

Survey Instrument: Teacher Perspectives on Factors Influencing Effectiveness

*Thank you for completing the NNSTOY survey. The survey should take approximately 40 minutes to complete. You do not have to complete the survey all at one sitting; you may exit the survey at any time and log back in to complete the survey at a later date. **The final date for survey completion is Friday, November 22, 2013.** Your participation is voluntary, and you may skip questions or discontinue at any time without penalty.*

Section 1. Background Information

First, we have some questions about you and your teaching experience.

1. Are you currently teaching in a PK–12 classroom?
 - Yes, as a classroom teacher.
 - Yes, in a specialist role.
 - No, I am currently in school or district administration.
 - No, I am currently in an in-building teacher leadership role.
 - No, I am currently teaching at the college level.
 - No, I am currently at a non-profit education organization.
 - No, I am currently at a for-profit education organization.
 - No, I left the field of education.
 - No, I am currently retired but am still involved in education through community work.
 - No, I am currently retired and am not currently involved in education.
 - Other (specify):

2. Would you have chosen to remain in the classroom as a teacher if there had been more teacher leadership opportunities available to you at the time you left the classroom?
 - Yes
 - No
 - Maybe

3. Excluding student teaching, what is your total number of years of teaching experience overall in a PK–12 setting? *Include the current school year, experience as a substitute teacher, or other special circumstances.*
- Less than 5 years
 - 5–10 years
 - 11–15 years
 - 16–20 years
 - More than 20 years
4. What grade level(s) have you taught during your teaching career, excluding student teaching? *Check all that apply.*
- PK
 - K–3
 - 4–6
 - 7–8
 - 9–12
5. What teaching assignment(s) have you held during your career, excluding student teaching? *Check all that apply.*
- Elementary general education
 - Math
 - Science
 - English
 - Social studies
 - World language
 - English as a second language
 - Special education
 - Reading/language arts
 - Early education
 - Physical education
 - Fine arts (music, drama, art)
 - Family and consumer science
 - Library media specialist
 - School guidance counselor
 - Career education
 - Technology literacy
 - Other (specify): _____

6. What type(s) of school(s) have you taught in during your teaching career, excluding student teaching? *Check all that apply.*
- Traditional public school
 - Charter school
 - Private school
 - Alternative public school (for example, dropout center and special education center)
 - Department of Defense Education Activity school
 - Other (specify):
7. In which type of school location(s) have you taught during your teaching career, excluding student teaching? *Check all that apply.*
- Urban school
 - Suburban school
 - Rural school
 - School in a foreign country
8. What percentage of students in the school(s) where you have taught during your teaching career were approved for free or reduced-price lunch? *Check all that apply.*
- 0–25 percent
 - 26–50 percent
 - 51–75 percent
 - 76–100 percent
 - Don't know
9. How old are you?
- Under 25
 - 25–30
 - 31–35
 - 36–40
 - 41–45
 - 46–50
 - 51–55
 - 56–60
 - Over 60
10. Are you currently a member of a union?
- Yes
 - No

Section 2. Preservice Stage

In this section, we would like to ask you questions about the supports you received during the preservice stage of your career—that is, **before you became employed as a teacher**. Specifically, we would like to know what supports were most important to your gaining the skills needed to become effective as a teacher.

11. How did you receive your teaching certification?

- Bachelor's program
- Master's program
- Postbaccalaureate (with BA/BS from same institution)
- Postbaccalaureate (with BA/BS from different institution)
- Certification associated in any way with participation in an alternative program (e.g., Teach For America, The New Teacher Project). Specify program:
- Other (specify):

12. In what year did you complete your preparation program?

- Before 1990
- 1991–1995
- 1996–2000
- 2001–2005
- 2006–2010
- After 2010

13. A number of supports have been cited as helping preservice stage teachers develop their effectiveness as a teacher. Thinking back to the preservice stage of your career, please indicate whether you received the following supports:

	Yes	No	Don't Know
Theoretical coursework (that is, coursework focused on reading and researching issues directly and indirectly related to teaching)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content coursework in your certification area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pedagogy-related coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied coursework on specific skills (such as classroom management, lesson planning, adapting instruction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coursework on literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coursework on data analysis (such as how to assess, interpret, adjust instruction based on data)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A final clinical practicum (also referred to as “field experience,” “residency,” or “student teaching”) that you found to be high quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fieldwork preceding a final clinical practicum or full-time classroom experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal opportunities for conversations with practicing teachers through courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informal opportunities for conversations with practicing teachers outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early opportunities to observe in the PK–12 classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substitute teaching experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summer school teaching experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction by professors with a deep theoretical understanding of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction by professors with recent, relevant PK–12 teaching experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for preservice teachers from your union or association	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. You indicated that you received the following supports. Please rate the importance of each in developing your effectiveness as a teacher.

	Very important	Somewhat important	Neither important or unimportant	Not very important	Not at all important	Don't Know
Theoretical coursework (that is, coursework focused on reading and researching issues directly and indirectly related to teaching)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content coursework in your certification area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pedagogy-related coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied coursework on specific skills (such as classroom management, lesson planning, adapting instruction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coursework on literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coursework on data analysis (such as how to assess, interpret, adjust instruction based on data)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A final clinical practicum (also referred to as “field experience,” “residency,” or “student teaching”) that you found to be high quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fieldwork preceding a final clinical practicum/full-time classroom experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal opportunities for conversations with practicing teachers through courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informal opportunities for conversations with practicing teachers outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early opportunities to observe in the PK–12 classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substitute teaching experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summer school teaching experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction by professors with a deep theoretical understanding of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction by professors with recent, relevant PK–12 teaching experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for preservice teachers from your union or association	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Of the supports that you rated “very important,” please rank up to the top 3 in order of importance (1 = Most important, 2 = Second most important, 3 = Third most important). If you rated only one support “very important,” choose 1 for that support in the drop-down menu. *If you rated more than three supports as “very important,” rate only top three of them, leaving the others unrated.*

	1	2	3
Theoretical coursework (that is, coursework focused on reading and researching issues directly and indirectly related to teaching)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content coursework in your certification area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pedagogy-related coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied coursework on specific skills (such as classroom management, lesson planning, adapting instruction)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coursework on literacy instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coursework on data analysis (such as how to assess, interpret, adjust instruction based on data)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A final clinical practicum (also referred to as “field experience,” “residency,” or “student teaching”) that you found to be high quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fieldwork preceding a final clinical practicum/full-time classroom experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal opportunities for conversations with practicing teachers through courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informal opportunities for conversations with practicing teachers outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Early opportunities to observe in the PK–12 classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substitute teaching experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summer school teaching experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction by professors with a deep theoretical understanding of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction by professors with recent, relevant PK–12 teaching experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support for preservice teachers from your union or association	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. You indicated that theoretical coursework was important in helping you develop your effectiveness as a teacher. What type(s) of theoretical coursework significantly improved your effectiveness? *Check all that apply.*

- Learning and the brain
- Human development
- Managing student behavior
- Social foundations of education and schooling
- Knowledge of school systems
- Collaborative practice models
- Other (specify): _____

17. You indicated that you had a final clinical practicum that you found to be high quality. Please indicate whether you received the following supports or experiences as part of your final clinical practicum:

	Yes	No	Don't know
I had opportunities to learn from multiple cooperating teachers (defined as the individuals who formally supervised your clinical work).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a cooperating teacher who was effective in promoting student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a cooperating teacher who was an effective adult mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a cooperating teacher who was rather ineffective at teaching (which helped me differentiate strong from weak instruction).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum lasted one full school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum included multiple placements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum was preceded by early clinical experiences before or at the start of my coursework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum included observations from my university supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received written feedback from observations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum involved co-teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum involved observations conducted by clinical supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum involved videotaping.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum involved simulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. You indicated that you received the following supports or experiences during your final clinical practicum. Please rate the importance of each in developing your effectiveness as a teacher.

	Very important	Somewhat important	Neither important or unimportant	Not very important	Not at all important	Don't Know
I had opportunities to learn from multiple cooperating teachers (defined as the individuals who formally supervised your clinical work).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a cooperating teacher who was effective in promoting student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a cooperating teacher who was an effective adult mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a cooperating teacher who was rather ineffective at teaching (which helped me differentiate strong from weak instruction).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum lasted one full school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum included multiple placements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum was preceded by early clinical experiences before or at the start of my coursework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum included observations from my university supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received written feedback from observations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum involved co-teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum involved observations conducted by clinical supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum involved videotaping.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum involved simulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Of the supports that you rated “very important,” please rank up to the top 3 in order of importance (1 = Most important, 2 = Second most important, 3 = Third most important). *If you rated only one support “very important,” choose 1 for that support in the drop-down menu. If you rated more than three supports as “very important,” rate only top three of them, leaving the others unrated.*

	1	2	3
I had opportunities to learn from multiple cooperating teachers (defined as the individuals who formally supervised your clinical work).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a cooperating teacher who was effective in promoting student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a cooperating teacher who was an effective adult mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a cooperating teacher who was rather ineffective at teaching (which helped me differentiate strong from weak instruction).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum lasted one full school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum included multiple placements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum was preceded by early clinical experiences before or at the start of my coursework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum included observations from my university supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received written feedback from observations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum involved coteaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum involved observations conducted by clinical supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum involved videotaping.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum involved simulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Now, please think about the qualifications and experiences of effective cooperating teachers in general, that is, the individuals who formally supervise preservice teachers' clinical work. Please rate how important you believe it is that cooperating teachers possess the following qualifications and experiences in order to help preservice teachers become effective:

	Very important	Somewhat important	Neither important or unimportant	Not very important	Not at all important	Don't Know
The cooperating teacher has received training for the role of cooperating teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cooperating teacher has taught in the same grade level as the preservice teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cooperating teacher has taught in the same field as the preservice teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cooperating teacher has achieved National Board Certification, Teacher of the Year, department chairmanship, or another esteemed recognition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cooperating teacher has a teacher leader role in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cooperating teacher has at least five years of teaching experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20_text. Are there other very important qualifications or experiences that cooperating teachers should possess in order to help preservice teachers become effective, that were not captured in this list?

Yes. Specify: _____

No

21. Of the qualities that you rated “very important,” please rank up to the top 3 in order of importance (1 = Most important, 2 = Second most important, 3 = Third most important). *If you rated only one support “very important,” choose 1 for that support in the drop-down menu. If you rated more than three supports “very important,” rate only top three of them, leaving the others unrated.*

	1	2	3
The cooperating teacher has received training for the role of cooperating teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cooperating teacher has taught in the same grade level as the preservice teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cooperating teacher has taught in the same field as the preservice teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cooperating teacher has achieved National Board Certification, Teacher of the Year, department chairmanship, or another esteemed recognition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cooperating teacher has a teacher leader role in the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cooperating teacher has at least five years of teaching experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3. Novice and Advanced Beginner Stage¹

Now we would like to ask you questions about your development as a teacher during the novice and advanced beginner stage of your career—that is, **in your first five years on the job**.

Specifically, we would like to know what supports or experiences have been most important in helping you develop the necessary skills needed to be effective as a teacher?

22. Please indicate whether you received the following supports or experiences during your first five years in the classroom:

	Yes	No	Don't know
I attended an orientation program that sufficiently acquainted me with school policies and protocols from Day 1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I attended new teacher workshops, trainings, or seminars in my content area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I attended new teacher workshops, trainings, or seminars on specific cross-content pedagogical issues such as classroom management, college- and career-ready standards, understanding of state teaching standards, or working with special student populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a school placement that aligned with my talents, training, or certification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received a reduced workload.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received ongoing support from my preparation program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a specific district support team for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had common planning time with other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received access to a mentor (assigned or informal).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received access to a highly supportive principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received support for new teachers from my union or association.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I engaged in professional organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in professional conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I conducted continued coursework on a master's degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22_text. Are there are other very important supports or experiences in your first five years in the classroom that were not captured in this list?

Yes. Specify: _____

No

¹ This stage was renamed Novice Stage.

23. You indicated that you received the following supports or experiences in your first five years in the classroom. Please rate the importance of each in developing your effectiveness as a teacher.

	Very important	Somewhat important	Neither important or unimportant	Not very important	Not at all important	Don't Know
I attended an orientation program that sufficiently acquainted me with school policies and protocols from Day 1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I attended new teacher workshops, trainings, or seminars in my content area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I attended new teacher workshops, trainings, or seminars on specific cross-content pedagogical issues such as classroom management, college- and career-ready standards, understanding of state teaching standards, or working with special student populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a school placement that aligned with my talents, training, or certification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received a reduced workload.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received ongoing support from my preparation program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a specific district support team for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had common planning time with other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received access to a mentor (assigned or informal).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received access to a highly supportive principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received support for new teachers from my union or association.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I engaged in professional organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in professional conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I conducted continued coursework on a master's degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. Of the supports that you rated “very important,” please rank up to the top 3 in order of importance (1 = Most important, 2 = Second most important, 3 = Third most important). *If you rated only one support “very important,” choose 1 for that support in the drop down menu. If you rated more than three supports “very important,” rate only top three of them, leaving the others unrated.*

	1	2	3
I attended an orientation program that sufficiently acquainted me with school policies and protocols from Day 1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I attended new teacher workshops, trainings, or seminars in my content area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I attended new teacher workshops, trainings, or seminars on specific cross-content pedagogical issues such as classroom management, college- and career-ready standards, understanding of state teaching standards, or working with special student populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a school placement that aligned with my talents, training, or certification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received a reduced workload.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received ongoing support from my preparation program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a specific district support team for new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had common planning time with other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received access to a mentor (assigned or informal).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received access to a highly supportive principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received support for new teachers from my union or association.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I engaged in professional organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in professional conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I conducted continued coursework on a master’s degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. Did you have an assigned mentor at any time during your first five years of teaching?

- Yes
- No
- Don't know

26. Please indicate whether your assigned mentor possessed the following characteristics:

	Yes	No	Don't know
My mentor was in the same subject area or grade level as I was.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor was a great teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor modeled effective teaching practices for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor exhibited traits such as empathy or compassion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor's personality or interests aligned with or were complementary to mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor had sufficient time to spend with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor was in close physical proximity within my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor provided me with helpful support/ advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor had previous mentoring experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. You indicated that your assigned mentor possessed the following characteristics. Please rate the importance of each in developing your effectiveness as a teacher during your first five years in the classroom.

	Very important	Somewhat important	Neither important or unimportant	Not very important	Not at all important	Don't Know
My mentor was in the same subject area or grade level as I was.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor was a great teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor modeled effective teaching practices for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor exhibited traits such as empathy or compassion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor's personality or interests aligned with or were complementary to mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor had sufficient time to spend with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor was in close physical proximity within my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor provided me with helpful support/ advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor had previous mentoring experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. Of the characteristics that you rated “very important,” please rank up to the top 3 in order of importance (1 = Most important, 2 = Second most important, 3 = Third most important). *If you rated only one support “very important,” choose 1 for that support in the drop down menu. If you rated more than three supports “very important,” rate only top three of them, leaving the others unrated.*

	1	2	3
My mentor was in the same subject area or grade level as I was.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor was a great teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor modeled effective teaching practices for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor exhibited traits such as empathy or compassion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor’s personality or interests aligned with or were complementary to mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor had sufficient time to spend with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor was in close physical proximity within my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor provided me with helpful support/ advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor had previous mentoring experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. Did you have an informal/unofficial mentor at any time during your first five years of teaching?

- Yes
- No
- Don't know

30. Please indicate whether your informal/unofficial mentor possessed the following characteristics:

	Yes	No	Don't know
My mentor was in the same subject area or grade level as I was.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor was a great teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor modeled effective teaching practices for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor exhibited traits such as empathy or compassion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor's personality or interests aligned with or were complementary to mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor had sufficient time to spend with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor was in close physical proximity within my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor provided me with helpful support/advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor had previous mentoring experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. You indicated that your informal/unofficial mentor possessed the following characteristics. Please rate the importance of each in developing your effectiveness as a teacher during your first five years in the classroom.

	Very important	Somewhat important	Neither important or unimportant	Not very important	Not at all important	Don't Know
My mentor was in the same subject area or grade level as I was.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor was a great teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor modeled effective teaching practices for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor exhibited traits such as empathy or compassion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor's personality or interests aligned with or were complementary to mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor had sufficient time to spend with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor was in close physical proximity within my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor provided me with helpful support/advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor had previous mentoring experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. Of the characteristics that you rated "very important," please rank up to the top 3 in order of importance (1 = Most important, 2 = Second most important, 3 = Third most important). *If you rated only one support "very important," choose 1 for that support in the drop down menu. If you rated more than three supports "very important," rate only top three of them, leaving the others unrated.*

	1	2	3
My mentor was in the same subject area or grade level as I was.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor was a great teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor modeled effective teaching practices for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor exhibited traits such as empathy or compassion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor's personality or interests aligned with or were complementary to mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor had sufficient time to spend with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor was in close physical proximity within my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor provided me with helpful support/advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My mentor had previous mentoring experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. Please indicate whether you engaged in the following activities to accelerate your professional growth during your first five years in the classroom:

	Yes	No	Don't know
I developed my own professional growth plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had formal opportunities for self-reflection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had structured activities around frameworks such as the National Board for Professional Teaching Standards or Teacher Leader Model Standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had exposure to my own teacher evaluation framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had formal evaluations of my strengths and weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had informal evaluations of my strengths and weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in collaborative activities with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in data analysis teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in a professional learning community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. You indicated that you engaged in the following activities during your first five years in the classroom. Please rate the importance of each in developing your effectiveness as a teacher during your first five years in the classroom.

	Very important	Somewhat important	Neither important or unimportant	Not very important	Not at all important	Don't Know
I developed my own professional growth plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had formal opportunities for self-reflection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had structured activities on frameworks such as the National Board for Professional Teaching Standards or Teacher Leader Model Standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had exposure to my own teacher evaluation framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had formal evaluations of my strengths and weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had informal evaluations of my strengths and weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in collaborative activities with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in data analysis teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in a professional learning community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. Of the supports that you rated “very important,” please rank up to the top 3 in order of importance (1 = Most important, 2 = Second most important, 3 = Third most important). *If you rated only one support “very important,” choose 1 for that support in the drop down menu. If you rated more than three supports “very important,” rate only top three of them, leaving the others unrated.*

	1	2	3
I developed my own professional growth plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had formal opportunities for self-reflection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had structured activities on frameworks such as the National Board for Professional Teaching Standards or Teacher Leader Model Standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had exposure to my own teacher evaluation framework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had formal evaluations of my strengths and weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had informal evaluations of my strengths and weaknesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in collaborative activities with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in data analysis teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in a professional learning community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 4. Career Stage

Now we would like to ask you questions about your ongoing development as a teacher after being grounded in your career, that is, **after the first five years of teaching**. Specifically, we would like to know what supports and experiences most significantly helped you continue to develop the skills needed to be effective as a teacher.

36. Considering your ongoing development after the first five years of teaching, please indicate whether you **have** received the following supports or experiences:

	Yes	No	Don't know
I have received ongoing formal education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received career advancement/teacher leader opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received school- or district-mandated professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received external professional development that I chose, funded by the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received self-directed, self-funded external professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received professional development delivered by teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received actionable feedback through formal and informal evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have achieved National Board Certification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have served as a teacher leader. (Note: The teacher leader career stage will be addressed in the following section.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have taught on a team with a teacher leader jointly accountable for my students' outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have participated in professional learning communities/collaboration activities with other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have presented at conferences or to peer groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have participated in activities aimed at improving my awareness of teaching as a profession, such as membership in a professional association or teachers' union.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. You indicated that you received the following supports or experiences. Please rate the importance of each in helping you continue to develop skills and knowledge to effectively help your students learn.

	Very important	Somewhat important	Neither important or unimportant	Not very important	Not at all important	Don't Know
I have received ongoing formal education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received career advancement/teacher leader opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received school- or district-mandated professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received external professional development that I chose, funded by the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received self-directed, self-funded external professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received professional development delivered by teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received actionable feedback through formal and informal evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have achieved National Board Certification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have served as a teacher leader. (Note: The teacher leader career stage will be addressed in the following section.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have taught on a team with a teacher leader jointly accountable for my students' outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have participated in professional learning communities/collaboration activities with other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have presented at conferences or to peer groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have participated in activities aimed at improving my awareness of teaching as a profession, such as membership in a professional association or teachers' union.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38. Of the supports or experiences that you rated “very important,” please rank up to the top 3 in order of importance (1 = Most important, 2 = Second most important, 3 = Third most important). *If you rated only one support “very important,” choose 1 for that support in the drop down menu. If you rated more than three supports “very important,” rate only top three of them, leaving the others unrated.*

	1	2	3
I have received ongoing formal education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received career advancement/teacher leader opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received school- or district-mandated professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received external professional development that I chose, funded by the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received self-directed, self-funded external professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received professional development delivered by teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received actionable feedback through formal and informal evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have achieved National Board Certification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have served as a teacher leader. (Note: The teacher leader career stage will be addressed in the following section.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have taught on a team with a teacher leader jointly accountable for my students’ outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have participated in professional learning communities/collaboration activities with other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have presented at conferences or to peer groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have participated in activities aimed at improving my awareness of teaching as a profession, such as membership in a professional association or teachers’ union.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

39. You indicated that ongoing formal education was an important support in helping you continue to develop skills and knowledge to effectively help your students learn. What type(s) of ongoing formal education significantly improved your continual development? *Check all that apply.*

- M.A.
- Ed.D.
- Ph.D.
- Additional certification
- Graduate coursework
- Licensure renewal activities
- National Board Certification

- Formal teacher leader training
- Conducting teaching and learning focused action research
- Other (specify): _____

40. You mentioned that participating in school- or district-mandated professional development helped you become the effective teacher that you are today. Please rate the importance of the following characteristics of your school- or district-mandated professional development in terms of helping you continue to develop skills and knowledge to effectively help your students learn:

	Very important	Somewhat important	Neither important or unimportant	Not very important	Not at all important	Don't know/Not relevant to my experience
The professional development is grounded in my day-to-day teaching practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The professional development involves, at least, two hours per week to practice the new skills and knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The professional development is sustained over a period of, at least, 6 months.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The professional development is offered during school hours with substitute teachers available to cover classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The professional development is self-selected to be specifically relevant to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The professional development is led by other teachers in my school or district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The professional development involves observing or being observed by peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41. Of the characteristics of your school- or district-mandated professional development that you rated “very important,” please rank up to the top 3 in order of importance (1 = Most important, 2 = Second most important, 3 = Third most important). *If you rated only one support “very important,” choose 1 for that support in the drop down menu. If you rated more than three supports “very important,” rate only top three of them, leaving the others unrated.*

	1	2	3
The professional development is grounded in my day-to-day teaching practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The professional development involves, at least, two hours per week to practice the new skills and knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The professional development is sustained over a period of, at least, 6 months.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The professional development is offered during school hours with substitute teachers available to cover classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The professional development is self-selected to be specifically relevant to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The professional development is led by other teachers in my school or district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The professional development involves observing or being observed by peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

42. You mentioned that participating in **external** professional development helped you become the effective teacher that you are today. Please rate the importance of the following characteristics of that professional development in terms of helping you become effective as a teacher:

	Very important	Somewhat important	Neither important or unimportant	Not very important	Not at all important	Don't know/Not relevant to my experience
The external professional development is job embedded (that is, it is grounded in my day-to-day teaching practice).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The external professional development is sustained over a significant period of time (for example, at least 6 months) rather than a one-off.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The external professional development is offered during school hours with substitute teachers available to cover classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The external professional development is self-selected to be specifically relevant to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The external professional development is led by individuals with recent teaching experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

43. Of the aspects of your external professional development that you rated “very important,” please rank up to the top 3 in order of importance (1 = Most important, 2 = Second most important, 3 = Third most important). *If you rated only one support “very important,” choose 1 for that support in the drop down menu. If you rated more than three supports “very important,” rate only top three of them, leaving the others unrated.*

	1	2	3
The external professional development is job embedded (that is, it is grounded in my day-to-day teaching practice).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The external professional development is sustained over a significant period of time (for example, at least 6 months) rather than a one-off.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The external professional development is offered during school hours with substitute teachers available to cover classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The external professional development is self-selected to be specifically relevant to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The external professional development is led by individuals with recent teaching experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

44. You mentioned that participating in activities aimed at improving your awareness of teaching as a profession was an important support in terms of helping you continue to develop skills and knowledge to effectively help your students learn. Please rate the importance of the following experiences in terms of helping you continue to develop skills and knowledge to effectively help your students learn:

	Very important	Somewhat important	Neither important or unimportant	Not very important	Not at all important	Don't know/Not relevant to my experience
Membership in a teachers union or association.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Membership in professional organizations (for example, ASCD, Learning Forward).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Membership in subject-specific organizations (for example, organizations like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serving as union/association leader or building representative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocating for the profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engaging in policy work at the local, state, or federal level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching on a team with a teacher leader jointly accountable for my students' outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

44_text. Are there other very important activities that helped you, as a career stage teacher, to continue to develop skills and knowledge to effectively help your students learn, that were not captured in this list?

- Yes. Specify: _____
- No

45. Of the activities aimed at improving your awareness of teaching as a profession that you rated “very important,” please rank up to the top 3 in order of importance (1 = Most important, 2 = Second most important, 3 = Third most important). *If you rated only one support “very important,” choose 1 for that support in the drop down menu. If you rated more than three supports “very important,” rate only top three of them, leaving the others unrated.*

	1	2	3
Membership in a teachers union or association.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Membership in professional organizations (for example, ASCD, Learning Forward).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Membership in subject-specific organizations (for example, organizations like NCTM or ALA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serving as union/association leader or building representative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocating for the profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engaging in policy work at the local, state, or federal level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching on a team with a teacher leader jointly accountable for my students’ outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

46. Considering your ongoing development, please indicate whether you have received the following supports or experiences **after the first five years of teaching**:

	Yes	No	Don’t know
I have had ongoing mentors (official or unofficial) to guide me through new experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a collegial, collaborative school culture and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a specific group of peers with whom to collaborate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had school leaders who have orchestrated meaningful professional learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a working environment that has encouraged emerging leadership roles for teachers beyond our classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had opportunities for self-selection of learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had access to journals, books, virtual resources, and other professional development resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had access to classroom resources (for example, textbooks, technology).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had access to supportive school leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had sufficient time to learn and grow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

46_text. Are there other very important supports or experiences that helped you, as a career teacher, to continue to develop skills and knowledge to effectively help your students learn, that were not captured in this list?

- Yes. Specify: _____
- No

47. You indicated that you received the following supports or experiences. Please rate the importance of each in helping you continue to develop skills and knowledge to effectively help your students learn.

	Very important	Somewhat important	Neither important or unimportant	Not very important	Not at all important	Don't Know
I have had ongoing mentors (official or unofficial) to guide me through new experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a collegial, collaborative school culture and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a specific group of peers with whom to collaborate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had school leaders who have orchestrated meaningful professional learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a working environment that has encouraged emerging leadership roles for teachers beyond our classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had opportunities for self-selection of learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had access to journals, books, virtual resources, and other professional development resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had access to classroom resources (for example, textbooks, technology, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had access to supportive school leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had sufficient time to learn and grow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

48. Of the supports or experiences that you rated “very important,” please rank up to the top 3 in order of importance (1 = Most important, 2 = Second most important, 3 = Third most important). *If you rated only one support “very important,” choose 1 for that support in the drop down menu. If you rated more than three supports “very important,” rate only top three of them, leaving the others unrated.*

	1	2	3
I have had ongoing mentors (official or unofficial) to guide me through new experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a collegial, collaborative school culture and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a specific group of peers with whom to collaborate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had school leaders who have orchestrated meaningful professional learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a working environment that has encouraged emerging leadership roles for teachers beyond our classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had opportunities for self-selection of learning activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had access to journals, books, virtual resources, and other professional development resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had access to classroom resources (for example, textbooks, technology).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had access to supportive school leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had sufficient time to learn and grow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 5. Teacher Leader Stage

In this final section, we would like to ask you questions about your ongoing development as a teacher since you became a teacher leader—that is, what supports and activities significantly helped you strengthen your craft as a teacher **after you became a Teacher of the Year and/or assumed other teacher leadership responsibilities?**

49. Considering your ongoing development as a teacher leader, please indicate whether you have had the following leadership experiences **since you became a Teacher of the Year and/or assumed other teacher leadership responsibilities:**

	Yes	No	Don't know
I have organized whole-school, whole-grade-level, or whole-team projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had formal leadership roles in which I was jointly accountable for colleagues' student outcomes, while continuing to teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had formal leadership roles in which I was jointly accountable for colleagues' student outcomes, but not continuing to teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had informal leadership roles in improving colleagues' instructional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have developed collaborative projects with the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have taken coursework in adult learning (demonstrated understanding of adult learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a leadership role in national, state, or local forums, workshops, or conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have served on a school or district leadership team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have served as a union/association leader, negotiating team member, union board member, committee member, or delegate to the union's representative assembly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have interacted with policymakers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have served on national, state, or local education policy and/or public policy committees, taskforces, or think tank activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been involved in conducting or analyzing research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I achieved National Board Certification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a role in which I reached more students than normal by using blended learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a role in which I reached more students than normal by leading a teaching team on which I was accountable for all student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

49_text. Are there other very important leadership experiences that helped you, as a teacher leader, continually strengthen your craft, that were not captured in this list?

Yes. Specify: _____

No

50. You indicated that you have had the following experiences as a teacher leader. Please rate the importance of each in strengthening your craft as a teacher.

	Very important	Somewhat important	Neither important or unimportant	Not very important	Not at all important	Don't Know
I have organized whole-school, whole-grade-level, or whole-team projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had formal leadership roles in which I was jointly accountable for colleagues' student outcomes, while continuing to teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had formal leadership roles in which I was jointly accountable for colleagues' student outcomes, but not continuing to teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had informal leadership roles in improving colleagues' instructional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have developed collaborative projects with the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have taken coursework in adult learning (demonstrated understanding of adult learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a leadership role in national, state, or local forums, workshops, or conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have served on a school or district leadership team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have served as a union/association leader, negotiating team member, union board member, committee member, or delegate to the union's representative assembly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have interacted with policymakers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have served on national, state, or local education policy and/or public policy committees, taskforces, or think tank activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been involved in conducting or analyzing research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I achieved National Board Certification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a role in which I reached more students than normal by using blended learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a role in which I reached more students than normal by leading a teaching team on which I was accountable for all student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

51. Of the experiences that you rated “very important,” please rank up to the top 3 in order of importance (1 = Most important, 2 = Second most important, 3 = Third most important). *If you rated only one support “very important,” choose 1 for that support in the drop down menu. If you rated more than three supports “very important,” rate only top three of them, leaving the others unrated.*

	1	2	3
I have organized whole-school, whole-grade-level, or whole-team projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had formal leadership roles in which I was jointly accountable for colleagues’ student outcomes, while continuing to teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had formal leadership roles in which I was jointly accountable for colleagues’ student outcomes, but not continuing to teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had informal leadership roles in improving colleagues’ instructional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have developed collaborative projects with the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have taken coursework in adult learning (demonstrated understanding of adult learning).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a leadership role in national, state, or local forums, workshops, or conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have served on a school or district leadership team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have served as a union/association leader, negotiating team member, union board member, committee member, or delegate to the union’s representative assembly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have interacted with policymakers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have served on national, state, or local education policy and/or public policy committees, taskforces, or think tank activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been involved in conducting or analyzing research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I achieved National Board Certification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a role in which I reached more students than normal by using blended learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a role in which I reached more students than normal by leading a teaching team on which I was accountable for all student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

52. Considering your ongoing development as a teacher leader, please indicate whether you have received the following supports or experiences **since you became a Teacher of the Year and/or assumed other teacher leadership responsibilities**:

	Yes	No	Don't know
I conducted research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I shared research findings with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provided formal coaching or mentoring to colleagues to improve their instructional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I conducted peer review observations of colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was observed by less effective peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I delivered professional development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in coursework or developed knowledge in advanced pedagogical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in coursework on teacher leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I served as a scorer of educator assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I assumed a department chairmanship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I conducted curriculum development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I conducted pre-clinical supervision of student teachers/teacher candidates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I taught teacher preparation at the university level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I became a mentor or instructional coach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I presented at conferences or to peer groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

52_text. Are there other very important leadership experiences that helped you, as a teacher leader, continually strengthen your craft that were not captured in this list?

- Yes. Specify: _____
- No

53. You indicated that you received the following supports or experiences as a teacher leader. Please rate the importance of each in strengthening your craft as a teacher.

	Very important	Somewhat important	Neither important or unimportant	Not very important	Not at all important	Don't Know
I conducted research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I shared research findings with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provided formal coaching or mentoring to colleagues to improve their instructional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I conducted peer review observations of colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was observed by less effective peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I delivered professional development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in coursework or developed knowledge in advanced pedagogical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in coursework on teacher leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I served as a scorer of educator assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I assumed a department chairmanship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I conducted curriculum development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I conducted pre-clinical supervision of student teachers/teacher candidates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I taught teacher preparation at the university level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I became a mentor or instructional coach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I presented at conferences or to peer groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

54. Of the activities that you rated “very important,” please rank up to the top 3 in order of importance (1 = Most important, 2 = Second most important, 3 = Third most important). *If you rated only one support “very important,” choose 1 for that support in the drop down menu. If you rated more than three supports “very important,” rate only top three of them, leaving the others unrated.*

	1	2	3
I conducted research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I shared research findings with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I provided formal coaching or mentoring to colleagues to improve their instructional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I conducted peer review observations of colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was observed by less effective peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I delivered professional development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in coursework or developed knowledge in advanced pedagogical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in coursework on teacher leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I served as a scorer of educator assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I assumed a department chairmanship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I conducted curriculum development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I conducted pre-clinical supervision of student teachers/teacher candidates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I taught teacher preparation at the university level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I became a mentor or instructional coach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I presented at conferences or to peer groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

55. In your current role, would you be willing for NNSTOY to pass your name to teacher education programs to invite you to speak to preservice and/or other groups of teachers?

- Yes, definitely
- Yes, probably
- Maybe
- No

56. Please list any additional experiences or supports not covered by the survey that you believe have contributed to your teaching expertise.
