

Changing Times Survey

NOTE: This document has been adapted for use in a graduate research class. It resembles, but is not exactly like the survey used in an actual research project conducted in 2004 by Myrna Gantner, Kent Layton, and Deb Jenkins.

The Georgia Professional Standards Commission (PSC) recently changed the rules that regulate how teachers can be certified. By completing this survey, your input will help us understand what stakeholder groups consider important for the preparation of Georgia's teachers. Please answer all the questions in the survey. Your responses to the background questions in Part 1 will strengthen the analysis of responses to questions in Parts 2 and 3. Thanks in advance for completing this survey.

Informed Consent: Completing this survey is entirely voluntary. If you choose to answer the survey, you are providing your consent to participate in a research study. Your responses are completely confidential, as only the researcher will have access to your returned survey. Future reports will refer to data at the group level, guaranteeing that individual responses are not identifiable. If you have questions regarding the survey, please contact [insert researcher's name] at [insert name of institution] at [insert phone number and/or email address].

PART 1: BACKGROUND INFORMATION

1. Which of the following types of jobs do you currently hold? (Check "Yes" or "No" for each option)

- | Yes | No | |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | Central Office Administration (PK-12)
If yes, what position? |
| | | <input checked="" type="checkbox"/> Superintendent |
| | | <input type="checkbox"/> HR Director |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | School Principal (PK-12)
If yes, what level? |
| | | <input type="checkbox"/> Elementary Principal (grades PK-5) |
| | | <input type="checkbox"/> Secondary Principal (grades 6-12) |

2. How would you best describe the setting of your PK-12 school system? (Check one)

- Urban Suburban Small Town Rural

3. What is the highest level of education that you have achieved? (Check one)

- Bachelor's Degree Education Specialist's Degree
 Master's Degree Doctorate (earned, not honorary)

4. What is the area of your **teaching** certificate(s)? Check all that apply and write in your content specializations, as applicable (e.g., special education, reading, world history, music, science, physical education, Spanish, etc.).

- Early Childhood _____
 Middle Grades _____
 Secondary English _____
 P-12 School Library Media _____

5. How many total years have you worked in education? 31 years

Count this current school year in your total years.

6. How many total years were you a classroom teacher? 8 years

Count this current school year in your total years.

7. A number of educators began their work lives in fields other than education. Is education your (check one):

first career second career other _____

8. If you are a parent, what ages/grade levels are your children? (Check all that apply)

Birth-Preschool Grades K-5 Grades 6-8 Grades 9-12 Adult Children

9. Select your gender: Male Female

PART 2: UNDERSTANDING OR PROFICIENCY NEEDED BY THE BEGINNING TEACHER

In your opinion, which of the following knowledge or skills listed in items #10-17 should be **REQUIRED** to **certify people to BEGIN to teach** in grades K-5 and/or grades 6-12? In other words, what level of understanding or proficiency does a new teacher need to **BEGIN** to teach? For items #10-17, please mark each box with a 6, 5, 4, 3, 2, or 1 to indicate the level of understanding or proficiency needed by a new teacher to **BEGIN** to teach in grades K-5 and/or grades 6-12:

6	5	4	3	2	1
deep understanding			little or no understanding		

Grades K-5 6-12

- | | | |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 10. Understanding of subject matter (i.e., content such as history, mathematics, English, science) |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 11. Actual experience working with students in classrooms (i.e., supervised field experience and/or student teaching) |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 12. Understanding of students (i.e., how children develop and learn; how to motivate students to be interested in learning) |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 13. Understanding of "schooling": <ul style="list-style-type: none"> ▪ what the purpose of schooling is and why schools are structured the way they are ▪ how social contexts and backgrounds of students influence teaching and learning ▪ how to gain the support of parents to help their child succeed ▪ what laws regulate working with students in regular classroom settings ▪ what laws regulate working with "special needs" students |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | 14. Understanding of individual learning needs: <ul style="list-style-type: none"> ▪ how to work with all students in the regular classroom (e.g., gifted, limited English proficiency, learning and/or physical disabilities) ▪ how to work with students who live in situations (e.g., physical and/or substance abuse) that impair their learning and social development |

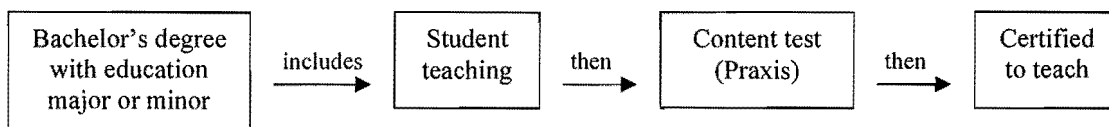
15. Proficiency with pedagogical skills:
- methods and strategies for teaching effectively
 - adapting instruction to various groups of learners
 - using technology to enhance learning
16. Proficiency with managing classrooms:
- establish a classroom where students feel safe and free to learn
 - establish routines and rules that help the classroom run smoothly
 - discipline students in ways that protect their dignity and respect
17. Proficiency with monitoring learning:
- accurately measure student learning
 - use data from tests and other assessments to improve instruction
 - help students develop and apply reading skills to guide their own learning

PART 3: PATHWAYS TO TEACHER CERTIFICATION IN GEORGIA

Which of the following five pathways do you think will prepare people to be effective teachers in Georgia's classrooms? Please respond to items #18-22 **based on the training the new teacher brings to the classroom, NOT on the teacher's personal attributes or characteristics**, marking each pathway as "preferred," "acceptable" or "not acceptable." Note that all new teachers are supervised during their first year of teaching.

- Step 1: Rate each pathway as "preferred," "acceptable," or "not acceptable."
- Step 2: For each pathway, check "yes," "yes with conditions," or "no" to indicate if you would hire a candidate with this training.
- Step 3: Explain your conditions or provide comments, as needed.

18. **Traditional Pathway** (the candidate obtains a Georgia certificate by completing a state-approved program that is part of the bachelor's degree)

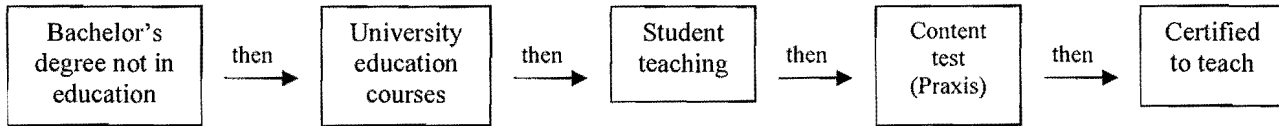


What do you think of this pathway? Preferred Acceptable Not Acceptable
 Would you hire a candidate with this training? Yes Yes, with conditions No

Comments: _____

Please continue the survey on the next page.

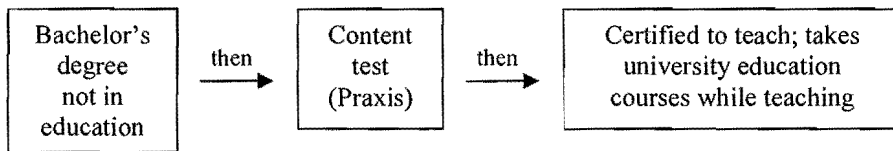
19. **Post-Baccalaureate Pathway** (after earning a bachelor's degree that is not in education, the candidate obtains a Georgia certificate by completing a state-approved program, usually at a college or university)



What do you think of this pathway? Preferred Acceptable Not Acceptable
 Would you hire a candidate with this training? Yes Yes, with conditions No

Comments: _____

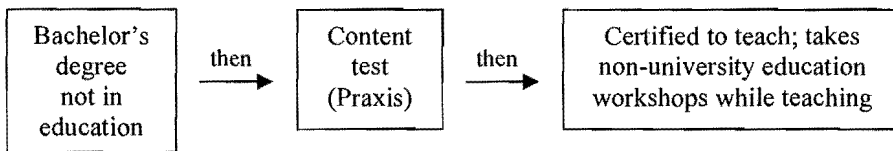
20. **"Typical" Alternative Certification Pathway** (the candidate obtains a Georgia certificate while working as an educator; takes university education courses at night, on weekends, and during the summer)



What do you think of this pathway? Preferred Acceptable Not Acceptable
 Would you hire a candidate with this training? Yes Yes, with conditions No

Comments: Exceptional candidate, or difficulty in finding any
fully-qualified candidate

21. **"Newer" Alternative Certification Pathway** (the candidate obtains a Georgia certificate while working as an educator; takes non-university education workshops at night, on weekends, and during the summer)

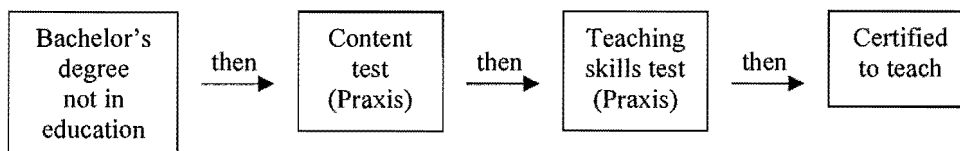


What do you think of this pathway? Preferred Acceptable Not Acceptable
 Would you hire a candidate with this training? Yes Yes, with conditions No

Comments: _____

Please finish the survey on the next page.

22. **“Test Only” Certification Pathway** (the candidate obtains a Georgia certificate by passing required tests)



What do you think of this pathway? Preferred Acceptable Not Acceptable
 Would you hire a candidate with this training? Yes Yes, with conditions No

Comments: _____

23. Which one of the five certification pathways specified in items #18-22 most closely resembles the teacher certification program that you completed? _____

Traditional