# Two powerful tools to improve Teaching & Learning

#### **Dear Educator:**

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 run the risk of creating environments that stress students and alienate teachers.

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 students responses side-by-side.

An intuitive electronic dashboard takes the guesswork out of interpreting survey findings by graphically displaying thousands of bits of data in easy to interpret domains and scales that are not available from other sources.

**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.

*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.

*Survey Questionnaires.* You can find the actual survey questionnaires attached to the end of this document. You can choose paper and pencil or web-based administration of the surveys. Ideally you would survey all teachers and students in all of your schools to create the most robust database to guide your school plans.

**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 order form contained in this packet.

**WANT TO KNOW MORE?** To learn more about these surveys, or to arrange a one-on-one demonstration of the electronic reporting platform, please contact me at your convenience.

Sincerely yours,

Wendy McGrath

International Survey Associates/Pride Surveys wendy.mcgrath@pridesurveys.com 800.279.6361

#### 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:

- 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 SEA.
- 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.

To Learn More: Contact Janie Pitcock, 800.279.6361, janie.pitcock@pridesurveys.com



#### 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 (ATOD) 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

| MATCHING ITEMS FOUND ON THE PRIDE TEACHING ENVIRONMENT SURVEY AND THE PRIDE LEARNING ENVIRONMENT SURVEY,<br>GRADES 6-12 |  |  |  |  |  |
|---|--|--|--|--|--|
| PRIDE TEACHING ENVIRONMENT SURVEY   | PRIDE LEARNING ENVIRONMENT SURVEY, GRADES 6-12                                       |  |  |  |  |
| This school is a good place for ma to work and loarn  | Muschael is a good place for maits loarn   |  |  |  |  |
| 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<br>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.                                       |  |  |  |  |
| At my school:   | At my school:  |  |  |  |  |
| 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?  |  |  |  |  |
| To what degree do the following interfere with instruction at your school:  | To what degree does the following interfere with your class work:                    |  |  |  |  |
| Bullying (verbal, physical, emotional).   | Bullying (verbal, physical, emotional).  |  |  |  |  |
| Cyber bullying.   | Cyber bullying   |  |  |  |  |
| Fights and other violence.  | Fights and other violence.   |  |  |  |  |
| Student absences  | Student absences   |  |  |  |  |
| At my school:   | At my school:  |  |  |  |  |
| 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.  |  |  |  |  |
| How true are the following statements for you?  | How true are the following statements for you?                                       |  |  |  |  |
| 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.   |  |  |  |  |
| At my school  | At my school   |  |  |  |  |
| 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.   |  |  |  |  |
| How true are the following statements for you?  | How true are the following statements for you?                                       |  |  |  |  |
| 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   |  |  |  |  |

#### LEARNING AND TEACHING ENVIRONMENT SURVEYS DEVELOPMENT TEAM

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RRIDE Surveys

• Use a No. 2 pencil only CORRECT:  $\bigcirc$  INCORRECT:  $\heartsuit \boxtimes \bigcirc \bigcirc$ 

# PRIDE LEARNING ENVIRONMENT SURVEY, GRADES 6-12 May not be used without permission of Pride Surveys.

| I. PERSONAL AND FAMILY INFORMATION   |                               |        |              |                  |  |                                 |  |                   |            |    |                |  |  |  |
|--|-------------------------------|--------|--------------|------------------|--|---------------------------------|--|-------------------|------------|----|----------------|--|--|--|
| 1. Ethnic Origin:  | 3. Age:                       |        | 4. Gra       | ade:             | 5. Do you live with 7. Do your parents have a job? |                                 |  |                   |            |    |                |  |  |  |
| ⊖ White  |                               |        |              |                  |  | Both parents                    | Father?                                  | Mother?           |            |    |                |  |  |  |
| O African American   | ○ 10 years old or less        |        | 0            | 6                |  | Mother only                     | Yes, full-time                           |                   | 0          |    |                |  |  |  |
| Hispanic/Latino  | 011                           |        | 0            |                  |  | Father only                     | O Yes, part-time                         |                   | 0          |    |                |  |  |  |
| Asian/Pacific Islander   | 012                           | 11.    | 0            |                  |  | Mother & stepfather             | O No                                     |                   | 0          |    |                |  |  |  |
| Native American  | ○13                           |        | 0            |                  |  | Father & stepmother             | _  |                   |            |    |                |  |  |  |
| Mixed Origin   | 014                           | 11.    | 0            |                  |  | Grandparents                    | 8. What is the educational I             | cational level of |            |    |                |  |  |  |
| Other  | 015                           |        | 0            |                  |  | Foster parents                  | Father?                                  | Mother            |            |    |                |  |  |  |
| <u> </u>   | 016                           | 11     | 0            |                  |  | Other                           | Some high school                         |                   |            |    |                |  |  |  |
| 2. Sex:  | 017                           |        | <u> </u>     |                  | F  | 6. Do you have a job?           | <ul> <li>High school graduate</li> </ul> | )                 | Õ          |    |                |  |  |  |
| Male   | 018                           | 11     |              |                  |  | ⊖Yes, full-time                 |  | 0                 |            |    |                |  |  |  |
|  | ○ 19 years old or more        | -      |              |                  |  | ⊖Yes, part-time                 |  | 0                 |            |    |                |  |  |  |
| J  |                               |        |              |                  |  |                                 | <ul> <li>College graduate</li> </ul>     |                   |            |    |                |  |  |  |
| II. STUDENT INFORMATION       III. SCHOOL LIFE         1. Putting them all together, what were your grades last year?       To answer the next set of questions, think about what happens in your school.         Mostly A's       School. |                               |        |              |                  |  |                                 |  |                   |            |    |                |  |  |  |
| O Mostly C's   |                               |        |              |                  |  |                                 | Or Janat                                 | now               | À          |    |                |  |  |  |
| O Mostly D's   |                               |        |              |                  |  |                                 | Gen                                      | or his            | No. K.     | 2) |                |  |  |  |
| OMostly F's  |                               |        | _            |                  |  |                                 |  | 1/2               | 6          |    | 10             |  |  |  |
|  |                               | 8      | $\backslash$ |                  |  |                                 | nances to help decide things             |                   |            |    |                |  |  |  |
|  | 1 c                           | olocin | Ore          | 4                | ł.   | like class activities and       |  | 0                 | $\bigcirc$ | C  |                |  |  |  |
|  |                               | - 13   | 88           | 101              |  |                                 | by other students for working            |                   |            |    |                |  |  |  |
| 2. Do you get into trouble at  |                               | OC     |              | $\underline{OC}$ | 2  | hard at our school.             |  | 0                 | $\bigcirc$ | C  | 2              |  |  |  |
| 3. Do you take part in schoo   |                               | OC     |              | OC               | 2  | 3. I trust my teachers.         |  | 0                 | $\bigcirc$ | C  | <u>)</u> O     |  |  |  |
| 4. Do you take part in schoo   | ol activities such as band,   |        |              |                  | Į.   |                                 | school really cares about me.            | 0                 | $\bigcirc$ | C  |                |  |  |  |
| clubs, etc.?   |                               | OC     |              | OC               | 2  | 5. I can talk to teachers op    | penly and freely about my                |                   |            |    |                |  |  |  |
| 5. Do you take part in comm  |                               |        |              |                  | L  | concerns.                       |  | 0                 | $\bigcirc$ | С  |                |  |  |  |
| scouts, recreation teams,  |                               | OC     |              | OC               | 2  |                                 | get help solving problems at             |                   |            |    |                |  |  |  |
| 6. Do you attend church, sy  |                               | OC     |              | 00               | 2  | home or school.                 |  | 0                 | 0          | С  |                |  |  |  |
| 7. Does your school set clea   |                               | OC     |              | OC               | 2  |                                 | ship with at least one adult at          |                   |            |    |                |  |  |  |
| 8. Do your parents set clear   |                               | OC     |              | 00               | 2  | my school.                      |  | 0                 | $\bigcirc$ | С  |                |  |  |  |
| 9. Do your parents punish y  | ou when you break the         |        |              |                  | L  |                                 | er when they are hurt or upset.          | 0                 | $\bigcirc$ | С  | )O             |  |  |  |
| rules?   |                               | OC     |              | OC               | 2  | 9. I know that my teachers      | s care about me.                         | 0                 | 0          | С  | )O             |  |  |  |
| 10. Have you been in trouble   |                               | OC     |              | OC               | 2  | 10. Students have lots of ch    | nances to talk with a teacher            |                   |            |    |                |  |  |  |
| 11. Do you take part in gang   |                               | OC     |              | OC               |  | one-on-one.                     |  | 0                 | $\bigcirc$ | С  |                |  |  |  |
| 12. Have you thought about o   |                               | OC     |              | <u> </u>         | 2  |                                 | ather be somewhere else than             |                   |            |    |                |  |  |  |
| 13. Have you skipped school  |                               |        |              |                  | L  | in school.                      |  | 0                 | $\bigcirc$ | C  |                |  |  |  |
| permission in the past ye  |                               | OC     |              | OC               | -  | 12. My emotions cause pro       | · · · · · · · · · · · · · · · · · · ·    | 0                 | $\bigcirc$ | C  |                |  |  |  |
| 14. Does your school set clea  | ar rules on using drugs at    |        |              |                  |  | 13. Most kids don't care abo    | _  | 0                 | $\bigcirc$ | C  |                |  |  |  |
| school?  |                               | OC     |              | OC               | 2  | •                               | y school is that most students           |                   |            |    |                |  |  |  |
|  | <u></u>                       |        |              |                  |  | get along well together.        |  | 0                 | $\bigcirc$ | С  |                |  |  |  |
|  |                               | No     | tes          | $\mathbf{X}$     |  | 15. My school is a good pla     |  | 0                 | $\bigcirc$ | С  | )O             |  |  |  |
| 15. Have you had 5 or more   |                               | ٦Ŭ     | ì            | ' `              |  | 16. Students at my school of    |  | 0                 | $\bigcirc$ | С  | )O             |  |  |  |
| breezers or liquor within a  |                               | C      |              | $\circ$          |  | 17. Students come to school     |  | 0                 | $\bigcirc$ | С  | )O             |  |  |  |
| 16. Have you changed schoo   |                               |        |              |                  |  | 18. Students treat teachers     |  | 0                 | $\bigcirc$ | С  | )O             |  |  |  |
|  | niddle to high school) in the |        |              |                  |  | 19. Parents treat teachers i    |  | 0                 | $\bigcirc$ | С  | )O             |  |  |  |
| past year?   |                               | C      |              | $\circ$          |  | 20. I feel like I am part of th |  | 0                 | $\bigcirc$ | C  | <sup>v</sup> O |  |  |  |
| 17. In the past year, have you   |                               |        |              |                  |  | 21. Students at my school h     |  | 0                 | $\bigcirc$ | C  | )O             |  |  |  |
| out-of-school suspension   |                               | C      |              | $\circ$          |  | 22. My school is clean and      | kept in good condition.                  | 0                 | $\bigcirc$ | C  | )O             |  |  |  |
| 18. In the past year, have you   | u received an                 |        |              |                  |  |                                 |  |                   |            |    |                |  |  |  |
| in-school suspension?  |                               | C      |              | 0                |  |                                 |  |                   |            |    |                |  |  |  |
|  |                               |        |              |                  |  |                                 |  |                   |            |    |                |  |  |  |

| 22. De veu feel veur eebeel werk is importent?  | 43. How many times in the past year (12 months) have you done extra  |
|---|--|
| 23. Do you feel your school work is important?  | work on your own for school?   |
| Overy important   | Never 010-19 times   |
| Quite important   | 1-2 times         20-29 times           3-5 times         30-39 times  |
| Fairly important  | 0  |
| Somewhat important  | O 6-9 times O 40 or more times   |
|   |  |
| Not important at all         Volume  | <ul> <li>44. In the past year (12 months), how many of your four best friends have tried to do well in school? <ul> <li>None</li> <li>3</li> <li>1</li> <li>4</li> </ul> </li> <li>45. During the LAST FOUR WEEKS, how many whole days have you missed because you skipped or "cut"? <ul> <li>None</li> <li>4-5 days</li> <li>1 day</li> <li>6-10 days</li> <li>2 days</li> <li>11 or more days</li> </ul> </li> </ul>   |
|   | 46. What are the chances you would be seen as cool if you defended   |
|   | someone who was being verbally abused at school?   |
| To what degree do the following   | ○None or very little chance  |
| interfere with your class work:   | ○ Little chance  |
| 1411 16 18 191  | ⊖ Some chance  |
| 31. Bullying (verbal, physical, emotional).   |  |
| 32. Cyber bullying.   |  |
| 33. Student absences.   | Thinking back over the past year   |
|   |  |
| 34. Fights and other violence.  | in school, I think:  |
|   |  |
| This year at school,  | in school, I think:<br>100 100 100 100 100 100 100 100 100 100   |
|   | in school, I think:       100,000,000,000,000,000,000,000,000,000  |
| This year at school,<br>how many times have:  | in school, I think:  |
| This year at school,<br>how many times have:<br>35. You been left out of things on purpose by   | in school, I think:  |
| This year at school,<br>how many times have:<br>35. You been left out of things on purpose by<br>other students, excluded from their group of   | in school, I think:  |
| This year at school,<br>how many times have:<br>35. You been left out of things on purpose by<br>other students, excluded from their group of   | in school, I think:  |
| This year at school,<br>how many times have:<br>35. You been left out of things on purpose by<br>other students, excluded from their group of<br>friends, or completely ignored?  | in school, I think:  |
| This year at school,         how many times have:         35. You been left out of things on purpose by other students, excluded from their group of friends, or completely ignored?         36. You been called mean names, been made fun of,  | in school, I think:       Image: Constraint of the second se |
| This year at school,         how many times have:         35. You been left out of things on purpose by other students, excluded from their group of friends, or completely ignored?         36. You been called mean names, been made fun of, or been teased in a hurtful way?         37. Other students told lies or spread false rumors about you?  | in school, I think:       Image: Constraint of the second students in the second students in the second students in the second students in the second students with their personal problems.       Image: Constraint of the second students in the second          |
| This year at school,<br>how many times have:<br>35. You been left out of things on purpose by<br>other students, excluded from their group of<br>friends, or completely ignored?<br>36. You been called mean names, been made fun of,<br>or been teased in a hurtful way?<br>37. Other students told lies or spread false rumors  | in school, I think:       Image: Constraint of the second se |
| This year at school,         how many times have:         35. You been left out of things on purpose by other students, excluded from their group of friends, or completely ignored?         36. You been called mean names, been made fun of, or been teased in a hurtful way?         37. Other students told lies or spread false rumors about you?         38. Other students threatened or forced you to do things you did not want to do?   | in school, I think:       47. My teachers liked their job of teaching students.       0       0         47. My teachers get stressed out during the time we take our standardized achievement tests.       0       0       0         49. My teachers spend a lot of time helping students with their personal problems.       0       0       0       0         50. My teachers cell me that I will be successful in the future.       0       0       0       0       0         51. My teachers complain about having a lot of work to do at home after school.       0       0       0       0       0       0         52. My teachers call my home to talk to my parents about how I'm doing at school.       0   |
| This year at school,<br>how many times have:       Image: Complete and the state and the st | in school, I think:       47. My teachers liked their job of teaching students.       0       0         47. My teachers get stressed out during the time we take our standardized achievement tests.       0       0       0         49. My teachers spend a lot of time helping students with their personal problems.       0       0       0       0         50. My teachers complain about having a lot of work to do at home after school.       0  |
| This year at school,         how many times have:         35. You been left out of things on purpose by other students, excluded from their group of friends, or completely ignored?         36. You been called mean names, been made fun of, or been teased in a hurtful way?         37. Other students told lies or spread false rumors about you?         38. Other students threatened or forced you to do things you did not want to do?   | in school, I think:       47. My teachers liked their job of teaching students.       0       0         47. My teachers get stressed out during the time we take our standardized achievement tests.       0       0       0         49. My teachers spend a lot of time helping students with their personal problems.       0       0       0       0         50. My teachers complain about having a lot of work to do at home after school.       0       0       0       0       0       0         52. My teachers call my home to talk to my parents about how I'm doing at school.       0  |
| This year at school,<br>how many times have:       Image: Complete and the state and the st | in school, I think:       47. My teachers liked their job of teaching students.         47. My teachers get stressed out during the time we take our standardized achievement tests.       0         49. My teachers spend a lot of time helping students with their personal problems.       0       0         50. My teachers tell me that I will be successful in the future.       0       0         51. My teachers complain about having a lot of work to do at home after school.       0       0         52. My teachers notice when I am doing a good job and let me know about it.       0       0         53. My teachers notice when I am doing a good job and let me know about it.       0       0   |
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| This year at school,<br>how many times have:       10,000,000,000,000,000,000,000,000,000,  | in school, I think:       47. My teachers liked their job of teaching students.         47. My teachers get stressed out during the time we take our standardized achievement tests.       0         49. My teachers spend a lot of time helping students with their personal problems.       0       0         50. My teachers tell me that I will be successful in the future.       0       0         51. My teachers complain about having a lot of work to do at home after school.       0       0         52. My teachers notice when I am doing a good job and let me know about it.       0       0         53. My teachers notice when I am doing a good job and let me know about it.       0       0   |
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| This year at school,<br>how many times have:       Image: Complete Structure         35. You been left out of things on purpose by<br>other students, excluded from their group of<br>friends, or completely ignored?       Image: Complete Structure         36. You been called mean names, been made fun of,<br>or been teased in a hurtful way?       Image: Complete Structure         37. Other students told lies or spread false rumors<br>about you?       Image: Complete Structure         38. Other students threatened or forced you to do<br>things you did not want to do?       Image: Complete Structure         39. Other students used the Internet or a cell phone to<br>threaten or embarrass you by posting mean<br>messages or photos of you?       Image: Complete Structure         Thinking back over the past year<br>in school, how often did you:       Image: Complete Structure       Image: Complete Structure  | in school, I think:       47. My teachers liked their job of teaching students.         47. My teachers get stressed out during the time we take our standardized achievement tests.       0         49. My teachers spend a lot of time helping students with their personal problems.       0       0         50. My teachers tell me that I will be successful in the future.       0       0         51. My teachers complain about having a lot of work to do at home after school.       0       0         52. My teachers notice when I am doing a good job and let me know about it.       0       0         53. My teachers notice when I am doing a good job and let me know about it.       0       0   |
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| This year at school,<br>how many times have:       Image: Complete of the students of the students, excluded from their group of friends, or completely ignored?         36. You been called mean names, been made fun of, or been teased in a hurtful way?       Image: Complete of the students told lies or spread false rumors about you?         38. Other students threatened or forced you to do things you did not want to do?       Image: Complete of the students used the Internet or a cell phone to threaten or embarrass you by posting mean messages or photos of you?         Thinking back over the past year in school, how often did you:       Image: Complete of the student?         40. Enjoy being in school?       Image: Complete of the school?   | in school, I think:       47. My teachers liked their job of teaching students.         47. My teachers get stressed out during the time we take our standardized achievement tests.       0         49. My teachers spend a lot of time helping students with their personal problems.       0       0         50. My teachers tell me that I will be successful in the future.       0       0         51. My teachers complain about having a lot of work to do at home after school.       0       0         52. My teachers notice when I am doing a good job and let me know about it.       0       0         53. My teachers notice when I am doing a good job and let me know about it.       0       0   |
| This year at school,<br>how many times have:       Image: Completely in the image: C | in school, I think:       47. My teachers liked their job of teaching students.         47. My teachers get stressed out during the time we take our standardized achievement tests.       0         49. My teachers spend a lot of time helping students with their personal problems.       0       0         50. My teachers tell me that I will be successful in the future.       0       0         51. My teachers complain about having a lot of work to do at home after school.       0       0         52. My teachers notice when I am doing a good job and let me know about it.       0       0         53. My teachers notice when I am doing a good job and let me know about it.       0       0   |
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| T   |      |            | 1 FIL      |            |
|   | 1/1  | 11         | 9          | <u>۹</u>   |
| 55. Teachers treat one another with respect in my school.   | 0    | 0          | 0          | 0          |
| 56. Teachers help one another when one of them  |      |            |            |            |
| is feeling overwhelmed.   | 0    | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ |
| 57. Our teachers work together to plan classroom  |      |            |            |            |
| activities.   | 0    | $\circ$    | $\bigcirc$ | 0          |
| 58. Teachers talk to students like me about going to  |      |            |            |            |
| college.  | 0    | 0          | 0          | 0          |
| 59. Teachers care about students in this school.  | 0    | 0          | 0          | 0          |
| 60. Teachers make all students feel like they belong at   |      |            |            |            |
| school.   | 0    | 0          | 0          | 0          |
| 61. Teachers help make decisions about school policies  |      |            |            |            |
| and activities.   | 0    | $\bigcirc$ | $\bigcirc$ | $\bigcirc$ |
| 62. Teachers allow students to say what they really think   |      |            |            |            |
| about school.   | 0    | $\bigcirc$ | $\bigcirc$ | 0          |
| 63. Teachers in our school tell me that it's OK to have   |      |            |            |            |
| my feelings.  | 0    | 0          | 0          | 0          |
| 64. Teachers treat students with respect.   | 0    | 0          | 0          | 0          |
| 65. Teachers encourage students to stay in school.  | 0    | 0          | 0          | 0          |
| 66. Teachers help students cope with stress.  | 0    | 0          | 0          | 0          |

#### **IV. WHILE AT SCHOOL** HAVE YOU (Past Year):

|   | ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~ | 0 | r /6       | 2 |
|---|---|---|------------|---|
| 1. Carried a handgun?                                     | $\bigcirc$                              | 0 | 0          | 0 |
| 2. Threatened to hurt a student by hitting, slapping or   |   |   |            |   |
| kicking?  | 0                                       | 0 | $\bigcirc$ | 0 |
| 3. Hurt a student by hitting, slapping or kicking?        | 0                                       | 0 | 0          | 0 |
| 4. Had a student threaten to hit, slap or kick you?       | 0                                       | 0 | 0          | 0 |
| 5. Been afraid a student may hurt you?                    | 0                                       | 0 | 0          | 0 |
| 6. Been hurt by a student who hit, slapped or kicked you? | 0                                       | 0 | 0          | 0 |

#### **V. IN MY SCHOOL** I FEEL SAFE:

|                                       | 1 2 1 2 1 2 1 3 1 4 1 |
|---------------------------------------|-----------------------|
| 1. In the classroom                   |                       |
| 2. In the cafeteria (lunchroom)       | 00000                 |
| 3. In the halls                       | 00000                 |
| 4. In the bathroom                    | 00000                 |
| 5. In the gym                         | 00000                 |
| 6. On the school bus                  | 00000                 |
| 7. At school events (ballgames, etc.) | 00000                 |
| 8. On the playground                  | 00000                 |
| 9. In the parking lot                 | 00000                 |
|                                       |                       |

#### **VI. GENERAL FEELINGS**

How much of the time during the past month, have you:

- 1. Been a very nervous person? 2. Have you felt downhearted and blue? 3. Felt so down in the dumps that nothing could cheer you up?
- 4. Been a happy person?
- 5. Felt calm and peaceful?

#### VII. WITHIN THE **PAST YEAR HOW OFTEN HAVE YOU:**

| 0   | 0 0                    | ~ 6                    | $\sim$                 | 3                      | 4          | 4 0 | <del>6</del> | 4 |
|---|------------------------|------------------------|------------------------|------------------------|------------|-----|--------------|---|
| 1. Smoked cigarettes?                           | $\left  \right\rangle$ | $\left  \right\rangle$ | $\left  \circ \right $ | $\left  \right\rangle$ | $\circ$    | 0   | $\bigcirc$   | 0 |
| 2. Used smokeless tobacco (chew, etc.)?         | $\bigcirc$             | 0                      | 0                      | 0                      | 0          | 0   | 0            | 0 |
| 3. Smoked cigars?                               | 0                      | 0                      | 0                      | 0                      | 0          | 0   | 0            | Ο |
| 4. Drank beer?                                  | $\bigcirc$             | 0                      | 0                      | 0                      | 0          | 0   | 0            | 0 |
| 5. Drank coolers, breezers,                     |                        |                        |                        |                        |            |     |              |   |
| hard lemonade, etc.?                            | 0                      | 0                      | $\circ$                | $\circ$                | $\bigcirc$ | 0   | $\bigcirc$   | 0 |
| 6. Drank liquor (for example, vodka,            |                        |                        |                        |                        |            |     |              |   |
| whiskey or gin)?                                | 0                      | 0                      | $\circ$                | 0                      | $\circ$    | 0   | 0            | 0 |
| 7. Smoked marijuana (pot, hashish, etc.)?       | 0                      | 0                      | 0                      | 0                      | 0          | 0   | 0            | Ο |
| 8. Used prescription drugs (such as Ritalin,    |                        |                        |                        |                        |            |     |              |   |
| Adderall, Xanax) to get high?                   | 0                      | 0                      | $\circ$                | 0                      | $\circ$    | 0   | 0            | 0 |
| 9. Used prescription pain killers (like Vicodin |                        |                        |                        |                        |            |     |              |   |
| OxyContin, or Percocet) to get high?            | $\circ$                | $\circ$                | $\circ$                | $\circ$                | $\bigcirc$ | 0   | $\bigcirc$   | 0 |
| 10. Used over-the-counter drugs to get high?    | 0                      | 0                      | 0                      | 0                      | 0          | 0   | 0            | 0 |

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#### VIII. WHAT EFFECT DO YOU **MOST OFTEN GET WHEN** YOU:

| 1. Drink beer?                            |
|---|
| 2. Drink coolers, breezers, etc.?         |
| 3. Drink hard liquor (for example, vodka, |
| whiskey, or gin)?                         |
| 4. Smoke marijuana (pot, hashish, etc.)?  |

#### **IX. HOW OLD WERE YOU** WHEN YOU:

1. First had a drink of beer, wine or hard liquor (for example, vodka, whiskey, or gin?) 2. First smoked part or all of a cigarette? 3. First used marijuana or hashish?

Please continue to the next page

PLEASE DO NOT WRITE IN THIS AREA 

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#### X. HOW MUCH DO YOU THINK PEOPLE RISK HARMING THEMSELVES (PHYSICALLY OR IN OTHER WAYS) IF THEY:

1. Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?

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2. Smoke one or more packs of cigarettes per day?

3. Smoke marijuana regularly?

#### XI. HOW WRONG DO YOUR PARENTS FEEL IT WOULD BE FOR YOU TO:

1. Drink beer, wine, or hard liquor (for example, vodka, whiskey, or gin) regularly?

2. Smoke cigarettes?

3. Smoke marijuana?

#### XII. WHERE DO YOU USUALLY:

(You may mark more than one response for each question)

- 1. Smoke cigarettes?
- 2. Drink beer, wine or hard liquor?
- 3. Smoke marijuana (pot, hashish, etc.)?

# XIII. WHEN DO

YOU USUALLY:

(You may mark more than one response for each question)

1. Smoke cigarettes?

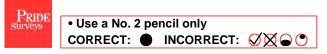
- 2. Drink beer, wine or hard liquor?
- 3. Smoke marijuana (pot, hashish, etc.)?

### **XIV. ADDITIONAL QUESTIONS**

| 1.  | A      | B      | C        | D      | E      | F      | G        | Œ      |
|-----|--------|--------|----------|--------|--------|--------|----------|--------|
| 2.  |        | B      | C        | D      | E      | Ð      | G        | Œ      |
| 3.  | A      | B      | C        | D      | E      | Ð      | G        | Œ      |
| 4.  |        | B      | C        | D      | E      | Ð      | G        | Œ      |
| 5.  |        | B      | C        | D      | E      | Ð      | G        | Œ      |
| 6.  |        | B      | C        | D      | E      | Ð      | G        | Œ      |
| 7.  |        | B      | C        | D      | E      | Ð      | G        | Œ      |
| 8.  |        | B      | C        | D      | E      | Ð      | G        | Œ      |
| 9.  |        | B      | C        | D      | E      | Ð      | G        | Œ      |
| 10. | A      | B      | C        | D      | E      | Ð      | G        | Œ      |
|     | $\sim$ | $\sim$ | <u> </u> | $\sim$ | $\sim$ | $\sim$ | <u> </u> | $\sim$ |

# PLE

# THANK YOU FOR PARTICIPATING!



#### **INSTRUCTIONS:**

We thank you for taking the time to complete this survey designed to assess the school learning environment from the teacher's point of view. Your opinions count toward building productive learning environments.

A few things you should know about the survey:

- All of your responses are completely confidential. No one in your school building or district will know how you respond. Survey data will be compiled into a report that provides results based on the average answers of all teachers.
- There are no right or wrong answers on the survey. Mark the response that best matches your situation.
- If you work at more than one school, answer the survey in the context of the school you work at the most. 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.

#### I. DEMOGRAPHICS

| 1. How would you cla         |                | 5.How many years                |                     | 7.Which statement best describes how YOUR classes         |
|------------------------------|----------------|---------------------------------|---------------------|---|
| teaching position?           |                | have you worked                 |                     | at this school are organized?                             |
| ORegular full-time teacher.  |                | as a teacher, either            |                     | ○I instruct several classes of different students most or |
| O Regular part-time teacher. |                | full- or part-time,             | 00                  | all of the day in one or more subjects.                   |
| OLong-term substi            |                | and as either a                 | 22                  | OI am an elementary school teacher who teaches only       |
| ○Short-term subst            | itute teacher. | substitute or                   | 33                  | one subject to different classes of students.             |
|                              |                | regular teacher?                | 44                  | ○I instruct the same group of students all or most of     |
|                              |                | (Do not count time              | 55                  | the day in multiple subjects.                             |
| 2. Do you regularly te       |                | spent as a student              | 66                  | ○I am one of two or more teachers in the same class,      |
| classes at more th           | an one         | teacher.)                       | $\bigcirc \bigcirc$ | at the same time; we are jointly responsible for          |
| school in a week?            |                |                                 | 88                  | teaching the same group of students all or most of        |
| ⊖Yes                         |                |                                 | 99                  | the day.  |
| ○ No                         |                |                                 |                     | OI instruct a small number of selected students in        |
|                              |                |                                 |                     | specific skills or to address specific needs.             |
|                              |                |                                 |                     |   |
| 3. How old are you?          |                | 6.In which grades are           | Э                   |   |
|                              |                | your students? (Ma              | irk                 | 8.Which of the following describes the teaching           |
|                              | 00             | as many as apply.)              |                     | certification you currently hold in this state?           |
|                              | $\bigcirc$     |                                 |                     | Regular or standard state certificate or advanced         |
|                              | 22             |                                 |                     | professional certificate.                                 |
|                              | 33             |                                 |                     | OCertificate issued after satisfying all requirements     |
|                              | 44             | $\bigcirc$ 1st                  | -                   | except the completion of a probationary period.           |
|                              | 55             | O2nd                            |                     | OCertificate that requires some additional coursework,    |
|                              | 66             |                                 | -                   | student teaching, or passage of a test before regular     |
|                              |                | O4th                            |                     | certification can be obtained.                            |
|                              | 88             |                                 | -                   | O Certificate issued to persons who must complete a       |
|                              | 00             | O6th                            |                     | certification program in order to continue teaching.      |
|                              |                | 07th                            | -                   | OI do not hold any of the above certifications in this    |
|                              |                | ⊖8th                            |                     | state.  |
| 4. How many years            |                | O9th                            | -                   |   |
| have you been                |                |                                 |                     |   |
| teaching at your             | 00             | $\bigcirc$ 10th $\bigcirc$ 11th | -                   | 9.What is your highest academic level achieved?           |
| current school?              |                | 012th                           |                     | Bachelor's degree   |
| current school?              | 00             |                                 | _                   | Master's degree   |
|                              | 33             |                                 | -                   | O Doctorate degree  |
|                              | 33<br>44       |                                 |                     |   |
|                              |                |                                 |                     |   |
|                              | 55             |                                 |                     | 10 For what and a source does your tooch's a              |
|                              | 66             |                                 |                     | 10.For what grade ranges does your teaching               |
|                              |                |                                 |                     | certification apply? (Mark all that apply)                |
|                              | 88             |                                 |                     | Early childhood, preschool and any of grades K-5.         |
|                              | 99             |                                 |                     | ○Any of grades 6-8.                                       |

OAny of grades 9-12.

| 11.Are you male or female?<br>⊖Male                           |  | re planning to leave your school because you are<br>sfied, answer question 4. Otherwise, go to question 5 |                     |             |                        |  |  |  |
|---|--|---|---------------------|-------------|------------------------|--|--|--|
| OFemale   | 4.If you are dissatisfied with your  |   |                     |             |                        |  |  |  |
| 12.Are you of Hispanic or Latino origin?                      | current school, please indicate<br>the level of importance each of Extremely importa |   |                     |             |                        |  |  |  |
|   | the following plays in your Very   |   |                     |             |                        |  |  |  |
|   | dissatisfaction with your Somewhat im  |   | _                   |             |                        |  |  |  |
|   | current school.  | -   |                     | ٠.          |                        |  |  |  |
| 13.What is your race/ethnicity?                               | Not at all importa   |   |                     |             |                        |  |  |  |
| $\bigcirc$ White  | a.Because I do not have enough autonomy over   | 1   |                     |             |                        |  |  |  |
| OBlack or African-American                                    | my classroom.  |   |                     |             |                        |  |  |  |
|   | <b>b</b> .Because I am dissatisfied with the large                                   | Щ   | $\square$           |             |                        |  |  |  |
| Native Hawaiian or Other Pacific Islander                     | number of students I teach.  |   |                     |             |                        |  |  |  |
| American Indian or Alaska Native                              | c.Because I do not feel prepared to mainstream                                       | Щ   | $\square$           |             |                        |  |  |  |
|   | special needs (eg, disabled) students in my  |   |                     |             |                        |  |  |  |
|   |  |   |                     |             |                        |  |  |  |
| II. YOUR CAREER IN EDUCATION                                  | regular classes.   | Р   | $\underline{\neg}$  |             |                        |  |  |  |
| 4 What isk do you support to be doing pout your?              | d.Because I feel that there are too many   |   |                     |             |                        |  |  |  |
| 1.What job do you expect to be doing <u>next year</u> ?       | intrusions on my teaching time (eg, time spent                                       |   |                     |             |                        |  |  |  |
| Regular classroom teacher.                                    | with students).  |   | $\underline{\circ}$ |             |                        |  |  |  |
| ○A different professional role in education (eg, counselor,   | e.Because I am dissatisfied with opportunities for                                   |   |                     |             |                        |  |  |  |
| school administrator).  | professional development.  | 0   | 9                   | $\supset C$ |                        |  |  |  |
| ○ A different non-professional role (eg, school aide, office  | f.Because I am dissatisfied with workplace   |   |                     |             |                        |  |  |  |
| administrator) in education.                                  | conditions (eg, facilities, classroom resources,                                     |   |                     |             |                        |  |  |  |
| ○A different professional role (eg, curriculum developer)     | school safety).  | 0   | 0                   |             |                        |  |  |  |
| in a commercial/business educational setting.                 | <b>g</b> .Because student discipline problems are an                                 |   |                     |             |                        |  |  |  |
| ○A different job not related to education.                    | issue.   | 0   | 0                   |             | OO                     |  |  |  |
| ○Not working any job by choice.                               | h.Because I am dissatisfied with the   |   |                     |             |                        |  |  |  |
| ○Not working any job out of necessity.                        | administrator(s).  | 0   | 0                   |             | $\mathbf{O}\mathbf{O}$ |  |  |  |
| Other.  | i.Because I am dissatisfied with the lack of   |   |                     |             |                        |  |  |  |
|   | support I receive from the administration.   | 0   | 0                   |             |                        |  |  |  |
|   | j.Because I am dissatisfied with the lack of   |   |                     |             |                        |  |  |  |
| 2.Where do you expect to be working <u>next year</u> ?        | influence I have over school policies and  |   |                     |             |                        |  |  |  |
| OAt my current school.  | practices.   |   | $\bigcirc$          |             |                        |  |  |  |
| OAt a school in my current district.                          | k.Because I am dissatisfied with how student   |   |                     |             |                        |  |  |  |
| OWithin my district but not in a school setting (eg, district | assessments and school accountability  |   |                     |             |                        |  |  |  |
| office).  | measures impacted my teaching.   | 0   | $\bigcirc$          |             |                        |  |  |  |
| ○ In another public school district.                          | I.Because I am dissatisfied with having some of                                      |   |                     |             |                        |  |  |  |
| OWorking in a private school setting.                         | my compensation, benefits, or rewards tied to  |   |                     |             |                        |  |  |  |
| OWorking in an educational setting but not in a school        | the performance of my students.  | 0   | $\bigcirc$          |             |                        |  |  |  |
| setting (eg, regional educational center).                    | m.Because I am dissatisfied with the support I                                       |   |                     |             |                        |  |  |  |
| OWorking in a commercial/business educational setting.        | received for preparing my students for student                                       |   |                     |             |                        |  |  |  |
| OWorking in a commercial/business setting not related to      | assessments.   | 0   | $\bigcirc$          |             |                        |  |  |  |
| education.  | n.Because I am dissatisfied with the influence                                       |   |                     |             |                        |  |  |  |
| ○Not working in any setting.                                  | student assessments had on the curriculum.   | 0   | 0                   |             |                        |  |  |  |
| Other.  | o.Because I am dissatisfied with other aspects of                                    | $\square$   |                     |             |                        |  |  |  |
|   | accountability measures not included above.  | 0   | 0                   |             |                        |  |  |  |
|   |  |   |                     |             |                        |  |  |  |
| 3.What reasons best describe your choice for next year?       | 5.What job do you expect to be doing five year                                       | s fr  | om                  | no۱         | N?                     |  |  |  |
| (Mark all that apply)   | ○Regular classroom teacher.  | -   |                     |             |                        |  |  |  |
| ○ I'm satisfied with my current situation.                    | ○A different professional role in education (eg.                                     | , COI   | uns                 | elor        | 3                      |  |  |  |
| ○ I'd like a better teaching assignment.                      | school administrator).   |   |                     |             |                        |  |  |  |
| OI'd like a better salary and/or benefits.                    | ○A different non-professional role (eg, school a)                                    | aide  | e, of               | fice        |                        |  |  |  |
| ○School staffing action (eg, reduction-in-force, school       | administrator) in education.   |   |                     |             |                        |  |  |  |
| closing) requires me to change.                               | ○A different professional role (eg, curriculum c                                     | Jeve  | elop                | er) i       | in a                   |  |  |  |
| O Dissatisfaction with current school setting.                | commercial/business educational setting.   |   |                     |             |                        |  |  |  |
| OWorking in a location that is more convenient.               | A different job not related to education.  |   |                     |             |                        |  |  |  |
| Other family or personal reasons.                             | ○Not working any job by choice.  |   |                     |             |                        |  |  |  |
| Ol'm retiring.  | Not working any job out of necessity.  |   | _                   |             |                        |  |  |  |
| Other.  | Other.   |   |                     |             |                        |  |  |  |
|   |  |   | _                   | _           |                        |  |  |  |
|   |  | TC.   |                     |             | 1 1                    |  |  |  |

| 6.Where do you expect to be working <u>five years</u> from now? | B.DISCIPLINE AND DECISION-MAKING Stro                      | ngly ag       | gre                     | e         |
|---|--|---------------|-------------------------|-----------|
| OAt my current school.  |  | Agre          | -                       | 1         |
| OAt a school in my current district.                            | Disa   | gree          |                         |           |
| OWithin my district but not in a school setting (eg, district   | Strongly disagr  |               |                         |           |
| office).  | 1.My principal backs up teachers when dealing              | 1             |                         |           |
| ○ In another public school district.                            | with parents about disciplinary issues.                    | 00            | 0                       | 0         |
| OWorking in a private school setting.                           | 2.My principal supports me in matters of                   |               |                         |           |
| OWorking in an educational setting but not in a school          | student discipline.  |               | 0                       | 0         |
| setting (eg, regional educational center).                      | 3.My principal follows through in addressing               |               |                         |           |
| O Working in a commercial/business educational setting.         | student discipline problems.                               |               | 0                       | 0         |
| OWorking in a commercial/business setting not related to        | 4.School administrators give teachers opportunities        |               | -                       | F         |
| education.  | to be involved in school-wide decision-making.             |               | $\bigcirc$              |           |
| ONot working in any setting.                                    | 5.My principal or immediate supervisor effectively         |               | <u> </u>                | F         |
| Other.  | collaborates with teachers in decision-making.             |               | $\bigcirc$              |           |
|   |  |               | <u> </u>                |           |
| 7.What reasons best describe your choice for five years         | C.TEACHER INVOLVEMENT IN                                   |               |                         |           |
| from now? (Mark all that apply)                                 |  | ngly ag       | are                     | 90        |
| OI'm satisfied with my current situation.                       | I would like to be involved in                             | Agre          |                         | ĩ         |
| Ol'd like a better teaching assignment.                         |  | igree         | C                       |           |
| $\bigcirc$ I'd like a better salary and/or benefits.            | Strongly disagree  |               |                         |           |
| Oschool staffing action (eg, reduction-in-force, school         | <b>1.</b> Selecting instructional materials and resources. |               |                         |           |
| closing) requires me to change.                                 | <b>2.</b> Devising teaching techniques.                    |               | $\frac{\circ}{\circ}$   | R         |
| Objective the to change.  | <b>3.</b> Setting grading and student assessment           | $\square$     | <u> </u>                | Н         |
| · · · · · · · · · · · · · · · · · · ·                           |  |               |                         |           |
| OWorking in a location that is more convenient.                 | practices.   |               | $\frac{\circ}{\circ}$   |           |
| Other family or personal reasons.                               | 4.Developing a school-wide student discipline plan.        | PP            | $\overline{\mathbf{O}}$ | Р         |
| Ol'm retiring.  | 5.Determining the content of in-service professional       |               | _                       |           |
| Other.  | development programs.                                      | $ \Box \Box $ | $\bigcirc$              | Р         |
| O Have two and the following                                    | 6.Developing plans about how to close the                  |               | _                       |           |
| 8.How true are the following Very true                          | achievement gap.   | 00            | $\bigcirc$              | Р         |
| statements for you? Somewhat true                               | 7.Developing plans to improve parental                     |               | _                       |           |
| Somewhat not true   | involvement.   | 00            | $\overline{\bigcirc}$   | 0         |
| Not true at all   | 8.The selection of new teachers for this school.           | 00            | $\overline{\bigcirc}$   | 0         |
| a.I have the same motivation now that I did when I              | 9.Deciding how the school budget will be spent.            | 00            | 0                       | O         |
| started teaching.   |  |               |                         |           |
| <b>b.</b> I question if teaching is right for me.               |  |               | A le                    | ot        |
| c.lf I had to do it over, I would still become                  | I am involved in   | Som           | е                       |           |
| a teacher.  |  | little        |                         |           |
| d.I'm still teaching because I truly enjoy my work.             | Not at a   | all           |                         |           |
|   | 10.Determining the content of in-service                   |               |                         |           |
| maintaining a career as a teacher.                              | professional development programs.                         | 00            | 0                       | 0         |
| f.My future salary expectations influence my                    | 11.School improvement planning.                            | 00            | 0                       | 0         |
| intentions in maintaining a career as a teacher.                | 12.Developing plans about how to close the                 |               |                         |           |
|   | achievement gap.   | 00            | 0                       | 0         |
| III. SCHOOL LEADERSHIP  | 13.Developing plans to improve parental                    |               |                         |           |
|   | involvement.   | 00            | 0                       | 0         |
| A.INSTRUCTIONAL LEADERSHIP                                      | 14.Selecting instructional materials and resources.        | 00            | 0                       | 0         |
| Strongly agree  | 15.Devising teaching techniques.                           | 00            | 0                       | 0         |
| My principal or Agree   | 16.Setting grading and student assessment                  |               |                         |           |
| instructional supervisor: Disagree                              | practices.   | 00            | 0                       | 0         |
| Strongly disagree   |  |               |                         |           |
| 1.Provides a high quality of leadership.                        | IV. SCHOOL CLIMATE   |               |                         |           |
| 2.Understands how students learn.                               |  |               |                         |           |
| 3.Values teacher feedback.                                      | A.MY SCHOOL Stro   | ngly ag       | gre                     | e         |
| 4.Communicates clear expectations to faculty.                   |  | Agre          | -                       | 1         |
| 5.Is aware of what goes on in my classroom.                     | Disa   | igree         |                         |           |
|   | 1.This school is a good place Strongly disagree            |               |                         |           |
|   | for me to work and learn.                                  | 100           | 0                       | 0         |
|   | 2.I feel optimistic about the future of this school.       |               | 0                       | O         |
|   | 3.I believe this school is headed in the right             |               |                         | $\square$ |
|   | direction.   |               | 0                       |           |

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| B.STUDENT DISCIPLINE  |  | A lot  | B.ADDITIONAL SUPPORT   |  |  |                        |
|---|--|--|--|--|--|------------------------|
| To what degree do the following inte  | rfere  | Some   | In which of the following areas, if any, do you  |  | Α  | lot                    |
| with instruction at your school:  | Ali  | ttle   | believe teachers need additional support   | S  | ome  | •                      |
|   | Not at all   |  | in order to be effective in the classroom:   | littl  | е  |                        |
| 1.Bullying (verbal, physical, emotional)  | ).   |  | Not at   | all  |  |                        |
| 2.Cyber bullying.   | C  |  | <b>1.</b> Special education (students with disabilities).  | $\bigcirc$   | 0  | 00                     |
| 3.Fights and other violence.  | C  |  | 2.Instructing special education students   |  |  |                        |
| 4.Student absences.   | C  |  | mainstreamed into regular classrooms.  | $\bigcirc$   | 0  | 00                     |
|   |  |  | 3.Limited English Proficiency (LEP) / Bilingual  |  |  |                        |
| C.STUDENT CONDUCT RULES   | Strong   | gly agree  | education.   | $\bigcirc$   | 0  | <u> </u>               |
| _   |  | Agree  |  |  |  |                        |
| 1.My principal enforces school  | Disag  |  |  | ongly  |  |                        |
|   | rongly disagree  |  | TECHNOLOGY   |  | gree   | 3                      |
| backs me up when I need it.   | C  |  |  | agre   | e  |                        |
| 2.We have clear rules on violence.  | C  |  | Strongly disagr  | ee   |  |                        |
| 3.We have clear rules on bullying.  | C  |  | <b>1.</b> Space exists in my building for staff and others to  |  |  |                        |
|   |  |  | work together.   | 0  | 0  | 20                     |
| D.SCHOOL SAFETY   |  | A lot  | 2. The school environment is clean and well  |  |  |                        |
|   |  | Often  | maintained.  | 0  | 0  | 00                     |
|   | Sometin  | nes  | 3.Teachers and students take pride in the  |  |  |                        |
| In my school I feel safe:   | Seldom   |  | appearance of the school.  | $\bigcirc$   | 0  | $\mathbf{O}\mathbf{O}$ |
|   | Never  |  | 4.I have adequate resources to do a good job   |  |  |                        |
| 1.In the classroom.   | 00   |  |  | $\bigcirc$   | 0  | $\mathbf{O}\mathbf{O}$ |
| 2.In the cafeteria (lunchroom).   | 00   |  | <b>5.</b> The Internet connection at my school is reliable   |  |  |                        |
| 3.In the halls.   |  |  | and of adequate speed for instructional purposes.  | 0  | 0  | <u> </u>               |
| 4.In the bathroom.  | 00   |  | 6.Teachers have access to reliable communication   |  |  |                        |
| 5.In the gym.   |  |  | technology, including phones, faxes and e-mail.  | $\bigcirc$   | 0  | <u> </u>               |
| 6.On the school bus.  | 00   |  | 2  |  |  |                        |
| 7.At school events (ballgames, etc.).   |  |  | VI. THE TEACHING EXPERIENCE AT MY SCHOO  | L  |  |                        |
| 8 ()n the playaround  |  |  |  |  |  |                        |
| 8.On the playground.  |  |  |  |  |  |                        |
| 9.In the parking lot.   |  |  |  | ongly  |  |                        |
| 9.In the parking lot.   |  |  | My principal or  | Ą  | gree   |                        |
|   | Strong   | olololo<br>gly agree   | My principal or instructional supervisor: Disa   | Aç<br>agre   | gree   |                        |
| 9.In the parking lot.   | Strong   | olo olo<br>gly agree<br>Agree  | My principal or<br>instructional supervisor: Disa<br>Strongly disagr   | Aç<br>agre   | gree<br>e  | 9                      |
| 9.In the parking lot.   | Strong   | gly agree<br>Agree<br>ree  | My principal or<br>instructional supervisor: Disa<br>Strongly disagr<br>1.Gives me useful feedback on my teaching.   | Aç<br>agre   | gree<br>e  |                        |
| 9.In the parking lot.         E.TEACHER RESPECT         1.Teachers are treated and  | Strong<br>Disag<br>rongly disagree   | gly agree<br>Agree<br>ree  | My principal or         instructional supervisor:         Strongly disagr         1.Gives me useful feedback on my teaching.         2.Gives informal feedback to me outside of the  | Aç<br>agre   | gree<br>e  | 9                      |
| <ul> <li>9.In the parking lot.</li> <li>E.TEACHER RESPECT</li> <li>1.Teachers are treated and Str<br/>respected as educational profession</li> </ul>  | Strong<br>Disag<br>rongly disagree   | yly agree<br>Agree<br>ree  | My principal or       Disa         instructional supervisor:       Disa         Strongly disagr       1.Gives me useful feedback on my teaching.         2.Gives informal feedback to me outside of the formal evaluation process.   | Aç<br>agre   | gree<br>e  | 9                      |
| <ul> <li>9.In the parking lot.</li> <li>E.TEACHER RESPECT</li> <li>1.Teachers are treated and Str<br/>respected as educational profession</li> <li>2.Students respect their teachers.</li> </ul>  | Disag<br>rongly disagree<br>als.   | Jly agree<br>Agree<br>ree  | My principal or       Disa         instructional supervisor:       Disa         Strongly disagr       1.Gives me useful feedback on my teaching.         2.Gives informal feedback to me outside of the formal evaluation process.       3.Provides suggestions that improve my teaching   | Aç<br>agre   |  |                        |
| <ul> <li>9.In the parking lot.</li> <li>E.TEACHER RESPECT</li> <li>1.Teachers are treated and Str<br/>respected as educational profession</li> <li>2.Students respect their teachers.</li> <li>3.Parents respect their children's teachers</li> </ul>   | Disag<br>rongly disagree<br>als. (<br>thers. (   | yly agree<br>Agree<br>ree  | My principal or       Disa         instructional supervisor:       Disa         Strongly disagr       1.Gives me useful feedback on my teaching.         2.Gives informal feedback to me outside of the formal evaluation process.       3.Provides suggestions that improve my teaching effectiveness.  | Aç<br>agre   |  | 9                      |
| <ul> <li>9.In the parking lot.</li> <li>E.TEACHER RESPECT</li> <li>1.Teachers are treated and Str<br/>respected as educational profession</li> <li>2.Students respect their teachers.</li> <li>3.Parents respect their children's teac</li> <li>4.My principal recognizes teachers for</li> </ul>   | Disag<br>rongly disagree<br>als. (<br>thers. (   | Agree<br>ree   | My principal or         instructional supervisor:       Disa         Strongly disagr         1.Gives me useful feedback on my teaching.         2.Gives informal feedback to me outside of the formal evaluation process.         3.Provides suggestions that improve my teaching effectiveness.         4.Understands effective teaching and learning in my   | Agre<br>ee   |  |                        |
| <ul> <li>9.In the parking lot.</li> <li>E.TEACHER RESPECT</li> <li>1.Teachers are treated and Str<br/>respected as educational profession</li> <li>2.Students respect their teachers.</li> <li>3.Parents respect their children's teachers</li> </ul>   | Disag<br>rongly disagree<br>als. (<br>thers. (   | Jly agree<br>Agree<br>ree  | My principal or         instructional supervisor:       Disa         Strongly disagr         1.Gives me useful feedback on my teaching.         2.Gives informal feedback to me outside of the formal evaluation process.         3.Provides suggestions that improve my teaching effectiveness.         4.Understands effective teaching and learning in my subject area.   |  |  |                        |
| <ul> <li>9.In the parking lot.</li> <li>E.TEACHER RESPECT</li> <li>1.Teachers are treated and Str<br/>respected as educational profession</li> <li>2.Students respect their teachers.</li> <li>3.Parents respect their children's teac</li> <li>4.My principal recognizes teachers for<br/>well-done.</li> </ul>  | Disag<br>rongly disagree<br>als. (<br>thers. (   | Agree<br>ree   | My principal or         instructional supervisor:       Disa         Strongly disagr         1.Gives me useful feedback on my teaching.         2.Gives informal feedback to me outside of the formal evaluation process.         3.Provides suggestions that improve my teaching effectiveness.         4.Understands effective teaching and learning in my subject area.         5.Provides accurate feedback on my instruction.   |  |  |                        |
| <ul> <li>9.In the parking lot.</li> <li>E.TEACHER RESPECT</li> <li>1.Teachers are treated and Str<br/>respected as educational profession</li> <li>2.Students respect their teachers.</li> <li>3.Parents respect their children's teac</li> <li>4.My principal recognizes teachers for</li> </ul>   | Disag<br>rongly disagree<br>als. (<br>thers. (   | Agree<br>ree   | My principal or         instructional supervisor:       Disa         Strongly disagr         1.Gives me useful feedback on my teaching.         2.Gives informal feedback to me outside of the formal evaluation process.         3.Provides suggestions that improve my teaching effectiveness.         4.Understands effective teaching and learning in my subject area.   |  |  |                        |
| <ul> <li>9.In the parking lot.</li> <li>E.TEACHER RESPECT</li> <li>1.Teachers are treated and Str<br/>respected as educational profession</li> <li>2.Students respect their teachers.</li> <li>3.Parents respect their children's teachers for<br/>well-done.</li> <li>V. STUDENTS AND LEARNING</li> </ul>  | Disag<br>rongly disagree<br>als. (<br>thers. (<br>a job  |  | My principal or         instructional supervisor:       Disa         Strongly disagr         1.Gives me useful feedback on my teaching.         2.Gives informal feedback to me outside of the formal evaluation process.         3.Provides suggestions that improve my teaching effectiveness.         4.Understands effective teaching and learning in my subject area.         5.Provides accurate feedback on my instruction.         6.Adequately assesses effective teaching.   |  |  |                        |
| <ul> <li>9.In the parking lot.</li> <li>E.TEACHER RESPECT</li> <li>1.Teachers are treated and Str<br/>respected as educational profession</li> <li>2.Students respect their teachers.</li> <li>3.Parents respect their children's teac</li> <li>4.My principal recognizes teachers for<br/>well-done.</li> </ul>  | Strong   | Jly agree<br>Agree<br>ree<br>OOOOOOOOOOOOOOOOOOOOOOOOOOOOOOO   | My principal or         instructional supervisor:       Disa         Strongly disagr         1.Gives me useful feedback on my teaching.         2.Gives informal feedback to me outside of the formal evaluation process.         3.Provides suggestions that improve my teaching effectiveness.         4.Understands effective teaching and learning in my subject area.         5.Provides accurate feedback on my instruction.         6.Adequately assesses effective teaching.   | Açagre<br>ee<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O     |  |                        |
| <ul> <li>9.In the parking lot.</li> <li>E.TEACHER RESPECT</li> <li>1.Teachers are treated and Str<br/>respected as educational profession</li> <li>2.Students respect their teachers.</li> <li>3.Parents respect their children's teact</li> <li>4.My principal recognizes teachers for<br/>well-done.</li> <li>V. STUDENTS AND LEARNING</li> <li>A.STUDENT ENGAGEMENT</li> </ul>   | Strong   | Jly agree<br>Agree<br>ree<br>OOOOOOOOOOOOOOOOOOOOOOOOOOOOOOO   | My principal or       Disa         instructional supervisor:       Disa         Strongly disagr       1.Gives me useful feedback on my teaching.         2.Gives informal feedback to me outside of the formal evaluation process.       3.Provides suggestions that improve my teaching effectiveness.         3.Provides suggestions that improve my teaching effectiveness.       5.Provides accurate feedback on my instruction.         6.Adequately assesses effective teaching.       B.TEACHER EFFICACY         How true are the following       Somew   | Ageneee<br>ee<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O<br>O    |  |                        |
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| B.TEACHER EFFICACY (continued)             |               | Ve         | ery          | tru        | е             | VII.         | TEA    | CHER     | COM    | PENS     | ATION     | ١        |        |          |              |            |            |                     |
|--|---------------|------------|--------------|------------|---------------|--------------|--------|----------|--------|----------|-----------|----------|--------|----------|--------------|------------|------------|---------------------|
| How true are the following                 | Somewl        | hat        | tru          | е          |               |              |        |          |        |          |           |          |        |          |              |            |            |                     |
| statements for you? So                     | mewhat not    | tru        | е            |            |               |              |        |          |        |          |           |          |        |          | Ve           | ery        | tru        | е                   |
|  | Not true at a | all        |              |            |               |              |        |          |        |          |           |          | S      | omewl    | hat          | tru        | e          |                     |
| 5.I use a number of effective strategies f | or            | 1          |              |            |               |              |        |          |        |          |           | Sc       | mew    | hat not  | tru          | e          |            |                     |
| motivating students to engage in their     | classwork.    | 0          | 0            | $\circ$    | 0             |              |        |          |        |          |           |          | Not t  | rue at a | all          |            |            |                     |
| 6.Some students just cannot be motivate    | ed to do the  |            |              |            |               | 1.11         | nave t | o supp   | olemei | nt my i  | ncom      | e from   | teach  | ning in  | 1            |            |            |                     |
| work.                                      |               | 0          | $\circ$      | $\circ$    | $\bigcirc$    |              |        |          |        | ond-jo   |           |          |        |          | $\circ$      | o          | $\circ$    | 0                   |
| 7.I give students an opportunity to make   | decisions     | -          | _            | _          | _             |              |        |          |        | rt-time  |           |          |        | ,        | _            | _          | _          | _                   |
| about class activities.                    |               |            |              |            | $\frown$      |              | achin  |          |        |          | <b>,</b>  |          |        |          | $\square$    | $\neg$     | $\neg$     |                     |
|  |               |            |              | $\cup$     | $\overline{}$ |              |        | 9.       |        |          |           |          |        |          |              |            |            | _                   |
| C.TEACHER EVALUATION                       | Stro          | nalı       | 1 20         | aro        |               | VIII         | TEA    | CHER     |        | ΔΤΙΟΝ    | SHIP      | ς ανγ    | 0.00   | LABOR    | 2 <b>A</b> T | 10         | N          |                     |
|  | 500           |            | gre          | _          | Ē             |              |        |          |        |          |           |          | 000    |          |              |            |            |                     |
| At my school:                              | Dies          |            | _            | e          |               | A 16         | TED    |          |        | RELA     | TION      | спро     |        | Ctro     |              |            | ~~~        | _                   |
| At my school:                              | Disa          |            | e            |            |               | A.IN         |        | EKSU     | JNAL   | RELA     |           | SHIPS    |        | Stro     |              |            | _          | e                   |
|  | ngly disagre  |            |              |            |               |              |        |          |        |          |           |          |        |          |              | gre        | e          |                     |
| 1.Teachers receive feedback from teach     |               |            |              |            |               |              |        |          |        |          | _         |          | -      | Disa     |              | e          |            |                     |
| evaluations that help them improve tea     |               | 0          | 0            | $\bigcirc$ | 0             |              |        |          |        |          |           |          |        | disagre  | e            |            |            |                     |
| 2. Teacher performance evaluations are     | conducted     |            |              |            |               |              |        |          |        | ch oth   | er sup    | port w   | hen o  | ne of    |              |            |            |                     |
| consistently and fairly.                   |               | $\bigcirc$ | 0            | $\bigcirc$ | $\bigcirc$    |              |        | upset    |        |          |           |          |        |          | 0            | $\bigcirc$ | $\bigcirc$ | $\bigcirc$          |
| 3. Teacher evaluations accurately asses    | s effective   |            |              |            |               | <b>2.</b> Te | eache  | rs hav   | e clos | e work   | king re   | elation  | ships  | with     |              |            |            |                     |
| teaching.                                  |               | $\bigcirc$ | 0            | $\circ$    | $\bigcirc$    | ea           | ach ot | her.     |        |          |           |          |        |          | $\bigcirc$   | $\circ$    | $\circ$    | 0                   |
|  |               |            |              |            |               | <b>3.</b> Te | eache  | rs hav   | e goo  | d relat  | ionshi    | ps wit   | h each | n other  |              |            |            |                     |
| D.TEACHER WORKLOAD                         |               | Ve         | ery          | tru        | е             | οι           | utside | of sch   | nool.  |          |           |          |        |          | 0            | $\circ$    | $\circ$    | 0                   |
| How true are the following                 | Somewl        |            |              |            |               |              |        |          |        |          |           |          |        |          |              | _          | _          |                     |
|  | mewhat not    |            |              | - I        |               | B.S          | TAFF   | COLL     | FGIA   |          |           |          |        |          |              |            |            |                     |
|  | Not true at a |            | Ĭ            |            |               | -            |        | chool:   |        |          |           |          |        |          |              |            |            |                     |
| 1.I find myself working late hours at hom  |               | n I        | 0            | $\neg$     | $\frown$      |              | . my o | 011001.  |        |          |           |          |        |          |              |            |            |                     |
| 2. The amount of time I'm working feels u  |               | H          | $\exists$    | $\exists$  |               | а т <b>і</b> | no foo | ulty of  | llabor | ates e   | ffootiv   | oly to   | maka   |          |              |            |            |                     |
| 2. The amount of time thi working leels to |               | М          | 9            | 9          | $\cup$        |              |        | -        |        | e proble |           | -        |        |          |              |            |            |                     |
|  |               |            |              |            |               |              |        |          |        |          |           |          |        |          | $\square$    | 0          | 9          | $\underline{\circ}$ |
| E.TEACHER STRESS                           |               |            |              |            |               |              |        |          |        | here o   | rtrust    | and n    | nutuai |          |              | _          |            | _                   |
| At my school:                              |               |            |              |            |               |              | -      |          |        | chool.   | _         |          |        |          | $\bigcirc$   | $\bigcirc$ | 0          | $\underline{\circ}$ |
|  |               |            |              |            |               |              |        | ne is tr | reated | as a r   | nemb      | er of th | ne sch | lool     |              |            |            |                     |
| 1.I'm on the phone a lot dealing with my   | students'     |            |              |            |               | fa           | mily.  |          |        |          |           |          |        |          | Ο            | 0          | $\bigcirc$ | $\bigcirc$          |
| non-educational problems.                  |               | $\bigcirc$ | 0            | $\bigcirc$ | $\bigcirc$    |              |        |          |        |          |           |          |        |          |              |            |            |                     |
| 2.I'm emotionally drained working with m   | ny students'  |            |              |            |               | IX.          | ADDI   | TION/    | AL QU  | ESTIC    | <b>NS</b> |          |        |          |              |            |            |                     |
| personal problems.                         |               | $\bigcirc$ | $\circ$      | $\circ$    | $\bigcirc$    |              |        |          |        |          |           |          |        |          |              |            |            |                     |
| 3.I spend a great deal of time dealing wi  | th students'  |            |              |            |               | 1.           | A      | B        | C      | D        | Œ         | Ē        | G      | Œ        |              |            |            |                     |
| social and emotional troubles.             |               | O          | $\mathbf{O}$ | $\circ$    | $\bigcirc$    |              |        |          |        |          |           |          |        |          |              |            |            |                     |
| 4.The level of social/emotional problems   | of my         |            |              |            |               | 2.           | A      | B        | C      | D        | E         | Ē        | G      | Œ        |              |            |            |                     |
| students often overwhelms me.              |               | 0          | $\mathbf{O}$ | $\bigcirc$ | $\bigcirc$    |              |        |          |        |          |           |          |        |          |              |            |            |                     |
|  |               |            |              | _          |               | 3.           | A      | B        | C      | D        | E         | Ē        | G      | Œ        |              |            |            |                     |
| F.TEACHER ATTITUDE                         |               |            |              |            |               | 5.           |        |          |        |          |           | Û        |        | U)       |              |            |            |                     |
| How true are the following                 |               |            |              |            |               | 4            |        |          |        |          |           | ē        |        | -        |              |            |            |                     |
|  |               |            |              |            |               | 4.           | A      | B        | C      | D        | Ē         | Ē        | G      | Œ        |              |            |            |                     |
| statements for you?                        |               |            |              |            |               | -            |        |          |        |          |           |          |        |          |              |            |            |                     |
|  |               |            |              |            |               | 5.           | A      | B        | C      | D        | Ē         | Ē        | G      | Œ        |              |            |            |                     |
| 1.I look forward to coming to school in th |               |            | 0            | 0          | 0             |              |        |          |        |          |           |          |        |          |              |            |            |                     |
| 2.I dread coming to work in the morning.   |               | $\bigcirc$ | 0            | $\bigcirc$ | $\bigcirc$    | 6.           | A      | B        | C      | D        | E         | Ð        | G      | Œ        |              |            |            |                     |
| 3.1 often wish I had chosen another profe  | ession.       | $\bigcirc$ | 0            | $\bigcirc$ | $\bigcirc$    |              |        |          |        |          |           |          |        |          |              |            |            |                     |
| 4.I like being a teacher.                  |               | 0          | 0            | 0          | 0             | 7.           | A      | B        | C      | D        | E         | Ē        | G      | Œ        |              |            |            |                     |
|  |               |            |              |            |               |              |        |          |        |          |           |          |        |          |              |            |            |                     |
|  |               |            |              |            |               | 8.           | A      | B        | C      | D        | E         | Ð        | G      | Œ        |              |            |            |                     |
|  |               |            |              |            |               |              |        |          |        |          |           |          |        |          |              |            |            |                     |
|  |               |            |              |            |               | 9.           | A      | B        | C      | D        | Ē         | Ē        | G      | Œ        |              |            |            |                     |
|  |               |            |              |            |               |              |        |          |        |          |           |          |        |          |              |            |            |                     |
|  |               |            |              |            |               | 10.          | A      | B        | C      | D        | E         | Ē        | G      | Œ        |              |            |            |                     |
|  |               |            |              |            |               |              |        | Q        | U      | <b>W</b> |           | Û        | U      | U.       |              |            |            |                     |

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