

Teacher Education Survey

This survey is being conducted to help us better understand the nature of your preparation for teaching, and your experiences as prospective teachers. As part of our work, we are trying to identify what features of your teacher education program experiences might be most effective in improving your learning about teaching. Your participation is important and will help us understand better the features that prepare teachers to teach well. You can leave blank any questions you do not wish to answer.

THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE THIS SURVEY!

1. Male ☐

2. Female ☐

My age is:

Years

My major subject for teaching is:

1. Mathematics ☐

2. Science ☐

3. History/Social science ☐

4. English Language art ☐

5. World languages ☐

6. Other ☐

Today's date is:



1. In your Curriculum and Instruction courses, how much *opportunity* did you have to do the following?

Please mark one answer on each row

	None	Touched on it briefly	Explored in some depth	Extensive opportunity
a. Plan for teaching (develop unit plans, or lesson plans, develop instructional materials)	1	2	3	4
b. Practice or rehearse something you planned to do in your K-12 classroom, in this course (i.e. role play or practice an introduction to a lesson you plan to teach; practice giving feedback to a student)	1	2	3	4
c. Examine samples of K-12 student work	1	2	3	4
d. Examine samples of your own students' work	1	2	3	4
e. Examine actual teaching materials (sample curriculum, units, lessons, from real teachers)	1	2	3	4
f. Examine national/state/local/professional curriculum/standards/guidelines	1	2	3	4
g. Examine transcripts of real K-12 classroom talk or student discussions	1	2	3	4
h. Watch or analyze videos of classroom teaching	1	2	3	4
i. Discuss experiences from your own student teaching (field work) in your university classes	1	2	3	4
j. Experience your teacher educator modeling/demonstrating effective teaching practices	1	2	3	4
k. Read, analyze or discuss 'broad' educational theory (foundational theory about teaching and learning, adolescent development, e.g. Vygotsky, Piaget, Bruner)	1	2	3	4
l. Read, analyze and discuss educational theory that is <i>specific</i> to your subject matter (i.e. research on teaching math/language arts/history/social science/languages or other subjects)	1	2	3	4
m. Read, discuss or analyze theory <i>in</i> your subject matter theory (i.e. literary theory/mathematical ideas/historical analyses/theories within natural science or social science/languages etc.)	1	2	3	4
n. Use theory that you are reading in class, to analyze or examine your own experiences as a classroom student-teacher	1	2	3	4
o. Solve problems, read texts, or do actual work that your own pupils will do	1	2	3	4
p. Read, analyze and discuss general research methods (how to conduct educational research, about qualitative or quantitative research, about survey or case study methods, etc.)	1	2	3	4
q. Read, analyze and discuss research methods you can use in investigating student learning or other questions in your own classroom (how to do 'action research' or 'inquiry' in your classroom)	1	2	3	4
r. Learn about general research methods (how to conduct educational research, about qualitative or quantitative research, about survey or case study methods, etc.)	1	2	3	4
s. Learn about research methods you can use in investigating student learning or other questions in your own classroom (how to do 'action research' or 'inquiry' in your classroom)	1	2	3	4

2. During your entire experience with the teacher education program, how much opportunity did you have to do the following?

Please mark one answer on each row

	None	Touched on it briefly	Explored in some depth	Extensive Opportunity
a. Learn about the vision of good teaching that your teacher education program promotes	1	2	3	4
b. Connect ideas from one class to another in the same course	1	2	3	4
c. Connect ideas from one course to those in another	1	2	3	4
d. Trace your own trajectory of learning—reflect upon the ways your own understanding of teaching and learning was developing	1	2	3	4
e. Make connections between educational theory and the actual classroom teaching you were engaged in	1	2	3	4

3. In thinking about your teacher education program *so far*, how much do you agree or disagree with the following statements?

Please mark one answer on each row

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The program articulated a clear vision of teaching and learning	1	2	3	4
b. I heard similar views about teaching and learning across the program courses	1	2	3	4
c. The faculty knew what was happening in my other courses (i.e. assignments, readings, key ideas)	1	2	3	4
d. My courses within the teacher education program seemed to be intended to build an understanding over time	1	2	3	4
e. When ideas or readings were repeated in my courses, they were elaborated / treated more deeply	1	2	3	4
f. I saw connections among ideas, and concepts across program courses	1	2	3	4
g. What I learned in my fieldwork conflicted with what I learned in my coursework	1	2	3	4
h. My student teaching experience allowed me to try out the theories, strategies and techniques I was learning in my classes at the teacher education program	1	2	3	4

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i. What I learned in my courses reflects what I observed in field experiences	1	2	3	4
j. The faculty was knowledgeable about the program as a whole	1	2	3	4
k. In my fieldwork I observed teachers using the same theories, strategies and techniques I was learning about in my courses at the teacher education program	1	2	3	4
l. The faculty made explicit references to other courses	1	2	3	4
m. The faculty was knowledgeable about what I was required <i>to do</i> in my field teaching experience	1	2	3	4
n. The faculty was knowledgeable about the <i>quality and nature</i> of my field teaching experiences	1	2	3	4

Thank you again for your time!

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CATE home page: www.tinyurl.com/CATEuio

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