

## English Educator Survey Employed in Cates & Kotsko 2014 Study

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The first three questions ask about the required English teacher preparation methods coursework.

1. Please mark which of the following descriptions applies to your teaching load within the last three years. Check all that apply.

- Within the last three year, I have taught the principal course in which secondary English preservice teachers learn about the teaching of writing.
- Within the last three years, I have taught a general secondary English methods course that prepares preservice teachers to teach writing.
- I have not taught either of the above courses in the last three years.

*< If participants selected No, they were be taken to the “Thank You Screen” to eliminate them from the sample.>*

2. How many courses are preservice secondary English teachers REQUIRED to complete that emphasize how to teach writing?

- 1
- 2
- 3
- 4
- More than 4

3. Of your secondary English methods course, what percentage of the course’s content addresses writing?

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## Now....what do you teach?

4. How much emphasis in your secondary English methods course do you place on:

*theories* such as formalism, expressivism, cognitivism?

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|--------------------------|---------------------|--------------------------|----------------|--------------------------|---------------|--------------------------|-----------------|--------------------------|-------------|
| <input type="checkbox"/> | Very heavy emphasis | <input type="checkbox"/> | Heavy emphasis | <input type="checkbox"/> | Some emphasis | <input type="checkbox"/> | Little emphasis | <input type="checkbox"/> | No emphasis |
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*approaches* to writing such as controlled-to-free, free-writing, paragraph-pattern, grammar-syntax-organization, communicative, process, writing to learn?

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| <input type="checkbox"/> | Very heavy emphasis | <input type="checkbox"/> | Heavy emphasis | <input type="checkbox"/> | Some emphasis | <input type="checkbox"/> | Little emphasis | <input type="checkbox"/> | No emphasis |
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*activities* that can be used in the teaching of writing such as graphic organizers, paragraph/essay structure imitation, peer editing, etc.?

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how to *implement* writing activities into classroom practice (for example, the steps needed to carry out aforementioned activities)?

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| <input type="checkbox"/> | Very heavy emphasis | <input type="checkbox"/> | Heavy emphasis | <input type="checkbox"/> | Some emphasis | <input type="checkbox"/> | Little emphasis | <input type="checkbox"/> | No emphasis |
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how to *assess* writing and provide helpful feedback to learners?

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how to *adjust* the implementation of writing activities for varying environments, student populations, and the like?

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| <input type="checkbox"/> | Very heavy emphasis | <input type="checkbox"/> | Heavy emphasis | <input type="checkbox"/> | Some emphasis | <input type="checkbox"/> | Little emphasis | <input type="checkbox"/> | No emphasis |
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5. If you teach the writing process, please estimate the emphasis you place on each phase of the process when teaching preservice teachers about the teaching of writing.

[Please skip to question 7 if you do not teach preservice teachers about the writing process approach.]

Prewriting

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| <input type="checkbox"/> | Very heavy emphasis | <input type="checkbox"/> | Heavy emphasis | <input type="checkbox"/> | Some emphasis | <input type="checkbox"/> | Little emphasis | <input type="checkbox"/> | No emphasis |
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Drafting

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| <input type="checkbox"/> | Very heavy emphasis | <input type="checkbox"/> | Heavy emphasis | <input type="checkbox"/> | Some emphasis | <input type="checkbox"/> | Little emphasis | <input type="checkbox"/> | No emphasis |
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Revision

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| <input type="checkbox"/> | Very heavy emphasis | <input type="checkbox"/> | Heavy emphasis | <input type="checkbox"/> | Some emphasis | <input type="checkbox"/> | Little emphasis | <input type="checkbox"/> | No emphasis |
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Editing

- |                          |                     |                          |                |                          |               |                          |                 |                          |             |
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| <input type="checkbox"/> | Very heavy emphasis | <input type="checkbox"/> | Heavy emphasis | <input type="checkbox"/> | Some emphasis | <input type="checkbox"/> | Little emphasis | <input type="checkbox"/> | No emphasis |
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Publishing

- |                          |                     |                          |                |                          |               |                          |                 |                          |             |
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| <input type="checkbox"/> | Very heavy emphasis | <input type="checkbox"/> | Heavy emphasis | <input type="checkbox"/> | Some emphasis | <input type="checkbox"/> | Little emphasis | <input type="checkbox"/> | No emphasis |
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6. Please indicate how much you rely on each of the following practices in your secondary English methods course to help students learn about *teaching* the writing process.

Students read about teaching the writing process in books/journals

Very much     Much     Some     Little     Not at all

Students engage in the writing process for required classroom assignments

Very much     Much     Some     Little     Not at all

Students teach the writing process

Very much     Much     Some     Little     Not at all

I lecture about how to teach the writing process

Very much     Much     Some     Little     Not at all

I model how to teach the writing process

Very much     Much     Some     Little     Not at all

7. Do you talk to your preservice English teachers about how to prepare their students for essay writing on standardized tests? If no, mark no and skip to question 9.

Yes  
 No

8. If yes, please describe briefly what you tell them to do.

Great job so far! You're about halfway through the survey. Now we need to know about your students.

9. Overall, how well prepared to write would you rate your preservice English teachers when they first arrive in your secondary English methods course?

Very well prepared     Well prepared     Somewhat prepared     Slightly prepared     Not prepared at all

10. Consider for a moment the writing of the students in your secondary English methods course at the start of your course. Rate how serious a problem you think EACH of the following writing area is for your preservice secondary English teachers.

Content Development

A lot of trouble     Much trouble     Some trouble     Little trouble     No trouble

Organization

A lot of trouble     Much trouble     Some trouble     Little trouble     No trouble

Style/Tone

A lot of trouble     Much trouble     Some trouble     Little trouble     No trouble

Mechanics/Grammar/Language Use

A lot of trouble     Much trouble     Some trouble     Little trouble     No trouble

11. Do you either observe your preservice teachers teach writing in schools or collect feedback from the mentor teachers they work with when they teach writing?

- Yes
- No

12. For each of the following components of the teaching of writing, identify how serious a problem you think your students will have when teaching their own students:

Content Development

- A lot of trouble
- Much trouble
- Some trouble
- Little trouble
- No trouble

Organization

- A lot of trouble
- Much trouble
- Some trouble
- Little trouble
- No trouble

Style/Tone

- A lot of trouble
- Much trouble
- Some trouble
- Little trouble
- No trouble

Mechanics/Grammar/Language Usage

- A lot of trouble
- Much trouble
- Some trouble
- Little trouble
- No trouble

Assessment

- A lot of trouble
- Much trouble
- Some trouble
- Little trouble
- No trouble

You are more than halfway through. Just a couple of technology-use questions next!

13. To what extent do you use EACH of the following technologies to help prepare new secondary English teachers to teach writing?

CDs/DVDs/VHS

- Very much
- Much
- Some
- Little
- Not at all

PowerPoint and other presentation software

- Very much
- Much
- Some
- Little
- Not at all

Concept mapping software

- Very much
- Much
- Some
- Little
- Not at all

Online resources

- Very much
- Much
- Some
- Little
- Not at all

14. If there are useful online materials or online sources related to writing that you use with your preservice teachers, please provide Web addresses (URLs), or titles if you do not know the URLs.

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15. Which of the following barriers do you face in using technology in your teaching preservice teachers about writing? (Check all that apply.)

- Existing technologies don't match the way I teach.
- Existing technologies are too complicated for implementation.
- I don't understand how existing technologies would help my instruction.
- What I already do now is just as good if not better than existing technologies.
- Implementing technology would require me to change the whole course.
- None of the above.

The end is officially in sight, but we want to know about your dreams for English teacher preparation in teaching writing.

16. Briefly describe what kind(s) of instruction you would provide to your preservice English teachers to help better prepare them to teach writing if you could do *anything* you wanted.

17. What are the one to three barriers that prevent you from teaching preservice English teachers in the way you described in question 16?

Thanks so much for sticking with us!

18. Which textbook(s) do you **require** students to purchase in your secondary English methods course that focuses on **how to teach writing**? Please use the drop-down menu to select which texts you use. If you do not see your book, select the "other" option to enter your own selections. You may also select the "Textbooks listed on submitted syllabus" option if your textbooks are on your syllabus and you will submit that syllabus in the next survey item.

- Content Area Writing: Every Teacher's Guide* (Daniels/Zemelman/Steineke)
- English Teacher's Companion: A Complete Guide to Classroom Curriculum and the Profession* (Burke)
- Making the Journey* (Christenbury)
- Teaching Adolescent Writers* (Gallagher)
- Teaching English by Design: How to Create and Carry Out Instructional Units* (Smagorinsky)
- Teaching English in Middle and Secondary Schools* (Maxwel/Meiser/McKnight)
- Textbooks listed on submitted syllabus
- Other

19. Based on your selection of "Other" in the textbook item, please list, in the space provided, the textbooks you require students to purchase in your secondary English methods course that focus on how to teach writing.
20. If you are willing, please attach your English methods course syllabus as a .pdf or .doc/.docx file. (Thanks so much!)
21. Would you like to receive a copy of the final report or be a part of the future field-testing of any online resources developed to address the needs identified by your survey responses? If yes, please check the appropriate boxes below.
- No, thanks.
- YES, please send me a copy of the final report.
- YES, please include me in field-testing your online resources.
22. Please enter your email address: \_\_\_\_\_