Illinois State Board of Education

REPORT: STATEWIDE COMPLETER'S SURVEY

September 2018

[Overview](#)

This report highlights the statewide data collected during the first year of a mandatory survey for all Illinois teaching program completers between September 1, 2017 and August 1, 2018. The data is broken down into three areas: preparation program, student teaching, and future of teachers.

INTRODUCTION

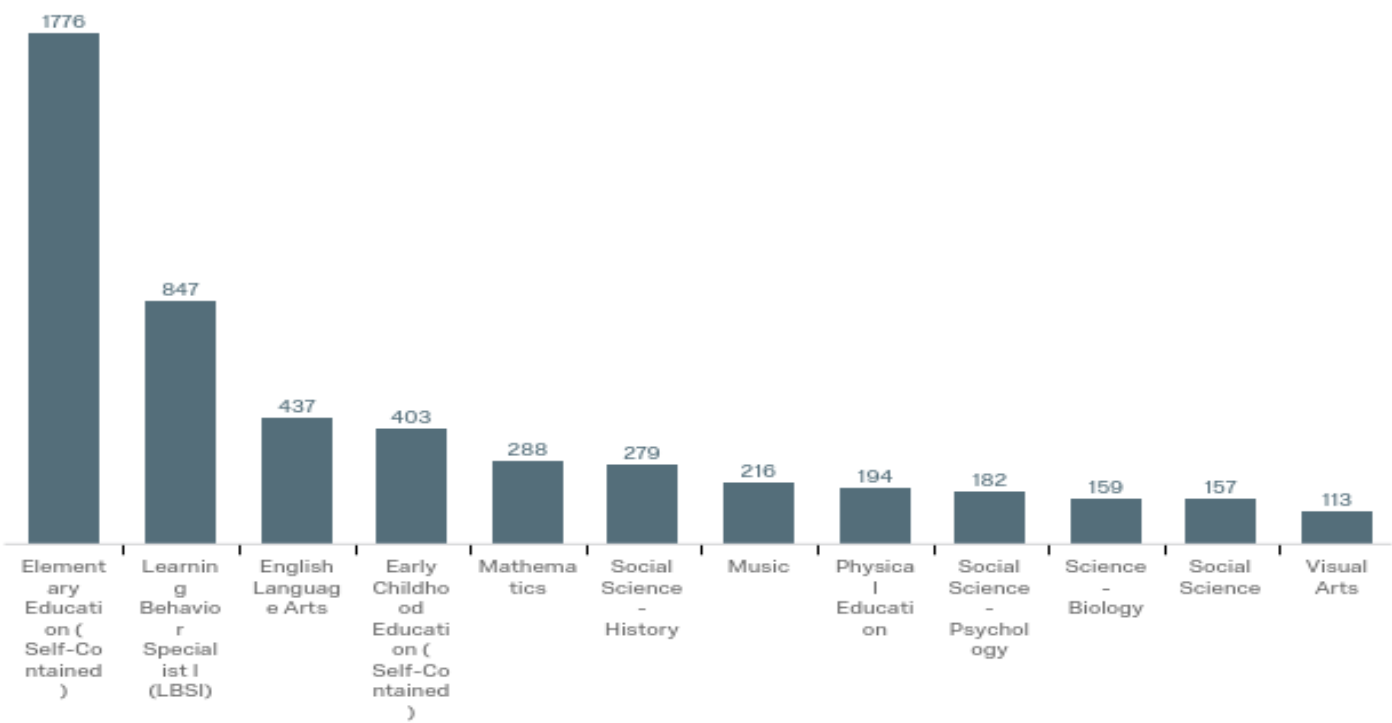
A program satisfaction/completers survey is required by all IL teacher preparation candidates per IL Administrative Rule Section 25.25(a)(2)(D) prior to receipt of their Professional Educator License (PEL). The following results reflect the responses collected between September 1, 2017 and August 31, 2018. This report visualizes the survey responses from questions related to program satisfaction, their experience as a student teacher and the completers intended future as a teacher.

PREPARATION PROGRAM

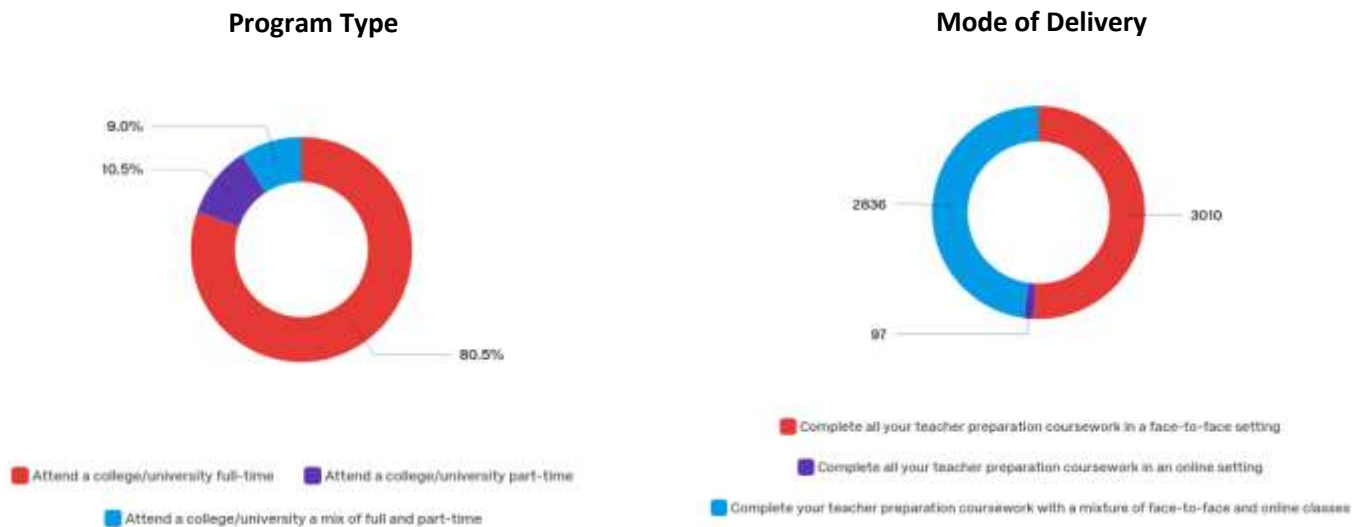
Between September 1, 2017 and August 31, 2018 nearly 6,000 responses were collected, and over half (63%) represented undergraduate level programs.



The following chart represents the teacher preparation programs that led to the completer’s first teaching license. Programs with less than 100 responses were excluded.



Full-time students represented just over 80% of completers. The majority of completers surveyed had completed programs with either face-to-face or blended modes of delivery.



The following gauges indicate the average response rate for each criteria, on a scale of 1-5. The scale reflects the following: 1= not addressed, 2= addressed, but not well 3= somewhat addressed, 4= well addressed, and 5 addressed very well

Teacher preparation programs prepared completers to:

Less than 4

Teach in ways that support academically gifted students (3.9)

Between 4 and 4.4

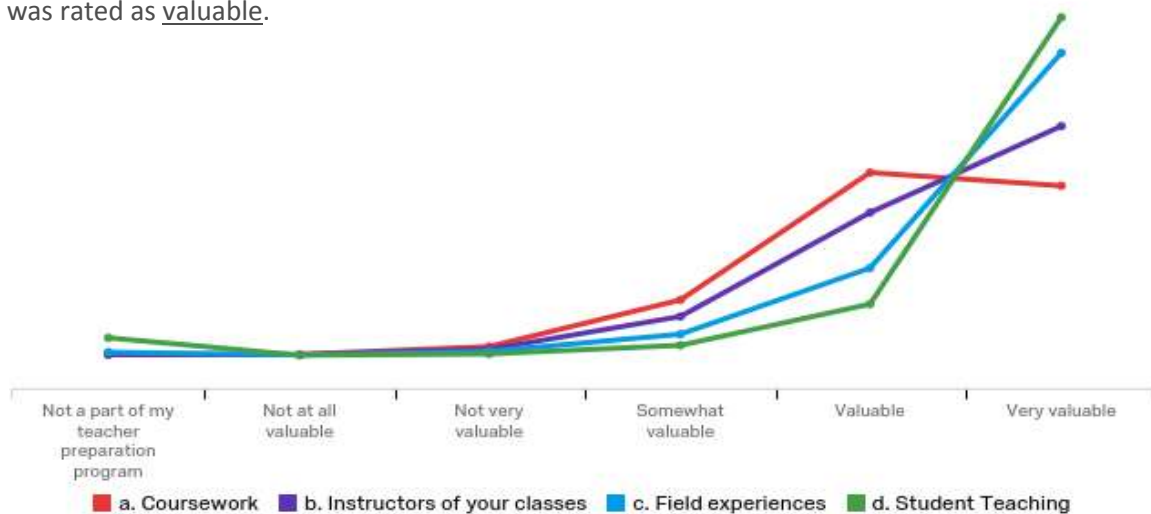
- Teach in ways that support English Language learners (4.0)
- Work with parents and families to better understand students and to support their learning (4.1)
- Maintain discipline and an orderly, purposeful learning environment (4.3)
- Teach in ways that supports students with special needs- exceptional Children (4.3)
- Use technology in the classroom to improve learning outcomes (4.3)
- Analyze student performance data (e.g. formative and summative assessments, standardized tests, performance tasks, etc.) (4.3)
- Adapt practice based on research and student performance data (4.3)
- Collaborate with colleagues to improve student learning (4.4)
- Empower students to become self-directed and productive learners (4.4)
- Teach in ways that support students with diverse ethnic, racial, cultural and socioeconomic backgrounds. (4.4)
- Relate classroom teaching to the real world (4.4)
- Develop a variety of assessments (e.g. tests, observations, portfolios, performance tasks) (4.4)
- Provide purposeful feedback to students to guide their learning (4.4)
- Differentiate instruction based on student needs (4.4)
- Help students think critically and solve problems (4.4)
- Develop students' questioning and discussion skills (4.4)

Between 4.5 and 5

- Set challenging and appropriate goals for student learning and performance (4.5)
- Develop positive and supportive relationships with students (4.5)
- Create an environment of high expectations for all students (4.5)
- Demonstrate knowledge of the subject matter you teach (4.5)
- Develop a classroom environment that promotes respect and group responsibility (4.5)
- Teach the concepts, knowledge, and skills of your discipline (4.5)
- Align Instruction with state standards (4.5)
- Uses knowledge of student learning and curriculum to plan instruction (4.5)
- Develop lessons that build on students' experiences, interests, and abilities. (4.5)

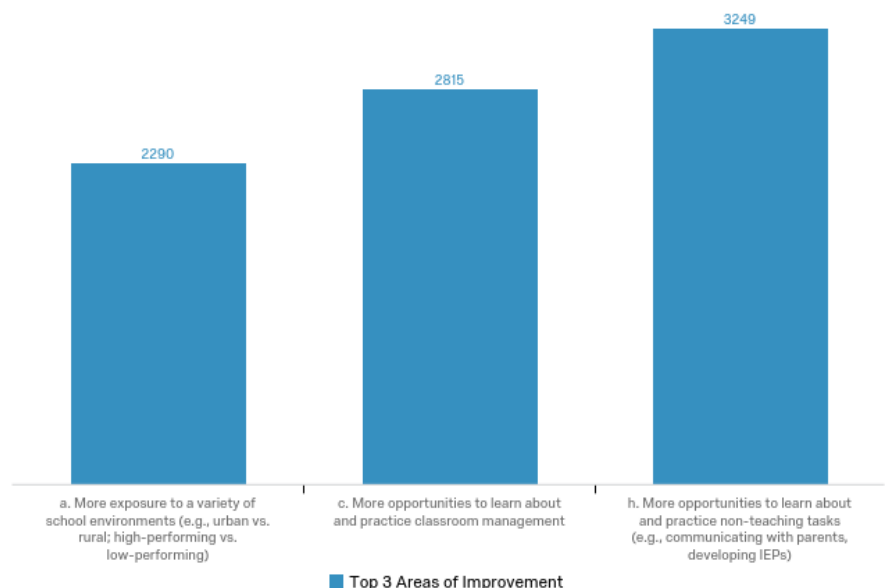


The aspects that were very valuable to candidates program included instructor, field experience, and student teaching. Coursework was rated as valuable.

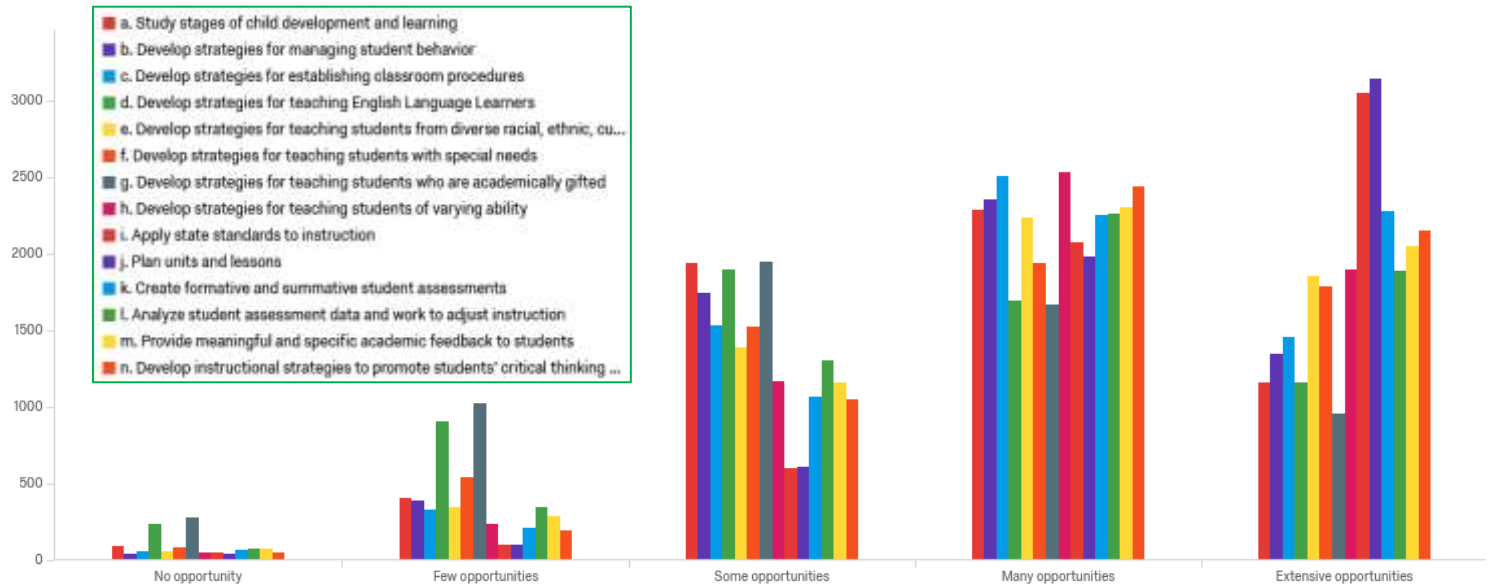


The top THREE areas that would have most improved the quality of candidate's teacher preparation:

1. Learn and practice non-teaching tasks
2. Learn and practice classroom mgmt.
3. Exposure to a variety of school environments

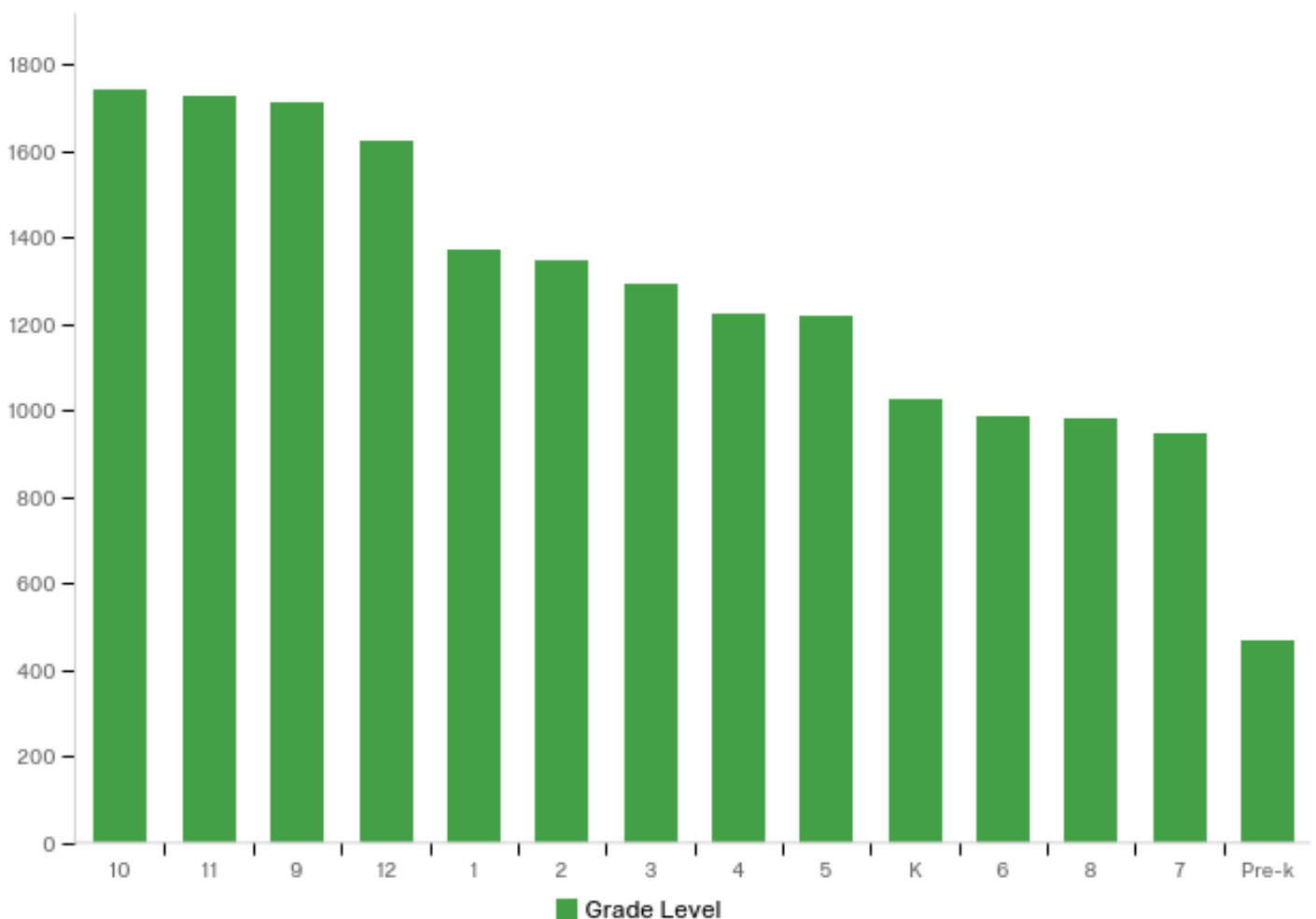


Teacher preparation program opportunities:

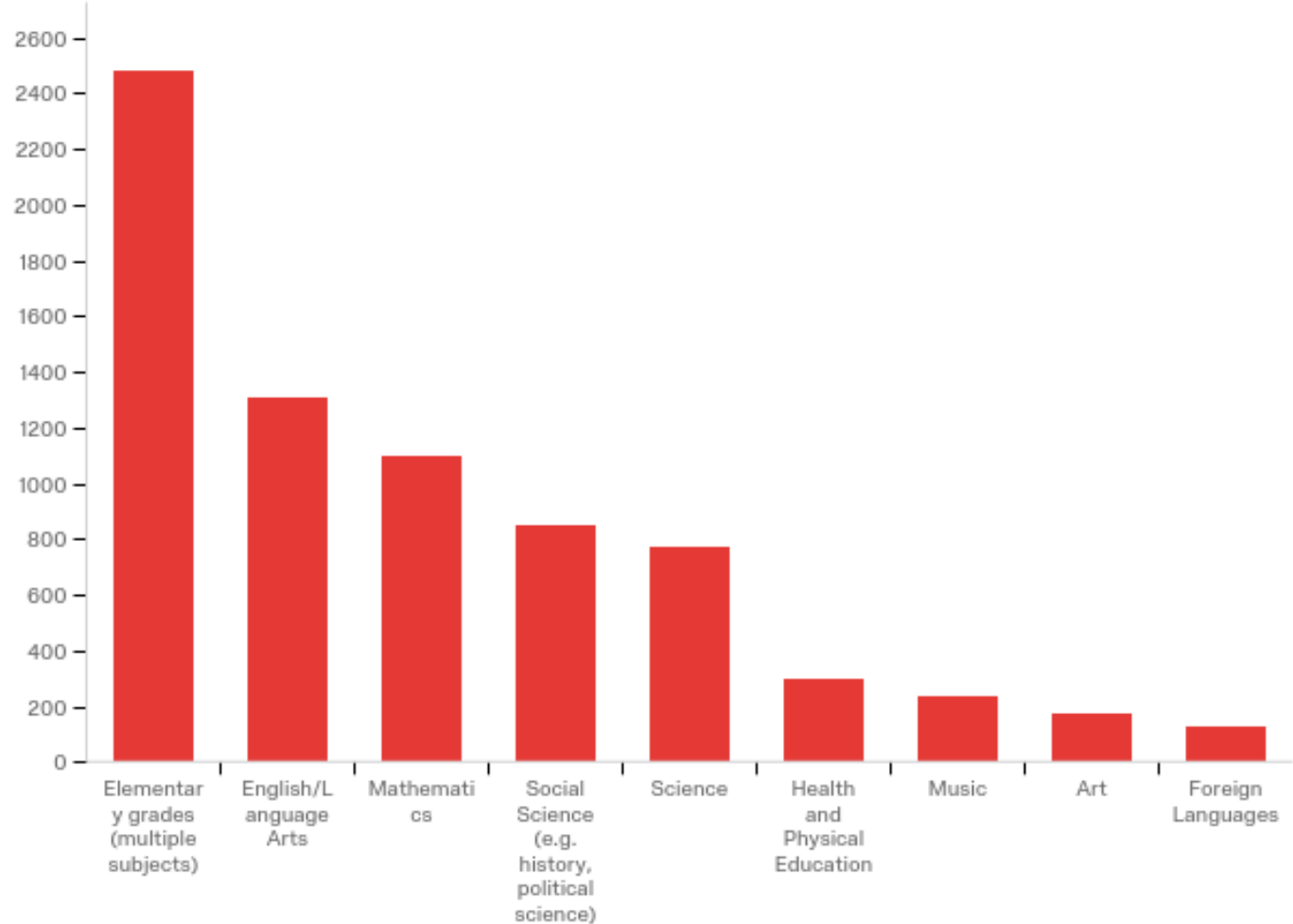


STUDENT TEACHING

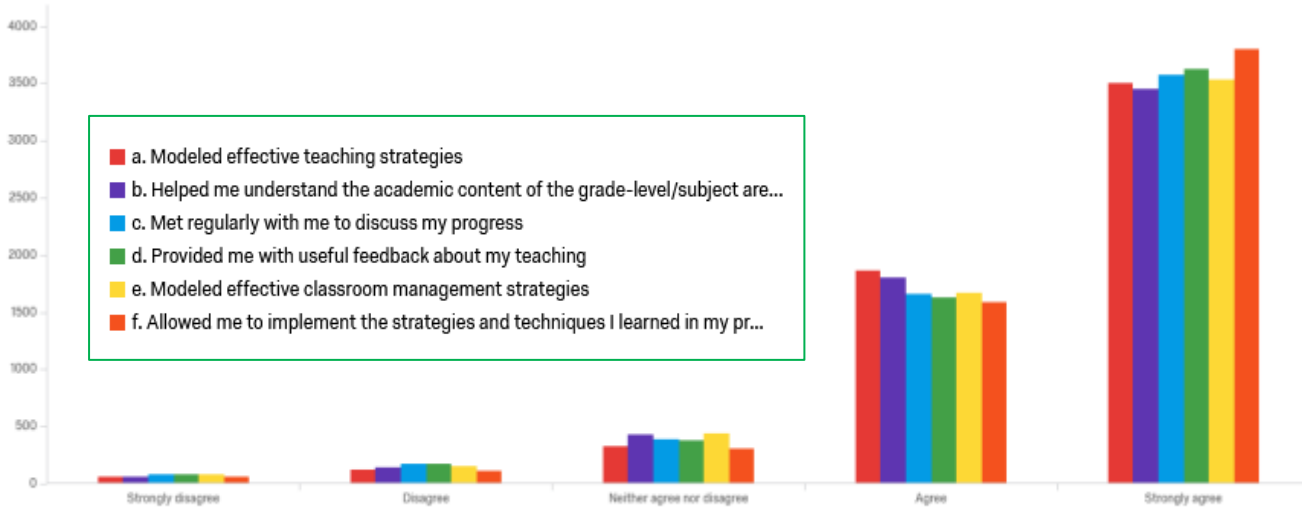
Grade level distribution of supervised primary student teaching experience, candidates chose all that applied.



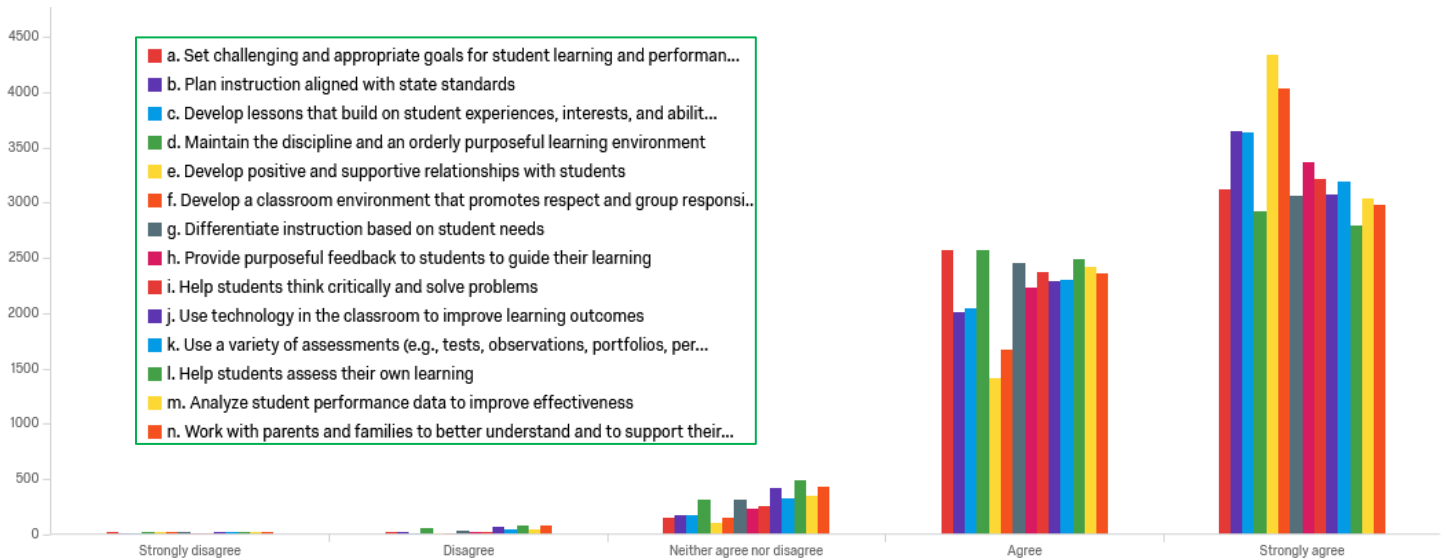
Subject area(s) of supervised primary student teaching experience



During supervised student teaching; the majority of cooperating/supervising/mentor teachers were reported as having strengths (agree and strongly agree) in the below areas:

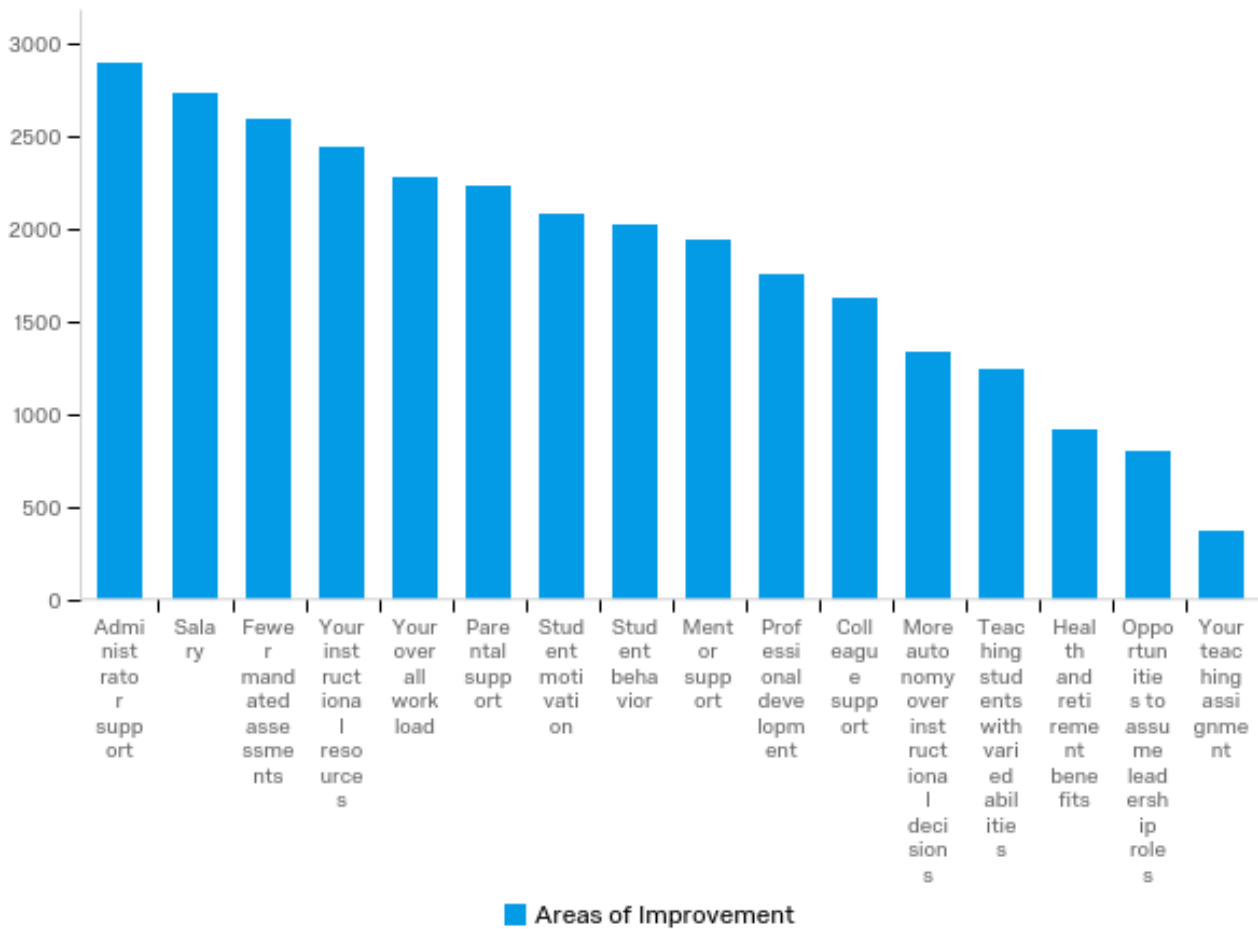


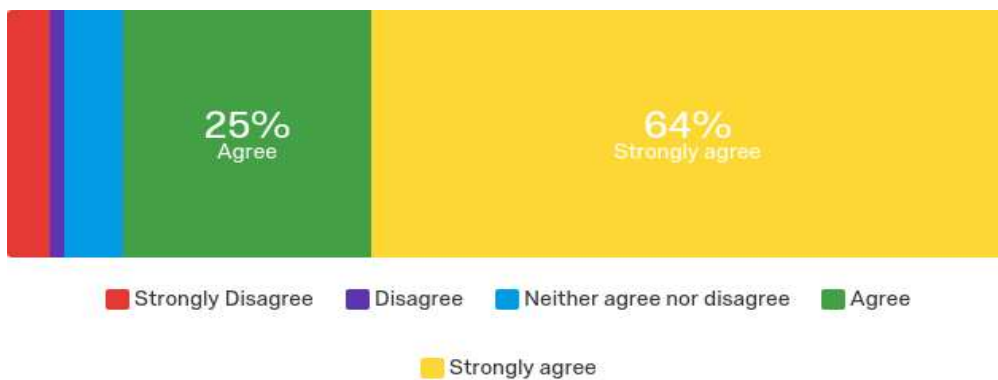
The majority of candidates felt confident (agree/strongly agreed) in his/her ability to:



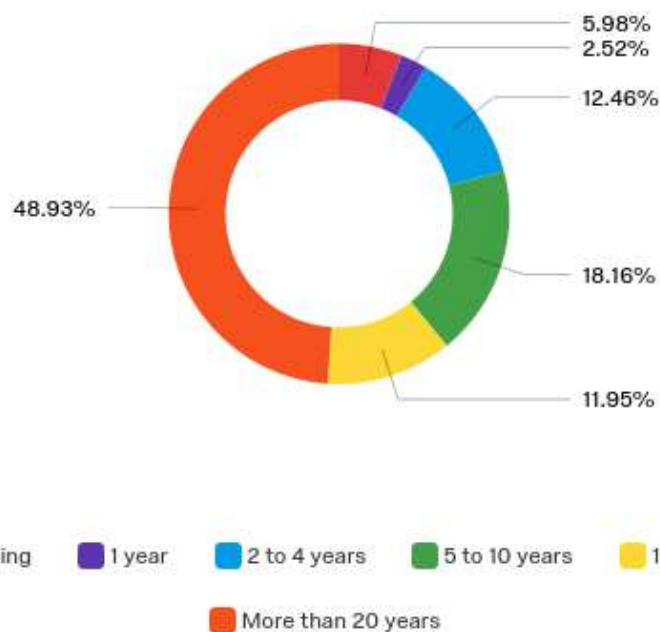
FUTURE OF TEACHING

Candidates selected five areas in which they considered the most important to improve teaching. The top FIVE as indicated include: **Administrator Support, Salary, Fewer Mandated Assessments, Instructional Resources, and Overall Workload.**





More than 60% of completers consider teaching his/her ideal career.



Almost half (49%) of the completers plan to teach more than 20 years.

Completers Survey

At what Illinois Institution did you complete your teacher preparation program?

▼ Augustana College ... VanderCook College of Music

Please select the category that best describes the teacher preparation that led to your first teaching license.

- ☐ Undergraduate degree program
- ☐ Graduate degree program (e.g. MAT or M.Ed)
- ☐ Licensure/certificate only program (completed before beginning teaching)

Please select the teacher preparation program that led to your first teaching license.

▼ Agricultural Education ... Visual Arts

For the preparation category selected in Q1, please indicate the year in which you completed your teacher preparation that led to your first teaching license.

- ☐ 2013
- ☐ 2014
- ☐ 2015
- ☐ 2016
- ☐ 2017
- ☐ 2018

In fulfilling your requirements to become a teacher did you:

- ☐ Attend a college/university full-time
- ☐ Attend a college/university part-time
- ☐ Attend a college/university a mix of full and part-time

In fulfilling your requirements to become a teacher (excluding all field experiences and student teaching) did you:

- ☐ Complete all your teacher preparation coursework in a face-to-face setting
- ☐ Complete all your teacher preparation coursework in an online setting
- ☐ Complete your teacher preparation coursework with a mixture of face-to-face and online classes

What was your academic major(s)/ concentration(s) as an undergraduate (e.g. biology)?

Prior to applying for your teaching license, had you ever worked as a paraprofessional or substitute teacher?

- ☐ Yes
- ☐ No

Instructions: Please respond to the items below about the quality of your teacher preparation. When responding, please answer in reference to the teacher preparation that led to your first teaching license.

How well did your teacher preparation program prepare you to:

	Not Addressed	Not Well	Somewhat Well	Well	Very Well
a. Collaborate with colleagues to improve student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Set challenging and appropriate goals for student learning and performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Empower students to become self-directed and productive learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Maintain discipline and an orderly, purposeful learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Work with parents and families to better understand students and to support their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Develop positive and supportive relationships with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Create an environment of high expectations for all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teach in ways that support English Language Learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Teach in ways that support students with diverse ethnic, racial, cultural, and socioeconomic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Teach in ways that support students with special needs-exceptional children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Teach in ways that support academically gifted students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Develop a classroom environment that promotes respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

and group responsibility					
m. Demonstrate knowledge of the subject matter you teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Teach the concepts, knowledge, and skills of your discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Align instruction with state standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Relate classroom teaching to the real world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Use knowledge of student learning and curriculum to plan instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Develop lessons that build on students' experiences, interests, and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Develop a variety of assessments (e.g., tests, observations, portfolios, performance tasks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Provide purposeful feedback to students to guide their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Differentiate instruction based on student needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Use technology in the classroom to improve learning outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Help students think critically and solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. Develop students' questioning and discussion skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y. Analyze student performance data (e.g., formative and summative assessments, standardized tests,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

performance tasks,
etc.)

z. Adapt practice
based on research
and student
performance data

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If you would like to provide any specific comments about the quality of your teacher preparation, please feel free to include your comments in the space provided below.

Instructions: Please respond to the items below about the quality of your teacher preparation. When responding, please answer in reference to the teacher preparation that led to your first teaching license

How valuable were the following aspects of your teacher preparation program?

	Not a part of my teacher preparation program	Not at all valuable	Not very valuable	Somewhat valuable	Valuable	Very valuable
a. Coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Instructors of your classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Field experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Student Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you would like to provide any specific comments about these aspects of your teacher preparation program, please feel free to include your comments in the space provided below.

Please select the THREE items that would have most improved the<u> quality of your teacher preparation

- ☐ a. More exposure to a variety of school environments (e.g., urban vs. rural; high-performing vs. low-performing)
- ☐ b. More coaching and feedback during student teaching
- ☐ c. More opportunities to learn about and practice classroom management
- ☐ d. More opportunities to learn about and practice instructional planning
- ☐ e. More opportunities to learn about and develop assessments
- ☐ f. More opportunities to learn about and practice differentiated classroom instruction
- ☐ g. More opportunities to analyze student learning to inform instruction
- ☐ h. More opportunities to learn about and practice non-teaching tasks (e.g., communicating with parents, developing IEPs)
- ☐ i. More guidance on task/time management
- ☐ j. Other (please specify _____)

Please rank your selections from 1-3 (of items that would have most improved the quality of your teacher preparation).

- _____ a. More exposure to a variety of school environments (e.g., urban vs. rural; high-performing vs. low-performing)
- _____ b. More coaching and feedback during student teaching
- _____ c. More opportunities to learn about and practice classroom management
- _____ d. More opportunities to learn about and practice instructional planning
- _____ e. More opportunities to learn about and develop assessments
- _____ f. More opportunities to learn about and practice differentiated classroom instruction
- _____ g. More opportunities to analyze student learning to inform instruction
- _____ h. More opportunities to learn about and practice non-teaching tasks (e.g., communicating with parents, developing IEPs)
- _____ i. More guidance on task/time management
- _____ j. Other (please specify)

Instructions: Please respond to the items below about the components of your teacher preparation program. When responding, please answer in reference to the teacher preparation that led to your first teaching license/credential.

In your teacher preparation program, how much opportunity did you have to do the following?

	No opportunity	Few opportunities	Some opportunities	Many opportunities	Extensive opportunities
a. Study stages of child development and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Develop strategies for managing student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Develop strategies for establishing classroom procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Develop strategies for teaching English Language Learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Develop strategies for teaching students from diverse racial, ethnic, cultural, and socioeconomic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Develop strategies for teaching students with special needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Develop strategies for teaching students who are academically gifted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Develop strategies for teaching students of varying ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Apply state standards to instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

j. Plan units and lessons

☐☐☐☐☐

k. Create formative and summative student assessments

☐☐☐☐☐

l. Analyze student assessment data and work to adjust instruction

☐☐☐☐☐

m. Provide meaningful and specific academic feedback to students

☐☐☐☐☐

n. Develop instructional strategies to promote students' critical thinking skills

☐☐☐☐☐

In what school district was your supervised primary student teaching experience?

In what school was your supervised primary student teaching experience?

At what grade level(s) did you have your supervised primary student teaching experience? Select all that apply.

Pre-K

K

1

2

3

4

5

6

7

8

9

10

11

12

In what subject area(s) did you have your supervised primary student teaching experience? Select all that apply.

- ☐ Elementary grades (multiple subjects)
- ☐ Mathematics
- ☐ English/Language Arts
- ☐ Science
- ☐ Social Science (e.g. history, political science)
- ☐ Foreign Languages
- ☐ Health and Physical Education
- ☐ Art
- ☐ Music
- ☐ Other _____

Instructions: Please respond to the items below about the components of your teacher preparation. When responding please answer in reference to the teacher preparation that led to your first teaching license

To what extent do the following statements describe your primary cooperating/supervising/mentor teacher during your supervised student teaching? My cooperating/supervising/mentor teacher...

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Modeled effective teaching strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Helped me understand the academic content of the grade-level/subject area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Met regularly with me to discuss my progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Provided me with useful feedback about my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Modeled effective classroom management strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Allowed me to implement the strategies and techniques I learned in my preparation courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructions: Please respond to the items below about your current level of confidence to complete the following teaching practices.

I feel confident in my ability to:

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Set challenging and appropriate goals for student learning and performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Plan instruction aligned with state standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Develop lessons that build on student experiences, interests, and abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Maintain the discipline and an orderly purposeful learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Develop positive and supportive relationships with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Develop a classroom environment that promotes respect and group responsibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Differentiate instruction based on student needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Provide purposeful feedback to students to guide their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Help students think critically and solve problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

j. Use technology in the classroom to improve learning outcomes

☐☐☐☐☐

k. Use a variety of assessments (e.g., tests, observations, portfolios, performance tasks) to monitor student learning.

☐☐☐☐☐

l. Help students assess their own learning

☐☐☐☐☐

m. Analyze student performance data to improve effectiveness

☐☐☐☐☐

n. Work with parents and families to better understand and to support their learning

☐☐☐☐☐

If you would like to provide any specific comments about your teaching practices, please feel free to include your comments in the space provided below.

Instructions: Please respond to the items below about your plans to continue teaching

I consider teaching to be my ideal career

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither agree nor disagree
- ☐ Agree
- ☐ Strongly agree

Based on what you know so far, if someone could change any of the following items, which ones would be most important to improve your satisfaction with teaching. Choose the FIVE most important items.

- ☐ Mentor support
- ☐ Colleague support
- ☐ Administrator support
- ☐ Student behavior
- ☐ Teaching students with varied abilities
- ☐ Fewer mandated assessments
- ☐ Student motivation
- ☐ Your instructional resources
- ☐ Your teaching assignment
- ☐ Your overall workload
- ☐ Parental support
- ☐ Professional development
- ☐ Opportunities to assume leadership roles
- ☐ More autonomy over instructional decisions
- ☐ Salary
- ☐ Health and retirement benefits
- ☐ Other (please specify) _____

Please rank your selections from 1 to 5 (of items that would be most important to improve your satisfaction with teaching).

- Mentor support
- Colleague support
- Administrator support
- Student behavior
- Teaching students with varied abilities
- Fewer mandated assessments
- Student motivation
- Your instructional resources
- Your teaching assignment
- Your overall workload
- Parental support
- Professional development
- Opportunities to assume leadership roles
- More autonomy over instructional decisions
- Salary
- Health and retirement benefits
- Other (please specify)

How long do you plan on teaching in Illinois?

- ☐ Not returning
- ☐ 1 year
- ☐ 2 to 4 years
- ☐ 5 to 10 years
- ☐ 11 to 20 years
- ☐ More than 20 years

If you would like to provide any comments about your teaching plans in the state, please feel free to include your comments in the space provided below.
