

# ***1999 Principal's Evaluation of Beginning Teacher Preparation and Development***

***65 Percent Response Rate  
1,187 Responded***

**A statewide survey of principals by:**

**The Washington State Institute for Public Policy**

Conducted by

Social & Economic Sciences Research Center  
Washington State University  
Pullman, WA 99164-1801

## I. Student Teaching

**Q1. Have you had student teachers in your building in the last three years?**

85.1% Yes  
14.9% No → If No, skip to Section II, Teacher Education Programs (page 3, Q9)

**Q2. If Yes, how many student teachers have you had in the last three years? (Please circle the number of your answer.)**

8.8% student teacher  
30.6% 2-3 student teachers  
27.1% 4-5 student teachers  
20.8% 6-10 student teachers  
12.7% More than 10 student teachers

**Q3. Overall, how would you rate the quality of your student teachers in the last three years? (Please circle the number of your answer.)**

11.0% Excellent  
52.2% Very good  
30.6% Good  
5.7% Fair  
0.3% Poor  
0.2% Don't know

**Q4. Is it difficult to find teachers in your building willing to serve as cooperating teachers for student teachers? (Please circle the number of your answer.)**

31.3% Yes  
68.7% No → Skip to Q9

**Q5. What is the MAIN reason teachers are unwilling to serve as cooperating teachers for student teachers? (Circle one answer)**

- 51.9% Time commitment
- 5.4% Inadequate stipend
- 32.0% Other (Specify:)

**Q6. Do your cooperating teachers who supervise student teachers receive a stipend or incentive?**

- 62.0% Yes
- 38.0% No → Skip to Q8

**Q7. If Yes, what kind of incentive do your cooperating teachers receive?**

- 82.9% Stipend
- 3.1% College credit
- 10.9% Other (Specify:)
- 3.1% Stipend and credit

**Q8. Do your cooperating teachers who supervise student teachers receive training on how to work with student teachers?**

- 16.6% Yes
- 83.4% No

## II. College Teacher Education Programs

**Q9.** Have you hired any new teachers who have just graduated from a Washington state teacher education program in the last three years?

74.1% Yes  
24.7% No → Skip to Q13  
Don't know → Skip to Q13

**Q10.** How would you rate Washington state teacher education programs in terms of providing new teachers with the **KNOWLEDGE** they need to be a teacher (e.g., learning theory, pedagogy)? *(Please circle the number of your answer.)*

10.9% Excellent  
45.1% Very good  
36.2% Good  
6.9% Fair  
0.9% Poor

**Q11.** How would you rate Washington state teacher education programs in terms of providing new teachers with the **SKILLS** they need to be a teacher (e.g., classroom management, using a variety of teaching strategies)? *(Please circle the number of your answer.)*

5.3% Excellent  
31.4% Very good  
41.4% Good  
19.3% Fair  
2.9% Poor

**Q12. Within the last three years, to what extent have teacher education programs met your expectations in preparing your new teachers for the following: (Please circle one answer for each.)**

	Well above my expectations ▼	Above my expectations ▼	At my expectations ▼	Below my expectations ▼	Don't Know ▼
A. Develop students' critical thinking and problem-solving skills	1.2%	15.3%	58.8%	23.1%	1.6%
B. Adapt instructional strategies for special needs, diverse and at-risk student populations	1.6%	12.4%	43%	42.2%	0.8%
C. Incorporate the state essential academic learning requirements (EALRs) into their teaching	3.8%	19.7%	44.5%	29.4%	2.5%
D. Use a variety of assessment techniques to monitor student learning	2.1%	14.7%	48.8%	34.05%	0.5%
E. Ways to communicate with parents to support student learning	1.7%	13.5%	56.6%	26.5%	1.7%
F. Teach basic skills (math, reading, writing) 1	2.9%	24.6%	62.4%	9.6%	0.5%
G. Use effective classroom management	2.3%	14.0%	54.1%	29%	0.6%
H. Teach subject matter based on how students learn	2.0%	14.9%	54.3%	28.3%	0.6%
I. Use technology to enhance instruction	3.9%	20.3%	45.0%	29.4%	1.4%

**Q13. When you reflect on your new teachers who had problems adjusting to the classroom environment, what is the MOST IMPORTANT area they needed help with to do a better job? (Write in the letter of the category from Q12 or write in something else.)**

15.2% Effective classroom management

5.7% Adapt instructional strategies

**Q14. Do college of Education faculty from teacher education programs do the following activities in your district? (Please circle one answer for each.)**

	Yes ▼	No ▼	Don't Know ▼
A. Follow up on the progress of their graduates with a survey	27.7%	35.8%	36.5%
B. Visit their graduates on-site	41.6%	42.2%	16.3%
C. Provide advice or assistance to their graduates	36.1%	19.9%	44.0%
D. Consult with you or your district on ways to improve their program	25.3%	52.1%	22.6%

**Q15. To what extent do teacher education program faculty participate in activities in your district (e.g., staff development, site councils, committees, working with teachers in the classroom)?**

3.6%	A lot
19.7%	Some
59.6%	Not at all
17.2%	Don't know

**Q16. To what extent do teachers in your district serve as instructors or advisors in teacher education programs?**

4.8%	A lot
46.2%	Some
25.5%	Not at all
23.5%	Don't know

**Q17. Assuming the tests were valid and reliable, what type of tests (if any) SHOULD graduates of teacher education programs take as a condition of receiving an initial teaching certificate? (Please circle one answer for each.)**

	Standardized Test ▼	Performance- based Test ▼	None ▼
A. Basic skills knowledge (reading, writing, math)	26.9%	64.0%	9.1%
B. Subject-based knowledge (in area of endorsement)	20.3%	69.5%	10.3%
C. Pedagogy tests	11.0%	69.5%	19.5%

**Q18. At which level are you a principal?**

- 57.5% Elementary → Skip to Q19
- 37.2% Secondary → Continue with Q18
- 5.3% Both → Continue with Q18

**[Q19 -- FOR SECONDARY PRINCIPALS ONLY]**

**Q19. How difficult is it to find qualified teachers to teach in your building in the following subjects?  
(Please circle one answer for each.)**

	Very Difficult ▼	Somewhat Difficult ▼	Not Difficult ▼
A. Math	35.8%	42.8%	21.4%
B. Science	35.6%	47.2%	17.2%
C. Special Education	63.0%	23.9%	13.0%
D. Social Studies	1.1%	16.9%	82.0%
E. Language Arts	3.3%	30.8%	65.9%
F. Visual and Performing Arts	28.8%	48.8%	22.7%
G. Foreign Language	34.9%	50.2%	14.8%
H. Technology (Computer skills, audiovisual)	34.0%	48.1%	17.9%
H. Other (Specify): _____			

**SKIP TO Q21**

**[Q20 -- FOR ELEMENTARY PRINCIPALS ONLY]**

**Q20. How well are your new general education teachers prepared to teach the following subjects?  
(Please circle one answer for each.)**

	Very Prepared ▼	Somewhat Prepared ▼	Not Prepared ▼
A. Math	33.9%	62.9%	3.1%
B. Science	14.4%	71.5%	14.1%
C. Reading (skills and comprehension)	41.6%	49.6%	9.0%
D. Writing	32.5%	59.0%	8.5%
E. Social Studies	21.5%	72.8%	5.7%
F. Technology (computer skills)	15.3%	61.4%	23.3%
G. Visual and Performing Arts	5.2%	53.4%	41.2%
H. Special Education	8.3%	48.0%	43.7%
I. English as a Second Language/ Bilingual Education	1.9%	26.1%	72.0%

**Q21. What should colleges of education do differently in preparing new teachers?**

---



---



---

**Q22. What should be the roles of teacher education programs compared to school districts in developing the knowledge and skills of new teachers?**

---



---



---

**III. Type of Assistance for Beginning Teachers**

**Q23. For each of the following, please indicate if your district or ESD provided this type of assistance for beginning teachers in the last three years, and indicate whether MORE of this type of assistance would increase the effectiveness of beginning teachers. (Please circle one answer for each.)**

(Note: beginning teachers are teachers on their first contract after their teacher education program.)

	Assistance Provided?			Would MORE assistance improve teachers?		
	Yes ▼	No ▼		No ▼	Somewhat ▼	Alot ▼
A. Mentor teacher assigned for first year	86.5%	13.5%	→→→	48.85		
B. Discussion groups with other beginning teachers for peer learning and support	48.8%	51.2%	→→→			
C. Modified workload (examples: reduced extra curricular activities; reduced number of preparations; assigned less challenging students)	16.2%	83.8%	→→→			
D. Release time for mentor and beginning teacher for observations	64.3%	35.7%	→→→			
E. Extra planning time or shared planning time with mentor	39.7%	60.3%	→→→			
F. Training targeted to beginning teachers	54.9%	45.1%	→→→			
G. Other (Specify): _____			→→→			

**Q24. On average, how often did you formally or informally observe each beginning teacher in your building during their first year of teaching? (Please circle the number of your answer.)**

	Never
5.6%	Once or twice during the year
34.9%	3-4 times during the year
32.3%	At least monthly
13.7%	About every other week
13.6%	Weekly
	Never

**Q25. On average, how often did you provide advice on effective teaching to beginning teachers in your building? (Please circle the number of your answer.)**

0.2%	Never
5.2%	Once or twice during the year
36.2%	3-4 times during the year
39.7%	At least monthly
12.6%	About every other week
6.2%	Weekly

**Q26. Did you establish expectations for what beginning teachers were expected to gain from mentoring and training activities?**

60.9%	Yes
39.1%	No

#### IV. Effectiveness of Assistance for Beginning Teachers

**Q27.** Based on your observations, did the support and assistance provided by the district or ESD to beginning teachers make a difference in the following areas? *(Please circle one answer for each.)*

	Made No Difference ▼	Made a Slight Difference ▼	Made some Difference ▼	Made a Very Big Difference ▼
A. In getting them successfully through the first year	6.3%	21.2%	53.1%	19.5%
B. In their effectiveness at managing a classroom	11.3%	25.4%	50.8%	12.0%
C. In their effectiveness in teaching learners with different abilities and backgrounds	13.7%	34.8%	43.0%	8.5%
D. In increasing their knowledge of how to teach their specific subject areas	14.1%	29.7%	43.7%	12.4%
E. In their ability to assess student learning in multiple ways	13.4%	34.8%	43.8%	8.3%
F. In their ability to incorporate EALRs into the curriculum and their teaching	9.9%	28.9%	46.1%	15.1%

#### V. District and Building Information

**Q28.** How would you describe your district's community? *(Please circle the number of your answer.)*

- 18.0% Urban
- 37.3% Suburban/large town
- 42.4% Rural/small town
- 2.3% Remote

**Q29. How many students are in your building? (Please circle the number of your answer.)**

- 3.5% Less than 150 students
- 44.6% 150 - 499 students
- 32.4% 500 - 749 students
- 19.6% More than 750 students

**Q30. What grade level is your building? (Please circle all that apply.)**

- 54.6% Elementary
- 16.6% Middle
- 18.4% High
- Other (Specify): \_\_\_\_\_

**Q31. What proportion of the students in your building come from low-income families? (Please circle the number of your answer.)**

- 9.7% Fewer than 10%
- 27.0% 10 - 24%
- 35.0% 25 - 49%
- 28.2% 50% or more

**Q32. What proportion of the students in your building are limited English-proficient? (Please circle the number of your answer.)**

- 71.4% Fewer than 10%
- 18.8% 10 - 24%
- 6.6% 25 - 49%
- 3.2% 50% or more

**Q33. How many students are in your district? (Please circle the number of your answer.)**

- 3.4% Less than 300 students
- 18.7% 301 - 1999 students
- 35.4% 2000 - 9999 students
- 42.4% More than 10,000 students

Thank you for taking time to fill out this questionnaire. If you have any comments about this survey, or the issue of new teacher preparation, please write them in the space provided below.



If you would like more information about the  
Washington State Institute for Public Policy,  
please visit their web site at [www.wa.gov/wsipp](http://www.wa.gov/wsipp)

*Please return your completed questionnaire to:*

*The Social & Economic Sciences Research Center  
Washington State University  
PO Box 641801  
Pullman, WA 99164-1801*