

Alabama Teaching Environment Survey Results



2009-10 Alabama Statewide Survey

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Chapter 1

INTRODUCTION

1.1 Purpose of Report

Schools are complex social systems and making decisions about courses of action in a school affects the whole organization.¹ A growing body of research shows that a positive school climate – the quality and character of school life – can enhance student well-being and academic achievement.² Moreover, aspects of the school climate that affect teachers – primarily the behaviors of the principal – have a greater influence on teacher retention than any other factor, including student demographics and achievement.³ A positive school climate is the result of several factors and practices that create an environment that ensures students have equal opportunity to succeed⁴ and teachers feel respected and supported.³ The collection and analysis of faculty perception, concerns, and needs data can help educators to focus on academic, demographic, or program data that affect the school climate.⁵ In addition, collecting and using teacher perception information recognizes the importance of the teaching community and sets the stage for involving teachers in planning for change.⁶

Teacher perception data are an often overlooked aspect of school culture critical to classroom performance and school climate. Teacher perceptions of satisfaction, well-being and efficacy can have a significant impact on student success.⁷ It is only through the inclusion of accurate, effective measurement of school personnel's perceptions, concerns, and needs that an appropriate plan for improvement can be formulated.

The sections of the Teaching Environment Survey Report have been designed to provide meaningful insight regarding teachers' perceptions of:

- School Leadership
 - General Direction of School
 - Vision and Communication
 - Instructional Leadership
 - Shared Decision-making
 - Teacher Support
 - Discipline Issues
 - Overall School Climate
- Trust, Respect, Caring
 - Teacher Trust in Principal
 - Student Trust and Respect for Teachers
 - Teacher Trust, Care, Respect for Students
- Teachers and Training
 - Teacher Commitment
 - Teacher Stress and Burnout
 - Teacher Efficacy

- Teacher Relationships/Collaboration
- Teacher Compensation
- Students and Learning
 - Student Engagement
 - Student Support
- Facilities and Resources
 - Facilities
 - Teacher Resources

Careful examination and consideration of the information provided in this report can assist building- and district-level educators in deciding which programs and policies to maintain or re-examine, which new prevention/intervention programs to initiate or existing programs to continue, and which professional development/continuing education needs should be addressed.⁸ These data, coupled with other evidence regarding school performance (eg, student achievement, parent surveys, student surveys), should facilitate the creation of clear goals and strategies for improvement.

1.2 About the Survey

1.2.1 History/Development of Survey

In spring 2008, International Survey Associates conducted a pilot survey to assess teacher working conditions as reported by more than 2,700 faculty members in Alabama schools. Results of the pilot survey provided useful data, chiefly in identifying missing items needed to measure all of the multifaceted domains of today's school environment. In December 2008, a cadre of education researchers from across the country met and, guided by results of the pilot survey, literature reviews, theoretical and conceptual platforms,

and research experience, began the development process of a teaching environment survey instrument and parallel student survey items.

After numerous working sessions, the education researchers established item banks for both students and teaching staff. Items were analyzed for readability and a cognitive pre-testing was conducted in summer 2009. With results of these tests, some items were re-worded, some were removed and new items/topics added. By November 2009, a 135-item dictionary for teaching staff and a 42-item dictionary for students were complete. Following multi-tiered survey methods, two forms of the teaching staff questionnaire were designed, each with 76 similar core items and 59 additional items unique to each form. The 42 new items for the student survey were incorporated into an alternative form of the Pride Surveys Questionnaire for Grades 6-12 and will be used in tandem with the traditional form of the survey. Pursuant to working sessions of the Office of Safe and Drug Free Schools, these new items have also been categorized to measure standards tentatively identified by OSDFS. ISA has grouped its item dictionary to demonstrate areas where data are being collected to measure these standards.

The teacher survey was named Teaching Environment Survey in December 2009 and the student forms remained named Pride Surveys Questionnaire for Grades 6-12.

1.2.2 Respondent Characteristics

Respondents identified teaching position, years teaching, school grade levels taught, certification held and academic training completed, age, sex, and ethnicity (Figures 1.1 through 1.8).

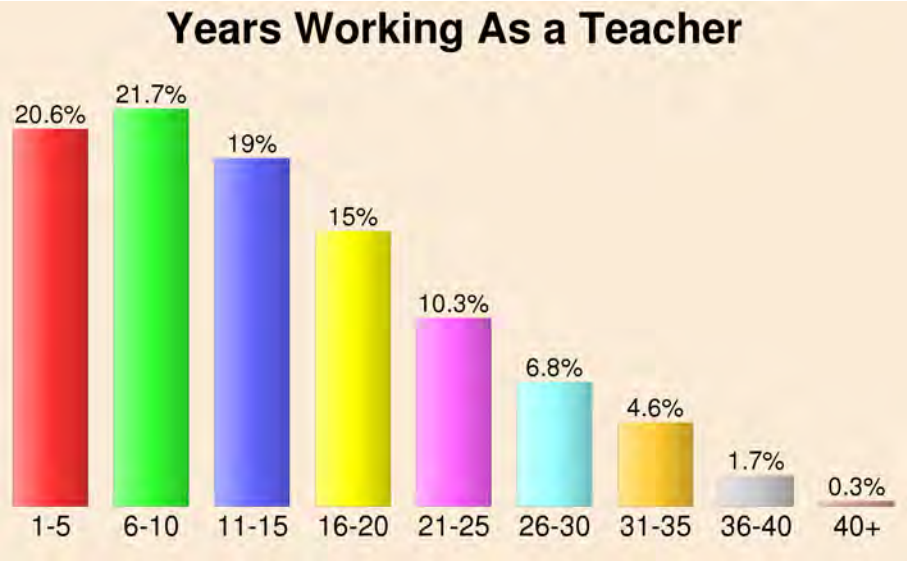


Figure 1.1: Years Working As a Teacher

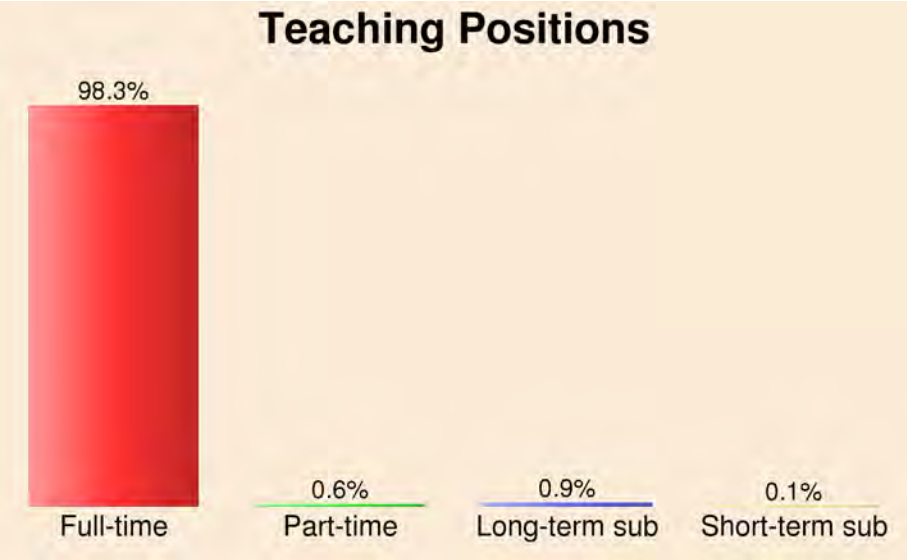


Figure 1.2: Teaching Positions

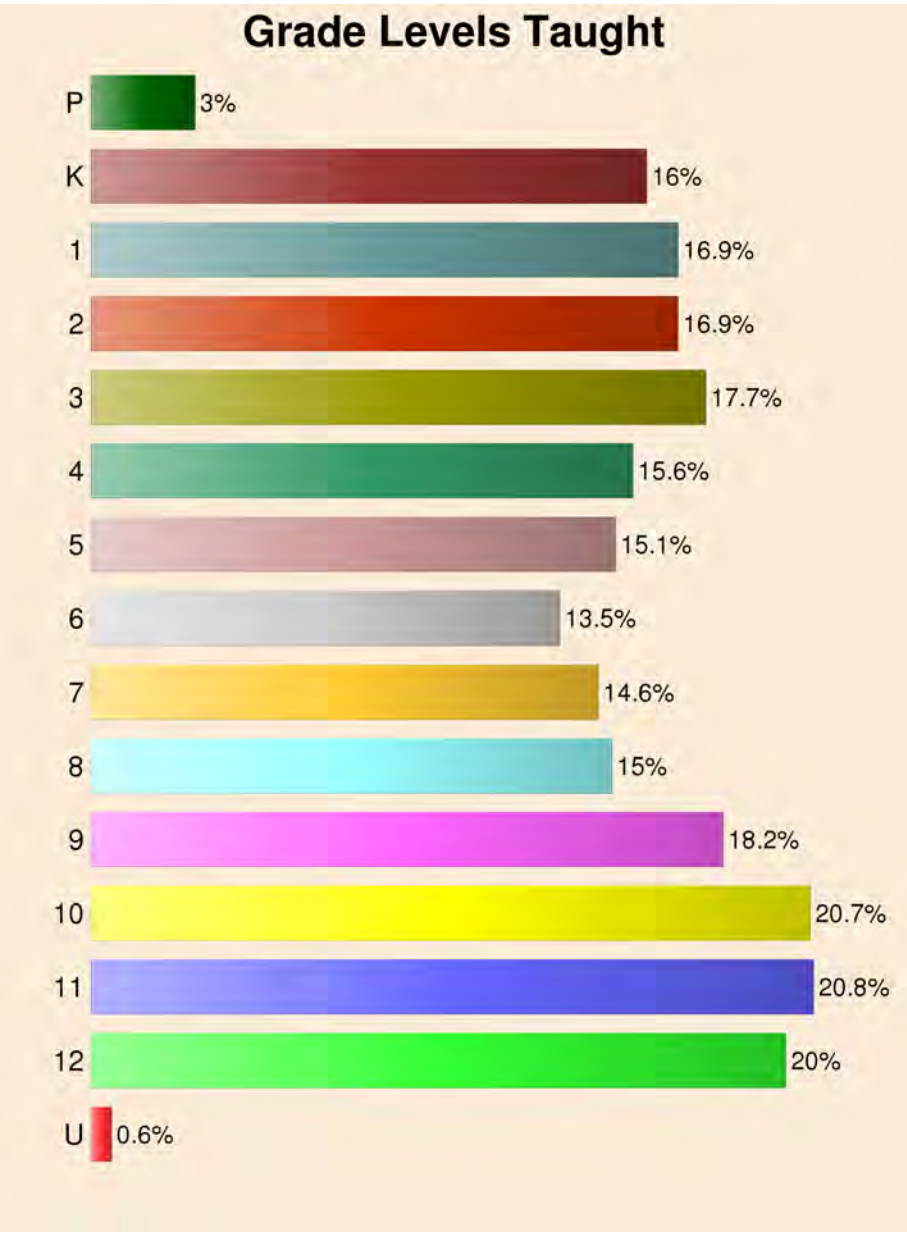


Figure 1.3: Grade Levels Taught

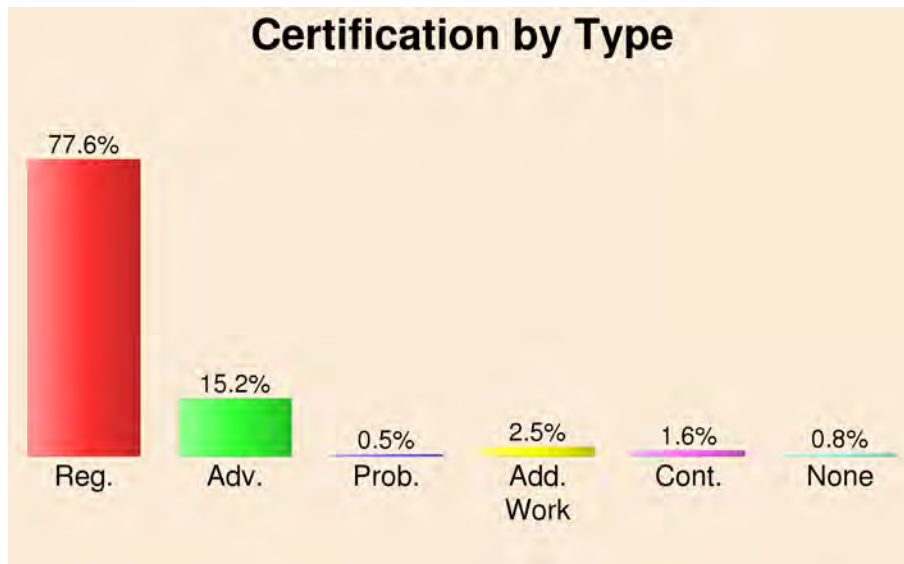


Figure 1.4: Certification by Type

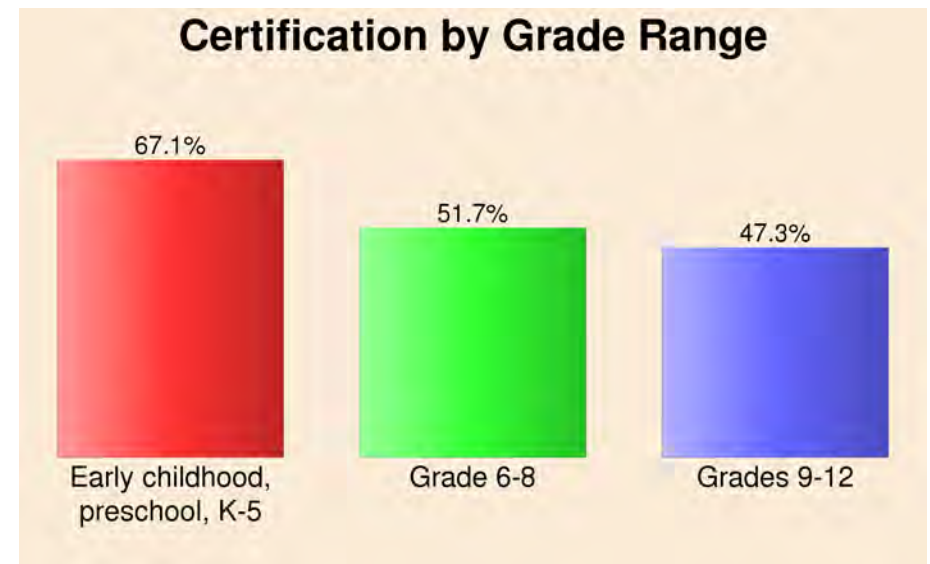


Figure 1.5: Certification by Grade Range

Reg. – Regular or standard state certification
 Adv. – Advanced Professional or National Board Certification
 Prob. – Certification issued after satisfying all requirements except the completion of a probationary period
 Add. Work – Certification that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained
 Cont. – Certification issued to persons who must complete a certification program in order to continue teaching
 None – I do not hold any of the above certifications in this state

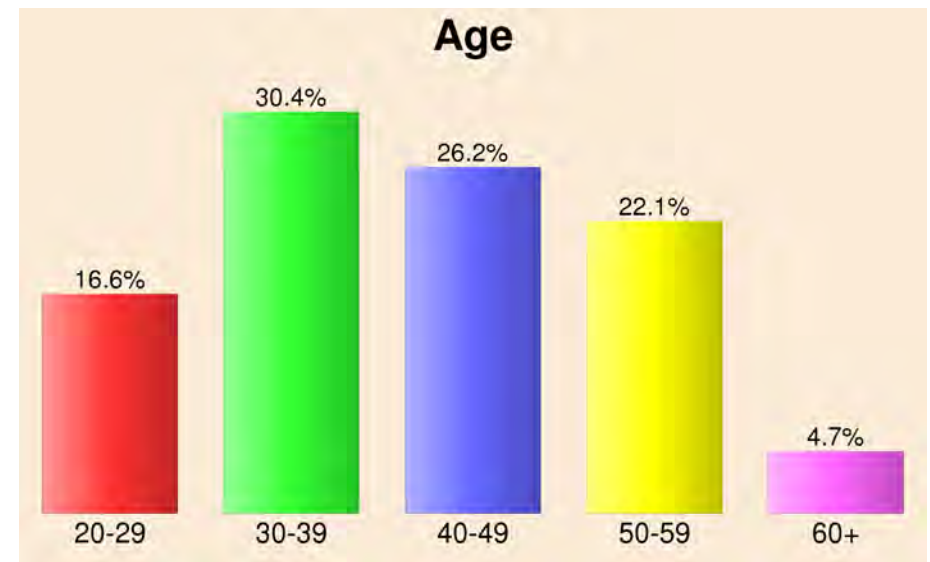


Figure 1.6: Age

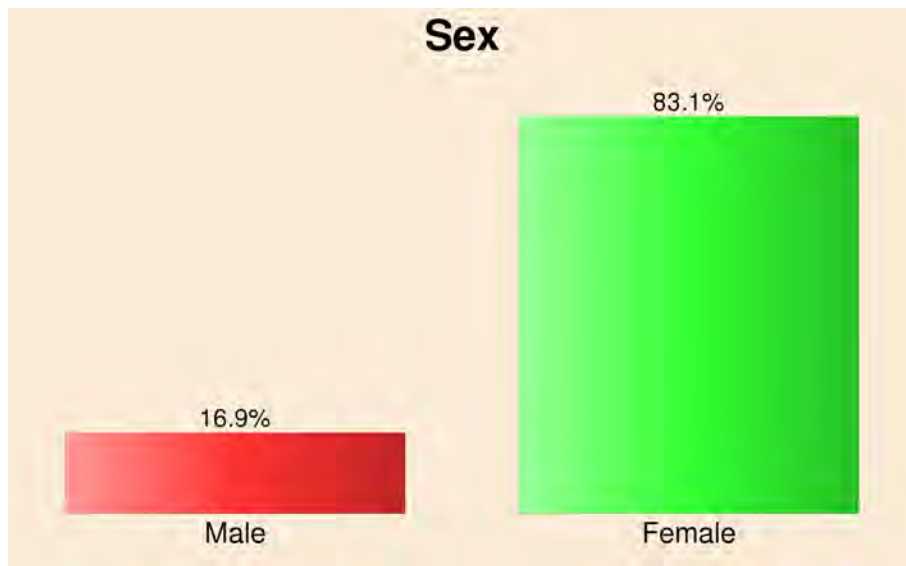


Figure 1.7: Sex

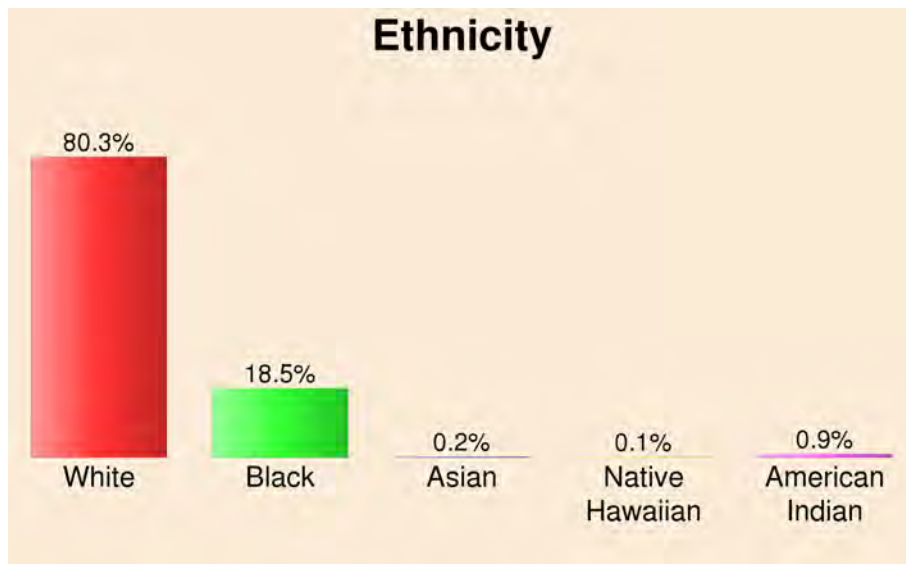


Figure 1.8: Ethnicity

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Chapter 2

SCHOOL LEADERSHIP

2.1 General Direction of School

With the introduction of improved research designs and statistical methods, a growing body of empirical evidence demonstrates that principals have an important impact on schools, teachers, and student achievement.¹⁻⁶ Specifically, Hallinger and Heck² found that principals indirectly influence student achievement through several key "avenues of influence": building the capacity of people; clearly defining and supporting the purposes and goals of the school; building school structures and positive social networks; and, developing a positive organizational culture. Directly related to this study, two primary avenues by which school leaders can influence student achievement are recruiting and retaining effective teachers and creating and sustaining positive working conditions. In fact, as Ladd⁷ found, school leadership is the primary factor influencing teacher retention and positive working conditions.

School leadership as it relates to teacher working conditions encompasses a number of inter-related factors: development of a vision and effective communication, instructional leadership, involvement of teachers in decision-making, teacher support, managing disciplinary issues, and the overall climate of the school.

Responses to items from the following sections of the Teaching Environment Survey reveal teachers' perceptions about the general direction of the school and, when coupled with other evidence, such as student achievement data and teacher turnover data, this section of the survey can serve as a leading indicator of school improvement.

References:

1. Hallinger P, Heck RH. Exploring the principal's contribution to school effectiveness: 1980-1995. *School Effectiveness and School Improvement*. 1998;9(2):157-91.
2. Heck R.H, Hallinger P. The study of educational leadership and management. *Educational Management Administration and Leadership*. 1999;33(2):229-244
3. Leithwood K, Jantzi D. *A Review of Transformational School Leadership Research*. Paper presented at the meeting of the American Educational Research Association, Montreal, Quebec, Canada. April, 2005.
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2.2 Vision and Communication

Creating a common vision for the school and utilizing effective communication among administrators, faculty, and staff are key to developing positive working conditions and retaining teachers.¹⁻⁸ With respect to a common vision, not every common vision is related to increased teacher retention. Specifically, principals who cultivate a vision centered on student and student learning are more likely to elicit teacher commitment to the school, and therefore, greater teacher retention. For example, Angelle⁹ found that principals who developed a vision focused on what is best for students had more teacher loyalty and commitment to staying at the school than principals with other types of visions.

One component of creating a common school vision is developing effective lines of communication among the adults at the school. Moreover, effective and positive patterns of communication increase teacher retention.¹⁰⁻¹² Teachers report that inadequate or negative communication with supervisors contributes to their dissatisfaction and, consequently, to exiting the profession.¹³ Moreover, subordinates prefer supervisors who are willing to listen to and accept opinions and ideas of others, even if those ideas are counter to the ones proposed by the supervisor. In sum, the quality of the interactions between teachers and their principals has a profound impact on the quality of working conditions.

Responses to items from the Vision and Communication section of the Teaching Environment Survey reveal teachers' perceptions of the existence of a common school vision focused on student learning. Further, the data reveal teachers' perceptions about whether the principal and other administrators are effectively communicating the vision to the school community. This evidence can provide school and district administrators important information about the existence and quality of a common school vision as well as the effectiveness of the principal in communicating that vision. If the teacher perceptions in this area suggest deficiencies, then the principal can address this issue collaboratively with teachers to ensure all faculty are focused on a common school vision.

Table 2.1: Vision and Communication

Item	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Number Valid	Number Missing
a201	At my school: Teachers are supported to take risks and try new ideas/techniques.	3.6	11.8	55.9	28.7	17345	18523
a382	My principal or instructional supervisor: Helps us make the best use of student achievement data.	1.5	7.5	55.7	35.4	17456	18412
ab011	At my school: Teacher feedback is valued by my principal.	3.7	10.7	47.2	38.4	34844	1024
ab225	My principal or instructional supervisor: Constantly tells teachers to raise the student achievement scores.	3.7	24.3	47.8	24.1	34626	1242
ab227	My principal or instructional supervisor: Promotes "drill and practice" methods to increase student test scores.	5.1	25.0	49.6	20.3	34528	1340
ab328	My principal or instructional supervisor: Provides a high quality of leadership.	3.0	10.6	47.5	38.8	34852	1016
ab339	At my school: The school leadership communicates clear expectations to faculty.	2.9	11.0	49.2	37.0	34977	891
b598	At my school: The principal knows what kind of school he or she wants and has communicated it to the staff.	2.3	7.6	51.9	38.1	17435	18433
b599	At my school: We have a clear mission that focuses on maximizing the potential of every student.	1.6	7.1	54.1	37.2	17424	18444

Number Valid – the number of valid responses to the particular question

Number Missing – the number of non-responses to the particular question

axxx – question found on Form A only

bxxx – question found on Form B only

abxxx - question found on Form A and Form B

Note: Two questionnaire forms are used during the administration of the Teaching Environment Survey, Form A and Form B. See copies of the questions in Appendix. Both Form A and Form B contain core questions. The remaining questions on each form differ. Half of the respondents complete Form A, and half complete Form B. Since the Teaching Environment Survey uses a near census sample method, the precision of the survey is not appreciably affected by the multi-tier approach.

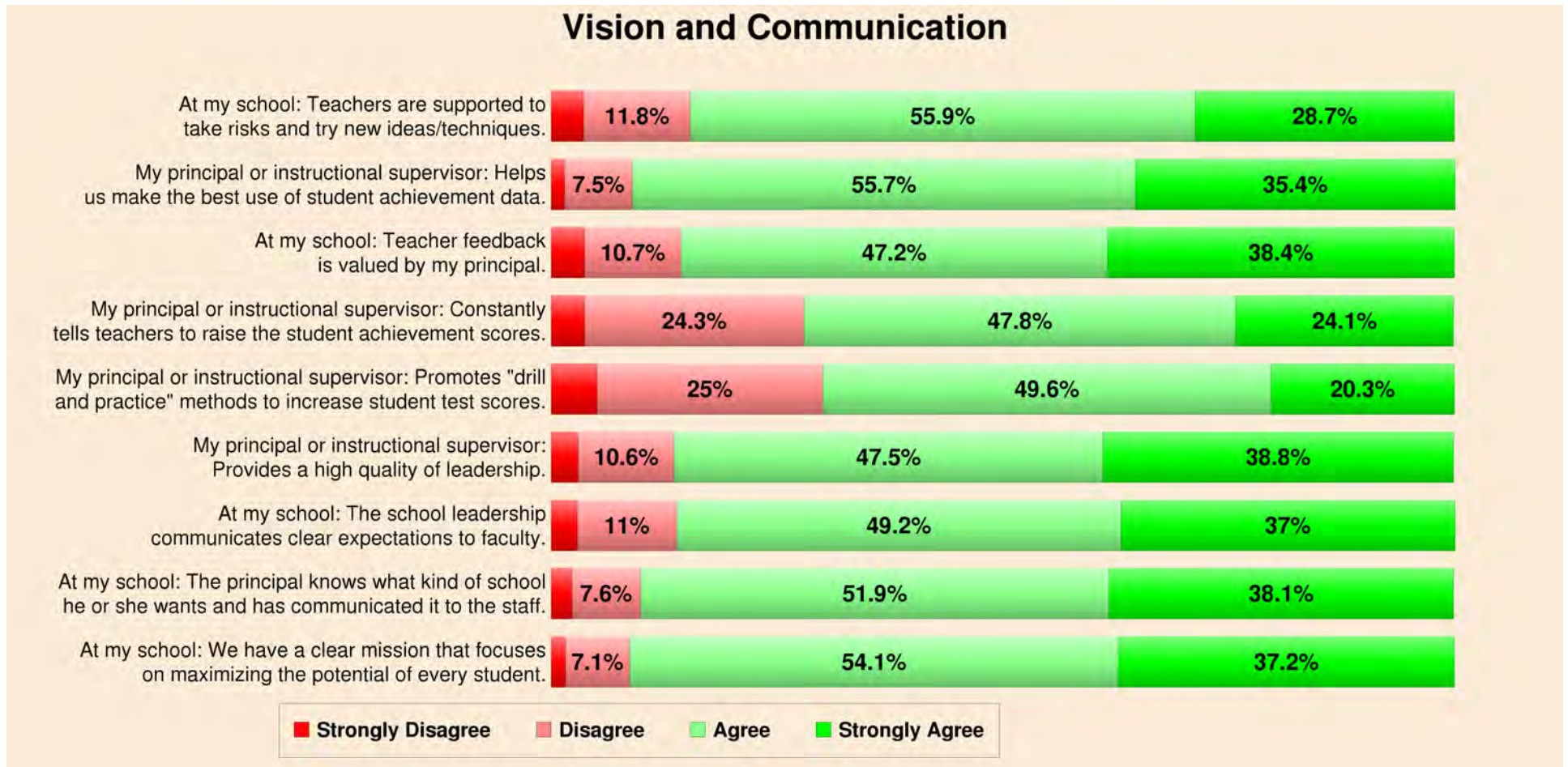


Figure 2.1: Vision and Communication

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9. Angelle PS. Instructional leadership and monitoring: Increasing teacher intent to stay through socialization. *NASSP Bulletin*. 2006;90(4):318-334.
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2.3 Instructional Leadership

In this report, instructional leadership refers to the principal or other supervisor's efforts to work with teachers in improving the effectiveness of instruction. Historically, the role of the principal has been defined as a building manager. In the last few decades, however, a large and growing body of evidence supports the notion that effective principals are those who develop an effective means of providing instructional leadership to all teachers on the campus. Indeed, most recent writings on the role of the principal call for a greater focus on instructional leadership.

There is a small body of work that examines the relationship between instructional leadership and teacher retention, with the studies concluding that effective instructional leadership increases teacher retention rates.¹⁻³ For example, Angelle¹ found that teachers were more likely to state their intention to stay at a school if the principal provided supportive, on-going, effective instructional leadership. Despite this relative paucity of research, what has become increasingly clear is that instructional leadership influences teacher retention through the improvement of teachers' practices that, in turn, lead to a greater sense of teacher self-efficacy. A growing body of research has found that, in fact, teachers with a greater sense of efficacy are far more likely to stay in the profession than teachers with a lower sense of efficacy.^{2,4-11}

Responses to items from the Instructional Leadership section of the Teaching Environment Survey reveal teachers' perceptions of quality of instructional leadership provided to teachers. This evidence can identify the strengths and weaknesses of the principal's instructional leadership plan, thus identifying areas where the principal may need professional development or assistance.

Table 2.2: Instructional Leadership

Item	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Number Valid	Number Missing
a217	At my school: Teachers are held to high professional standards for delivering instruction.	1.7	6.5	51.4	40.4	17363	18505
a552	At my school: Teachers receive feedback from teacher evaluations that help them improve teaching.	2.5	10.5	56.8	30.2	17350	18518
ab002	My principal or instructional supervisor: Gives me useful feedback on my teaching.	2.8	14.5	55.4	27.2	34762	1106
ab008	My principal or instructional supervisor: Gives me informal feedback outside of the formal evaluation process.	2.7	15.1	56.2	26.0	34946	922
ab388	My principal or instructional supervisor: Is knowledgeable about my subject area.	3.0	14.8	53.7	28.5	34847	1021
ab390	My principal or instructional supervisor: Understands how students learn.	1.2	5.3	56.4	37.1	35051	817
ab391	My principal or instructional supervisor: Adequately assesses effective teaching.	2.2	10.7	59.2	27.9	34572	1296
ab392	My principal or instructional supervisor: Provides accurate feedback on my instruction.	2.4	13.4	58.3	25.8	34768	1100
ab393	My principal or instructional supervisor: Is aware of what goes on in my classroom.	2.5	11.0	56.2	30.3	34951	917
ab394	My principal or instructional supervisor: Provides suggestions that improve my teaching effectiveness.	2.9	17.2	55.9	24.1	34862	1006
ab548	My principal or instructional supervisor: Understands effective teaching and learning in my subject area.	2.6	13.2	57.1	27.1	34843	1025
ab551	At my school: Teacher performance evaluations are conducted consistently and fairly.	2.8	9.1	57.9	30.2	34646	1222
ab633	At my school: Teacher evaluations accurately assess effective teaching.	4.5	18.8	54.6	22.1	34478	1390
b199	At my school: Teachers receive feedback that can help them improve teaching.	2.9	11.2	61.1	24.8	17272	18596

*See note on page 15

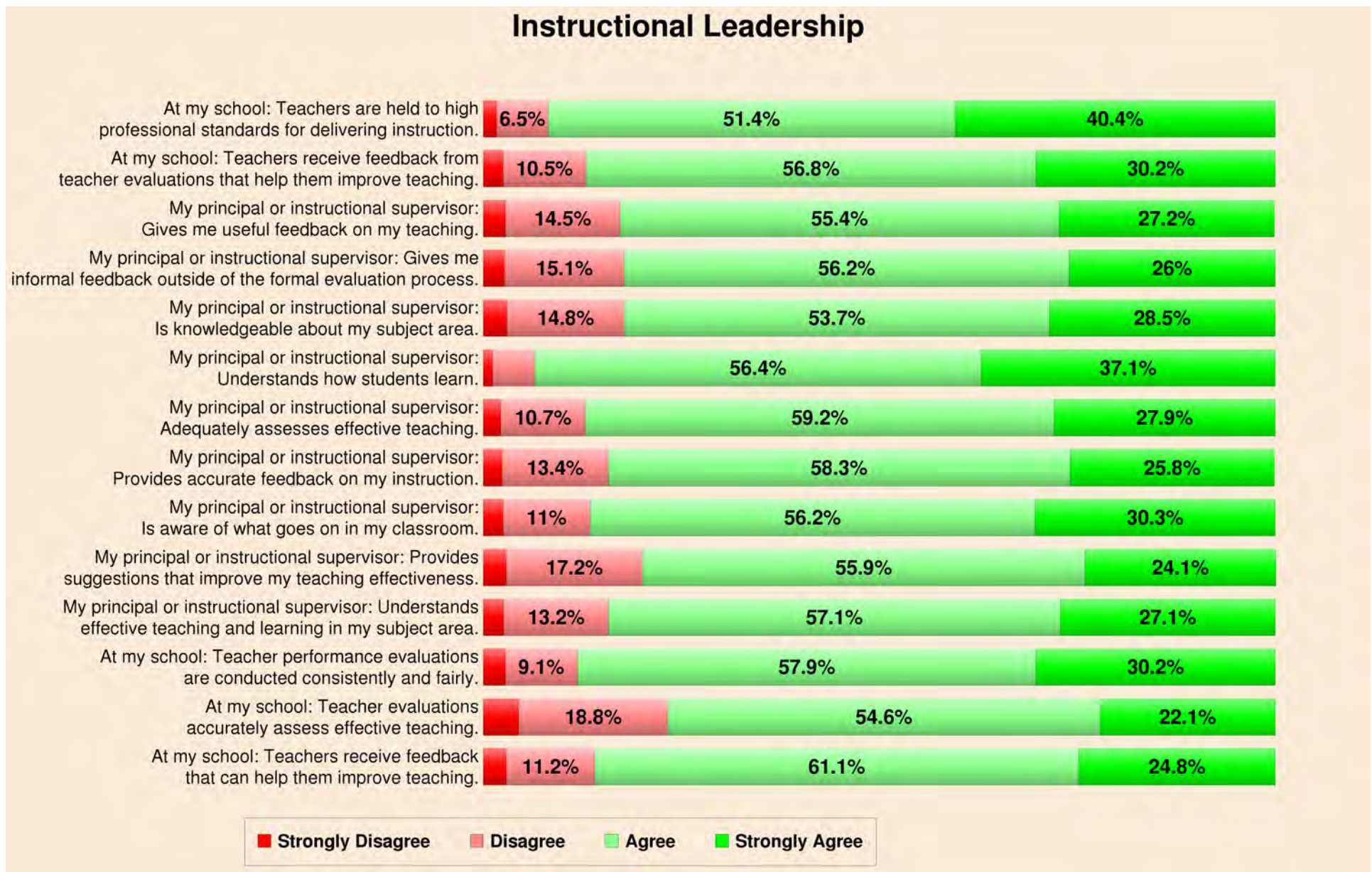


Figure 2.2: Instructional Leadership

*See note on page 15

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2.4 Shared Decision-making

Shared decision-making is an on-going process of making school-related decisions in a collaborative manner.¹ While administrators believe that teachers are central to decision-making and that they are empowered on many fronts, teachers tend to disagree with the assessments of principals about the degree to which teacher participation in decision-making.¹⁻⁴ Teachers, in fact, do not feel centrally involved in decision making.¹⁻⁴ This disconnect can be viewed in various ways, depending on the nature of the teacher's desire to participate in decision making in the first place. These findings underscore the importance of teachers believing their involvement is genuine and that their opinion is relevant.

In most previous studies of teacher working conditions – particularly those utilizing the national Schools and Staffing Survey – teacher participation in shared decision-making was positively associated with teacher retention.⁵⁻⁷ In particular, having more control over the policies that affect their jobs greatly enhanced teachers' feelings of professionalism and improves retention.⁷⁻¹¹ Perhaps most important of these policies are those related to student disciplinary issues.⁷

One often over-looked aspect of teacher decision-making is whether teachers actually desire to be involved in making decisions about certain areas of schooling.¹ Indeed, involving teachers in making decisions about aspects of schooling that they do not want to make decisions about could be counter-productive to developing a sense of commitment to the school. Thus, importantly, this survey investigates both the degree to which teachers desire to be involved in decision-making as well as their perceptions of the degree to which they are actually involved in decision-making.

Responses to items from the Shared Decision-Making section of the Teaching Environment Survey reveal teachers' perceptions of the extent to which they want to be involved in decision-making and, if they do want to be involved, the extent that school leadership actually does involve teachers in the decision-making process. This evidence can assist the principal in determin-

ing when to involve teachers in decision-making and whether current efforts to involve teachers are successful. If teachers feel uninvolved, the data will certainly suggest to the principal that more targeted efforts to involve teachers need to be taken.

Table 2.3: Shared Decision-making

Item	Question	Not At All	A Little	Some	A Lot	Number Valid	Number Missing
ab570	I am involved in decision-making about: Selecting instructional materials and resources.	17.9	20.1	41.8	20.2	34650	1218
ab571	I am involved in decision-making about: Devising teaching techniques.	19.2	21.3	38.7	20.7	34559	1309
ab572	I am involved in decision-making about: Setting grading and student assessment practices.	24.3	21.1	35.2	19.4	34412	1456
ab573	I am involved in decision-making about: Developing a school-wide student discipline plan.	41.7	22.4	27.4	8.5	34384	1484
ab574	I am involved in decision-making about: Determining the content of in-service professional development programs.	36.9	26.0	29.7	7.5	34548	1320
ab575	I am involved in decision-making about: Selecting new teachers for my school.	80.5	8.8	8.5	2.2	34568	1300
ab576	I am involved in decision-making about: Deciding how the school budget will be spent.	46.5	25.0	22.6	6.0	34562	1306
ab577	I am involved in decision-making about: Planning school improvement.	26.9	26.3	34.3	12.6	34461	1407
ab578	I am involved in decision-making about: Developing plans about how to close the achievement gap.	27.3	26.3	34.9	11.5	34561	1307
ab579	I am involved in decision-making about: Developing plans to improve parental involvement.	28.0	27.8	33.9	10.3	34559	1309

*See note on page 15

Table 2.4: Shared Decision-making – Continued

Item	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Number Valid	Number Missing
a398	At my school: My principal or immediate supervisor effectively collaborates with teachers in decision-making.	3.9	15.0	50.9	30.2	17470	18398
a404	At my school: School administrators give teachers opportunities to be involved in school-wide decision-making.	4.1	14.8	53.0	28.2	17532	18336
ab560	I would like to be involved in decision-making about: Selecting instructional materials and resources.	2.5	8.9	60.2	28.5	34502	1366
ab561	I would like to be involved in decision-making about: Devising teaching techniques.	2.7	14.3	61.1	21.9	34446	1422
ab562	I would like to be involved in decision-making about: Setting grading and student assessment practices.	3.4	17.1	58.6	20.9	34333	1535
ab563	I would like to be involved in decision-making about: Developing a school-wide student discipline plan.	3.6	15.8	55.6	25.0	34294	1574
ab564	I would like to be involved in decision-making about: Determining the content of in-service professional development programs.	3.3	16.1	60.1	20.6	34392	1476
ab565	I would like to be involved in decision-making about: Selecting new teachers for my school.	14.2	31.9	40.3	13.6	34359	1509
ab566	I would like to be involved in decision-making about: Deciding how the school budget will be spent.	7.8	22.9	54.3	15.1	34373	1495
ab568	I would like to be involved in decision-making about: Developing plans about how to close the achievement gap.	4.0	16.6	61.9	17.5	34406	1462
ab569	I would like to be involved in decision-making about: Developing plans to improve parental involvement.	3.7	15.5	61.7	19.1	34397	1471
b567	I would like to be involved in decision-making about: Planning school improvement.	3.9	17.2	62.9	15.9	17160	18708

*See note on page 15

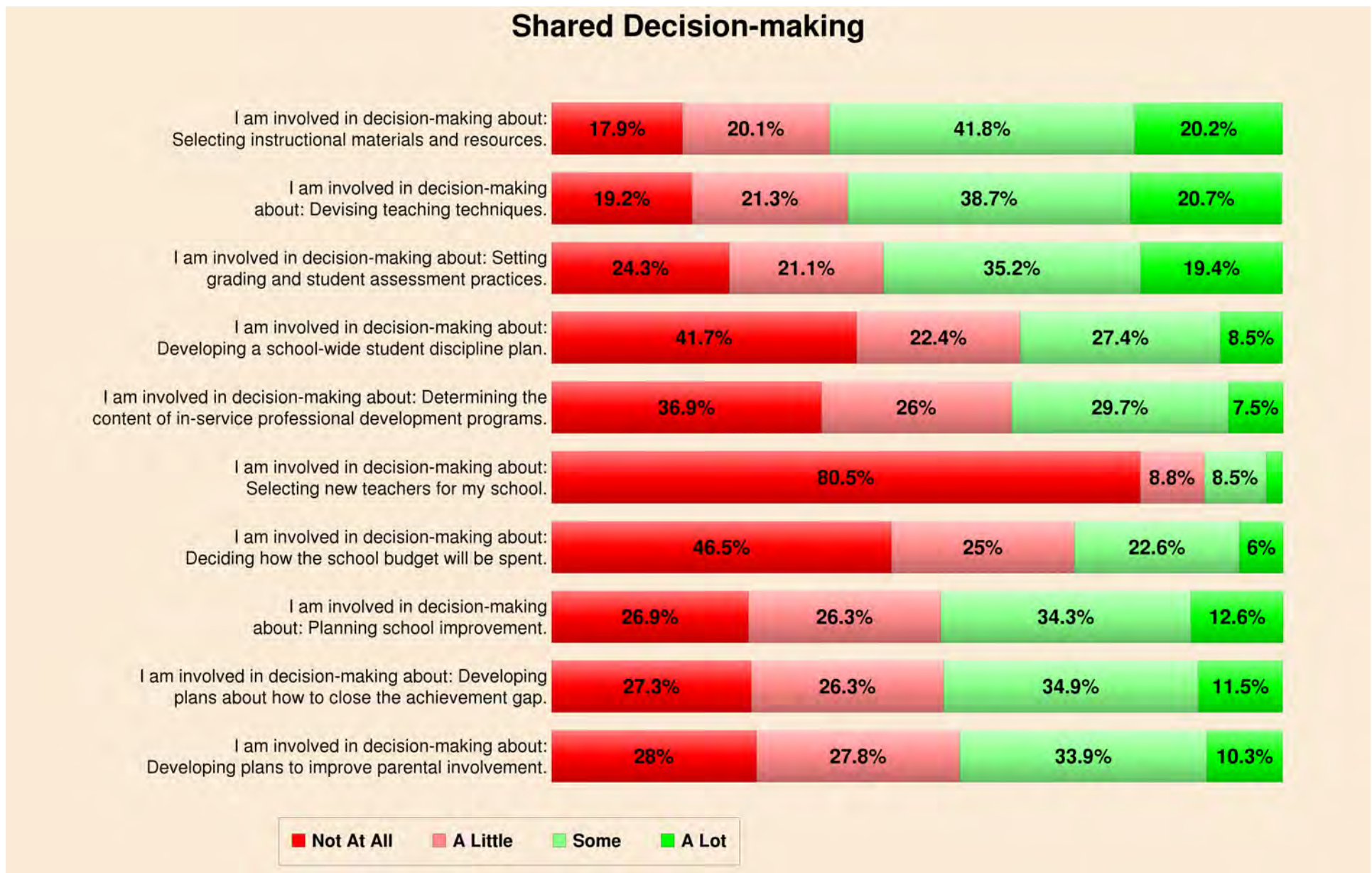


Figure 2.3: Shared Decision-making

*See note on page 15

Shared Decision-making -- Continued

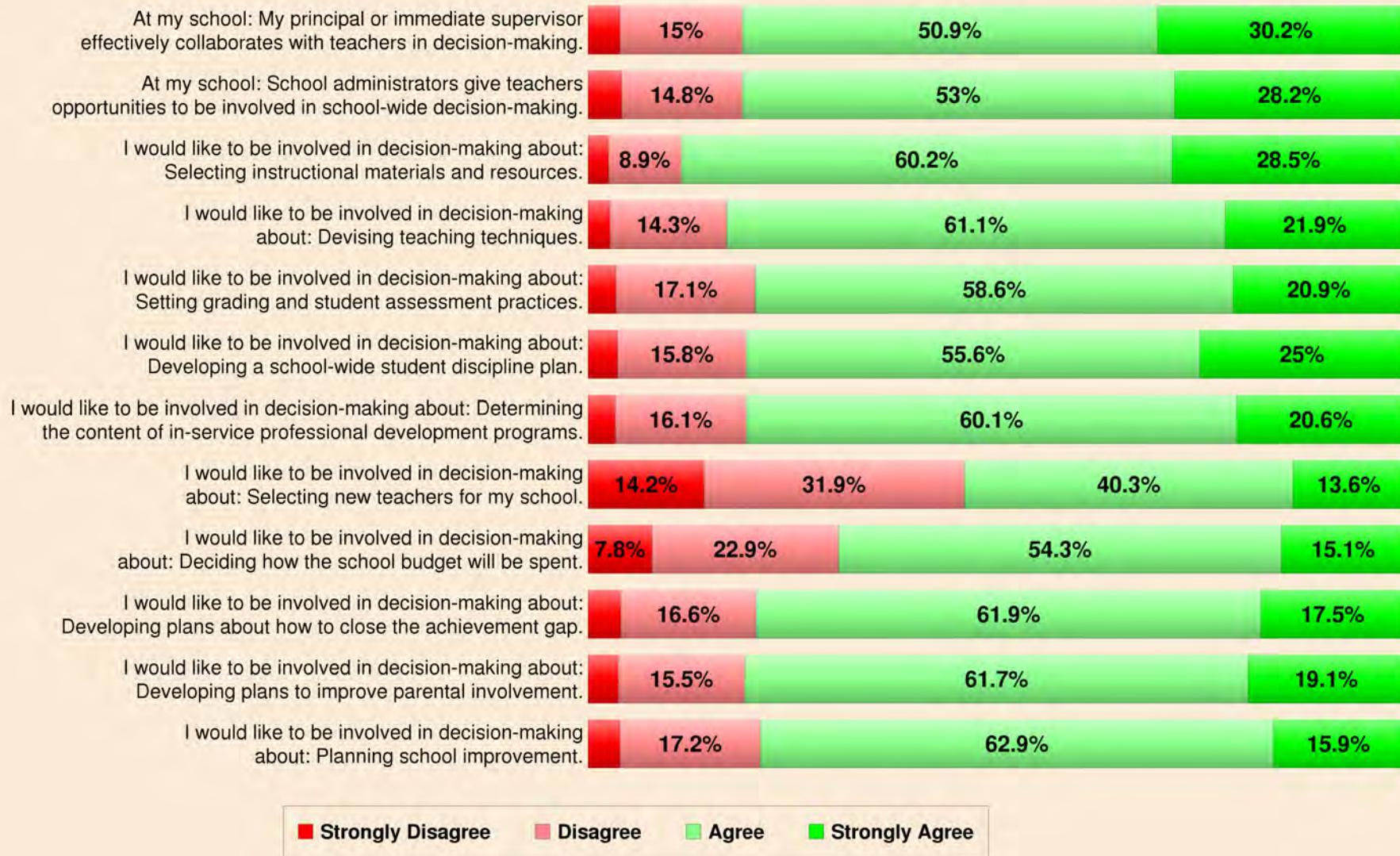


Figure 2.4: Shared Decision-making – Continued

*See note on page 15

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2.5 Teacher Support

In this report, teacher support refers primarily to the provision of professional development, the administration's ability to create an atmosphere in which teachers can focus on teaching, and the integration of teachers into the school community.

Providing professional development opportunities not only increases teacher effectiveness, which results in higher student achievement, but also results in higher job satisfaction leading to teacher retention.¹⁻³ According to Loeb et al,⁴ in order for professional development opportunities to prove successful, they must be closely tied with the specific context of individual schools and teachers. In other words, they must meet the needs of the teachers in the school. Moreover, professional development must prove useful to teachers in terms of increasing their effectiveness as instructors. When professional development accomplishes these goals, the professional development helps provide a sense of self-efficacy and contributes to greater commitment to remain in the profession.¹

Teachers want to be able to focus on teaching and those activities directly related to teaching, such as planning and collaborating on instructional and curricula matter. Thus, teachers fully expect administrators to create situations in which teachers are free from classroom interruptions and have the appropriate time to teach and plan. Teachers are much happier when they are given distinct periods to focus on classroom administration or on classroom teaching² – when they are happier, they are more likely to stay. In addition, teacher frustrations with non-teaching duties, administrative routines, interruptions, and paperwork also contribute to increased teacher dissatisfaction and withdrawal, thus leading to a greater incidence of attrition.^{2,5} Finally, teachers are more effective and satisfied with their positions when provided the opportunity to collaborate.⁶ Ample time to collaborate ensures the success of mentorship programs and bolsters feelings of teacher self-efficacy, thus leading to greater retention.^{7,8}

The final aspect of Teacher Support in this report is the integration of

teachers into the school community. As common sense would suggest, teachers who become integrated into the school community are more likely to develop a sense of belonging and less likely to leave the school and the profession. A large body of research, in fact, bears out this common sense belief.⁹⁻¹¹

Responses to items from the Teacher Support section of the Teaching Environment Survey reveal teachers' perceptions of the degree to which they feel supported by the principal and other school administrators. This evidence can help the principal reflect on her/his efforts to: integrate teachers into the school community; support teachers in their efforts to focus on teaching and learning; and, provide the professional development desired by teachers.

Table 2.5: Teacher Support

Item	Question	Not At All	A Little	Some	A Lot	Number Valid	Number Missing
a373	In which of the following areas, if any, do you believe teachers need additional support in order to be effective in the classroom: Special education training (students with disabilities).	6.8	19.6	41.8	31.9	17266	18602
a374	In which of the following areas, if any, do you believe teachers need additional support in order to be effective in the classroom: Instructing special education students mainstreamed into regular classrooms.	5.8	16.5	40.0	37.7	17281	18587
a376	In which of the following areas, if any, do you believe teachers need additional support in order to be effective in the classroom: Limited English proficiency (LEP)/bilingual education.	10.3	19.7	39.4	30.6	17233	18635

*See note on page 15

Table 2.6: Teacher Support – Continued

Item	Question	Not True At All	Somewhat Not True	Somewhat True	Very True	Number Valid	Number Missing
a282	How true are the following statements for you? There are too many different ability levels of students in my classes for me to meet the needs of all students.	23.3	22.8	37.5	16.4	17293	18575
a510	How true are the following statements for you? Meeting the diverse needs of a classroom of children is too difficult.	29.1	31.0	32.0	7.8	17246	18622
ab038	How true are the following statements for you? I feel socially isolated.	54.1	30.2	12.5	3.2	34447	1421
b177	How true are the following statements for you? I have enough time to plan and collaborate with my colleagues on instructional matters.	16.7	29.1	37.9	16.3	17324	18544
b463	How true are the following statements for you? I don't get my planning period.	51.5	23.1	19.8	5.6	17311	18557

*See note on page 15

Table 2.7: Teacher Support – Continued

Item	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Number Valid	Number Missing
a555	My principal or instructional supervisor: Recognizes teachers for a job well-done.	3.9	11.8	49.6	34.6	17409	18459
ab198	At my school: I am often interrupted by administrators or other staff while teaching in my classroom.	36.2	47.1	12.9	3.8	34947	921
ab206	At my school: Teachers are provided opportunities to learn from one another.	1.8	11.6	55.5	31.1	34948	920
b017	At my school: Professional development resources and opportunities are regularly provided.	2.1	11.1	60.7	26.1	17461	18407
b035	At my school: I have someone I can go to when I feel overwhelmed.	4.3	7.8	48.4	39.4	17311	18557
b189	At my school: Professional development activities have been useful to me in my efforts to improve student achievement.	2.2	12.9	62.4	22.4	17450	18418
b190	At my school: Professional development activities have provided me strategies that I have incorporated into my teaching methods.	1.3	7.6	64.8	26.4	17437	18431
b191	At my school: Professional development activities have provided me with the knowledge and skills most needed to teach effectively.	1.9	13.3	61.8	22.9	17414	18454
b208	At my school: Colleagues give each other support when one of them is upset.	1.6	4.4	48.4	45.5	17329	18539
b475	At my school: There is a good mentoring program for new teachers.	7.1	28.3	49.6	15.0	17247	18621
b476	At my school: There is an effective mentoring program for teachers.	6.0	30.3	49.0	14.6	17307	18561
b478	At my school: My classroom is physically isolated from the rest of the school.	56.4	29.6	8.6	5.4	17336	18532
b604	At my school: Teachers are provided appropriate professional development resources and opportunities.	2.2	12.9	62.4	22.5	17463	18405
b606	At my school: Professional development at this school helps me be a more effective teacher.	1.5	9.2	64.4	24.9	17456	18412

*See note on page 15

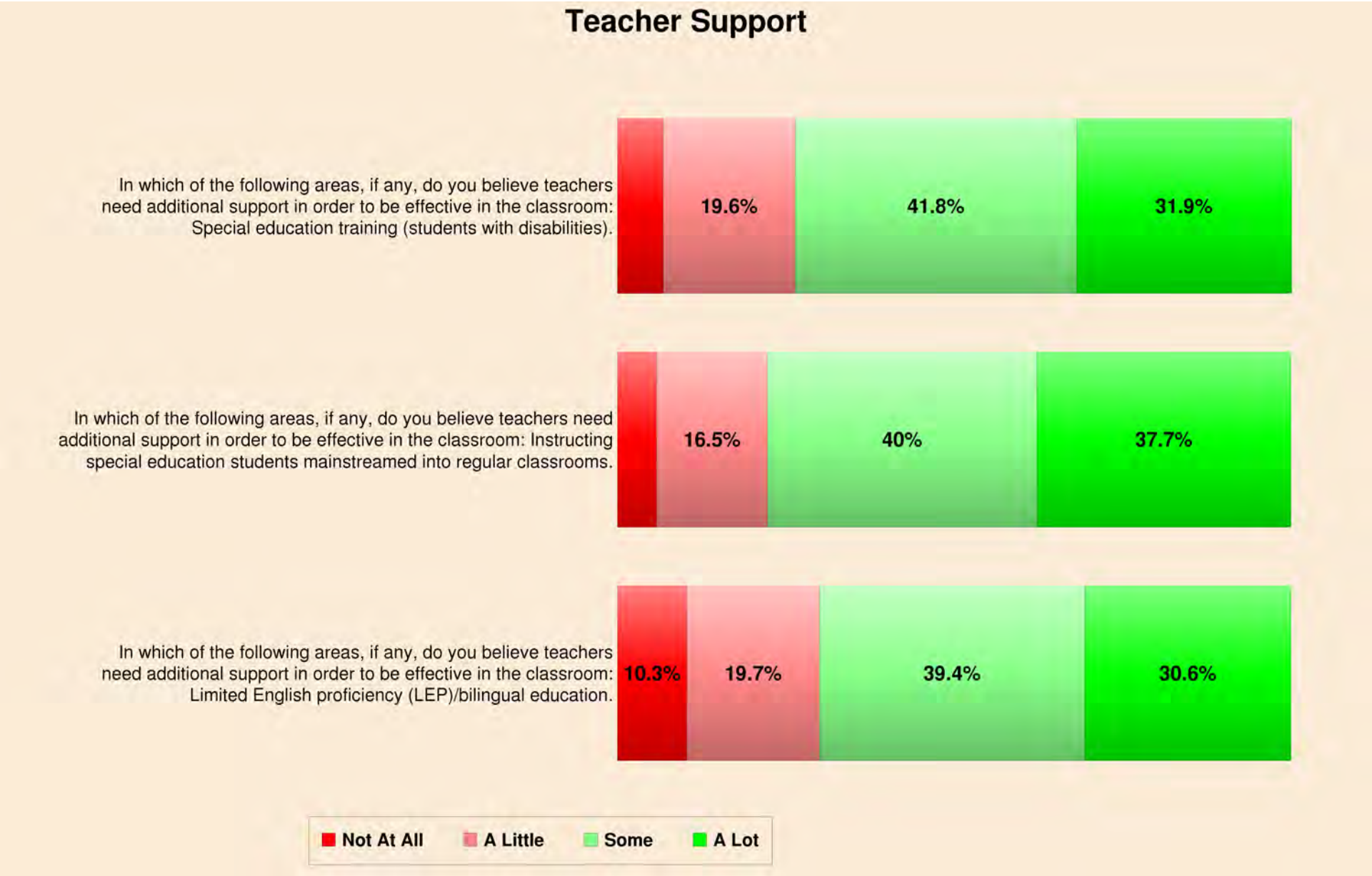


Figure 2.5: Teacher Support

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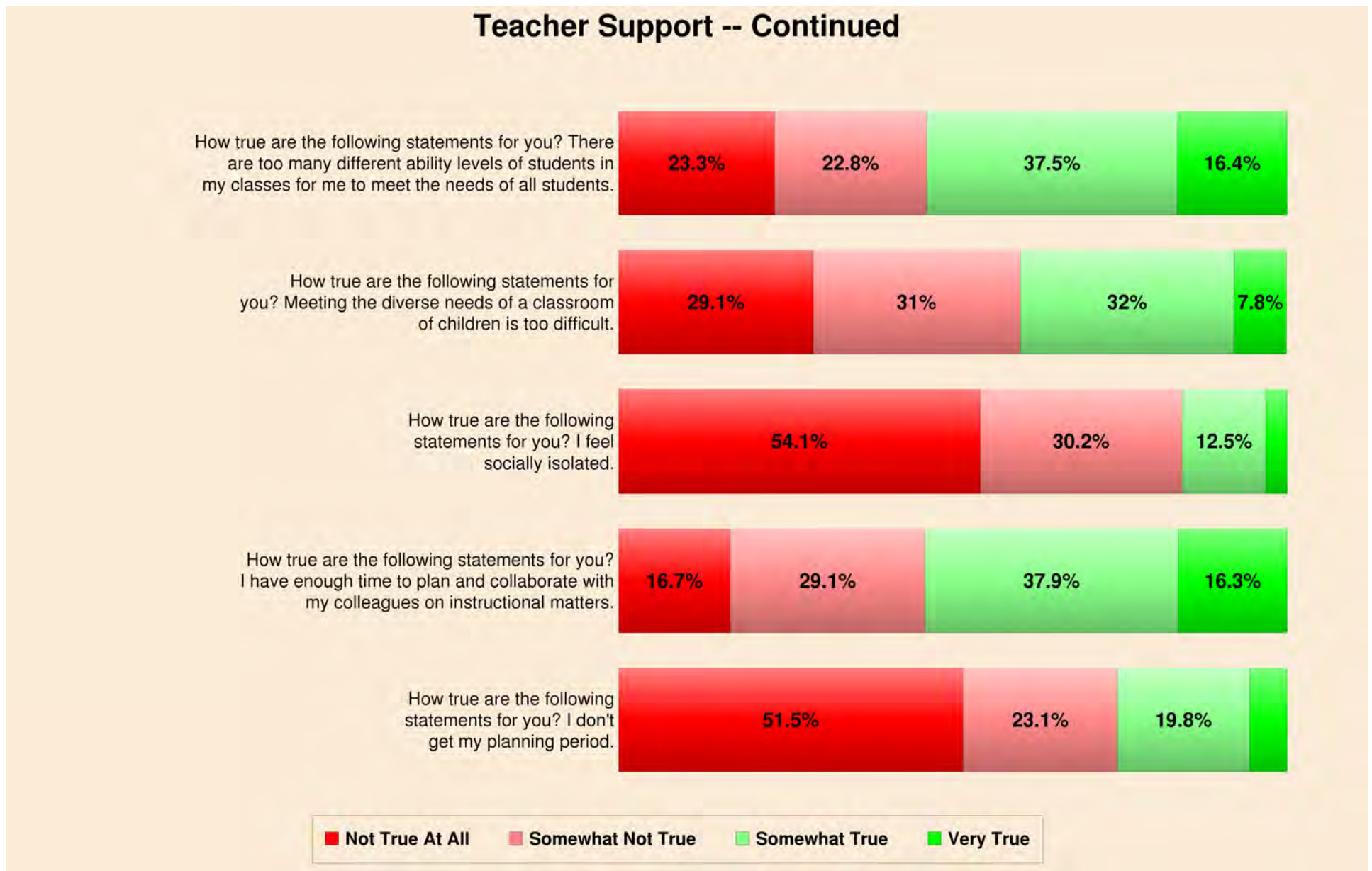


Figure 2.6: Teacher Support – Continued

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Teacher Support -- Continued

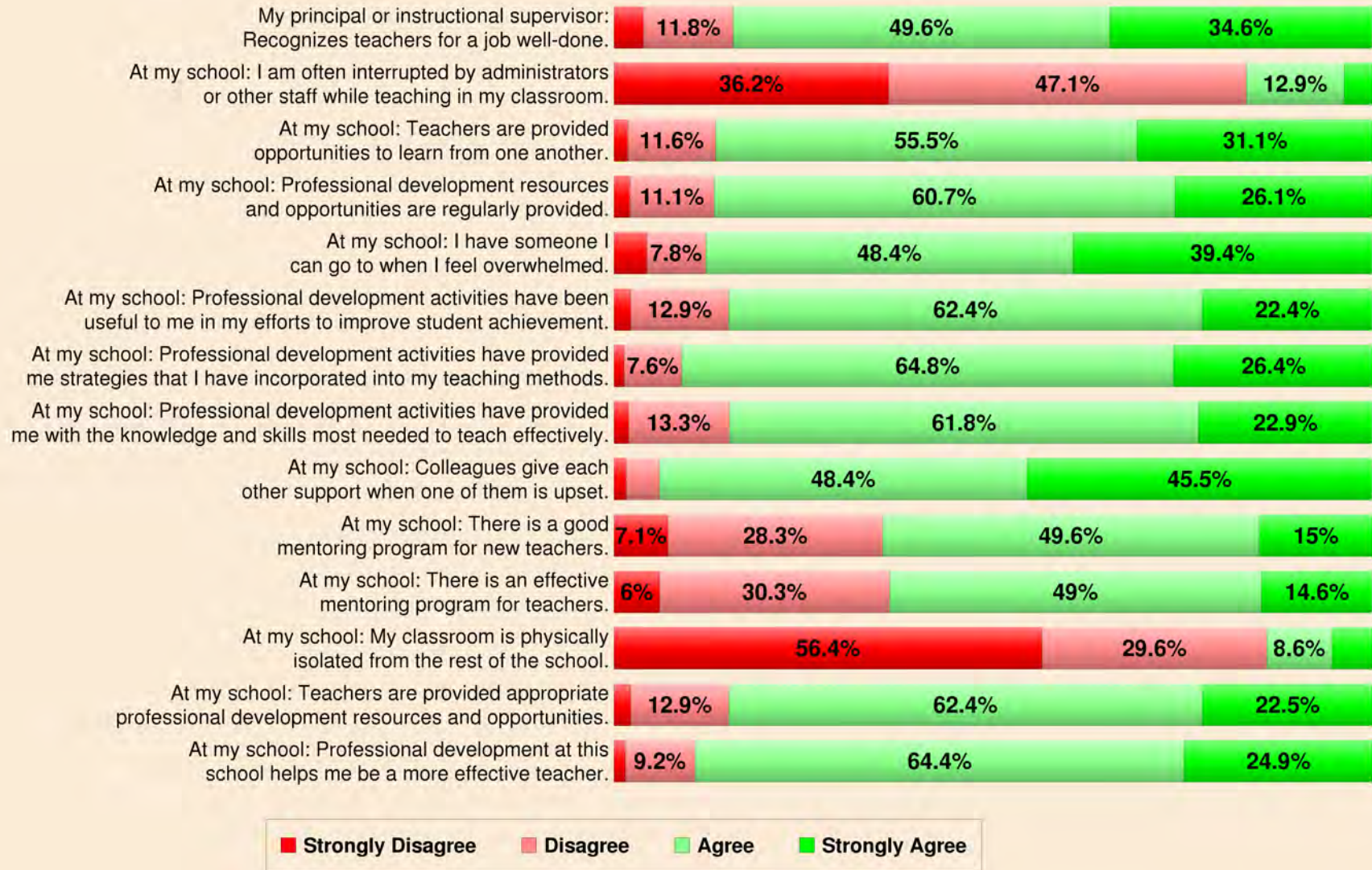


Figure 2.7: Teacher Support – Continued

*See note on page 15

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2.6 Discipline Issues

One of the most consistent findings in previous studies of working conditions is that teachers' perceptions of problems with discipline issues in the school is strongly associated with teachers' desires to leave a school.¹⁻⁴ Ingersoll¹ found that even after controlling for other factors, teachers' perceptions of student discipline problems were strongly associated with teacher turnover. There are, however, three major issues embedded in the larger topic of disciplinary issues. First, there is the issue of general student misbehavior. Second, teachers who perceive that administrators do not support teachers in addressing student misbehavior are more likely to leave the school.¹ Finally, when teachers have input into making decisions about the school rules related to student misbehavior, teachers are less likely to be dissatisfied with the school climate and more likely to stay at the school, even after controlling for other factors.

Responses to items from the Discipline Issues section of the Teaching Environment Survey reveal teachers' perceptions about the effectiveness of the disciplinary policies of the school to create a climate that is safe and free from disruptions. This evidence can help school administrators determine whether their school discipline plan is effective in creating a school atmosphere that is safe for students and teachers and free from disruptions caused by student misbehavior.

Table 2.8: Discipline Issues

Item	Question	Not At All	A Little	Some	A Lot	Number Valid	Number Missing
a588	To what degree do the following interfere with instruction at your school: Fights and other instances of violence.	50.7	32.3	13.8	3.2	17510	18358
a589	To what degree do the following interfere with instruction at your school: Drug and alcohol abuse.	74.5	17.0	6.9	1.6	17446	18422
a590	To what degree do the following interfere with instruction at your school: Bullying (verbal, physical, emotional).	25.6	43.9	22.8	7.6	17289	18579
a593	To what degree do the following interfere with instruction at your school: Rules for student behavior are not consistently enforced.	39.3	26.1	20.5	14.1	17373	18495
a594	To what degree do the following interfere with instruction at your school: Bullies or gangs have a major influence in areas such as bathrooms, lunchroom, etc.	64.8	23.5	8.9	2.8	17492	18376
a596	To what degree do the following interfere with instruction at your school: Verbal bullying by students.	26.8	45.7	19.6	7.9	17442	18426

*See note on page [15](#)

Table 2.9: Discipline Issues – Continued

Item	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Number Valid	Number Missing
a004	At my school: My principal backs up teachers when dealing with parents about disciplinary issues.	3.2	8.3	51.6	36.9	17465	18403
a050	At my school: There is a lack of follow through by administrators with student discipline problems.	26.3	46.5	20.8	6.4	17431	18437
a170	At my school: My principal supports me in matters of student discipline.	2.6	8.1	51.9	37.4	17452	18416
a553	At my school: My principal follows through in addressing student discipline problems.	3.6	12.9	50.2	33.3	17450	18418
a580	At my school: The level of student misbehavior in my school interferes with my teaching.	15.0	47.7	26.2	11.1	17502	18366
a581	At my school: My principal enforces school rules for student conduct and backs me up when I need it.	3.2	10.1	50.3	36.4	17441	18427
a591	At my school: We have effective policies on violence/bullying.	4.1	17.1	54.9	24.0	17452	18416
a592	At my school: We have clear rules on bullying.	3.9	19.2	52.5	24.4	17447	18421

*See note on page 15

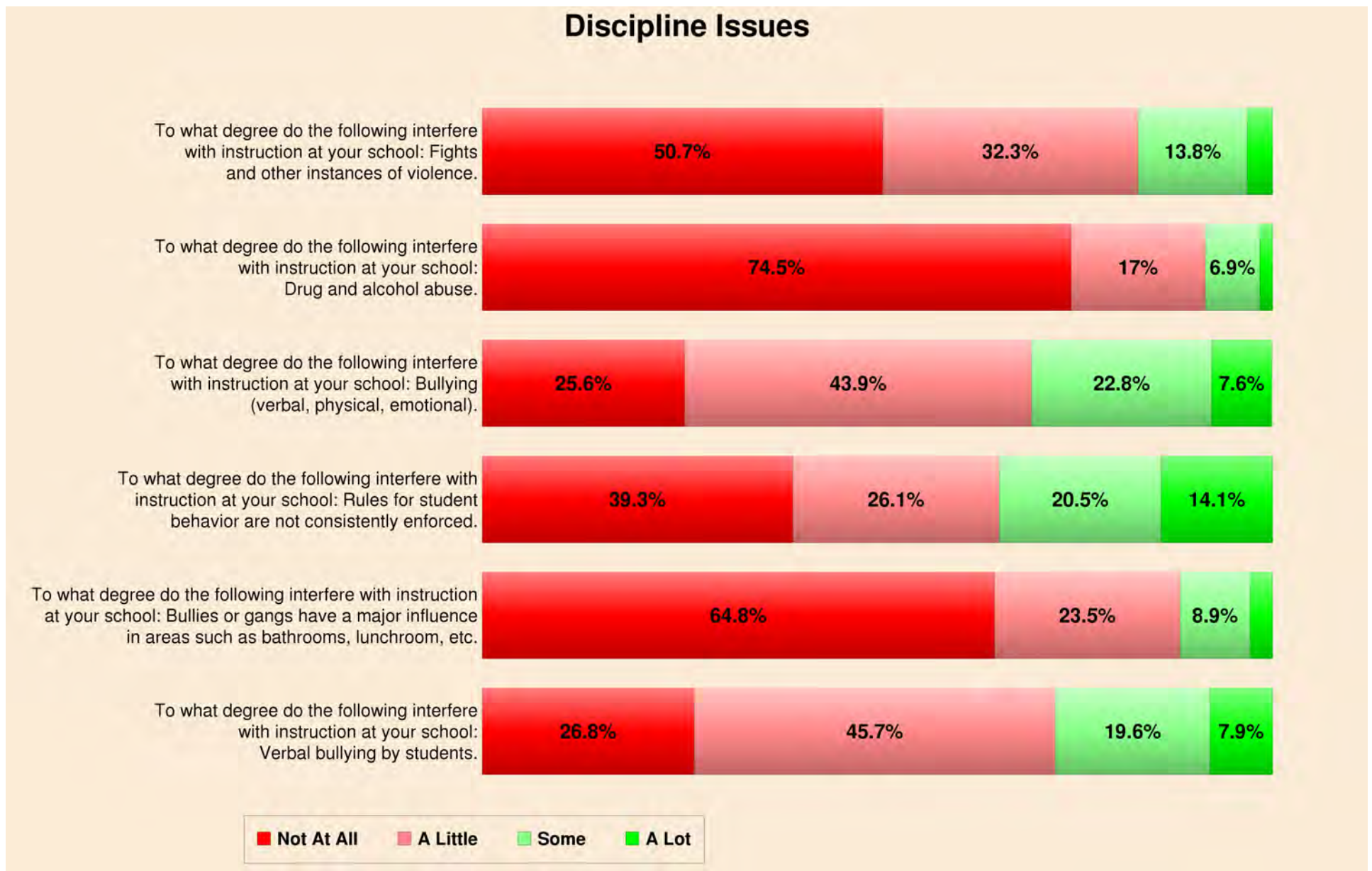


Figure 2.8: Discipline Issues

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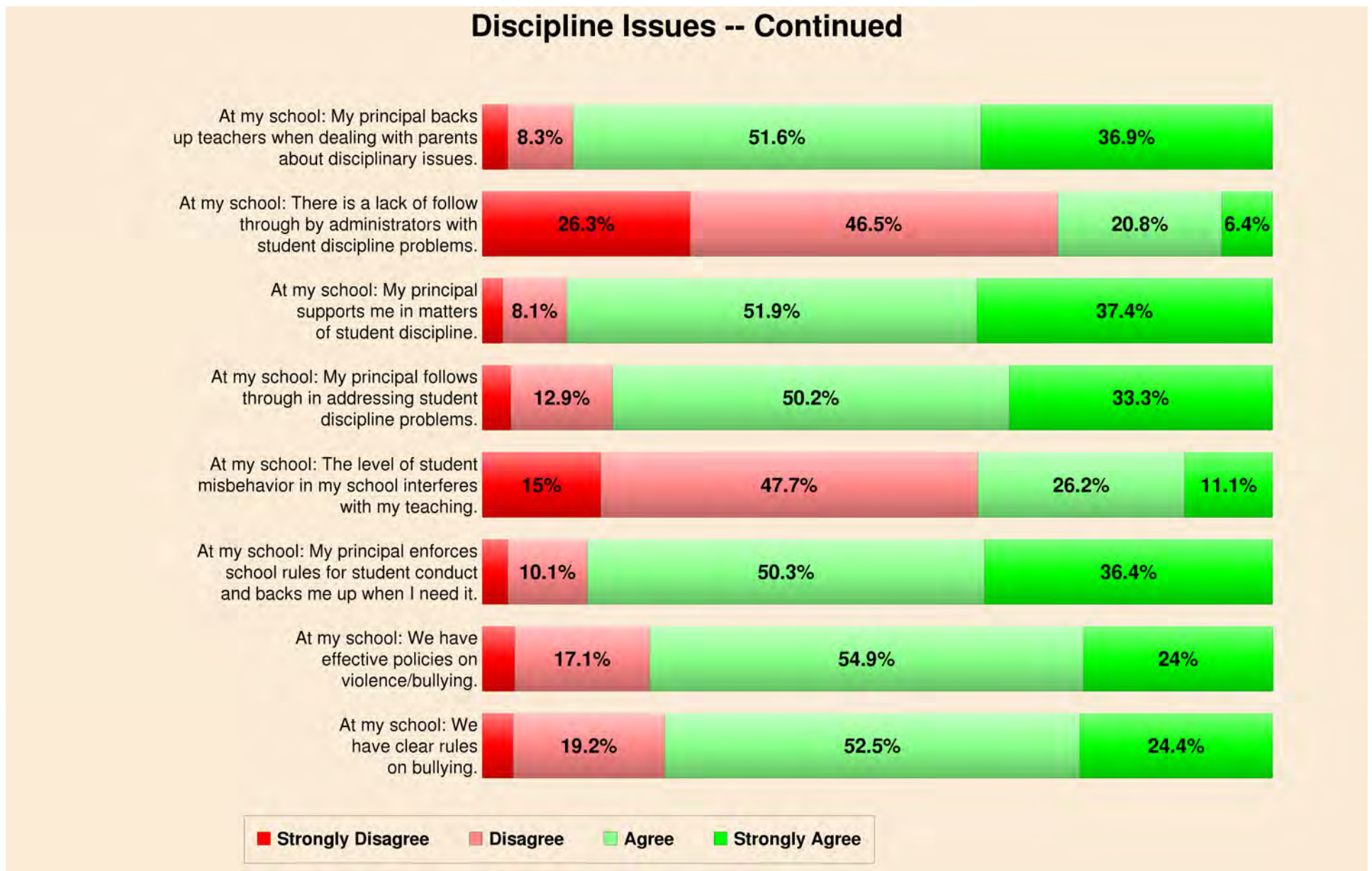


Figure 2.9: Discipline Issues – Continued

*See note on page 15

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2.7 Overall School Climate

The questions on the overall school climate assess teachers' overall satisfaction and sense of pride in the school. As noted above, teacher satisfaction is positively associated with teacher retention. In previous studies of teacher working conditions and school climate, teachers' perceptions about the direction of the school in the future, the overall atmosphere of the school, and the amount of pride they have in the school have been found to be strongly and positively associated with teacher retention.¹⁻⁸ These findings are not surprising given the nature of the questions. Indeed, one would expect teachers who have a positive outlook on the future of the school, perceive the overall atmosphere of the school in a positive light, and have a great deal of pride in the school to feel particularly committed to the school and far more likely to stay at the school than other teachers.

Responses to items from the Discipline Issues section of the Teaching Environment Survey reveal teachers' perceptions about the effectiveness of the disciplinary policies of the school to create a climate that is safe and free from disruptions. This evidence can help school administrators determine whether their school discipline plan is effective in creating a school atmosphere that is safe for students and teachers and free from disruptions caused by student misbehavior.

Table 2.10: Overall School Climate

Item	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Number Valid	Number Missing
ab161	At my school: I believe this school is headed in the right direction.	2.5	11.1	45.6	40.8	34874	994
ab162	At my school: I feel optimistic about the future of this school.	2.8	11.1	44.8	41.3	34879	989
ab623	At my school: Teachers and students take pride in the appearance of the school.	2.0	15.6	56.6	25.8	34996	872
ab630	At my school: There is a sense of trust and respect in this school.	3.2	11.9	53.7	31.2	34998	870
ab631	At my school: Overall, this school is a good place for me to work.	1.3	3.8	42.4	52.5	34943	925
ab632	At my school: Most members of this school community are proud of their school.	1.7	8.6	53.6	36.2	34714	1154
b125	Students at my school: Have pride in their school.	6.7	23.2	57.8	12.3	17374	18494
b211	At my school: There is an atmosphere of trust and mutual respect within the school.	3.9	16.5	57.8	21.9	17420	18448
b634	At my school: Everyone is treated as a member of the school family.	3.6	14.2	54.1	28.0	17308	18560

*See note on page [15](#)

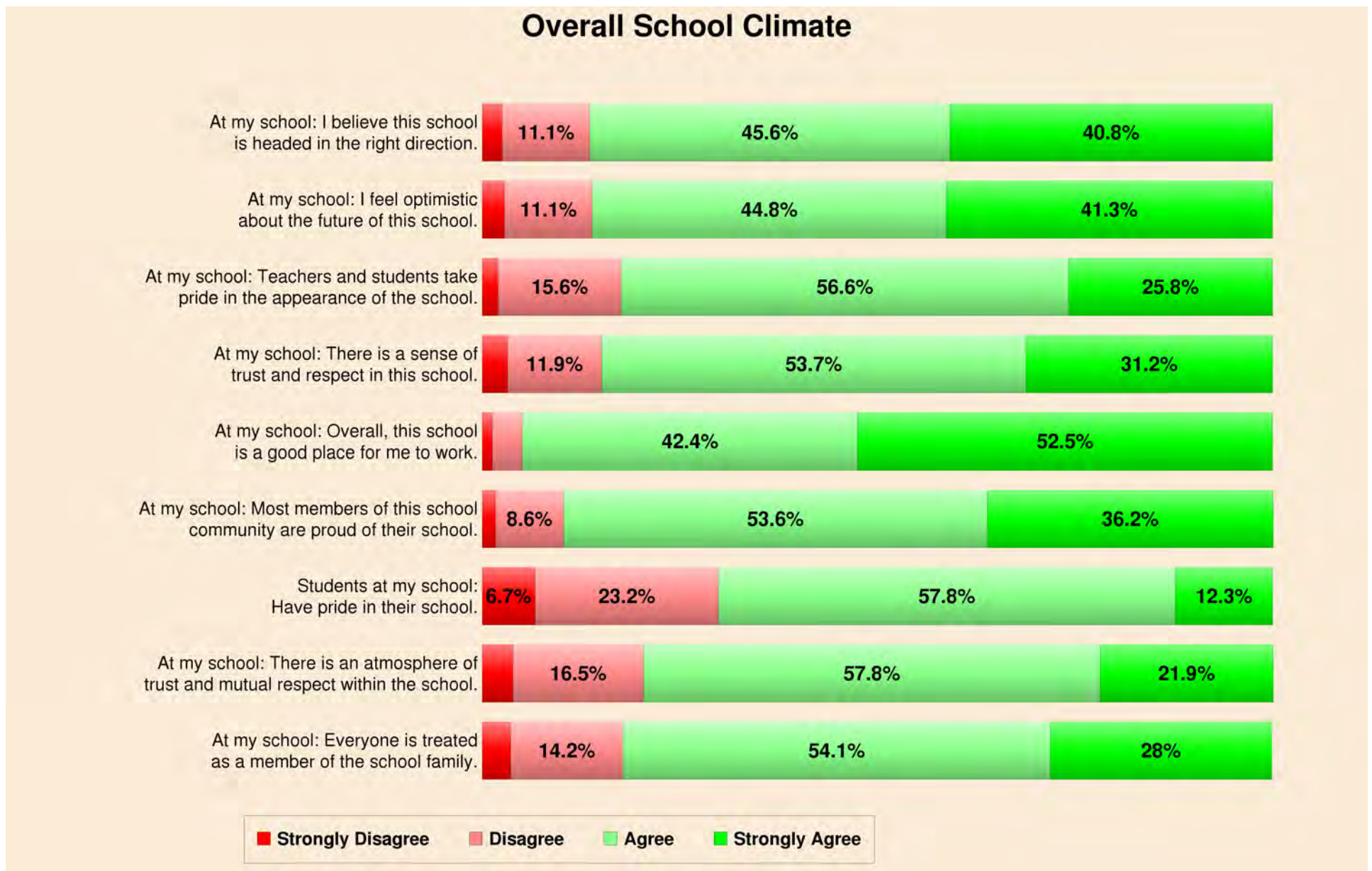


Figure 2.10: Overall School Climate

*See note on page 15

References:

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Chapter 3

TRUST, RESPECT, AND CARING

3.1 Trust, Respect, and Caring

While there is still relatively little research on the importance of trust, respect, and caring, a growing body of research strongly suggests that these characteristics of relationships among administrators, teachers, and students are critical factors in improving schools.

A number of researchers have found that principals who can engender a sense of personal and professional trust in teachers as well as create an overall atmosphere of trust and respect in the school are more effective in retaining teachers.¹⁻⁷ In fact, in a series of statewide and district studies, Berry and Fuller²⁻⁵ found that, when a school climate was characterized by trust and respect, it was profoundly related to teachers' intentions to stay at a school. Likewise, Ladd⁸ found that this perception was strongly associated with school-level teacher turnover rates. In both cases, the researchers found that the greater the agreement that the school had an atmosphere of trust and respect, the greater the teacher retention rate. It is important to note, however, that principals cannot simply create an atmosphere of trust and respect by willing it so. Rather, principals must act and communicate in ways that engender and communicate a sense of trust and respect.⁹

Regardless of context, school leaders who are perceived as chilly, distant, and manipulative tend to have teachers who are unhappy in and less committed to their jobs; while school leaders who are perceived as warm, caring,

personable, and honest tend to have teachers who are happy in and more committed to their jobs.^{7,10}

Some initial studies of the relationship regarding an ethic of care toward students has found that students who perceive teachers care about them – both academically and personally – tend to be more motivated to achieve, more engaged in the learning process, and believe that they have learned more from the teacher than students who do not perceive that teachers care for them.¹¹⁻¹⁴ A larger body of evidence has found that positive teacher-student relationships improve student outcomes^{15,16} – particularly relationships characterized by caring, trust and respect between teachers and students.¹⁷ Further, research has shown that teacher effectiveness is increased when teachers and students work cooperatively to establish trusting bonds.

Teaching effectiveness can be improved by sharing responsibilities with students, and working together to build trustful bonds.^{18,19} When teachers establish an atmosphere of trust, it is most likely associated with more motivated and empowered students.¹⁹ Finally, students in at-risk situations are especially in need of teachers who can develop positive relationships characterized by respect, trust, and care.²⁰

Responses to items from the Student Trust and Respect for Teachers and the Teacher Trust, Care and Respect for Students sections of the Teaching Environment Survey reveal perceptions about how students view their rela-

tionship with their teachers and vice versa. This information can help school administrators determine whether positive relationships are being built in their schools and, in turn, enhancing teacher effectiveness and student learning.

3.2 Student Trust and Respect for Teachers

Table 3.1: Student Trust and Respect for Teachers

Item	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Number Valid	Number Missing
b220	At my school: Teachers are treated and respected as educational professionals.	3.7	12.3	55.7	28.3	17419	18449
b233	Students at my school: Know that the teachers care about them.	1.0	7.4	66.6	24.9	17370	18498
b234	Students at my school: Trust their teachers.	1.4	10.1	66.8	21.7	17350	18518
b310	At my school: There is a lack of respect for teachers.	26.5	47.5	21.0	5.1	17264	18604
b554	At my school: There is a general sense of respect for teachers from students and parents.	5.8	19.2	58.1	16.9	17471	18397

*See note on page [15](#)

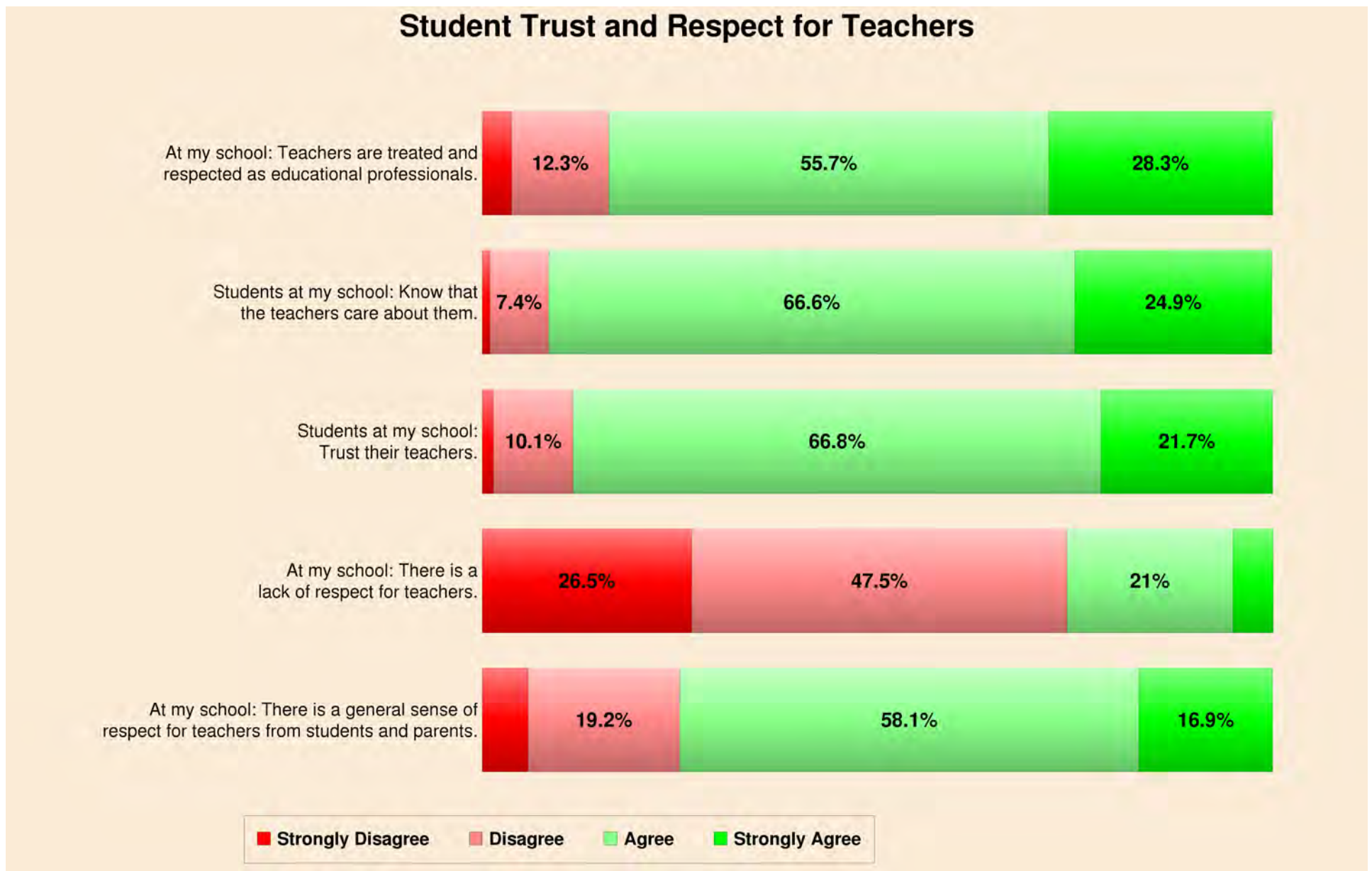


Figure 3.1: Student Trust and Respect for Teachers

*See note on page 15

3.3 Teacher, Trust, Care and Respect for Students

Table 3.2: Teacher, Trust, Care and Respect for Students

Item	Question	Not True At All	Somewhat Not True	Somewhat True	Very True	Number Valid	Number Missing
b502	How true are the following statements for you? I enjoy seeing my students in the community.	1.3	3.0	36.3	59.4	17376	18492
b503	How true are the following statements for you? I like my students.	0.2	1.2	24.8	73.8	17284	18584

*See note on page 15

Table 3.3: Teacher, Trust, Care and Respect for Students – Continued

Item	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Number Valid	Number Missing
b212	Students at my school: Feel they are a part of the school community.	3.6	16.6	66.1	13.6	17348	18520
b236	At my school: Teachers appreciate the students' points of view.	1.2	10.7	75.7	12.3	17224	18644
b286	At my school: Every student has their best work publicly displayed.	5.4	33.6	49.8	11.2	17233	18635

*See note on page 15

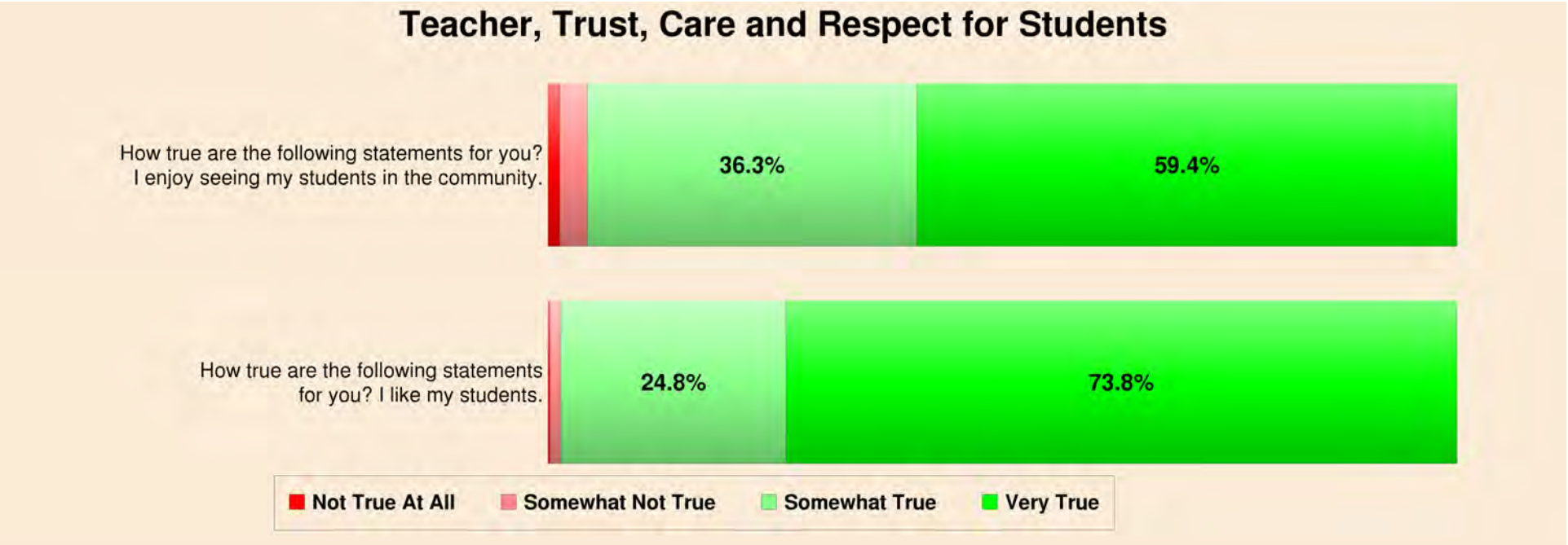


Figure 3.2: Teacher, Trust, Care and Respect for Students

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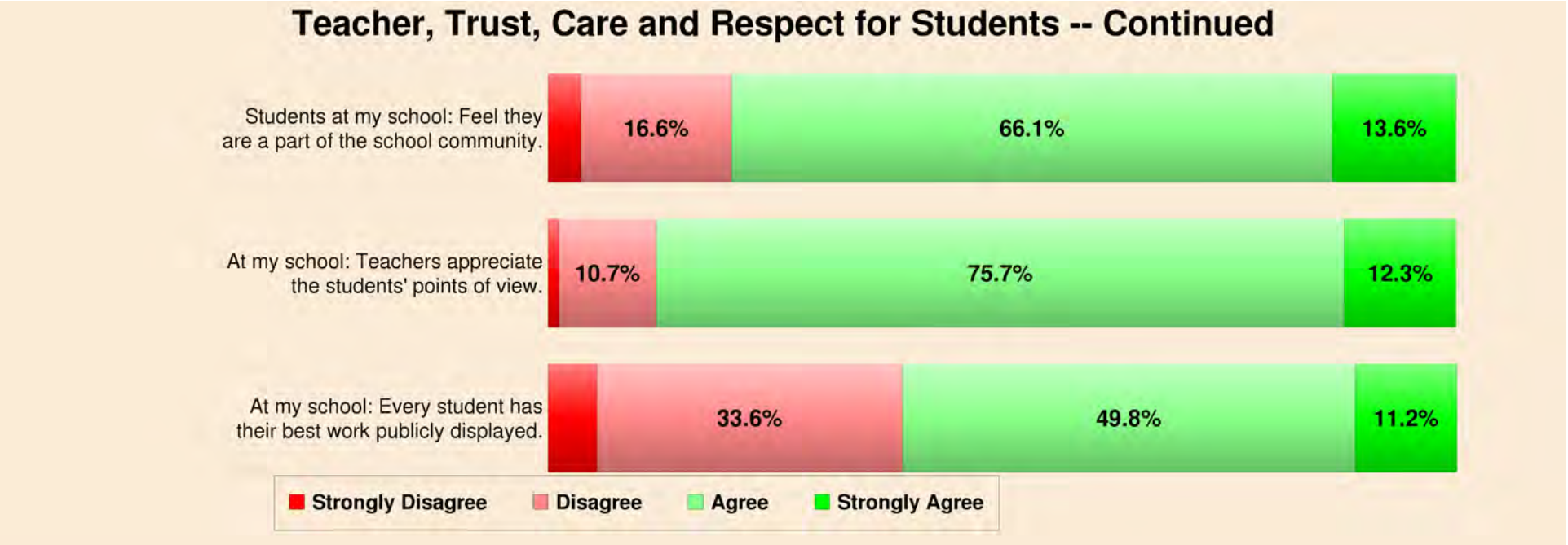


Figure 3.3: Teacher, Trust, Care and Respect for Students – Continued

*See note on page 15

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Chapter 4

TEACHERS AND TRAINING

4.1 Teacher Commitment

The level of teachers' commitment or engagement is considered to be a key factor in the success of the current educational reform agenda as it heavily influences teachers' willingness to engage in cooperative, reflective and critical practice.¹ Engagement is seen as: the degree to which the people within a school are involved with and committed to one another and the educational purpose of the school; the extent to which teachers are consciously aware of their role in the learning process and respond to student experiences in the classroom;² and the quality of teachers' relationships with other adults in the school, academic achievement goals of the school, and a body of knowledge.³⁻⁵ Teacher engagement is a prerequisite for student engagement, and student engagement is an important element in teacher satisfaction.^{2,3}

Educational excellence relies on the level of engagement of people within the school.⁵ In low-performing schools, teachers exhibit detachment and alienation from their work and students.⁶ In schools where teachers exhibit higher levels of engagement and commitment, student performance is higher and student absenteeism and dropout rates tend to be low.⁷

A supportive culture and structures within a school can help teachers remain engaged, increase student learning opportunities and improve student achievement.³ Opportunities to interact informally with students, smaller instructional groups, and working collaboratively with other teachers to improve

instruction are some of the ways schools can support teacher engagement.³ A collective sense of vision or purpose about education and the specific students served has the most profound effect on teacher engagement.³

Responses to items from the Teacher Commitment section of the Teaching Environment Survey reveal teachers' perceptions of their level of commitment to teaching. This evidence can help guide planning efforts to ensure high levels of teacher commitment and satisfaction, which may in turn lead to improved student performance.

Table 4.1: Teacher Commitment

Item	Question	Not True At All	Somewhat Not True	Somewhat True	Very True	Number Valid	Number Missing
a053	How true are the following statements for you? I dread coming to work in the morning.	56.9	24.6	15.1	3.4	17350	18518
a080	How true are the following statements for you? I have the same enthusiasm for teaching now as I did when I started teaching.	10.7	14.5	43.3	31.6	17449	18419
a479	How true are the following statements for you? I question if teaching is right for me.	62.8	15.9	17.2	4.1	17326	18542
a481	How true are the following statements for you? It's hard to go to a social event and tell people I'm a teacher.	85.1	7.4	5.9	1.6	17314	18554
a489	How true are the following statements for you? If I had to do it over, I would still become a teacher.	7.2	10.3	25.3	57.2	17364	18504
a490	How true are the following statements for you? I'm still teaching because it's my only real option.	62.0	15.8	16.3	5.9	17361	18507
a491	How true are the following statements for you? I'm still teaching because I truly enjoy my work.	2.1	5.1	33.7	59.2	17410	18458
a635	How true are the following statements for you? I wish I had chosen another profession.	60.6	19.7	15.6	4.1	17317	18551
a637	How true are the following statements for you? I look forward to coming to school in the morning.	3.7	9.3	47.6	39.4	17412	18456
a640	How true are the following statements for you? I like being a teacher.	1.0	3.0	28.9	67.1	17392	18476

*See note on page 15

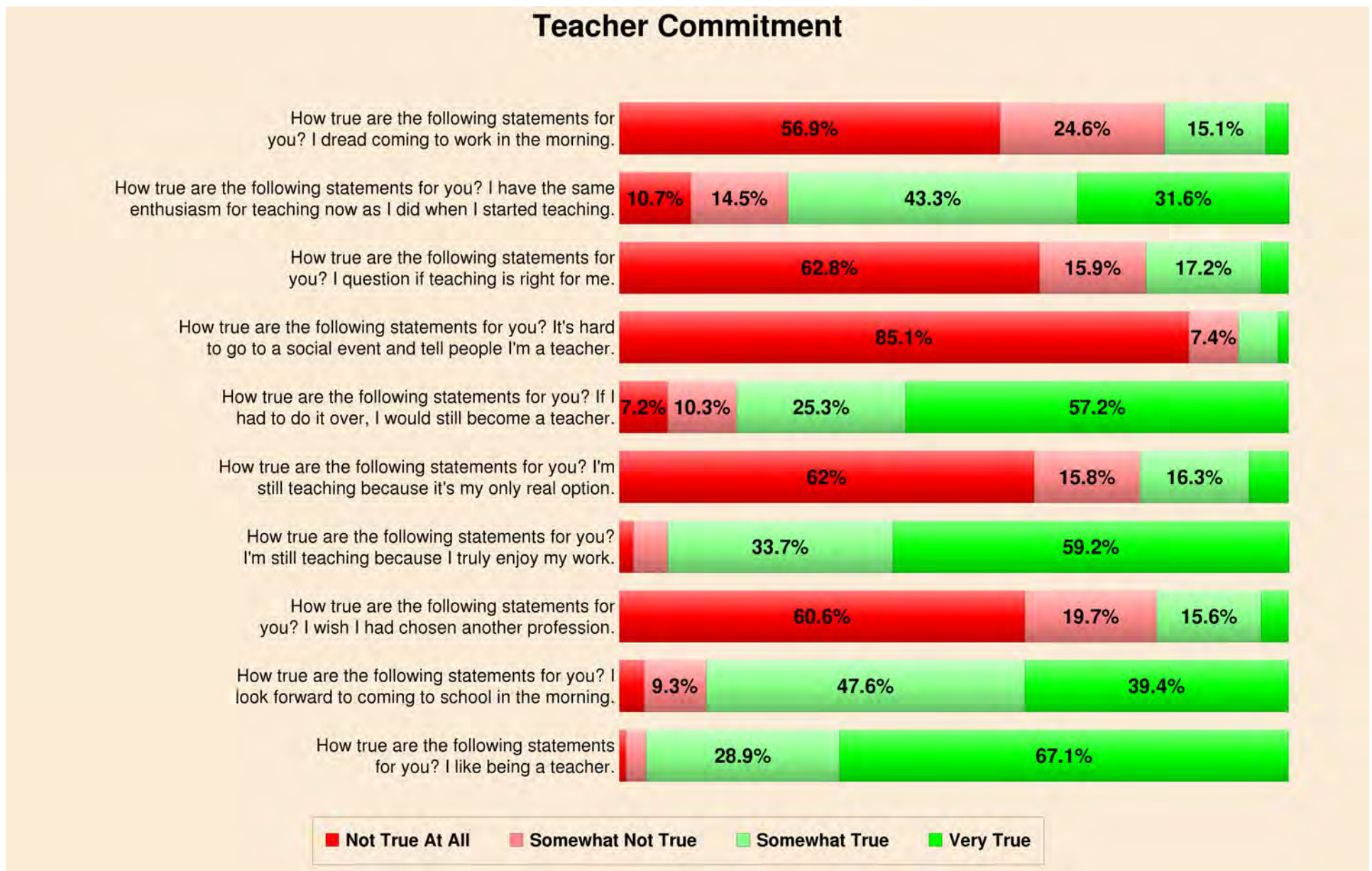


Figure 4.1: Teacher Commitment

*See note on page 15

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4.2 Teacher Stress and Burnout

with their work.

Researchers have found that teacher attrition is frequently associated with teacher stress and burnout. Both novice and experienced teachers report leaving the profession because they feel unable to deal with the myriad of problems of modern teaching.¹ It is often the best and brightest who flee the field.² Eighty percent of those in the top quartile of academics leave education in the first five years.³ With the growing national focus on the need for effective teachers and the high cost of replacing teachers, it is important to understand the factors associated with teacher stress and burnout that may result in teachers leaving the profession.⁴

While a certain level of stress is to be expected in any profession, evidence suggests that teachers experience more work-related stress than non-teachers.⁵ The causes include: lack of administrative support, low pay, crowded classrooms, problems with student behavior or confrontations with students. The demands of being a professional educator in today's schools can become overwhelming, challenging teachers' ability to cope and ultimately leading to burnout-depersonalization (distancing oneself from others), decreased sense of accomplishment, and emotional exhaustion.⁶

School practices that may prevent teacher stress and burnout are generally those that allow teachers some control over their daily work life, such as consulting teachers on curriculum development or instructional planning, which directly affect their classrooms.⁷ Clearly communicated job expectations, open lines of communication between teachers and administrators, and professional development activities such as mentoring and networking also may afford teachers a sense of empowerment and control within their professional work, helping minimize problems of stress.⁸

Responses to items from the Teacher Stress and Burnout section of the Teaching Environment Survey provide teachers' perceptions of the extent to which they feel stress and burnout related to their work. These responses may alert building- and district-level educators to issues they might address in order to decrease teachers' level of stress and increase their satisfaction

Table 4.2: Teacher Stress and Burnout

Item	Question	Not True At All	Somewhat Not True	Somewhat True	Very True	Number Valid	Number Missing
a065	At my school: I'm emotionally drained working with my students' personal problems.	38.7	26.1	27.0	8.2	17350	18518
a477	How true are the following statements for you? I often have a "bad day" at school.	34.6	37.9	22.2	5.4	17325	18543
a638	How true are the following statements for you? At the end of the school day I have plenty of energy for other things in my life.	23.6	35.3	33.3	7.8	17407	18461
ab528	How true are the following statements for you? I feel anxious during the standardized achievement testing period.	27.5	24.4	31.8	16.3	34653	1215
ab612	How true are the following statements for you? The level of social/emotional problems of my students often overwhelms me.	26.8	28.0	30.4	14.8	34642	1226
b147	How true are the following statements for you? I regularly come to work on the weekend.	42.2	20.3	24.8	12.6	17269	18599
b148	How true are the following statements for you? I find myself working late hours at home/school.	14.1	13.2	38.2	34.6	17350	18518
b512	How true are the following statements for you? The competing demands in the classroom are overwhelming.	12.5	22.5	43.0	22.0	17261	18607
b627	How true are the following statements for you? The amount of time I'm working feels unfair.	23.5	26.0	32.3	18.2	17263	18605

*See note on page 15

Table 4.3: Teacher Stress and Burnout – Continued

Item	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Number Valid	Number Missing
ab281	At my school: My class sizes are too large for me to meet the needs of all students.	21.0	52.2	19.6	7.2	34927	941
b115	At my school: I can't take a day off because of poor substitute teaching.	29.0	57.6	10.8	2.5	17301	18567
b116	At my school: I often have to give up my planning period to cover for another teacher.	35.7	53.6	8.1	2.5	17373	18495
b118	At my school: I avoid taking a day off because I may get a poor substitute teacher.	19.3	51.9	21.2	7.6	17391	18477
b628	At my school: Teachers are protected from duties that interfere with their essential role of teaching.	6.6	23.9	56.3	13.3	17373	18495

*See note on page [15](#)

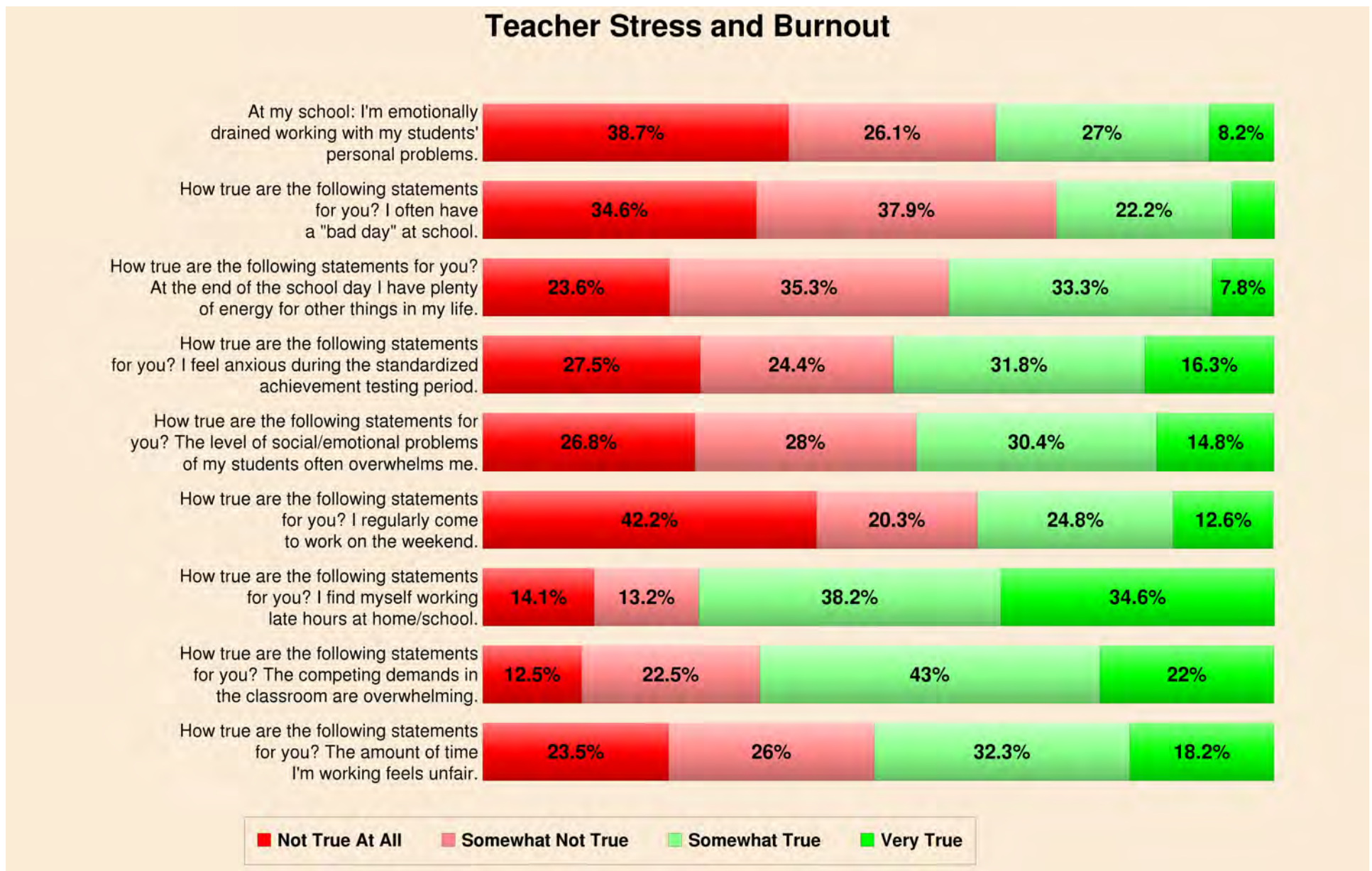


Figure 4.2: Teacher Stress and Burnout

*See note on page 15

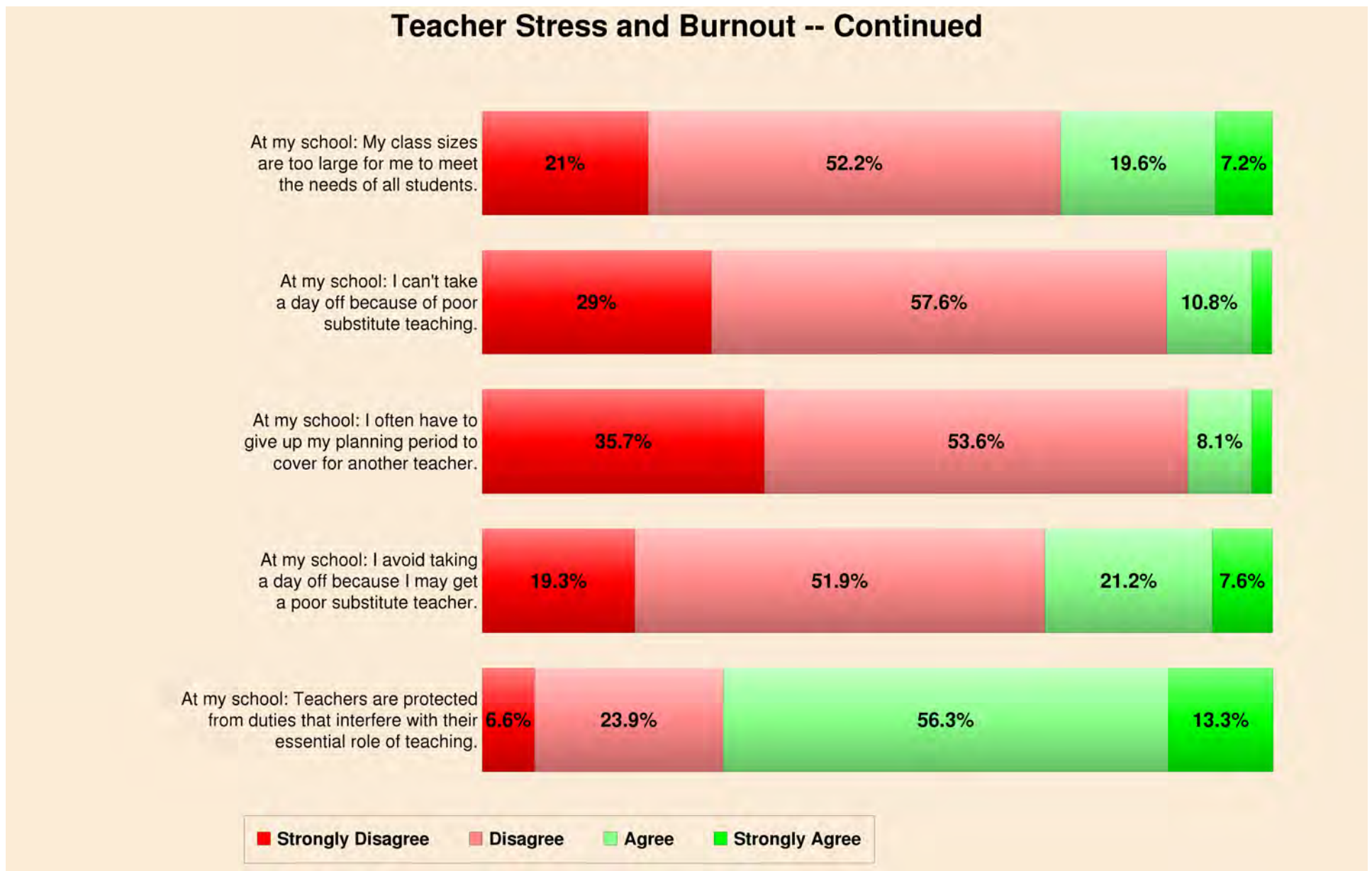


Figure 4.3: Teacher Stress and Burnout – Continued

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4.3 Teacher Efficacy

Teacher efficacy is defined as "teachers' confidence in their ability to promote students' learning."¹ Teacher behaviors that are associated with their sense of efficacy include:

- high levels of planning and organization;
- openness to new ideas and willingness to experiment with new methods;
- persistence and resilience when things do not go smoothly;
- tolerance of students who make mistakes;
- reluctance to refer students to special education²

Teachers' experiences or accomplishments, such as mastery experiences during student teaching and first-year teaching, are key factors in their development of a sense of efficacy.³ Observing successful teachers, receiving constructive feedback, and working in a positive school setting also can aid the development of a teacher's sense of efficacy.¹

More recently, researchers have identified collective teacher efficacy-the perception of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students.⁴ Strong collective teacher efficacy is positively associated with an impressive list of school characteristics such as improved student performance, decreased negative effects of low socioeconomic status (SES), enhanced parent/teacher relationships, and creation of a work environment that builds teacher commitment to the school.⁵

Research suggests that there are several factors at work in building collective teacher efficacy that principal and district leaders can influence. Specific actions that school leaders can take include building instructional knowledge and skills, creating opportunities for teachers to collaboratively share

skills and experiences, interpreting results and providing actionable feedback on teachers' performance, and involving teachers in school decision making.⁶

Responses to items from the Teacher Efficacy section of the Teaching Environment Survey indicate teachers' perceptions of their personal sense of efficacy. Building- and district-level educators can use this information to help determine the need for implementing strategies that may help teachers increase their sense of efficacy.

Table 4.4: Teacher Efficacy

Item	Question	Not True At All	Somewhat Not True	Somewhat True	Very True	Number Valid	Number Missing
b515	How true are the following statements for you? I don't experience much success in teaching.	66.8	25.5	6.2	1.5	17299	18569
b516	How true are the following statements for you? I don't feel like I'm getting any better as a teacher.	73.7	19.4	5.7	1.2	17301	18567
b607	How true are the following statements for you? I believe that I am an effective teacher.	0.2	0.6	31.7	67.6	17367	18501
b608	How true are the following statements for you? I worry about meeting basic teaching standards.	39.0	23.2	26.1	11.7	17308	18560
b609	How true are the following statements for you? Most days, I feel as if my students have learned what I taught them.	0.6	5.3	55.7	38.3	17305	18563

*See note on page [15](#)

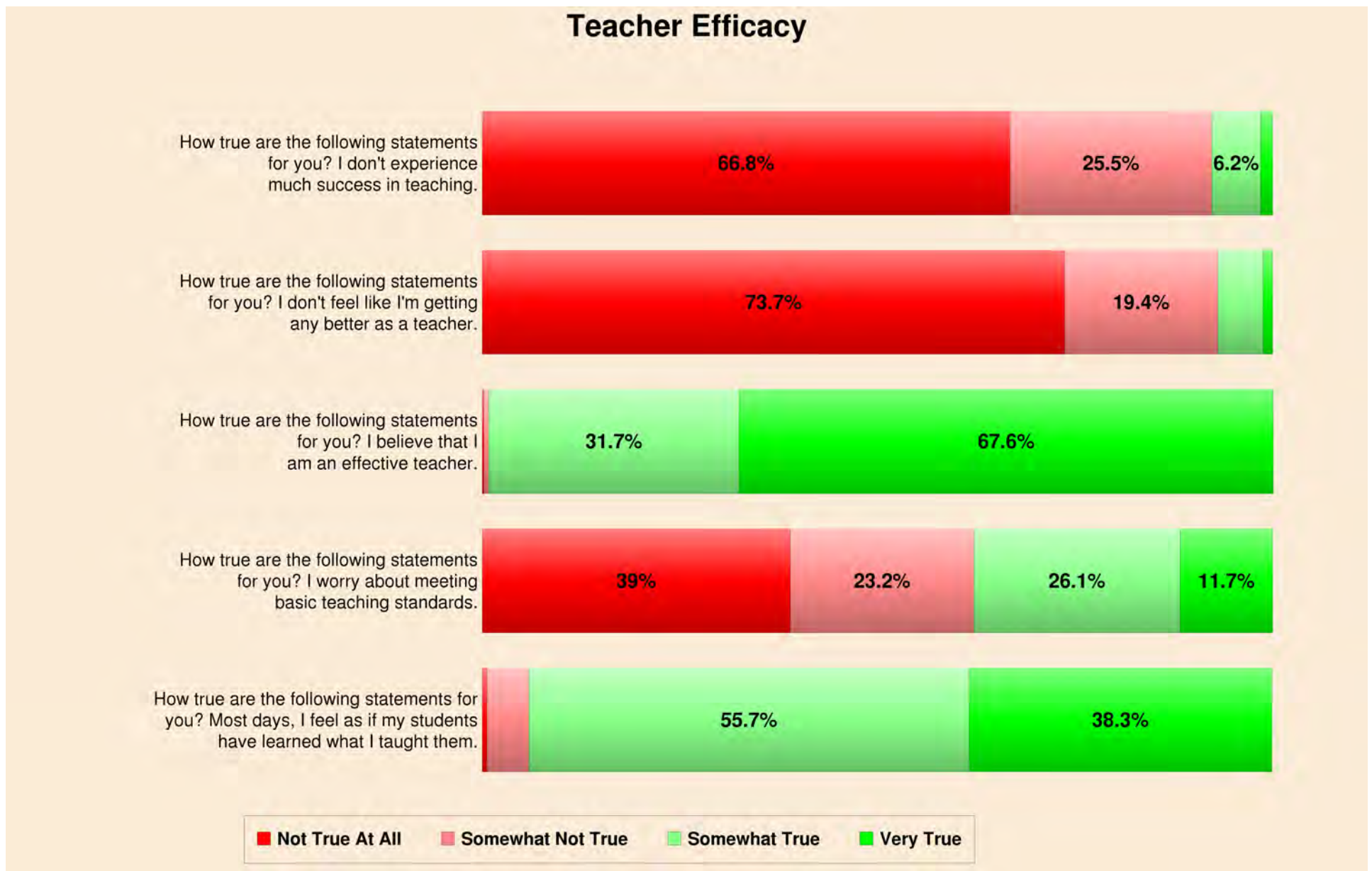


Figure 4.4: Teacher Efficacy

*See note on page 15

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4.4 Teacher Relationships/Collaboration

Teaching tends to be an isolated activity,^{1,2} but decreasing teacher isolation may benefit teachers and students alike. Turnover rates are lower among beginning teachers in schools with induction and mentoring programs that emphasize collegial support,³ and teachers feel a greater sense of personal satisfaction and self-efficacy when they are involved in decision-making and establish strong collegial relationships.⁴ Further, researchers have found a positive relationship between teacher collaboration and mathematics and reading achievement in elementary schools.⁵ Teacher collaboration is frequently used to end isolation and improve instruction in chronically low-performing schools; dramatic gains in student achievement have been achieved within three years.⁶

Teacher collaboration—a key element of professional learning communities—takes many forms. In some schools, teachers meet in teams to review student work compared to standards and seek insights into improving instruction. In other schools, teachers share planning time, learn about data to guide instructional decision-making, receive regular support from a coach or lead teacher, form teams to plan their own professional development, and work together to ensure that lessons are aligned across grade levels.⁶

School leaders can take actions to encourage effective teacher collaboration such as adjusting schedules so that teachers have time to meet, providing guidelines for conducting effective sessions, and offering technical assistance from facilitators to make the best use of common planning time.⁷

Responses to items from the Teacher Efficacy section of the Teaching Environment Survey indicate teachers' perceptions of the extent to which they successfully collaborate with their peers. These responses can provide insight into steps that might be taken to improve collaborative efforts in the school.

Table 4.5: Teacher Relationships/Collaboration

Item	Question	Not True At All	Somewhat Not True	Somewhat True	Very True	Number Valid	Number Missing
a639	How true are the following statements for you? I like my colleagues.	0.8	2.5	30.9	65.8	17341	18527

*See note on page [15](#)

Table 4.6: Teacher Relationships/Collaboration – Continued

Item	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Number Valid	Number Missing
b207	At my school: The faculty collaborates effectively to make decisions and solve problems as a group.	3.6	17.8	58.0	20.6	17447	18421
b460	At my school: There are often conflicts between teachers.	27.3	49.4	19.1	4.2	17274	18594
b602	At my school: Teachers work collaboratively to improve instruction.	1.9	11.8	58.4	27.9	17378	18490

*See note on page [15](#)

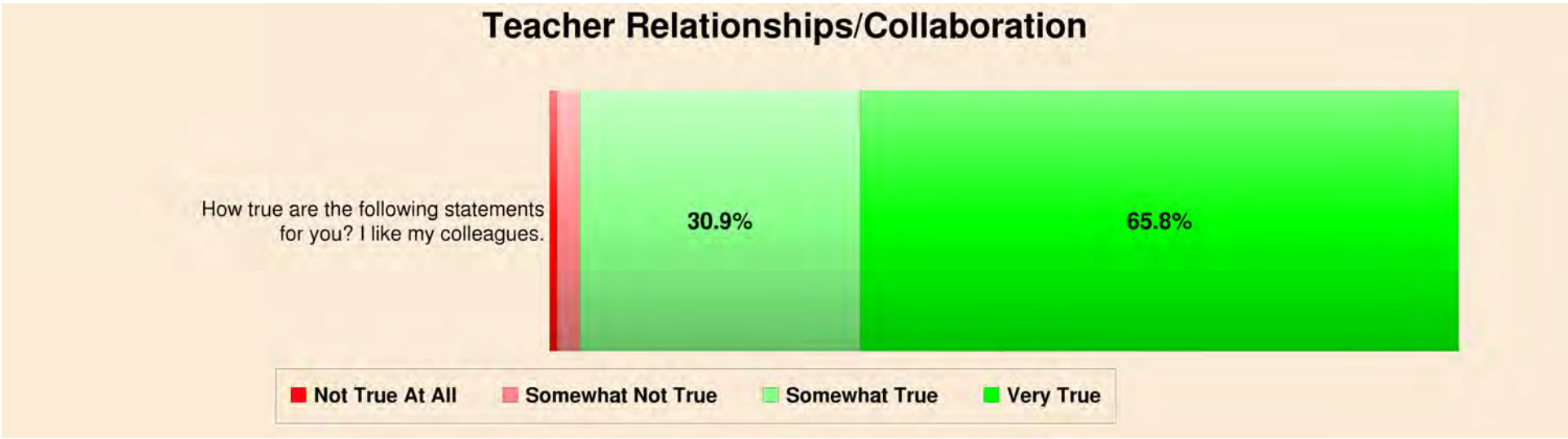


Figure 4.5: Teacher Relationships/Collaboration

*See note on page [15](#)

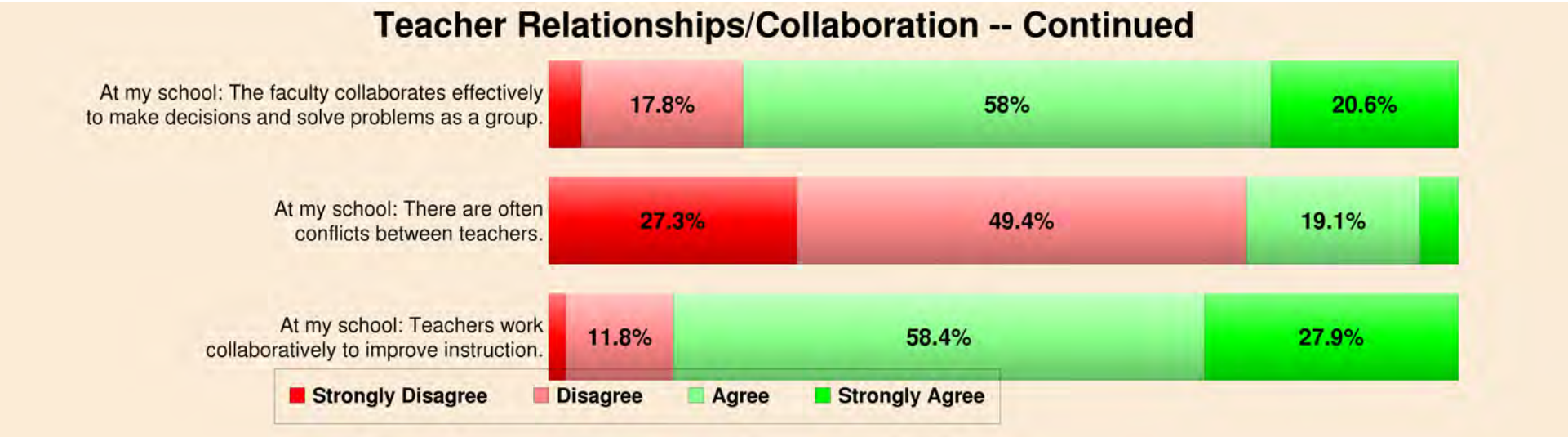


Figure 4.6: Teacher Relationships/Collaboration – Continued

*See note on page 15

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4.5 Teacher Compensation

Beginning teachers have invested large sums in their college education and deferred income for four to five years. Yet, they tend to work longer hours and receive less pay than most semi-skilled workers.¹ Historically, they have also earned smaller salaries than comparably educated workers in other professions.² Research findings consistently show that: higher salaries are associated with lower teacher attrition; teachers are responsive to salaries outside their districts and outside of teaching; and teachers often cite low salaries as an important reason for job dissatisfaction.³ While pay is among the factors that influence teacher retention, those teachers who remain in the classroom report that they enter the profession for altruistic reasons such as the fulfillment of helping children grow and develop, rather than for material gain.⁴ However, when teachers were satisfied with other aspects of their job, only one in 10 was very satisfied with their pay.⁵

Recent national legislative demands for improved student achievement and high quality teachers in every classroom have drawn attention to the issue of teacher compensation.⁶ Efforts to recruit and retain high-quality teachers tend to be financially based.⁷ For example, some schools have offered teacher incentives for engaging in professional development specifically related to school or district goals; other schools have attempted to connect teacher compensation to progress in student achievement; and yet others offer higher salaries in specific areas such as science and mathematics.⁸

Responses to items from the Teacher Compensation section of the Teaching Environment Survey summarize teachers' perceptions of their compensation and its effect on their satisfaction with their work. These perceptions can help building- and district-level educators determine if they need to consider strategies for addressing compensation concerns of teachers.

Table 4.7: Teacher Compensation

Item	Question	Not True At All	Somewhat Not True	Somewhat True	Very True	Number Valid	Number Missing
ab102	How true are the following statements for you? I feel I am being fairly compensated given my level of education.	19.5	26.5	43.1	10.9	34721	1147
ab483	How true are the following statements for you? I'm not going to be able to make enough money as a teacher.	15.7	30.6	41.0	12.7	34558	1310
ab622	How true are the following statements for you? My teaching salary is sufficient for me to live comfortably in my community.	14.9	30.4	46.5	8.3	34654	1214
b096	How true are the following statements for you? I have to supplement my income from teaching in other ways (e.g., second-job, summer job, etc.).	27.3	16.6	32.7	23.5	17328	18540
b097	How true are the following statements for you? I need to work a part-time job in addition to teaching.	35.7	21.5	26.7	16.1	17257	18611

*See note on page [15](#)

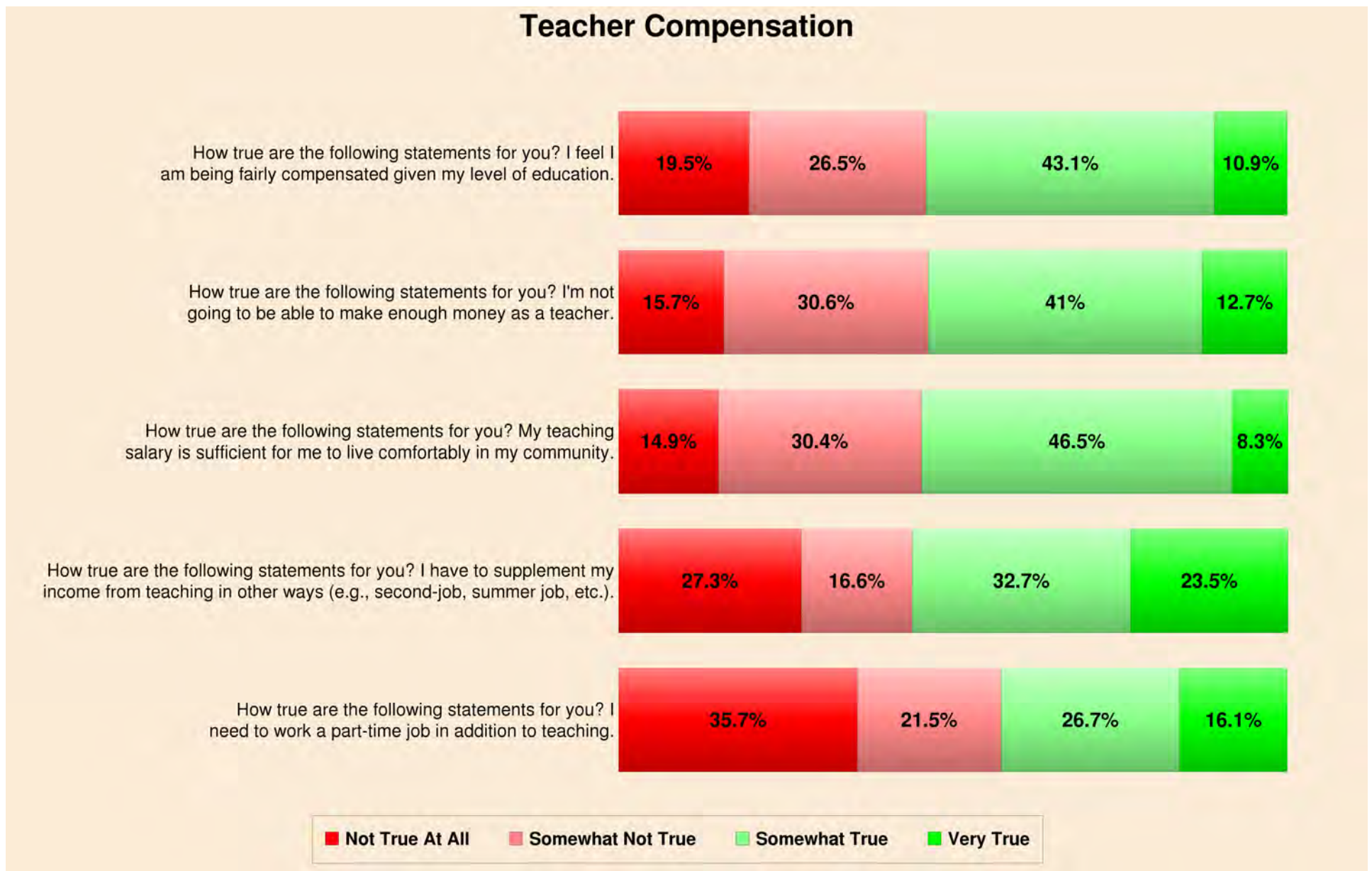


Figure 4.7: Teacher Compensation

*See note on page 15

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Chapter 5

STUDENTS AND LEARNING

5.1 Student Engagement

Early studies of student engagement focused narrowly on students' time-on-task behaviors.¹ A recent review of the literature by Fredricks et al, however, reveals that engagement is much more complex, incorporating the ideas of behavioral, emotional and cognitive engagement.² Behavioral engagement draws on the idea of participation, including involvement in academic and social or extracurricular activities. Emotional engagement encompasses positive and negative reactions to teachers, classmates, academics, and school. Cognitive engagement draws on the idea of investment, incorporating thoughtfulness and willingness to exert the effort necessary to learn. All forms of student engagement are seen as a means to increase student motivation and achievement and decrease alienation.²

School connectedness, a term used more recently in the literature, is defined as the belief by students that adults and peers in the school care about their learning as well as about them as individuals. School connectedness is important because students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school.³ For both boys and girls, a lack of school connectedness has been associated with substance use, school absenteeism, early sexual initiation, violence, and risk of unintentional injury (e.g., drinking and driving, not wearing seat belts).⁴ Researchers have also found a strong relationship between school connectedness and educational outcomes, including school attendance,⁵ staying in

school longer,⁶ and higher grades and classroom test scores.^{7,8} In turn, students who do well academically are less likely to engage in risky behaviors.^{9,10}

Examples of research-based approaches adopted by schools to promote student engagement include: positive adult relationships, summer transition programs, contextual learning, after-school programs and internships, connections to employers and work, and truancy reduction efforts.¹¹ Advocates of school engagement efforts focus on three elements: 1) attendance-strategies to reduce absences and overcome problems linked to student mobility; 2) attachment-establishing positive connections among schools, communities, youth and their families; and 3) achievement-ensuring that students have the tools, credits and resources to complete courses and graduate from high school.¹²

Responses to items from the Student Engagement section of the Teaching Environment Survey provide teachers' perceptions of the level of student engagement. This is one source of information that building- and district-level educators can use to evaluate current programs or plan new programs designed to encourage student engagement.

Table 5.1: Student Engagement

Item	Question	Not At All	A Little	Some	A Lot	Number Valid	Number Missing
a597	To what degree do the following interfere with instruction at your school: Student tardiness.	15.2	35.9	30.6	18.2	17527	18341
axx1	To what degree do the following interfere with instruction at your school: Student absences.	12.6	34.5	33.9	18.9	17519	18349

*See note on page 15

Table 5.2: Student Engagement – Continued

Item	Question	Not True At All	Somewhat Not True	Somewhat True	Very True	Number Valid	Number Missing
ab044	How true are the following statements for you? Students feel a lot of stress during the standardized achievement testing period.	5.7	21.0	44.7	28.6	34604	1264

*See note on page 15

Table 5.3: Student Engagement – Continued

Item	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Number Valid	Number Missing
b305	At my school: Student apathy is a problem.	6.8	32.2	39.9	21.0	17177	18691
b517	Students at my school: Don't care about learning.	12.4	49.4	28.9	9.2	17290	18578
b619	At my school: Students take pride in their academic accomplishments.	7.1	21.7	59.4	11.8	17229	18639
b620	At my school: Students are generally apathetic about school.	7.1	35.9	44.8	12.2	17134	18734
b621	At my school: Students come to school prepared to learn.	14.0	38.0	43.9	4.1	17273	18595

*See note on page 15

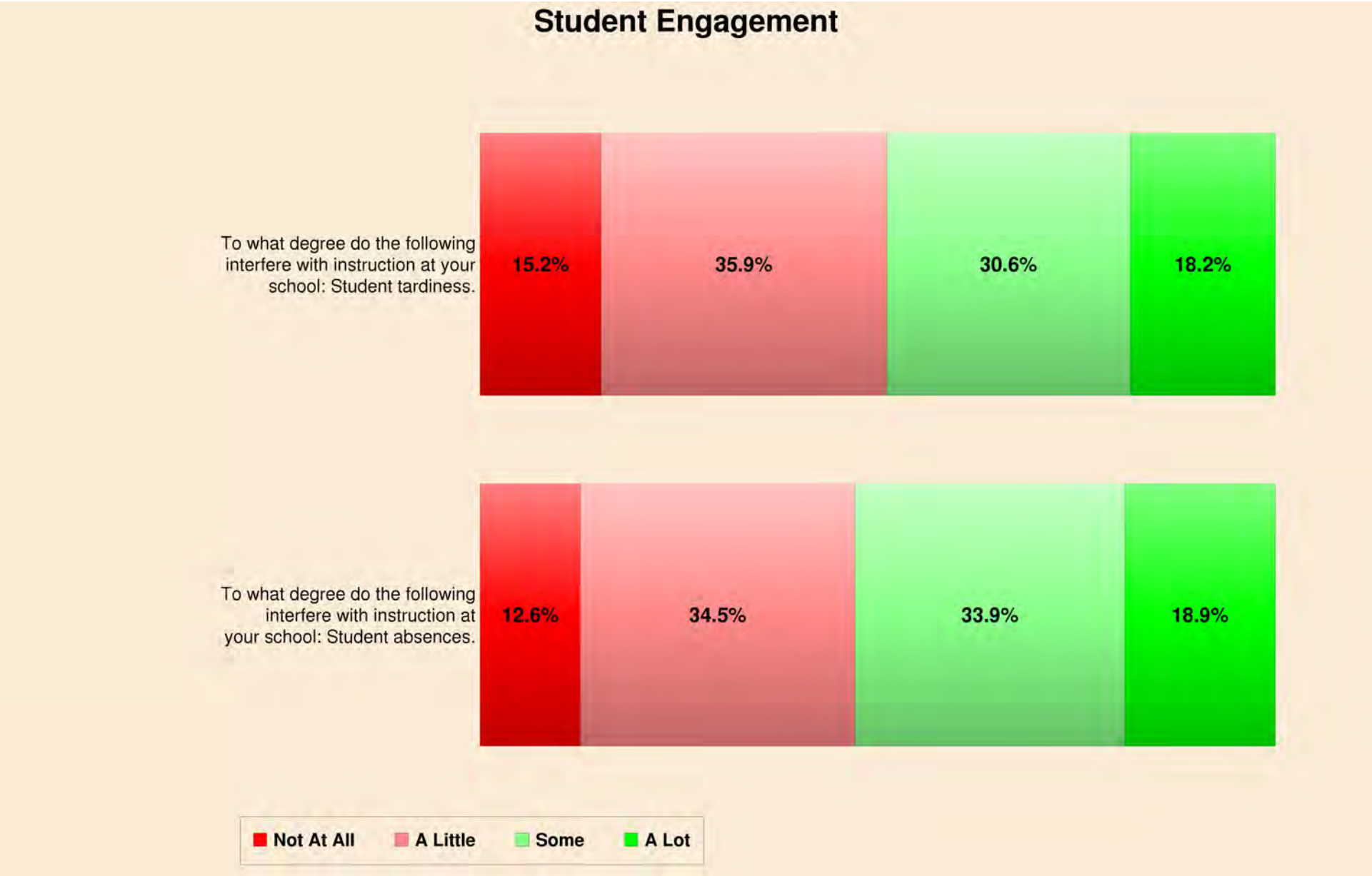


Figure 5.1: Student Engagement

*See note on page 15

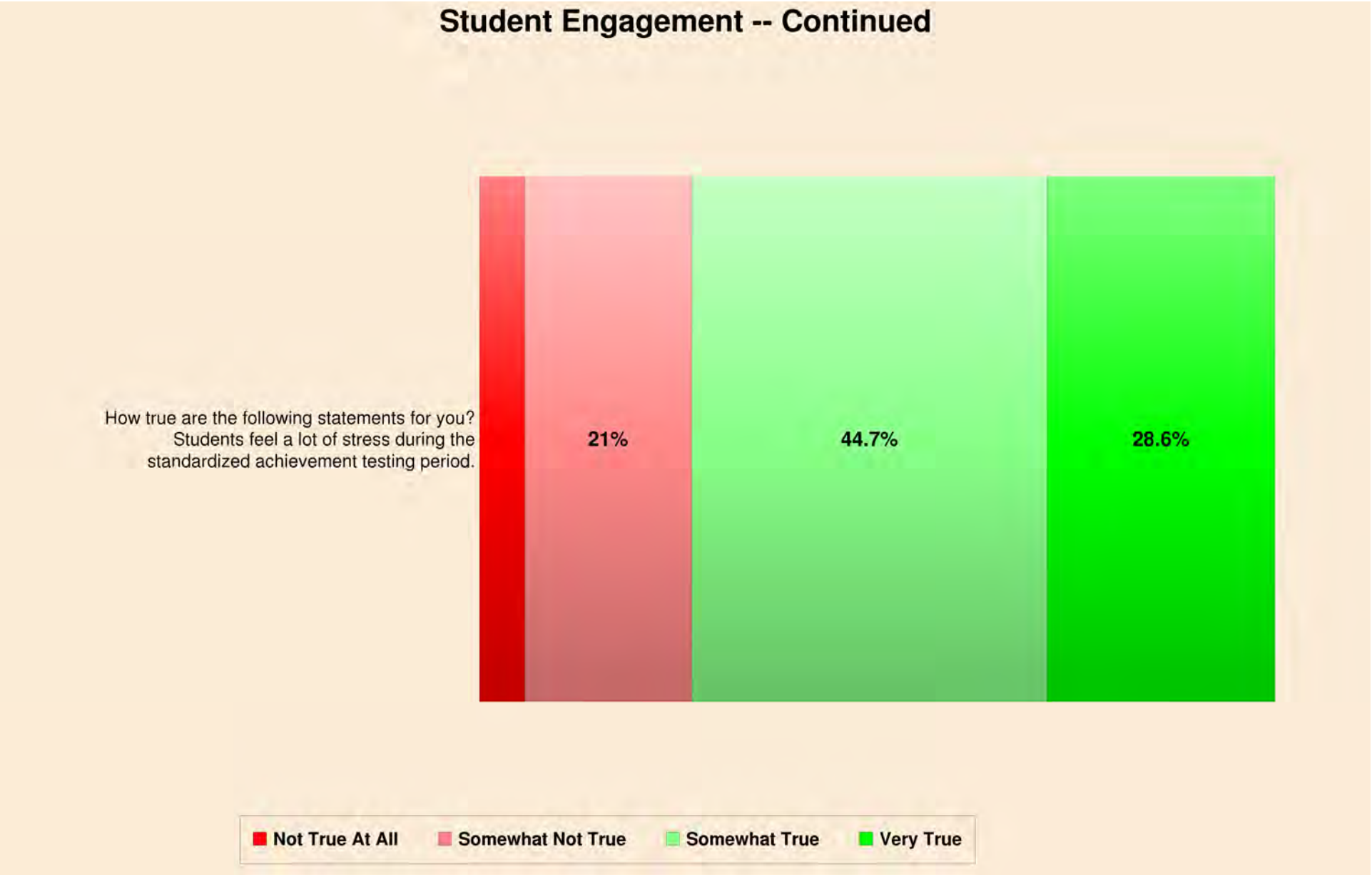


Figure 5.2: Student Engagement – Continued

*See note on page 15

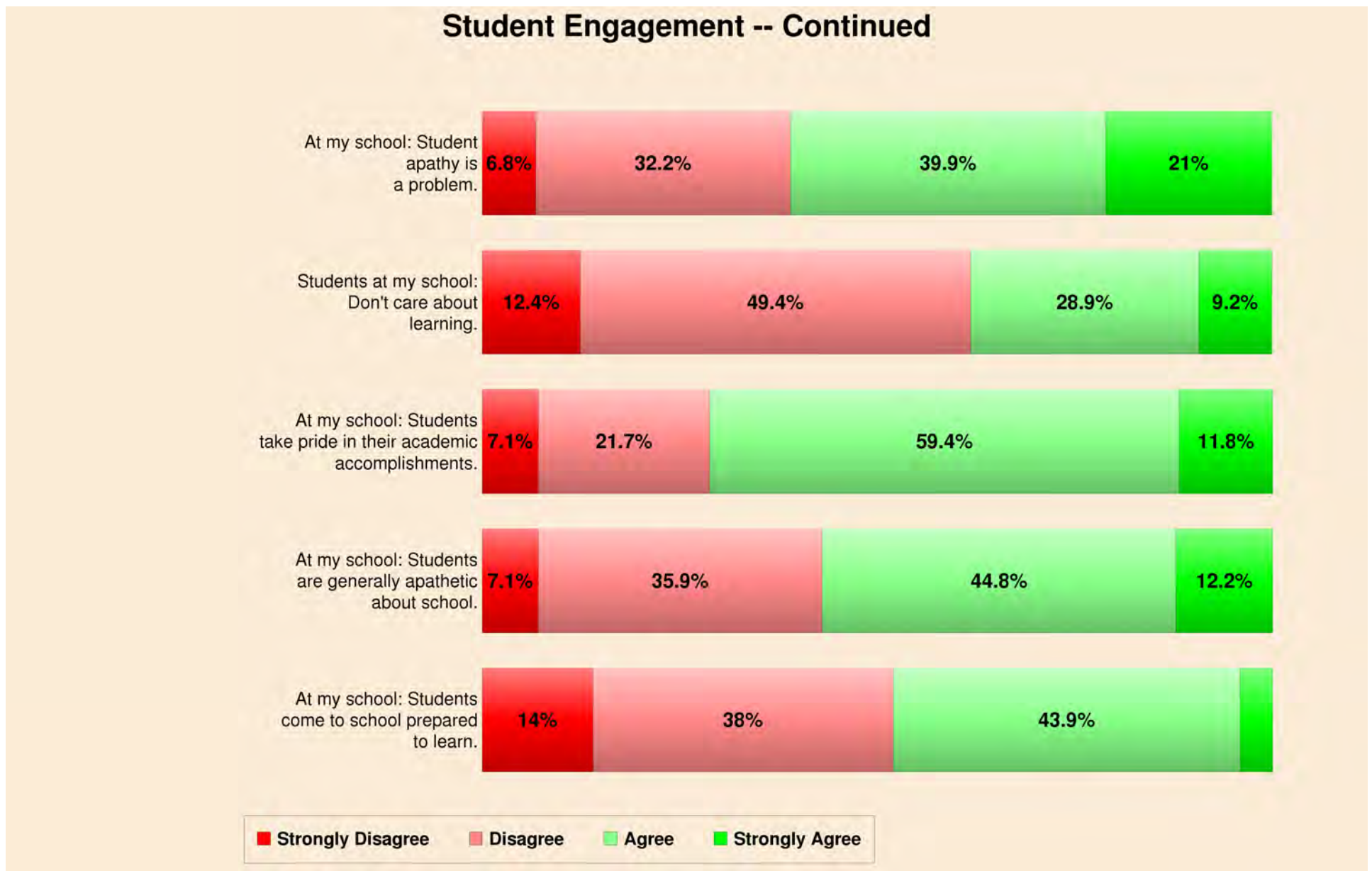


Figure 5.3: Student Engagement – Continued

*See note on page 15

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5.2 Student Support

According to the Centers for Disease Control and Prevention, children and adolescents establish patterns of behavior and make lifestyle choices that affect both their current and future health. In the past, efforts to improve child and adolescent health typically have featured interventions designed to address specific health risk behaviors, such as tobacco use, alcohol and drug use, violence, gang involvement, and early sexual initiation. However, results from a growing number of studies suggest that greater health impact might be achieved by also enhancing protective factors that help children and adolescents avoid multiple behaviors that place them at risk for adverse health and educational outcomes. Enhancing protective factors also might buffer children and adolescents from the potentially harmful effects of negative situations.¹

Protective factors include personal characteristics such as a positive view of one's future²; life conditions such as frequent parental presence in the home at key times (e.g., after school, at dinner time); and behaviors such as active participation in school activities.³ Children and adolescents' beliefs about themselves and their abilities are shaped by the extent to which they perceive that the adults in their lives care about them and are involved in their lives.³ When they feel supported by important adults in their lives children and adolescents are likely to be more engaged in school and learning.⁴ Students feel supported and cared for in the school setting when they see school staff dedicating their time, interest, attention, and emotional support to them.⁵ Students need to feel that adults care about them as individuals as well as about their academic achievement.²

Among the strategies for creating a healthy environment are organizing schools into smaller units that may encourage more personal relationships among students and staff and allow for personalized learning.⁶ Schools can form schools-within-schools or create multidisciplinary teams of teachers in which a small number of teachers know each students and can ensure that every student has an identified advisor.⁷ Schools might also provide a range of services at the school that students and their families need (e.g., dental

services, health screenings, child care, substance abuse treatment). Further, schools can ensure that staff members have an expert (e.g., school counselor, school psychologist) they can consult for student issues they feel are beyond their expertise, and to whom they can refer students who need assistance they are not qualified to provide.^{5,8}

Responses to items from the Student Support section of the Teaching Environment Survey provide teachers' perceptions of student support. Those school- and district-level educators who are responsible for ensuring the well-being of students can make use of this information when planning for school improvement.

Table 5.4: Student Support

Item	Question	Never	Less Than 1 Day per Wk.	1-2 Days per Wk.	3-4 Days per Wk.	All the Time	Number Valid	Number Missing
a089	How many days a week do the following support staff work at your school: School psychologist.	63.4	21.9	8.2	2.7	3.8	16617	19251
a090	How many days a week do the following support staff work at your school: A nurse.	2.3	4.9	7.1	7.7	78.0	17267	18601
a107	How many days a week do the following support staff work at your school: School counselor.	1.2	1.6	3.3	4.5	89.3	17273	18595

*See note on page 15

Table 5.5: Student Support – Continued

Item	Question	Not True At All	Somewhat Not True	Somewhat True	Very True	Number Valid	Number Missing
a142	At my school: I am successful in helping students with their out-of-school problems.	13.2	22.4	57.2	7.2	17244	18624
a157	At my school: I'm on the phone a lot dealing with my student's non-educational problems.	48.2	24.7	22.0	5.1	17366	18502
a615	At my school: Families can receive support for students' social/emotional problems outside of the school day.	12.2	22.0	51.4	14.4	17071	18797
a617	How true are the following statements for you? I have the ability to meet the needs of my students whose primary language is other than English.	31.3	24.6	32.9	11.1	17081	18787
ab611	How true are the following statements for you? I spend a great deal of time dealing with students' social and emotional troubles.	12.0	24.5	40.2	23.3	34658	1210

*See note on page 15

Table 5.6: Student Support – Continued

Item	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Number Valid	Number Missing
a252	Resources are available in my school to support students: Who are recovering from alcohol or substance abuse.	31.7	30.7	31.8	5.9	16687	19181
a252x5	Resources are available in my school to support students: Who are involved in alcohol or substance abuse.	29.5	30.1	34.2	6.2	16658	19210
a252x6	Resources are available in my school to support students: Who are from needy families.	6.1	10.3	57.3	26.3	17160	18708
a384	Resources are available in my school to support students: Who are at risk of dropping out of school.	12.0	16.4	54.0	17.6	16985	18883
b556	At my school: We ensure that all students have equitable access to curriculum and instructions.	0.7	3.6	62.9	32.7	17454	18414

*See note on page [15](#)

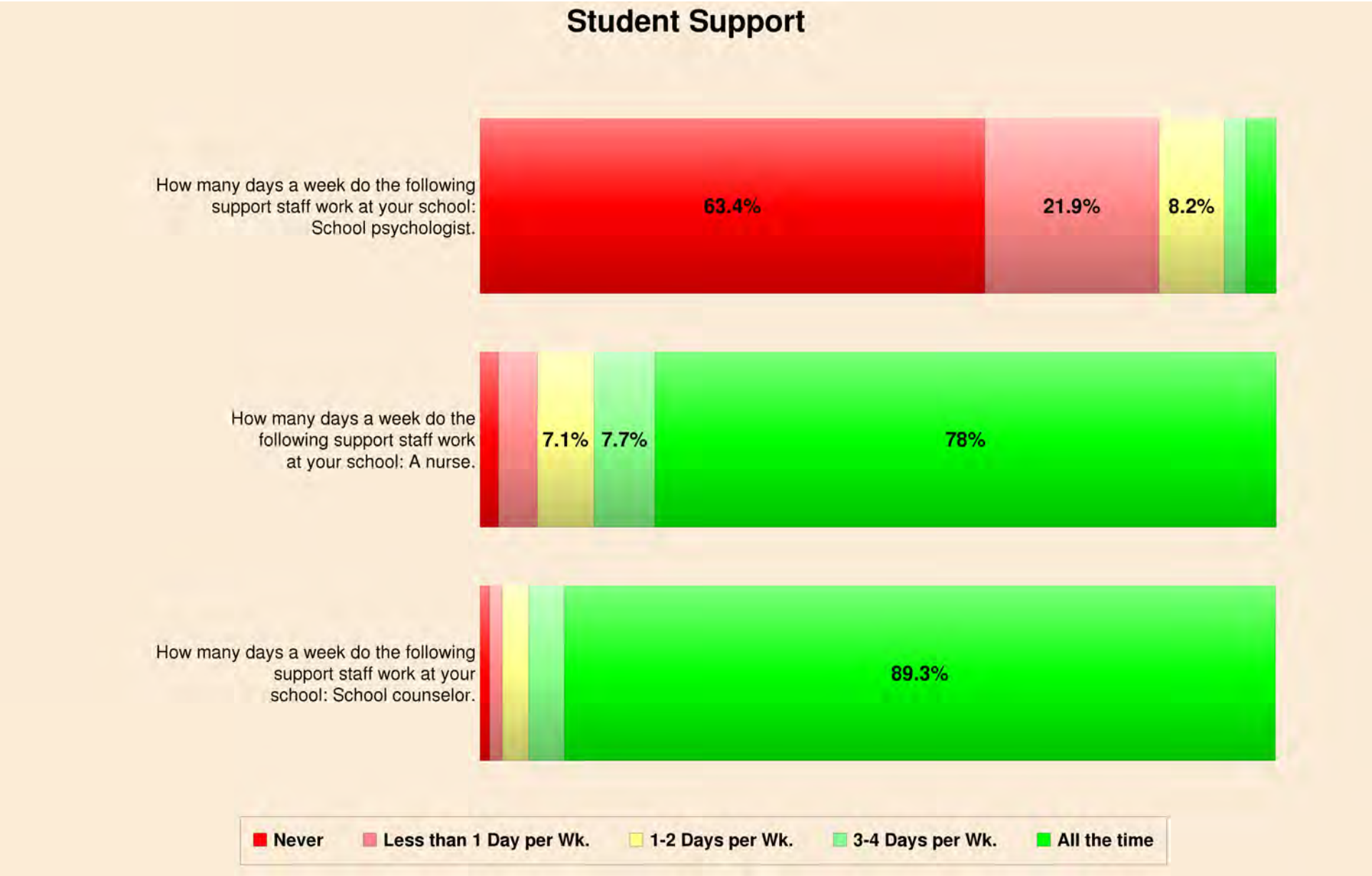


Figure 5.4: Student Support

*See note on page 15

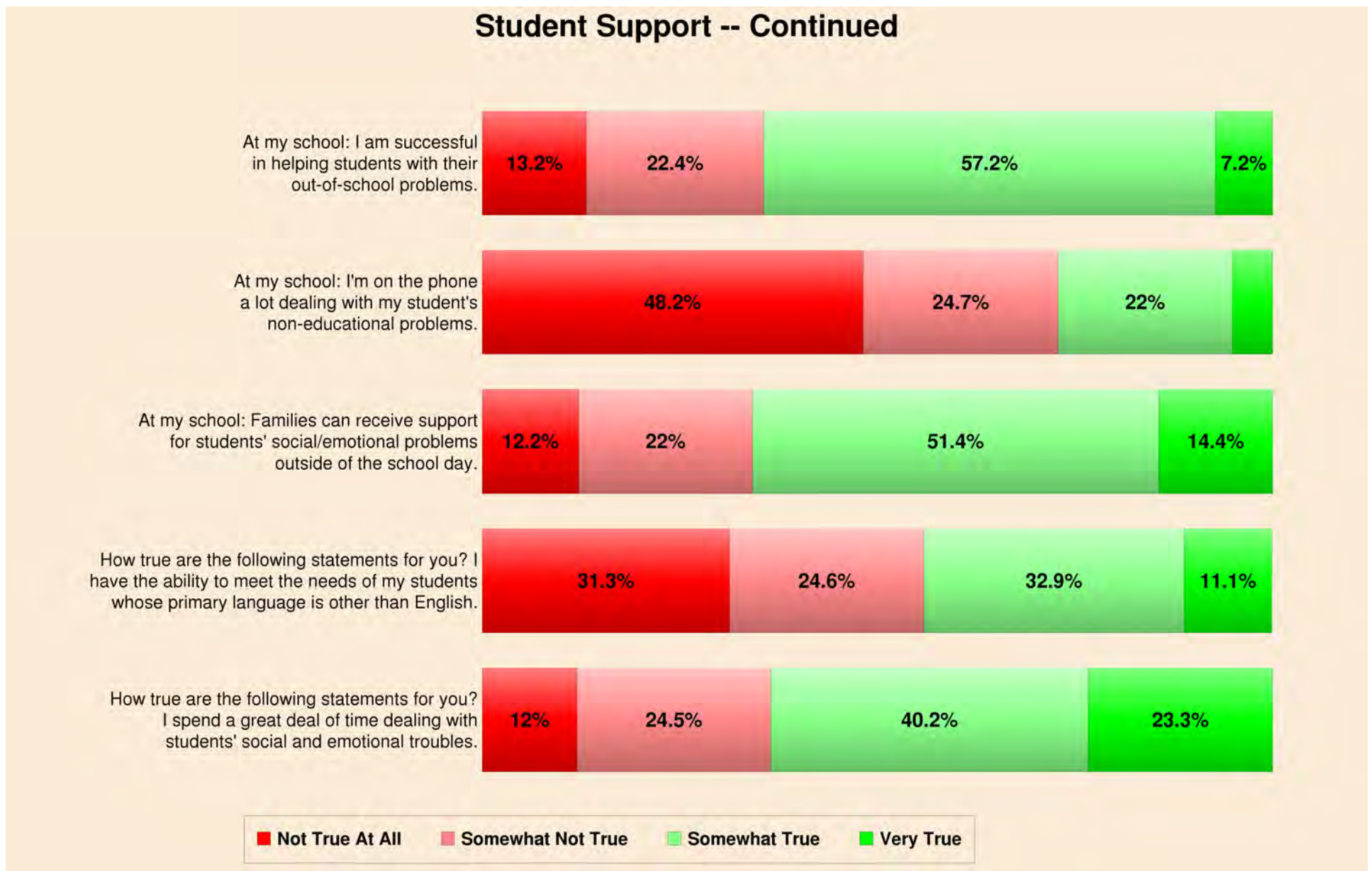


Figure 5.5: Student Support – Continued

*See note on page 15

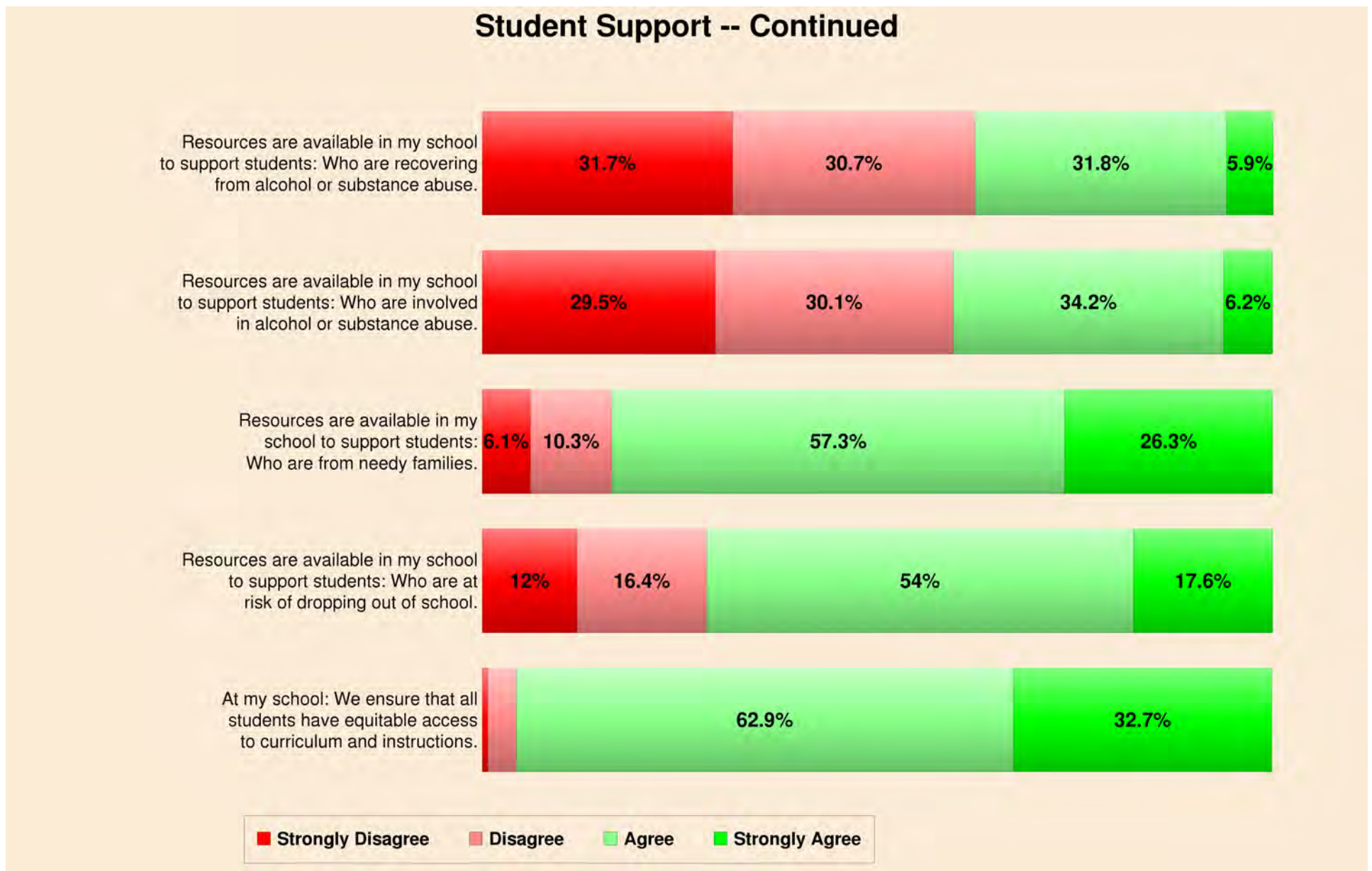


Figure 5.6: Student Support – Continued

*See note on page 15

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Chapter 6

FACILITIES AND RESOURCES

Working conditions associated with facilities and resources relate to the physical features of a school and the suitability of the buildings and equipment.¹ Without adequate facilities and resources, it is extremely difficult to serve large numbers of children with complex needs.² Out-dated and dilapidated facilities hinder both the teaching and learning experience in a classroom. Appropriate resource and personnel support is a significant factor in the hiring and retaining of effective teachers.²

6.1 Facilities

According to the US General Accounting Office (GAO) almost three-fourths of schools in the US were constructed before 1970. As a result, about one third of schools need extensive repair or replacement. In addition, almost two-thirds of schools have at least one inadequate building feature such as substandard plumbing, roof, or electrical systems.³ Moreover, 58% have at least one unsatisfactory environmental condition such as inadequate ventilation, acoustics, or physical security.³

Besides general maintenance and construction issues, the GAO found most school facilities lacking 21st century facilities in the form of infrastructure, laboratories, and instructional space. For example, about three-fourths of schools do not have the necessary infrastructure for modern technology.³ In addition, about 40% cannot meet the functional requirements for laboratory

sciences. More than half do not have sufficiently flexible instructional space for effective teaching to take place.³

Facilities matter. The physical and emotional health of students and teachers depend on the quality of the physical location, which makes establishing safe, healthy buildings essential.⁴ Teacher attitudes and behaviors have been found to be related to the quality of school facilities.⁵ Facility problems are significant factors in predicting teacher turnover.⁴ Hiring and retaining effective teachers is more challenging when old and dilapidated physical facilities are part of the equation.²

Simple strategies such as the proper control of temperature affect teacher morale and effectiveness.⁴ Moreover, comfortable temperatures also affect student achievement.⁴ Emerging research related to classroom lighting shows that it boosts the morale of teachers and students, reduces off-task behavior and improves test scores.⁴ Noise levels greatly affect teacher and student performance and cause dissatisfaction.⁴ Schools that are associated with less external noise are positively associated with higher student achievement compared to schools that are in noisier environments.

Improving the quality of school facilities is an expensive undertaking. However, the effects of facility improvement on teacher retention are equal to or greater than those derived from increased salaries.⁵

Responses to items from the Facilities section of the Teaching Environ-

ment Survey provide teachers' perceptions of their general physical working environment. School- and district-level administrators responsible for budgets, maintenance and upkeep of school properties should understand how the physical spaces teachers use have a great effect on the teaching and learning experience in a classroom.

Table 6.1: Facilities

Item	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Number Valid	Number Missing
ab270	At my school: Space exists in my building for staff and others to work together.	3.9	16.4	55.7	24.0	35027	841
ab275	At my school: The school environment is clean and well maintained.	3.5	13.4	51.6	31.4	34938	930
ab276	At my school: There is enough space for the number of students enrolled.	6.8	19.8	49.2	24.2	34972	896

*See note on page [15](#)

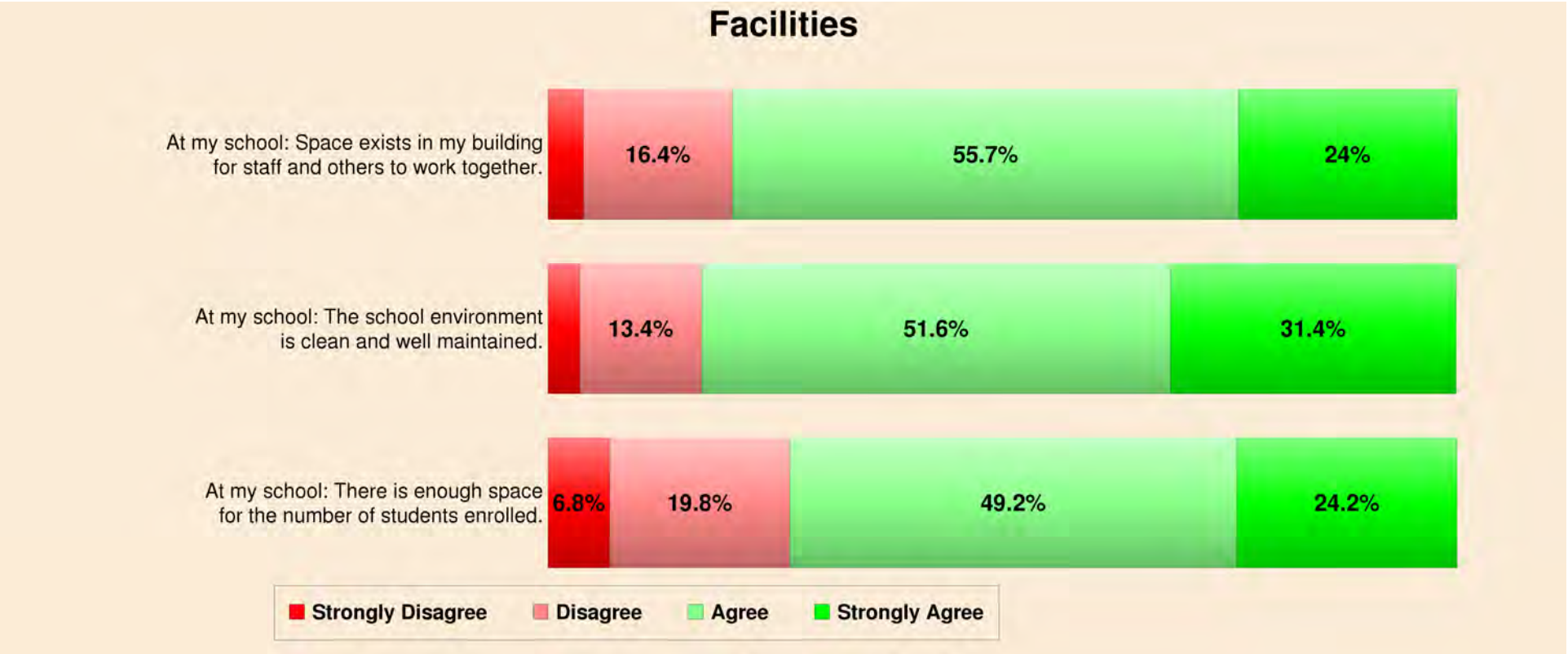


Figure 6.1: Facilities

*See note on page 15

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6.2 Teacher Resources

Teacher resources relate to the instructional materials and supplies available to teachers, as well as to the support personnel available to assist teachers in doing their work. As stated before, available resources and personnel support is a significant factor in the hiring and retaining of effective teachers.¹

Grissmer and Flanagan found that adequate instructional materials and supplies were positively associated with gains on the NAEP mathematics and reading tests at the elementary and middle school levels.² Providing needed resources, along with directions for their use, positively influence individual teacher and collective efficacy belief.³ Conversely, lack of resources contributes to teachers' job dissatisfaction and attrition.⁴

Studies show that support personnel, such as paraprofessionals, are considered an essential component to the success of both teachers and students.⁵ Paraprofessionals, or instructional aides', provide supplementary instruction that raises achievement in math and literacy.⁵ Additionally, paraprofessionals assist teachers by performing the daily care activities of basic needs of special education students.⁵ While the importance of support personnel cannot be overestimated, some studies suggest there is an overreliance on paraprofessionals, resulting in unintended consequences such as a decrease in teacher engagement and peer interaction as well as limited access to instruction from the most highly-qualified instructor in the room.⁶ Further study is needed to gauge whether individual districts rely too much on paraprofessionals.

Responses to items from the Teacher Resource section of the Teaching Environment Survey provide teachers' perceptions of the resources available to them - instructional materials, supplies, and support personnel. School- and district-level educators should review their teachers' responses to ensure that paraprofessionals and teaching materials are readily available to support the teacher's workday.

Table 6.2: Teacher Resources

Item	Question	Strongly Disagree	Disagree	Agree	Strongly Agree	Number Valid	Number Missing
ab269	At my school: There are adequate resources for me to do a good job teaching students.	2.8	12.4	57.1	27.6	34997	871
ab279	At my school: The Internet connection is reliable and of adequate speed for instructional purposes.	4.2	12.4	54.4	28.9	35112	756
ab456	At my school: There is a lack of textbooks or other supplies.	24.8	48.6	21.6	5.0	34618	1250
ab626	At my school: There is often a lack of textbooks or other basic instructional supplies.	24.5	47.3	21.5	6.7	34978	890

*See note on page [15](#)

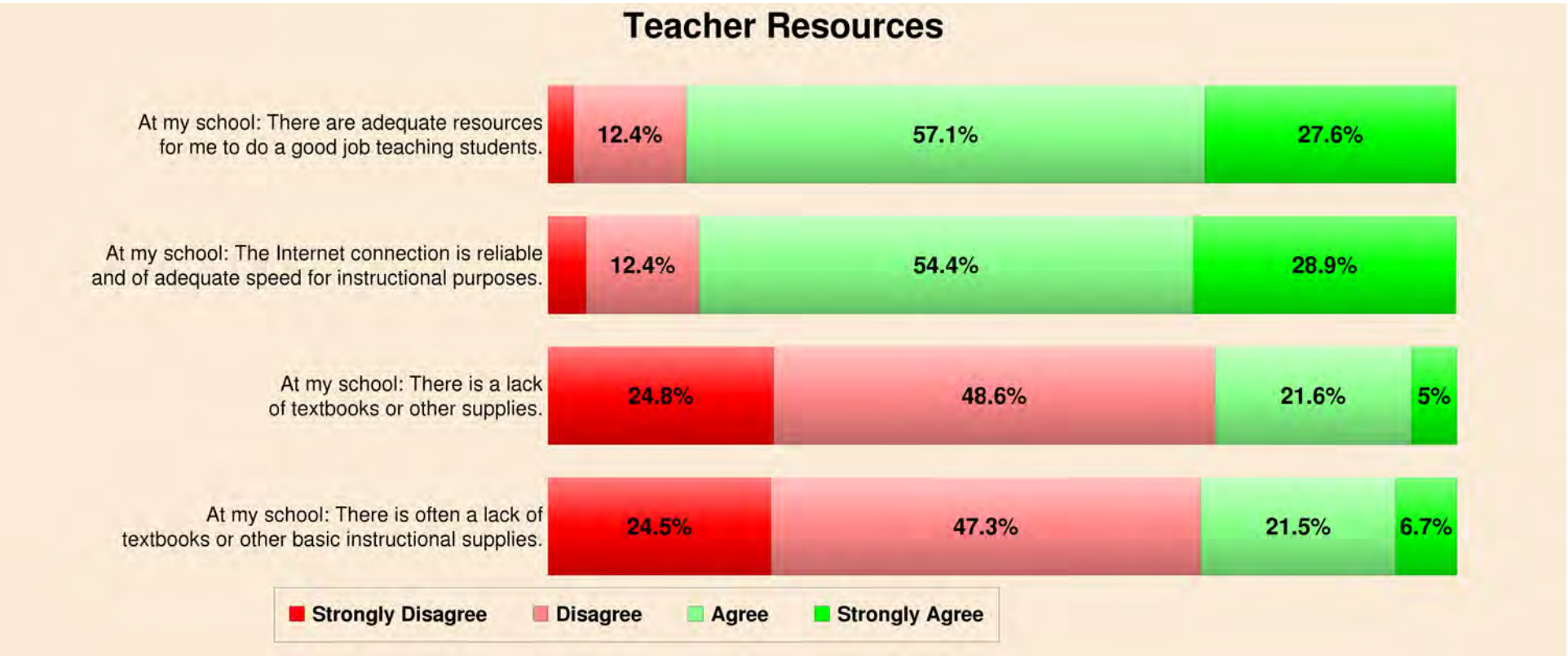


Figure 6.2: Teacher Resources

*See note on page 15

1. Murnane RJ, Steele JL. What is the problem? The challenge of providing effective teachers for all children. *The Future of Children*. 2007;17(1), 15-43.
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Appendix A

TEACHING ENVIRONMENT SURVEY QUESTIONNAIRES

INSTRUCTIONS:

This survey is designed to assess school working conditions from the teacher's point of view. International Survey Associates and researchers from the University of Texas, the Center for Teaching Quality and other organizations developed this survey. It asks you a number of questions about the school where you currently work. Topics include the quality of the school administration, the resources and facilities at your school, and the professionalism at your school. We also ask several questions about your personal experience and future intentions regarding education.

The results of this survey will help explain why teachers stay in—or leave—the field of education. This survey is one of the first to collect robust data on the reasons that contribute to teacher retention. Giving your time to complete the survey is a significant contribution on your part.

- All of your responses are completely confidential. No one in your school district—either in the district office or at your school building—will ever see anyone's individual survey. The survey data will be compiled into a report, but the results will only be presented to your district based on the average answers of all teachers combined. No report will be generated if there are fewer than 10 respondents in the data set or in any sub-set of the data.
- There are no right or wrong answers on the survey. Just mark the response that best matches your current feelings or beliefs.
- If you work at more than one school, answer the survey in the context of the school you spend the most time in. If you work at two or more schools an equal amount of time, answer the survey in the context of the school you like the most.
- You must use a No. 2 pencil to complete the questionnaire.

Demographics

How would you classify your teaching position?

- ☐ Regular full-time teacher.
☐ Regular part-time teacher.
☐ Long-term substitute teacher.
☐ Short-term substitute teacher.

Do you regularly teach classes at more than one school in a week?

- ☐ Yes
☐ No

How old are you?

<input type="radio"/>	0
<input type="radio"/>	1
<input type="radio"/>	2
<input type="radio"/>	3
<input type="radio"/>	4
<input type="radio"/>	5
<input type="radio"/>	6
<input type="radio"/>	7
<input type="radio"/>	8
<input type="radio"/>	9

How many years have you been teaching at your current school?

<input type="radio"/>	0
<input type="radio"/>	1
<input type="radio"/>	2
<input type="radio"/>	3
<input type="radio"/>	4
<input type="radio"/>	5
<input type="radio"/>	6
<input type="radio"/>	7
<input type="radio"/>	8
<input type="radio"/>	9

How many minutes does it take you to get to the school where you teach?

<input type="radio"/>	0
<input type="radio"/>	1
<input type="radio"/>	2
<input type="radio"/>	3
<input type="radio"/>	4
<input type="radio"/>	5
<input type="radio"/>	6
<input type="radio"/>	7
<input type="radio"/>	8
<input type="radio"/>	9

During the most recent FULL WEEK of teaching at this school, what is the total number of students enrolled in the class or classes you taught?

<input type="radio"/>	0
<input type="radio"/>	1
<input type="radio"/>	2
<input type="radio"/>	3
<input type="radio"/>	4
<input type="radio"/>	5
<input type="radio"/>	6
<input type="radio"/>	7
<input type="radio"/>	8
<input type="radio"/>	9

How many years have you worked as a teacher, either full- or part-time, and as either a substitute or regular teacher? (Do not count time spent as a student teacher.)

<input type="radio"/>	0
<input type="radio"/>	1
<input type="radio"/>	2
<input type="radio"/>	3
<input type="radio"/>	4
<input type="radio"/>	5
<input type="radio"/>	6
<input type="radio"/>	7
<input type="radio"/>	8
<input type="radio"/>	9

How many miles is it from your house to the school where you teach?

<input type="radio"/>	0
<input type="radio"/>	1
<input type="radio"/>	2
<input type="radio"/>	3
<input type="radio"/>	4
<input type="radio"/>	5
<input type="radio"/>	6
<input type="radio"/>	7
<input type="radio"/>	8
<input type="radio"/>	9

During the most recent FULL WEEK of teaching at this school, what is the average number of students you taught at any one time?

<input type="radio"/>	0
<input type="radio"/>	1
<input type="radio"/>	2
<input type="radio"/>	3
<input type="radio"/>	4
<input type="radio"/>	5
<input type="radio"/>	6
<input type="radio"/>	7
<input type="radio"/>	8
<input type="radio"/>	9

PLEASE DO NOT WRITE IN THIS AREA

[SERIAL]

9431

<p>In which grades are your students? (Mark as many as apply.)</p> <p> <input type="checkbox"/> Prekindergarten <input type="checkbox"/> 4th <input type="checkbox"/> 9th <input type="checkbox"/> Kindergarten <input type="checkbox"/> 5th <input type="checkbox"/> 10th <input type="checkbox"/> 1st <input type="checkbox"/> 6th <input type="checkbox"/> 11th <input type="checkbox"/> 2nd <input type="checkbox"/> 7th <input type="checkbox"/> 12th <input type="checkbox"/> 3rd <input type="checkbox"/> 8th <input type="checkbox"/> Ungraded </p>	<p>Are you male or female?</p> <p> <input type="checkbox"/> Male <input type="checkbox"/> Female </p>																																																												
<p>Which statement best describes how YOUR classes at this school are organized?</p> <p> <input type="checkbox"/> You instruct several classes of different students most or all of the day in one or more subjects. <input type="checkbox"/> You are an elementary school teacher who teaches only one subject to different classes of students. <input type="checkbox"/> You instruct the same group of students all or most of the day in multiple subjects. <input type="checkbox"/> You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching the same group of students all or most of the day. <input type="checkbox"/> You instruct a small number of selected students in specific skills or to address specific needs. </p>	<p>Are you of Hispanic or Latino origin?</p> <p> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>																																																												
<p>Which of the following describes the teaching certification you currently hold in this state?</p> <p> <input type="checkbox"/> Regular or standard state certification. <input type="checkbox"/> Advanced professional or National Board Certification. <input type="checkbox"/> Certification issued after satisfying all requirements except the completion of a probationary period. <input type="checkbox"/> Certification that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained. <input type="checkbox"/> Certification issued to persons who must complete a certification program in order to continue teaching. <input type="checkbox"/> I do not hold any of the above certifications in this state. </p>	<p>What is your race/ethnicity?</p> <p> <input type="checkbox"/> White <input type="checkbox"/> Black or African-American <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> American Indian or Alaska Native </p>																																																												
<p>This section asks your opinions about the overall quality of your school and school administration.</p>																																																													
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At my school:		To what degree do the following interfere with instruction at your school:			
		STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
The Internet connection is reliable and of adequate speed for instructional purposes.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a lack of textbooks or other supplies.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers have access to reliable communication technology, including phones, faxes and e-mail.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My class sizes are too large for me to meet the needs of all students.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My principal or instructional supervisor:		To what degree do the following interfere with instruction at your school:			
		STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
Understands how students learn.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides a high quality of leadership.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is knowledgeable about my subject area.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is aware of what goes on in my classroom.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gives me useful feedback on my teaching.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gives me informal feedback outside of the formal evaluation process.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides suggestions that improve my teaching effectiveness.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understands effective teaching and learning in my subject area.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides accurate feedback on my instruction.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequately assesses effective teaching.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizes teachers for a job well-done.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes "drill and practice" methods to increase student test scores.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Constantly tells teachers to raise the student achievement scores.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps us make the best use of student achievement data.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next several questions ask about disciplinary issues at your school.		To what degree do the following interfere with instruction at your school:			
		STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
The level of student misbehavior in my school interferes with my teaching.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal backs up teachers when dealing with parents about disciplinary issues.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal supports me in matters of student discipline.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal follows through in addressing student discipline problems.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal enforces school rules for student conduct and backs me up when I need it.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a lack of follow through by administrators with student discipline problems.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have effective policies on violence/bullying.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have clear rules on bullying.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next section asks you about your plans regarding your career in education over the next five years.		To what degree do the following interfere with instruction at your school:			
		STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
Which BEST DESCRIBES your future intentions for your professional career for the next five years? (Choose the one best answer.)					
<input type="radio"/> Continue working at my current school.					
<input type="radio"/> Work at my current school until a better opportunity in my current district comes along.					
<input type="radio"/> Continue working as a teacher but leave this school district.					
<input type="radio"/> Continue working as a teacher until a better opportunity in education comes along.					
<input type="radio"/> Leave education altogether.					
<input type="radio"/> Other.					

How do the following influence your intentions for your professional career in education?		To what degree do the following interfere with instruction at your school:			
		STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
MAKES ME WANT TO STAY IN EDUCATION					
SOMEWHAT MAKES ME WANT TO STAY					
NEUTRAL					
SOMEWHAT MAKES ME WANT TO LEAVE					
MAKES ME WANT TO LEAVE EDUCATION					
Your current salary.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your future salary expectations.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School leadership.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of teacher empowerment.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ability to advance within teaching.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling of success as a teacher.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making a difference in students' lives.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect as a teacher.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling of isolation at school.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal safety issues.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilities.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student apathy.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9433

9434

[illegible]

INSTRUCTIONS:

This survey is designed to assess school working conditions from the teacher's point of view. International Survey Associates and researchers from the University of Texas, the Center for Teaching Quality and other organizations developed this survey. It asks you a number of questions about the school where you currently work. Topics include the quality of the school administration, the resources and facilities at your school, and the professionalism at your school. We also ask several questions about your personal experience and future intentions regarding education.

The results of this survey will help explain why teachers stay in—or leave—the field of education. This survey is one of the first to collect robust data on the reasons that contribute to teacher retention. Giving your time to complete the survey is a significant contribution on your part.

- All of your responses are completely confidential. No one in your school district—either in the district office or at your school building—will ever see anyone's individual survey. The survey data will be compiled into a report, but the results will only be presented to your district based on the average answers of all teachers combined. No report will be generated if there are fewer than 10 respondents in the data set or in any sub-set of the data.
- There are no right or wrong answers on the survey. Just mark the response that best matches your current feelings or beliefs.
- If you work at more than one school, answer the survey in the context of the school you spend the most time in. If you work at two or more schools an equal amount of time, answer the survey in the context of the school you like the most.
- You must use a No. 2 pencil to complete the questionnaire.

Demographics

How would you classify your teaching position?

- ☐ Regular full-time teacher.
☐ Regular part-time teacher.
☐ Long-term substitute teacher.
☐ Short-term substitute teacher.

Do you regularly teach classes at more than one school in a week?

- ☐ Yes
☐ No

How old are you?

1	2
3	4
5	6
7	8
9	0

How many years have you been teaching at your current school?

1	2
3	4
5	6
7	8
9	0

How many minutes does it take you to get to the school where you teach?

1	2
3	4
5	6
7	8
9	0

During the most recent FULL WEEK of teaching at this school, what is the total number of students enrolled in the class or classes you taught?

1	2
3	4
5	6
7	8
9	0

How many years have you worked as a teacher, either full- or part-time, and as either a substitute or regular teacher? (Do not count time spent as a student teacher.)

1	2
3	4
5	6
7	8
9	0

How many miles is it from your house to the school where you teach?

1	2
3	4
5	6
7	8
9	0

During the most recent FULL WEEK of teaching at this school, what is the average number of students you taught at any one time?

1	2
3	4
5	6
7	8
9	0

PLEASE DO NOT WRITE IN THIS AREA

[SERIAL]

9441

<p>In which grades are your students? (Mark as many as apply.)</p> <p> <input type="radio"/> Kindergarten <input type="radio"/> 4th <input type="radio"/> 9th <input type="radio"/> Kindergarten <input type="radio"/> 5th <input type="radio"/> 10th <input type="radio"/> 1st <input type="radio"/> 6th <input type="radio"/> 11th <input type="radio"/> 2nd <input type="radio"/> 7th <input type="radio"/> 12th <input type="radio"/> 3rd <input type="radio"/> 8th <input type="radio"/> Ungraded </p>	<p>Are you male or female?</p> <p> <input type="radio"/> Male <input type="radio"/> Female </p>
<p>Which statement best describes how YOUR classes at this school are organized?</p> <p> <input type="radio"/> You instruct several classes of different students most or all of the day in one or more subjects. <input type="radio"/> You are an elementary school teacher who teaches only one subject to different classes of students. <input type="radio"/> You instruct the same group of students all or most of the day in multiple subjects. <input type="radio"/> You are one of two or more teachers, in the same class, at the same time, and are jointly responsible for teaching the same group of students all or most of the day. <input type="radio"/> You instruct a small number of selected students in specific skills or to address specific needs. </p>	<p>Are you of Hispanic or Latino origin?</p> <p> <input type="radio"/> Yes <input type="radio"/> No </p>
<p>What is your race/ethnicity?</p> <p> <input type="radio"/> White <input type="radio"/> Black or African-American <input type="radio"/> Asian <input type="radio"/> Native Hawaiian or Other Pacific Islander <input type="radio"/> American Indian or Alaska Native </p>	<p>This section asks your opinions about the overall quality of your school and school administration.</p>
<p>Which of the following describes the teaching certification you currently hold in this state?</p> <p> <input type="radio"/> Regular or standard state certification. <input type="radio"/> Advanced professional or National Board Certification. <input type="radio"/> Certification issued after satisfying all requirements except the completion of a probationary period. <input type="radio"/> Certification that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained. <input type="radio"/> Certification issued to persons who must complete a certification program in order to continue teaching. <input type="radio"/> I do not hold any of the above certifications in this state. </p>	<p>At my school:</p> <p> <input type="radio"/> There is a sense of trust and respect in this school. <input type="radio"/> Most members of this school community are proud of their school. <input type="radio"/> I am often interrupted by administrators or other staff while teaching in my classroom. <input type="radio"/> Overall, this school is a good place for me to work. <input type="radio"/> I feel optimistic about the future of this school. <input type="radio"/> I believe this school is headed in the right direction. <input type="radio"/> Teacher feedback is valued by my principal. <input type="radio"/> The school leadership communicates clear expectations to faculty. <input type="radio"/> Teachers are provided opportunities to learn from one another. </p>
<p>Do you have a bachelor's degree?</p> <p> <input type="radio"/> Yes <input type="radio"/> No </p>	<p>At my school:</p> <p> <input type="radio"/> Space exists in my building for staff and others to work together. <input type="radio"/> The school environment is clean and well-maintained. <input type="radio"/> There is enough space for the number of students enrolled. <input type="radio"/> Teachers and students take pride in the appearance of the school. <input type="radio"/> There are adequate resources for me to do a good job teaching students. <input type="radio"/> I avoid taking a day off because I may get a poor substitute teacher. <input type="radio"/> There is often a lack of textbooks or other basic instructional supplies. </p>
<p>Do you have a master's degree?</p> <p> <input type="radio"/> Yes <input type="radio"/> No </p>	<p>For what grade ranges does your teaching certificate apply? (Mark all that apply)</p> <p> <input type="radio"/> Early childhood, preschool and any of grades K-5. <input type="radio"/> Any of grades 6-8. <input type="radio"/> Any of grades 9-12. </p>
<p>Did you grow up in the same general community in which your school is located?</p> <p> <input type="radio"/> Yes <input type="radio"/> No </p>	<p>9442</p>

[illegible]

How do the following influence your intentions for your professional career in education?		The next two groups of questions ask about your role in decision-making at your school.	
MAKES ME WANT TO STAY IN EDUCATION SOMEWHAT MAKES ME WANT TO STAY NEUTRAL SOMEWHAT MAKES ME WANT TO LEAVE MAKES ME WANT TO LEAVE EDUCATION		I would like to be involved in decision-making about: STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE	
Your current salary.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Selecting instructional materials and resources.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Your future salary expectations.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Devising teaching techniques.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
School leadership.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Setting grading and student assessment practices.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Lack of teacher empowerment.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Developing a school-wide student discipline plan.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
My ability to advance within teaching.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Determining the content of in-service professional development programs.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Feeling of success as a teacher.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Selecting new teachers for my school.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Making a difference in students' lives.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Deciding how the school budget will be spent.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Respect as a teacher.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Planning school improvement.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Feeling of isolation at school.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Developing plans about how to close the achievement gap.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Personal safety issues.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Developing plans to improve parental involvement.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Facilities.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		
Resources.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		
Student apathy.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		

How true are the following statements for you?		I am involved in decision-making about:	
VERY TRUE SOMEWHAT TRUE SOMEWHAT NOT TRUE NOT TRUE AT ALL		A LOT SOME A LITTLE NOT AT ALL	
I feel I am being fairly compensated given my level of education.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Selecting instructional materials and resources.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
I'm not going to be able to make enough money as a teacher.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Devising teaching techniques.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
My teaching salary is sufficient for me to live comfortably in my community.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Setting grading and student assessment practices.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
I have to supplement my income from teaching in other ways (e.g., second-job, summer job, etc.).	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Developing a school-wide student discipline plan.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
I need to work a part-time job in addition to teaching.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Determining the content of in-service professional development programs.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
I regularly come to work on the weekend.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Selecting new teachers for my school.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
I find myself working late hours at home/school.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Deciding how the school budget will be spent.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
The amount of time I'm working feels unfair.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Planning school improvement.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
I don't get my planning period.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Developing plans about how to close the achievement gap.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
I have enough time to plan and collaborate with my colleagues on instructional matters.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Developing plans to improve parental involvement.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

Students, including their attitudes, behaviors, and readiness to learn, can have a big impact on the school's functioning. The following questions ask about how you, and your school, face these issues.		At my school:	
		STRONGLY AGREE AGREE DISAGREE STRONGLY DISAGREE	
Student apathy is a problem.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Teachers appreciate the students' points of view.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Teachers take pride in their academic accomplishments.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Every student has their best work publicly displayed.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
Students are generally apathetic about school.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	Students come to school prepared to learn.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

[illegible]