

## **APTE Fall 2004 District Questionnaire Results Highlights**

- Most districts hire less than one-quarter of their new teachers from UA teacher preparation programs.
- 75 to 80 percent of superintendents find new teachers either adequately prepared or well-prepared to teach to Alaska standards and to prepare students for state-mandated tests; 20 to 25 percent find new teachers poorly prepared for these tasks.
- Just over 60 percent of superintendents described their relationship with the university as good or very good; 74 percent described their relationship with the Alaska Department of Education and Early Development (DEED) as good or very good.
- Slightly less than 40 percent of superintendents described the university as helpful or very helpful in their school improvement efforts, compared with 77 percent for DEED.
- About one-quarter of superintendents wanted more communication and direct contact with both DEED and the university.
- Few believe the exit exam leads to increased drop-out rates as some people have asserted.

## Alaska Partnership for Teacher Enhancement District Questionnaire Fall 2004–Results Summary

1. What percent of your newly hired teachers came from University of Alaska teacher- preparation programs?

<u>None</u>	<u>1-25</u>	<u>26-50</u>	<u>51-75%</u>	<u>76-100%</u>
11%	70%	9%	11%	0%

2. Which UA campus or program trained most of those teachers?

<u>UAA</u>	<u>UAF</u>	<u>UAS</u>	<u>KPC</u>	<u>No Answer/ Don't Know</u>
30%	34%	23%	2%	17%

3. How prepared are your newly hired teachers to teach to Alaska Standards?

<u>Well Prepared</u>	<u>Adequately Prepared</u>	<u>Poorly Prepared</u>
13%	65%	22%

4. In what ways should they be better prepared?

- 14 districts gave responses; some districts cited more than one issue.
- 7 districts: need to know how to teach to standards.
- 3 districts: need to know how to teach diverse students.
- 6 districts: need better training in pedagogical areas including best practices/research based programs, curriculum planning and lesson design (Madeline Hunter model), use of diagnostic tools, integration of technology, and teaching of reading.
- 2 districts: need more experience (subject matter expertise, classroom)
- 1 district: instructors of teachers need more recent classroom contact.

5. How well do your newly hired teachers prepare students for state mandated tests?

<u>Well</u>	<u>Adequately</u>	<u>Poorly</u>	<u>Don't Know</u>
30%	43%	25%	2%

6. For those who indicated new teachers poorly prepare students for state mandated tests: In what ways do they need improvement?

- 13 districts responded
- 6 districts: inability to teach to state standards
- 5 districts: concerns about diversity: ability to teach low income, LEP, culturally diverse students, those with different learning styles – in general to understand what students' need in order to learn
- 5 districts: need greater skills in instructional planning
- 2 districts: classroom management, discipline

7. In general, how responsive is the University to your requests and inquiries?

<u>Very Responsive</u>	<u>Somewhat Responsive</u>	<u>Not Responsive</u>
34%	55%	11%

8. To what extent does the University help in your school improvement efforts?

<u>Very Helpful</u>	<u>Somewhat Helpful</u>	<u>Neither Helpful nor Unhelpful</u>	<u>Somewhat Unhelpful</u>	<u>Very Unhelpful</u>
8.5%	30%	47%	6%	8.5%

9. Overall, how would you characterize your district's relationship with the University?

<u>Very Good</u>	<u>Good</u>	<u>Good, with Reservations*</u>	<u>Poor</u>	<u>No Relationship</u>
15%	47%	28%	4%	6%

\*Reservations were primarily about lack of contact, wanting more collaboration/cooperation. Districts were also concerned that the university is out of touch with rural needs.

10. If there were one change that the University could make that would help your district, what would it be?

- 16 districts asked for better teacher preparation and educational leadership programs including for rural schools
- 12 districts wanted more visibility and collaboration with the university.
- 9 districts suggested streamlining the University's bureaucracy
- 4 requested addressing educator shortages, especially in high-needs fields

11. In general, how responsive is DEED to your requests and inquiries?

<u>Very Responsive</u>	<u>Somewhat Responsive</u>	<u>Not Responsive</u>
66%	31%	2%

12. To what extent does DEED help in your school improvement efforts?

<u>Very Helpful</u>	<u>Somewhat Helpful</u>	<u>Neither Helpful nor Unhelpful</u>	<u>Somewhat Unhelpful</u>	<u>Very Unhelpful</u>
30%	47%	19%	4%	0%

13. Overall, how would you characterize your district's relationship with DEED?

<u>Very Good</u>	<u>Good</u>	<u>Good, with Reservations*</u>	<u>Needs Improvement</u>
36%	38%	21%	4%

\*Reservations were primarily high staff turnover and workloads, and the resulting lack of expertise

14. If there were one change that DEED could make that would help your district, what would it be?

- 13 districts wished DEED were less regulatory and compliance oriented and, instead, provided more support for curriculum and instruction work.
- 12 asked that DEED improve communication or make more onsite visits
- 7 districts were concerned with staff issues: DEED needs more staff, a lower turnover rate, or better-prepared staff with more experience.
- 6 districts asked that DEED streamline processes/reduce paperwork.
- 3 districts asked for improvement in NCLB requirements.

The following questions are about the effect of the implementation of the High School Exit Examination and are from a survey that examined the effects of high school exit exams on instruction nationwide.

<b>Please indicate the extent to which you agree with each of the following statements.</b>	<b>Percent of Responses</b>			
	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
15. The state mandated test motivates previously unmotivated students to learn.	2%	39%	43%	15%
16. Score differences from year to year on the state-mandated test reflect changes in the characteristics of students rather than changes in school effectiveness.	11%	45%	45%	0%
17. There is so much pressure for high scores on the state-mandated test that teachers have little time to teach anything not on the test.	4%	38%	51%	6%
18. The state-mandated test has brought much needed attention to education issues in my district.	9%	45%	36%	11%
19. The state-mandated testing program leads some teachers in my school to teach in ways that contradict their own ideas of good educational practice.	11%	57%	30%	2%
20. State-mandated testing has caused many students in my district to drop out of high school.	2%	30%	57%	11%
21. Administrators in my district believe students' state-mandated test scores reflect the quality of teachers' instruction.	0%	37%	43%	20%