



International Survey Associates

Powerful Tools to Assess Teaching and Learning Environments

The Pride Learning and Teaching Surveys recognize that a well-rounded, solid education consists of more than teacher evaluation methods and student scores on high-stakes tests.

Without measuring the overall conditions for learning at a school – from the viewpoint of both teachers and students administrators do not have all the information they should to make informed policy decisions.

Pride Learning and Teaching Surveys provide a context by which whole schools are measured. Students, teachers and administrators as a team, not as individuals, can then address the weaknesses within a school, and build upon the strengths.

Both survey questionnaires have undergone more than three years of psychometric testing of responses drawn from 72,000 teachers and 240,000 students. Data produced by the Pride Learning and Teaching Surveys have been found reliable and valid, and they strongly correlate to academic achievement.

The Pride Learning and Teaching Surveys are unique in that some two-dozen parallel items allow administrators to compare

teacher and student responses side-by-side. An intuitive electronic dashboard takes the guesswork out of interpreting survey findings by graphically displaying large data sets in easy to interpret domains (categories) and scales that are unique to Pride Surveys.

Data You Can Trust

Since 1982, ISA has conducted more than 58,000 school level surveys and compiled responses from more than 13 million students, faculty members, and parents.

The survey development team's mission was to maintain the high level of accuracy and usefulness that our school clients know and trust from our data.





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What Do You Get?

On the following pages, we list the topics covered on the new surveys and we identify the matching questions that appear on both questionnaires. Topics identified with a sign are assigned a scale score (responses to several questions are transformed into a single score). Scale scores allow you to quickly determine overall strengths and weaknesses.

Electronic Dashboard for Your Findings. Your survey findings will be delivered to you through a user-friendly, secure, electronic dashboard. Advanced drill down functionality will guide you intuitively from summarized to detailed data.

For example, if the overall scale score for Student Engagement showed an area of concern, you could drill down with a mouse click to reveal a more detailed explanation of what individual factors influenced the lower scale score.

Timely Return of Your Findings.

Pride Surveys returns your survey findings within two weeks of receiving your completed questionnaires. You can find the actual survey questionnaires in your packet.

Reasonable Cost.

The cost is reasonable – less than one hundredth of one percent (.01%) of the average annual per pupil expenditure. If you are ready to start the survey process, please use the online order form located at www.pridesurveys.com.

Want to Know More?

To learn more about these surveys, or to arrange a one-on-one demonstration of the electronic reporting platform, please feel free to contact us.

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A NOTE ABOUT CUSTOMIZATION

This document refers to our standard Learning & Teaching Environment Surveys. Our development team endeavored to create questionnaires that:

- Provide the most well rounded look at Learning & Teaching Environments
- Gather actionable data
- Can be sustained by research and factor analysis
- Respect students' and teachers' time

State Education Agencies (SEAs) and large school systems (usually >25,000 student membership) often ask us for customized survey questionnaires and reporting systems.

Customization can be addressed in two ways:

1. All of our standard questionnaire forms allow for the inclusion of ten additional questions that can be added by the Local Education Agency (LEA) or State Education Agency (SEA).
2. Survey questionnaires can be designed from whole cloth, or existing questionnaires can be revised to meet LEA or SEA needs. Pride Surveys has created more than 75 survey questionnaires in consultation with state and local agencies, including 33 statewide surveys.

For any questions regarding customized surveys contact:

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TOPICS COVERED ON THE TEACHING ENVIRONMENT SURVEY (+ indicates scale score)

Career and Intentions

Teachers' Expectations for Next Year's Job

Where Teachers Expect to Work Next Year

Reasons for Teachers' Job Expectations Next Year

Teachers' Job Expectations in Five Years from Now

Where Teachers Expect to Work in Five Years

Reasons for Teachers' Job Expectations in Five Years

Why Dissatisfied Teachers Want to Leave

School Leadership

+ Instructional Leadership

+ Teachers Receive Useful Feedback

+ Teacher Support

+ Teacher Evaluation

Shared Decision Making

+ Collaborative Leadership

+ Teachers Want to Make Decisions on Teaching Policy

+ Teachers Make Decisions on School Planning

+ Teachers Want to Make Decisions on Teaching Practice

+ Teachers Want to Make Decisions on School Management

+ Teachers Make Decisions on Instructional Planning

School Climate

+ Overall School Climate

+ Rules on Student Conduct

+ Teacher Respect

+ Student Discipline

+ School Safety

Students and Learning

+ Student Engagement

+ Facilities and Resources

+ Classroom Support for Special Needs

+ Information Technology

The Teaching Experience

+ Teacher Efficacy

+ Teacher Compensation

+ Staff Collegiality

+ Teacher Stress and Burnout

+ Interpersonal Relationships



TOPICS COVERED IN THE LEARNING ENVIRONMENT SURVEY (+ indicates scale score)

School Climate

- + Overall School Climate
- + Teacher and Student Respect
- + Student Discipline
- Rules on Student Conduct
- + School Safety

Student Teacher Relationships at School

- + Teacher-to-Student Relationships
- + Student-to-Student Relationships
- + Teacher Collaborations

Students and Learning

- + Student Engagement
- Student Achievement
- + Facilities and Resources

Teacher Involvement

- + Student Encouragement
- + Teacher Workload

Student Support

Students at Home and in the Community

Community Activities

Discipline and Rules at Home

Trouble in the Community

Student Alcohol, Tobacco, and Other Drug Use

- Frequency of Use
- Effect of ATOD
- Age of First Use
- Perceived Harmful Effects of ATOD
- Parents' Feelings Toward ATOD Use

Place of Use

Time of Use

Other Student Behaviors

- + Violence
- + Bullying
- Absenteeism and Suspension

Student Mental Health

- Emotional Problems
- + Depression



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MATCHING ITEMS FOUND ON THE PRIDE TEACHING ENVIRONMENT SURVEY AND THE PRIDE LEARNING ENVIRONMENT SURVEY, GRADES 6-12	
PRIDE TEACHING ENVIRONMENT SURVEY	PRIDE LEARNING ENVIRONMENT SURVEY, GRADES 6-12
This school is a good place for me to work and learn.	My school is a good place for me to learn.
Teachers are treated and respected as educational professionals.	Teachers treat one another with respect in my school.
Students respect their teachers.	Students treat teachers in my school with respect.
Parents respect their children's teachers.	Parents treat teachers in my school with respect.
The school environment is clean and well maintained.	My school is clean and kept in good condition.
<i>At my school:</i>	<i>At my school:</i>
My principal enforces school rules for student conduct and backs me up when I need it.	My principal enforces school rules and backs up my teacher when needed.
We have clear rules on bullying.	Does your school set clear rules on bullying?
<i>To what degree do the following interfere with instruction at your school:</i>	<i>To what degree does the following interfere with your class work:</i>
Bullying (verbal, physical, emotional).	Bullying (verbal, physical, emotional).
Cyber bullying.	Cyber bullying
Fights and other violence.	Fights and other violence.
Student absences	Student absences
<i>At my school:</i>	<i>At my school:</i>
School administrators give teachers opportunities to be involved in school-wide decision-making.	Teachers help make decisions about school policies and activities.
I give students an opportunity to make decisions about class activities.	Students have lots of chances to help decide things like class activities and rules.
I like being a teacher.	My teacher likes being a teacher.
<i>How true are the following statements for you?</i>	<i>How true are the following statements for you?</i>
I spend a great deal of time dealing with students' social and emotional troubles.	Teachers help students cope with stress.
The level of social/emotional problems of my students often overwhelms me.	My teacher spends a lot of time dealing with students' emotional problems.
Students have pride in their school.	Students at my school have pride in our school.
Students don't care about learning.	Students at my school care about learning.
<i>At my school</i>	<i>At my school</i>
Student apathy is a problem.	Most kids don't care about their school grades.
Students take pride in their academic accomplishments.	I take pride in my academic accomplishments.
Students come to school prepared to put forth the required effort to learn.	Students come to school prepared to learn.
<i>How true are the following statements for you?</i>	<i>How true are the following statements for you?</i>
I find myself working late hours at home/school.	My teacher complains about having a lot of work to do at home after school.
IN MY SCHOOL I FEEL SAFE:	IN MY SCHOOL I FEEL SAFE:
In the classroom	In the classroom
In the cafeteria (lunchroom)	In the cafeteria (lunchroom)
In the halls	In the halls
In the bathroom	In the bathroom
In the gym	In the gym
On the school bus	On the school bus
At school events (ballgames, etc.)	At school events (ballgames, etc.)
On the playground	On the playground
In the parking lot	In the parking lot



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LEARNING AND TEACHING ENVIRONMENT SURVEYS DEVELOPMENT TEAM

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