

Survey Results: Investing in What It Takes to Move From Good to Great

Section 2. Preservice Stage

Question 12: 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.

Responses	%
a. Theoretical coursework (that is, coursework focused on reading or researching issues directly or indirectly related to teaching)	82.12
b. Content coursework in my certification area	93.19
c. Pedagogy-related coursework	89.7
d. Applied coursework on specific skills (such as classroom management, lesson planning, adapting instruction, data analysis)	72.74
e. A final clinical practicum (also referred to as field experience, residency, or student teaching) that was of high quality	87.78
f. An assigned cooperating teacher during a final clinical practicum	86.82
g. Fieldwork preceding a final clinical practicum/full-time classroom experience	80.28
h. Instruction by professors with a deep, theoretical understanding of instruction	80.64
i. Instruction by professors with recent, relevant PK–12 teaching experience	53.27

Question 13: Of the supports that you listed, please rank up to the top three in order of importance in developing your effectiveness as a teacher.

Responses	%
a. Theoretical coursework	17.79%
b. Content coursework in my certification area	47.93%
c. Pedagogy-related coursework	30.46%
d. Applied coursework on specific skills	55.23%
e. A final clinical practicum that was of high quality	78.64%
f. An assigned cooperating teacher during a final clinical practicum	43.60%

This document is the collaborative effort of the Center on Great Teachers and Leaders (GTL Center), the National Network of State Teachers of the Year (NNSTOY), and the National Board for Professional Teaching Standards (NBPTS).

Responses	%
g. Fieldwork preceding a final clinical practicum/full-time classroom experience	38.95%
h. Instruction by professors with a deep, theoretical understanding of instruction	18.12%
i. Instruction by professors with recent, relevant PK–12 teaching experience	33.78%

Question 14: You indicated you had a final clinical practicum that you found to be of high quality. Please indicate whether you received the following supports or experiences as part of your final clinical practicum.

Responses	%
a. I had opportunities to learn from multiple cooperating teachers (defined as the individuals who formally supervised your clinical work).	64.32
b. I had a cooperating teacher who was effective in promoting student learning.	90.58
c. I had a cooperating teacher who was an effective adult mentor.	88.16
d. I received written feedback from observations.	86.5
e. My final clinical practicum lasted one full school year.	16.72
f. My final clinical practicum included multiple placements.	41.8
g. My final clinical practicum was preceded by early clinical experiences before or at the start of my coursework.	79.9
h. My final clinical practicum included observations from my university supervisor.	90.04
i. My final clinical practicum involved coteaching.	52.43
j. My final clinical practicum involved observations conducted by clinical supervisors.	68.18
k. My final clinical practicum involved videotaping myself and reviewing/discussing/reflecting on myself as a teacher.	26.56
l. My final clinical practicum involved simulations.	13.36

Question 15: Of the supports you listed for the final clinical practicum, please rank up to the top three in order of importance in developing your effectiveness as a teacher.

Responses	%
a. I had opportunities to learn from multiple cooperating teachers (defined as the individuals who formally supervised your clinical work).	54.56%
b. I had a cooperating teacher who was effective in promoting student learning.	79.51%
c. I had a cooperating teacher who was an effective adult mentor.	68.42%
d. I received written feedback from observations.	46.65%
e. My final clinical practicum lasted one full school year.	44.43%

Responses	%
f. My final clinical practicum included multiple placements.	9.82%
g. My final clinical practicum was preceded by early clinical experiences before or at the start of my coursework.	15.64%
h. My final clinical practicum included observations from my university supervisor.	20.67%
i. My final clinical practicum involved coteaching.	31.68%
j. My final clinical practicum involved observations conducted by clinical supervisors.	6.62%
k. My final clinical practicum involved videotaping myself and reviewing/discussing/reflecting on myself as a teacher.	32.16%
l. My final clinical practicum involved simulations.	6.50%

Question 16: You indicated that you had a cooperating teacher as part of the final clinical practicum who was effective in promoting student learning or who was an effective adult mentor. Please rate the top three most important qualifications and experiences your cooperating teacher possessed that helped you become effective at the preservice stage.

Responses	%
a. The cooperating teacher received training for his or her role as a cooperating teacher.	28.29
b. The cooperating teacher taught in the same grade level as I did.	46.43
c. The cooperating teacher taught in the same subject area as I did.	50.26
d. The cooperating teacher taught in the same field as I did.	35.77
e. The cooperating teacher achieved National Board Certification.	3.90%
f. The cooperating teacher received an esteemed recognition, such as the Milken Educator Award or Teacher of the Year, at the same time he or she served as my cooperating teacher.	2.36%
g. The cooperating teacher had a teacher leader role in the school, which might have included serving as a department chair, instructional coach, committee leader, or other role that helped advance teaching and learning for the school.	32.58
h. The cooperating teacher had at least five years of teaching experience at the time he or she served as my cooperating teacher.	80.94
i. Other	12.57

Question 17: Did your cooperating teacher give you significant or effective support in learning how to do the following?

Responses	%
a. Use noninstructional time for planning or preparing	71
b. Reflect on my instructional practice before or after the lessons in order to make adjustments over time	84.14
c. Adjust instruction “in the moment” of the instruction	71.81
d. Adapt instructional techniques or lessons to my personal teaching style	68.99
e. Translate theory or research into practical teaching strategies	67.17

Section 3. Novice Stage

Question 18: Please indicate whether you received the following supports or experiences during your first five years in the classroom.

Responses	%
a. I had a school placement that aligned with my talents, training, or certification.	87.52
b. I attended an orientation program that sufficiently acquainted me with school policies and protocols from Day 1.	50.75
c. I attended new teacher workshops, trainings, or seminars in my content area.	65.29
d. 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.	56.37
e. I received ongoing support from my preparation program.	27.56
f. I had common planning time with other teachers.	48.88
g. I had access to an assigned mentor.	48.54
h. I had access to an informal mentor.	70.92
i. I had a highly supportive principal.	68.81
j. I engaged in professional organizations.	71.3
k. I participated in professional conferences.	77.28
l. I conducted continued coursework on a master’s degree.	52.5
m. I developed my own professional growth plan.	69.53
n. I participated in data analysis teams.	32.33
o. I participated in a professional learning community.	50.44

Responses	%
p. I had formal opportunities for self-reflection.	46.28
q. I had structured activities around frameworks such as the National Board for Professional Teaching Standards.	23.18
r. I had a formal evaluation that included student growth or achievement outcomes.	44.94
s. I had a formal evaluation that included observations of professional practice and/or artifact review.	76.48
t. Other	26.86

Question 19: Of the supports or experiences you listed, please rank up to the top three in order of importance in developing your effectiveness as a teacher

Responses	%
a. I had a school placement that aligned with my talents, training, or certification.	46.55%
b. I attended an orientation program that sufficiently acquainted me with school policies and protocols from Day 1.	14.38%
c. I attended new teacher workshops, trainings, or seminars in my content area.	30.50%
d. 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.	31.07%
e. I received ongoing support from my preparation program.	11.81%
f. I had common planning time with other teachers.	42.07%
g. I had access to an assigned mentor.	49.53%
h. I had access to an informal mentor.	51.36%
i. I had a highly supportive principal.	54.07%
j. I engaged in professional organizations.	13.30%
k. I participated in professional conferences.	24.35%
l. I conducted continued coursework on a master's degree.	33.40%
m. I developed my own professional growth plan.	19.99%
n. I participated in data analysis teams.	7.49%
o. I participated in a professional learning community.	23.76%
p. I had formal opportunities for self-reflection.	12.25%
q. I had structured activities around frameworks such as the National Board for Professional Teaching Standards.	21.51%

Responses	%
r. I had a formal evaluation that included student growth or achievement outcomes.	8.46%
s. I had a formal evaluation that included observations of professional practice and/or artifact review.	11.82%
t. Other	10.20%

Question 20: You mentioned that you were assigned a mentor. Please indicate whether your assigned mentor possessed the following characteristics.

Responses	%
a. My assigned mentor was in the same subject area or grade level as I was.	70.26
b. My assigned mentor modeled effective teaching practices for me in a live classroom setting.	55.55
c. My assigned mentor had sufficient time to spend with me.	65.48
d. My assigned mentor was in close physical proximity within my school.	79.71
e. My assigned mentor provided me with helpful support/advice.	87.9
f. My assigned mentor had previous mentoring experience.	77.94

Question 21: Of the assigned mentor characteristics you selected, please rank up to the top three in order of importance in developing your effectiveness as a teacher.

Responses	%
a. My assigned mentor was in the same subject area or grade level as I was.	75.94%
b. My assigned mentor modeled effective teaching practices for me in a live classroom setting.	60.46%
c. My assigned mentor had sufficient time to spend with me.	73.15%
d. My assigned mentor was in close physical proximity within my school.	51.90%
e. My assigned mentor provided me with helpful support/advice.	82.67%
f. My assigned mentor had previous mentoring experience.	35.68%

Question 22: You mentioned that you had access to an informal mentor. Please indicate whether your informal mentor possessed the following characteristics.

Responses	%
a. My informal mentor was in the same subject area or grade level as I was.	75.84
b. My informal mentor modeled effective teaching practices for me.	70.64
c. My informal mentor had sufficient time to spend with me.	70.74
d. My informal mentor was in close physical proximity within my school.	88.41

Responses	%
e. My informal mentor provided me with helpful support or advice.	97.62
f. My informal mentor had previous mentoring experience.	57.39

Question 23: Of the informal mentor characteristics you selected, please rank up to the top three in order of importance in developing your effectiveness as a teacher.

Responses	%
a. My informal mentor was in the same subject area or grade level as I was.	75.77%
b. My informal mentor modeled effective teaching practices for me.	64.29%
c. My informal mentor had sufficient time to spend with me.	64.49%
d. My informal mentor was in close physical proximity within my school.	53.97%
e. My informal mentor provided me with helpful support or advice.	84.07%
f. My informal mentor had previous mentoring experience.	21.04%

Section 4. Career Stage

Question 24: Considering your ongoing development after the first five years of teaching, please indicate whether you have received the following supports or experiences.

Responses	%
a. I have received ongoing formal education, such as coursework from an institution of higher education, certification or licensure activities, or conducting action research.	88.23
b. I have received school- or district-mandated professional development on a specific topic.	95.62
c. I have received professional development on a topic that I chose from experts working outside the district.	85.95
d. I have received professional development delivered by teachers.	95.47
e. I have received actionable feedback through formal or informal observation or evaluation.	86.67
f. I have taught on a team with a teacher leader jointly accountable for my students' outcomes.	45.65
g. I have participated in professional learning communities/collaboration activities with other teachers.	95.86
h. I have had ongoing official or unofficial mentors to guide me through new experiences.	65.85
i. I have had a collegial, collaborative school culture and colleagues.	89.41
j. I have had a specific group of peers with whom to regularly collaborate.	90.07

Responses	%
k. I have had access to supportive school leadership.	84.99
l. I have had school leaders who have orchestrated meaningful professional learning opportunities.	76.98
m. I have had a working environment that has encouraged emerging leadership roles for teachers beyond our classrooms.	80.21
n. I have given formal presentations at conferences or events outside my school, district, or region.	63.57
o. I have given formal presentations to peer groups or others within my school, district, or region.	90.32
p. Other	40.34

Question 25: Of the supports or experiences that you listed, please rank up to the top three in order of importance in developing your effectiveness as a teacher.

Responses	%
a. I have received ongoing formal education, such as coursework from an institution of higher education, certification or licensure activities, or conducting action research.	43.42%
b. I have received school- or district-mandated professional development on a specific topic.	13.52%
c. I have received professional development on a topic that I chose from experts working outside the district.	36.16%
d. I have received professional development delivered by teachers.	15.52%
e. I have received actionable feedback through formal or informal observation or evaluation.	13.54%
f. I have taught on a team with a teacher leader jointly accountable for my students' outcomes.	18.44%
g. I have participated in professional learning communities/collaboration activities with other teachers.	35.16%
h. I have had ongoing official or unofficial mentors to guide me through new experiences.	21.58%
i. I have had a collegial, collaborative school culture and colleagues.	35.11%
j. I have had a specific group of peers with whom to regularly collaborate.	39.56%
k. I have had access to supportive school leadership.	27.09%
l. I have had school leaders who have orchestrated meaningful professional learning opportunities.	11.48%
m. I have had a working environment that has encouraged emerging leadership roles for teachers beyond our classrooms.	21.76%

Responses	%
n. I have given formal presentations at conferences or events outside my school, district, or region.	16.51%
o. I have given formal presentations to peer groups or others within my school, district, or region.	10.17%
p. Other	6.91%

Question 26: You indicated that ongoing formal education was important in helping you continue to develop your effectiveness as a teacher. What type of formal education have you received after the first five years of teaching?

Responses	%
a. National Board Certification	97.09
b. Graduate-level coursework	87.86
c. Additional state teaching certification or endorsement	66.78
d. Licensure renewal activities	82.2
e. Formal teacher leader training	62.92
f. Conducting teaching or learning focused action research	50.31
g. Other	39.24

Question 27: Of the formal ongoing education you indicated of having received, please rank up to the top three in order of importance in developing your effectiveness as a teacher.

Responses	%
a. National Board Certification	96.30%
b. Graduate-level coursework	85.60%
c. Additional state teaching certification or endorsement	54.73%
d. Licensure renewal activities	39.50%
e. Formal teacher leader training	54.64%
f. Conducting teaching or learning focused action research	51.17%
g. Other	41.90%

Question 28: You mentioned that you received school- or district-mandated professional development on a specific topic. Please rate the top three most important characteristics of your school- or district-mandated professional development in terms of helping you continue to develop your effectiveness as a teacher.

Responses	%
a. The professional development is grounded in my day-to-day teaching practice.	79.30%

Responses	%
b. The professional development involves at least two hours per week to practice the new skills and knowledge.	12.50%
c. The professional development is sustained over a period of at least six months.	34.81%
d. The professional development is self-selected to be specifically relevant to me.	68.83%
e. The professional development is led by other teachers in my school or district.	43.00%
f. The professional development involves observing or being observed by peers.	29.18%

Question 29: You also mentioned that you received professional development that you chose from experts working outside the district. Please rate the top three most important characteristics of that professional development in terms of helping you continue to develop your effectiveness as a teacher.

Responses	%
a. The professional development is grounded in my day-to-day teaching practice.	83.56%
b. The professional development involves at least two hours per week to practice the new skills and knowledge.	14.88%
c. The professional development is sustained over a period of at least six months.	31.14%
d. The professional development is self-selected to be specifically relevant to me.	85.31%
e. The professional development is led by other teachers.	50.95%

Section 5. Teacher Leader Stage

Question 30: Considering your ongoing development as a teacher leader, please indicate whether you have had the following leadership experiences since you became a teacher leader or assumed teacher leadership responsibilities.

Responses	%
a. I have or have had a role in which I maintained my classroom teaching responsibilities with added teacher leadership responsibilities.	87.38
b. I have or have had a role in which I had reduced classroom teaching responsibilities with added teacher leadership responsibilities.	28.26

Responses	%
c. I have or have had a role in which I reached more students than normal by using blended learning.	28.55
d. I have or 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.	29.35
e. I have or have had formal leadership roles in which I was jointly accountable for colleagues' student outcomes, while continuing to teach.	34.41
f. I have or have had informal leadership roles in improving colleagues' instructional practice.	83.91
g. I have organized projects or initiatives that impact student growth and learning at the school, district, or community level.	82.19
h. I have served on a school or district leadership team.	87.85
i. I have been involved in conducting or analyzing research.	57.24
j. I have shared research findings with colleagues to inform professional learning or implementation of a new initiative.	63.81
k. I have become a mentor or instructional coach.	76.38
l. I have provided formal coaching or mentoring to colleagues to improve their instructional practice.	69.16
m. I have conducted peer review observations of colleagues.	63.63
n. I have been observed by peers.	86.28
o. I have delivered professional development activities.	86.66
p. I have participated in coursework or developed knowledge in advanced pedagogical practice.	75.7
q. I have assumed a department chairmanship.	51.19
r. I have conducted curriculum development.	72.01
s. I have conducted supervision of student teachers/teacher candidates.	69
t. I have taught teacher preparation at the university level.	15.34
u. I have presented at conferences or to peer groups.	74.96
v. Other	39.38

Question 31: Of the experiences that you mentioned you had previously, please rank up to the top three in order of importance in developing your effectiveness as a teacher.

Responses	%
a. I have or have had a role in which I maintained my classroom teaching responsibilities with added teacher leadership responsibilities.	27.32%
b. I have or have had a role in which I had reduced classroom teaching responsibilities with added teacher leadership responsibilities.	20.25%

Responses	%
c. I have or have had a role in which I reached more students than normal by using blended learning.	18.60%
d. I have or 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.	15.44%
e. I have or have had formal leadership roles in which I was jointly accountable for colleagues' student outcomes, while continuing to teach.	14.38%
f. I have or have had informal leadership roles in improving colleagues' instructional practice.	22.06%
g. I have organized projects or initiatives that impact student growth and learning at the school, district, or community level.	30.54%
h. I have served on a school or district leadership team.	29.31%
i. I have been involved in conducting or analyzing research.	14.63%
j. I have shared research findings with colleagues to inform professional learning or implementation of a new initiative.	12.85%
k. I have become a mentor or instructional coach.	35.53%
l. I have provided formal coaching or mentoring to colleagues to improve their instructional practice.	22.07%
m. I have conducted peer review observations of colleagues.	14.50%
n. I have been observed by peers.	14.30%
o. I have delivered professional development activities.	25.28%
p. I have participated in coursework or developed knowledge in advanced pedagogical practice.	22.17%
q. I have assumed a department chairmanship.	17.14%
r. I have conducted curriculum development.	26.74%
s. I have conducted supervision of student teachers/teacher candidates.	27.44%
t. I have taught teacher preparation at the university level.	27.70%
u. I have presented at conferences or to peer groups.	19.92%
v. Other	5.86%

Question 32: You indicated that you had a formal teacher leadership role while continuing to teach. Has your formal teacher leadership role impacted your teaching practice in any of the following ways?

Responses	%
a. My teacher leadership role required me to share with others how or why my teaching practices were effective.	83.87

Responses	%
b. My teacher leadership role required me to refine my own teaching practice to be more effective.	90.7
c. My teacher leadership role required me to identify different approaches to or styles of instruction.	88.94
d. My teacher leadership role gave me the confidence to be more innovative or take more instructional risks to promote student learning.	88.95
e. My teacher leadership role gave me the confidence to share my practice with more educators.	90.38
f. My teacher leadership role made me engage more with research and research-based teaching practices.	78.53

Question 33: Of the ways in which your formal teacher leadership role impacted your teaching practice, please rank up to the top three in order of importance in developing your effectiveness as a teacher.

Responses	%
a. My teacher leadership role required me to share with others how or why my teaching practices were effective.	49.99%
b. My teacher leadership role required me to refine my own teaching practice to be more effective.	79.87%
c. My teacher leadership role required me to identify different approaches to or styles of instruction.	53.99%
d. My teacher leadership role gave me the confidence to be more innovative or take more instructional risks to promote student learning.	59.38%
e. My teacher leadership role gave me the confidence to share my practice with more educators.	42.59%
f. My teacher leadership role made me engage more with research and research-based teaching practices.	39.50%

Question 34: Did you receive any of the following supports as a teacher leader?

Responses	%
a. Formal teacher leadership training	47.88
b. Supportive school leaders	82.35
c. Formal teacher leadership roles with additional monetary compensation	47.99
d. Formal teacher leadership roles with change in job title	30.76
e. Dedicated time beyond common planning to collaborate or work with other teachers on instructional practice or strategies	46.31

Responses	%
f. Dedicated time beyond common planning to collaborate or work with other teacher leaders on supporting other staff	40.68
g. Formal recognition as an exemplary teacher	52.82
h. Mentorship by a more experienced teacher leader	23.65
i. Other	21.67

Question 34a: How much additional compensation did you receive annually for your teacher leader roles? If you have had multiple roles, please indicate the compensation you received for the role that was most significant in terms of your time or involvement.

Responses	%
a. \$1,000 or under salary increase	36.11
b. \$1,001 to 5,000 salary increase	35.3
c. \$5,001 to 10,000 salary increase	6.85
d. Over \$10,000 salary increase	1.19
e. \$1,000 or under bonus or supplement	3.7
f. \$1,001 to 5,000 bonus or supplement	9.74
g. \$5,001 to 10,000 bonus or supplement	4.68
h. Over \$10,000 bonus or supplement	2.42

Question 35: Of the supports that you received as a teacher leader, please rank up to the top three experiences in order of importance in helping you as a teacher leader.

Responses	%
a. Formal teacher leadership training	68.89%
b. Supportive school leaders	83.73%
c. Formal teacher leadership roles with additional monetary compensation	52.41%
d. Formal teacher leadership roles with change in job title	32.17%
e. Dedicated time beyond common planning to collaborate or work with other teachers on instructional practice or strategies	77.62%
f. Dedicated time beyond common planning to collaborate or work with other teacher leaders on supporting other staff	58.16%
g. Formal recognition as an exemplary teacher	46.41%
h. Mentorship by a more experienced teacher leader	62.68%
i. Formal evaluation and feedback aligned with my teacher leader responsibilities	27.56%

Question 36: What are the top three greatest barriers you have experienced to being successful in your teacher leadership role?

Responses	%
a. Poor school climate or unsupportive school leaders	40.27
b. Lack of compensation for additional responsibilities	48.55
c. Lack of training or preparation for additional responsibilities	30.47
d. Lack of time to collaborate or work with others on instructional practice or strategies for addressing performance or outcome gaps	75.8
e. Lack of support, or even jealousy, from peers regarding my leadership role	28
f. State or district policies around licensure, release time, peer evaluation, or other policies that restrict teacher leadership activities	27.79
g. Other	9.89

Question 37: What do you think is the most important impact that you have had on your school community as a teacher leader?

Responses	%
a. Improved school climate	11.62
b. Improved recruitment or retention of effective teachers	4.38
c. Improved student learning	54.25
d. Improved community engagement	3.53
e. Improved efficacy of other teachers	16.98
f. Improved involvement of other teachers in decision-making	7.27
g. Other (specify):	1.97

Question 38: Has your teacher leadership role positively impacted your decision to remain in a teaching position where you are responsible for teaching students directly?

Responses	%
a. Yes	79.35
b. No	20.65