TEACHING ENVIRONMENT SURVEY (TES) THEORETICAL FRAMEWORK

The report information provides a user-friendly compilation of the theoretical framework research that set the stage for the development of the survey domains and constructs. It also provides the end-user direction on the importance of the items, what the indicators tell, and evidence-based suggestions for what can be done with the information.

CAREER INTENTIONS

Why is this important?
Educational excellence relies on the level of engagement of people within the school.[1] In low-performing schools, teachers exhibit detachment and alienation from their work and students.[2] In schools where teachers exhibit higher levels of engagement and commitment, student performance is higher and student absenteeism and dropout rates tend to be low.[3] Students are entitled to teachers who are dedicated to their role as teacher, who know how their students learn, and who have appropriate teaching methods.[4]

What does this indicator tell us?
Responses to items in this section tell us the extent to which teachers intend to stay in the profession. Turnover for teachers is significantly higher than for other occupations—nearly a third of America's teachers leave the field during their first three years of teaching, and nearly half leave after five years.[5] The consequences of high teacher turnover are particularly dire for the nation's low-performing, high-poverty schools.[6] A national survey of those who left teaching found that about a third retired, another third left for family or personal reasons, and the rest left because they were dissatisfied with teaching and sought another career.[7] Major areas of dissatisfaction included student motivation and discipline, as well as lack of recognition and support from administration.[8]

What can be done?
Recruiting and retaining a diverse, well-qualified teaching force is essential and depends upon factors such as salaries, working conditions and administrative and other support that could improve the retention of beginning and mid-career teachers.[9]

The items on the Career Intentions section of the Teaching Environment Survey provide insight on teachers' intentions regarding their teaching career and factors that may have led to dissatisfaction with their career. School administrators and policymakers[10] might choose to address such factors in order to increase teacher job satisfaction,[11] and reduce the number of teachers choosing to leave the profession.[12]

Reference articles

1. Gordon G, Crabtree S. Building Engaged Schools: Getting the Most out of America's Classrooms. New York, NY: Gallup Press. 2006.
2. National Education Association, 1987. Status of the American public school teacher: 1985-1986. West Haven, Connecticut: National Education Association Professional Library.
3. Bryk AS, Thum YM. The effects of high school organization on dropping out: An exploratory investigation. New Brunswick, NJ: Center for Policy Research in Education; Rutgers, The State University of New Jersey.
4. Darling-Hammond L. Teaching and knowledge. In: Sikula J(ed.), *Handbook of Research on Teacher Education*, 2nd edition. New York: Association of Teacher Educators. 1996.
5. *Unraveling the "Teacher Shortage" Problem: Teacher Retention is the Key.* New York, NY: The National Commission on Teaching and America's Future and NCTAF State Partners. August, 2002.
6. *Policy Brief: The High Cost of Teacher Turnover.* National Commission on Teaching and America's Future. 2007.

7. National Center for Education Statistics, Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Followup Survey, 1994-95. Washington, DC: U.S. Department of Education. 1997.

8. National Center for Education Statistics, *America's Teachers: Profile of a Profession, 1993-94*. Washington, DC: U.S. Department of Education. 1997.

9. Darling-Hammond L. *Doing What Matters Most: Investing in Quality Teaching.* New York, NY: National Commission on Teaching & America's Future. 1997.

10. Skemp-Arlt K, Toupence R. The administrator's role in employee motivation. *Coach & Athletic Director*. 2007;76(7):28-34.

11. Ladebo O. Effects of work-related attitudes on the intention to leave the profession. *Educational Management Administration & Leadership*. 2005;33(3):355-369.

12. Lowe G, Schellenberg G, & Shannon H. Correlates of employees' perceptions of a healthy work environment. *Am J Health Promotion*. 2003;17(6):390-399.

Items reported in this section
Career Intentions for Next Year
Career Intentions in Five Years
Dissatisfaction with Current School

General Feelings Toward Teaching
Scale 1
  I have the same motivation now that I did when I started teaching.
  I question if teaching is right for me.
  If I had to do it over, I would still become a teacher.
  I'm still teaching because I truly enjoy my work.

Teacher Commitment
Scales 18 and 22 combined
  I have the same motivation now that I did when I started teaching.
  I question if teaching is right for me.
  If I had to do it over, I would still become a teacher.
  I'm still teaching because I truly enjoy my work.
  I look forward to coming to school in the morning.
  I dread coming to work in the morning.
  I often wish I had chosen another profession.
  I like being a teacher.

SCHOOL LEADERSHIP
A   Instructional Leadership
Why is this important?
In the last few decades, a growing body of evidence supports the notion that effective principals are those who develop an effective means of providing instructional leadership to all teachers on the campus. Studies that have examined the relationship between instructional leadership and teacher retention have concluded that effective instructional leadership increases teacher retention rates.[1-3]

What does this indicator tell us?
Instructional leadership influences teacher retention through the improvement of teachers' practices that, in turn, lead to a greater sense of teacher self-efficacy. In fact, teachers with a greater sense of efficacy are far more likely to stay in the profession than teachers with a lower sense of efficacy.[2,4-5]

What can be done?

Responses to items from this scale can identify the strengths and weaknesses of the principal's instructional leadership plan, thus identifying areas where the principal may need professional development or assistance.

Reference articles
1. Angelle PS. Instructional leadership and monitoring: Increasing teacher intent to stay through socialization. *NASSP Bulletin.* 2006;90(4):318-334.
2. Coladarci T. Teachers' sense of efficacy and commitment to teaching. *J Exp Educ*. 1992;60(4):323-347.
3. Ballou D, Podgursky M. Teacher recruitment and retention in public and private schools. *J Policy Analysis Mngt*. 1998;17(3):393-417.
4. Berry B, Smylie M, Fuller EJ. *Understanding Teacher Working Conditions: A Review and Look to the Future*. Hillsborough, NC: Center for Teaching Quality. 2008.
5. Bogler R. The influence of leadership style on teacher job satisfaction. *Educ Admin Qtrly*. 2001;(37):662-683.

Items reported in this section:
Scale 3
Provides a high quality of leadership.
Understands how students learn.
Values teacher feedback.
Communicates clear expectations to faculty.
Is aware of what goes on in my classroom.

B   Teacher Support
Why is this important?
One of the most consistent findings in studies of working conditions is that teachers' perceptions of problems with discipline issues in the school is strongly associated with teachers' desires to leave a school.[1-4]

What does this indicator tell us?
Teachers who perceive that administrators do not support teachers in addressing student misbehavior are more likely to leave the school.[1]

What can be done?
When teachers have input into making decisions about the school rules related to student misbehavior, teachers are less likely to be dissatisfied with the school climate and more likely to stay at the school, even after controlling for other factors.[1-4] Teacher responses from the items in this scale can help school administrators determine whether their school discipline plan is effective in creating a school atmosphere that is safe for students and teachers and free from disruptions caused by student misbehavior.

Reference articles
1. Ingersoll R, Kralik JM. The impact of mentoring on teacher retention: What the research says. ECS Research Review: Teaching Quality. 2004. Available at: at www.ecs.org.
2. Ladd H. Teachers' perceptions of their working conditions: How predictive of policy-relevant outcomes. Working Paper. Washington, DC: CALDER Center. The Urban Institute. 2009.
3. Loeb S. Darling-Hammond L, Luczak J. How teaching conditions predict teacher turnover in California schools. *Peabody J Educ.* 2005;80(3):44–70.

4. Weiss EM. Perceived workplace conditions and First-Year Teachers' Morale, Career Choice Commitment, and Planned Retention: A Secondary Analysis. *Teaching and Teacher Educ.*1999;15(8):861-79.

Items reported in this section

Scale 7

My principal backs up teachers when dealing with parents about disciplinary issues.

My principal supports me in matters of student discipline.

My principal follows through in addressing student discipline problems.

C   Teachers Receive Useful Feedback

Why is this important?

Teachers' experiences or accomplishments, such as mastery experiences during student teaching and first-year teaching, are key factors in their development of a sense of efficacy.[1] Observing successful teachers, receiving constructive feedback, and working in a positive school setting also can aid the development of a teacher's sense of efficacy.[2]

What does this indicator tell us?

Teachers report that inadequate or negative communication with supervisors contributes to their dissatisfaction and, consequently, to exiting the profession.[3] Moreover, subordinates prefer supervisors who are willing to listen to and accept opinions and ideas of others, even if those ideas are counter to the ones proposed by the supervisor.

What can be done?

Instructional leadership influences teacher retention through the improvement of teachers' practices that, in turn, lead to a greater sense of teacher self-efficacy. If the teacher perceptions in this area suggest deficiencies, the principal can address this issue collaboratively with teachers to ensure teacher feedback is delivered appropriately.

Reference articles

1. Bandura A. Self efficacy: Toward a unifying theory of behavioral change. *Psychol Rev*. 1977;84(2):191-215.
2. Hoy A. Changes in Teacher Efficacy During the Early Years of Teaching. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. Session 43:22, Qualitative and Quantitative Approaches to Examining Efficacy in Teaching and Learning, April 28, 2000.
3. Thompson DP, McNamara JF, Hoyle JR. Job satisfaction in educational organizations: A synthesis of research findings. *Educ Admin Qtrly*. 1997;33:7-37.

Items reported in this section

Scale 4

My principal or instructional supervisor:

Gives me useful feedback on my teaching.

Gives informal feedback to me outside of the formal evaluation process.

Provides suggestions that improve my teaching effectiveness.

Understands effective teaching and learning in my subject area.

Provides accurate feedback on my instruction.

Adequately assesses effective teaching.

D   Teacher Evaluation

Why is this important?

Teachers' experiences or accomplishments, such as mastery experiences during student teaching and first-year teaching, are key factors in their development of a sense of efficacy.[1] Observing successful teachers, receiving constructive feedback, and working in a positive school setting also can aid the development of a teacher's sense of efficacy.[2]

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Instructional leadership influences teacher retention through the improvement of teachers' practices that, in turn, lead to a greater sense of teacher self-efficacy. If the teacher perceptions in this area suggest deficiencies, the principal can address this issue collaboratively with teachers to ensure teacher feedback is delivered appropriately.

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1. Bandura A. Self efficacy: Toward a unifying theory of behavioral change. *Psychol Rev*. 1977;84(2):191-215.
2. Hoy A. Changes in Teacher Efficacy During the Early Years of Teaching. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. Session 43:22, Qualitative and Quantitative Approaches to Examining Efficacy in Teaching and Learning, April 28, 2000.
3. Thompson DP, McNamara JF, Hoyle JR. Job satisfaction in educational organizations: A synthesis of research findings. *Educ Admin Qtrly*. 1997;33:7-37.

Items reported in this section

At my school:

Teachers receive feedback from teacher evaluations that help them improve teaching.

Teacher performance evaluations are conducted consistently and fairly.

Teacher evaluations accurately assess effective teaching.

SHARED DECISION-MAKING

Why is this important?

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

What does this indicator tell us?

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

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

What can be done?
Responses to items from the Shared Decision-Making section of the Teaching Environment Survey can assist the principal in determining when to involve teachers in decision-making and whether current efforts to involve teachers are successful. If teachers feel uninvolved, the data will certainly suggest to the principal that more targeted efforts to involve teachers need to be taken.

Reference articles
1. Allen L, Lunsford B. *How to Form a Network for School Renewal*. Alexandria, VA: Association for Supervision and Curriculum Development. 1995.
2. Berry B, Smylie M, Fuller EJ. *Understanding Teacher Working Conditions: A Review and Look to the Future*. Hillsborough, NC: Center for Teaching Quality. 2008.
3. Berry B, Fuller E. *Teaching and Learning Conditions in Ohio Implications for Supply and Demand*. Hillsborough, NC: Center for Teaching Quality. 2007
4. Berry B, Fuller E. *Stemming the Tide of Teacher Attrition: Teacher Working Conditions in Arizona*. Hillsborough, NC: Center for Teaching Quality. 2007.
5. Berry B, Fuller E. *Final Report on the 2007 Clark County School District Teaching and Learning Conditions Survey*. Hillsborough, NC: Center for Teaching Quality. 2007.
6. Weiss EM. Perceived workplace conditions and First-Year Teachers' Morale, Career Choice Commitment, and Planned Retention: A Secondary Analysis. *Teaching and Teacher Educ*.1999;15(8):861-79.
7. Loeb S, Darling-Hammond L, Luczak J. How teaching conditions predict teacher turnover in California schools. *Peabody J Educ*. 2005;80(3):44-70.
8. Ingersoll R, Kralik JM. The impact of mentoring on teacher retention: What the research says. *ECS Research Review: Teaching Quality*. 2004. Available at: at www.ecs.org.
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10. Stockard J, Lehman MB. Influences on the satisfaction and retention of 1st-year teachers: The importance of effective school management. *Educ Admin Qtrly*. 2004;40(5):742-771.
11. Ware H, Kitsantas A. Teacher and collective efficacy beliefs as predictors of professional commitment. *J Educ Res*. 2007;100(5),308-321.

Items reported in this section
Collaborative Leadership
School administrators give teachers opportunities to be involved in school-wide decision-making.
My principal or immediate supervisor effectively collaborates with teachers in decision-making.
Wants to Be Involved
 Teaching Practices
  Selecting instructional materials and resources.
  Devising teaching techniques.
  Setting grading and student assessment practices.
 Teaching Policy
  Developing a school-wide student discipline plan.
  Determining the content of in-service professional development programs.
  Developing plans about how to close the achievement gap.

Developing plans to improve parental involvement.

Scale 13   *School Management*

    The selection of new teachers for this school.

    Deciding how the school budget will be spent.

Is Involved

Scale 14   *School Planning*

    Determining the content of in-service professional development programs.

    School improvement planning.

    Developing plans about how to close the achievement gap.

    Developing plans to improve parental involvement.

Scale 15   *Instruction Planning*

    Selecting instructional materials and resources.

    Devising teaching techniques.

    Setting grading and student assessment practices.

SCHOOL CLIMATE

A   Overall School Climate

Why is this important?

Teacher satisfaction is positively associated with teacher retention. In previous studies of teacher working conditions and school climate, teachers' perceptions about the direction of the school in the future, the overall atmosphere of the school, and the amount of pride they have in the school have been found to be strongly and positively associated with teacher retention.[1-8]

What does this indicator tell us?

The questions on overall school climate assess teachers' overall satisfaction and sense of pride in the school.

What can be done?

Administrators and teaching staff should work toward creating an environment where teachers have a positive outlook on the future of the school, perceive the overall atmosphere of the school in a positive light, and have a great deal of pride in the school. These factors will lead to a greater sense of commitment to the school and increased desire to remain in the school.

Reference articles

1. Berry B, Smylie M, Fuller EJ. *Understanding Teacher Working Conditions: A Review and Look to the Future*. Hillsborough, NC: Center for Teaching Quality. 2008.
2. Berry B, Fuller E. *Cultivate Learning Environments to Accelerate Recruitment and Retention: A Report on Mississippi Teacher Working Conditions*. Hillsborough, NC: Center for Teaching Quality. 2008.
3. Berry B, Fuller E. *Teaching and Learning Conditions in Ohio Implications for Supply and Demand.* Hillsborough, NC: Center for Teaching Quality. 2007
4. Berry B, Fuller E. *Stemming the Tide of Teacher Attrition: Teacher Working Conditions in Arizona*. Hillsborough, NC: Center for Teaching Quality. 2007.
5. Berry B, Fuller E. *Final Report on the 2007 Clark County School District Teaching and Learning Conditions Survey*. Hillsborough, NC: Center for Teaching Quality. 2007.
6. Loeb S. Darling-Hammond L, Luczak J. How teaching conditions predict teacher turnover in California schools. *Peabody J Educ*. 2005;80(3):44-70.
7. Ingersoll R, Kralik JM. Do teacher induction and mentoring matter? *NASSP Bulletin*. 2004;88(638):28-40.
8. Weiss EM. Perceived workplace conditions and first-year teachers' morale, career choice commitment, and planned retention: a secondary analysis. *Teaching and Teacher Educ*. 1999;15(8):861-79.

  This school is a good place for me to work and learn.
  I feel optimistic about the future of this school.
  I believe this school is headed in the right direction.

B   Student Discipline

Why is this important?

Teachers' perceptions of problems with discipline issues in the school are strongly associated with teachers' desires to leave a school.[1-4]

What does this indicator tell us?

Researchers have found three major issues embedded in the larger topic of disciplinary issues. First, there is the issue of general student misbehavior. Second, teachers who perceive that administrators do not support teachers in addressing student misbehavior are more likely to leave the school.[1] Finally, when teachers have input into making decisions about the school rules related to student misbehavior, teachers are less likely to be dissatisfied with the school climate and more likely to stay at the school, even after controlling for other factors.

What can be done?

Responses to items from the Student Discipline, Rules on Student Conduct, Teacher Support and Shared Decision-Making sections of the Teaching Environment Survey reveal teachers' perceptions about the effectiveness of the disciplinary policies of the school to create a climate that is safe and free from disruptions. This evidence can help school administrators determine whether their school discipline plan is effective in creating a school atmosphere that is safe for students and teachers and free from disruptions caused by student misbehavior.

Reference articles

1. Ingersoll R, Kralik JM. The impact of mentoring on teacher retention: What the research says. *ECS Research Review: Teaching Quality*. 2004. Available at: at www.ecs.org.
2. Ladd H. Teachers' perceptions of their working conditions: How predictive of policy-relevant outcomes. Working Paper. Washington, DC: CALDER Center. The Urban Institute. 2009.
3. Loeb S. Darling-Hammond L, Luczak J. How teaching conditions predict teacher turnover in California schools. *Peabody J Educ*. 2005;80(3):44-70.
4. Weiss EM. Perceived workplace conditions and First-Year Teachers' Morale, Career Choice Commitment, and Planned Retention: A Secondary Analysis. *Teaching and Teacher Educ*.1999;15(8):861-79.

Items reported in this section

Degree to which bullying (verbal, physical, emotional) interferes with instruction at school
Degree to which cyber bullying interferes with instruction at school
Degree to which fighting and other violence interfere with instruction at school
Degree to which student absences interfere with instruction at school

C   Rules on Student Conduct

Why is this important?

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Reference articles

1. Ingersoll R, Kralik JM. The impact of mentoring on teacher retention: What the research says. *ECS Research Review: Teaching Quality*. 2004. Available at: at www.ecs.org.
2. Ladd H. Teachers' perceptions of their working conditions: How predictive of policy-relevant outcomes. Working Paper. Washington, DC: CALDER Center. The Urban Institute. 2009.
3. Loeb S. Darling-Hammond L, Luczak J. How teaching conditions predict teacher turnover in California schools. *Peabody J Educ*. 2005;80(3):44-70.
4. Weiss EM. Perceived workplace conditions and First-Year Teachers' Morale, Career Choice Commitment, and Planned Retention: A Secondary Analysis. *Teaching and Teacher Educ*.1999;15(8):861-79.

Items reported in this section

My principal enforces school rules for student conduct and backs me up when I need it.
We have clear rules on violence.
We have clear rules on bullying.

D   School Safety

Why is this important?

Creating a safe school environment is critical for ensuring students' healthy development and academic growth.[1,2]

What does this indicator tell us?

Preventing violence in all forms, whether it takes the form of bullying, fights or other acts, is important to developing a safety in all corners of the school building and its campus. In recent years, the US Department of Education reports that school violence has decreased significantly.[3] Yet, a needs assessment that identifies what is happening at a school should be the first step in developing programs to address safety concerns.[2]

What can be done?

According to Furlong et al, safe schools develop with purposeful planning and organization through a school safety team. Administrators and educators should consider organizing a safety team of stakeholders who can conduct systematic assessments, create a comprehensive plan, train school staff and target peer victimization such as bullying that pervasively appears at most of our nation's schools.[2]

Reference articles

1. Resnick MD, Bearman PS, Blume RW et al. Protecting adolescents from harm. Findings from the National Longitudinal Study on Adolescent Health. *JAMA.* 1997;278(19):823-32.
2. Furlong MJ, Felix ED, Sharkey JD, Larson J. Preventing school violence: a plan for safe an engaging schools. In Jimerson SR, Furlong MJ (eds): *Handbook of School Violence and School Safety: From Research to Practice.* 2006. Mahwah, New Jersey; Lawrence Erlbaum Associates.
3. DeVoe JF, Peter K, Kaufman P, Miller A, Noonan M, Snyder TD, Baum K. *Incicators of School Crime and Safety. 2004.* (NCES 2005-002/NCJ 205290). Washington, DC: US Government Printing Office. 2005.

Items reported in this section
In my school I feel safe:
In the classroom.
In the cafeteria (lunchroom).
In the halls.
In the bathroom.
In the gym.
On the school bus.
At school events (ballgames, etc.).
On the playground.
In the parking lot.

E   Teacher Respect

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

What does this indicator tell us?
Berry and Fuller[1,2] found that, when a school climate was characterized by trust and respect, it was profoundly related to teachers' intentions to stay at a school. Likewise, Ladd[3] found that this perception was strongly associated with school-level teacher turnover rates. A larger body of evidence has found that positive teacher-student relationships improve student outcomes[4,5] – particularly relationships characterized by caring, trust and respect between teachers and students.[6]

What can be done?
Responses to items from the Teacher Respect section of the Teaching Environment Survey reveal perceptions about how teachers view their relationships with students, parents, principal and others in their school. This information can help school administrators determine whether positive relationships are being built that, in turn, can enhance teacher effectiveness and student learning in their schools.

Reference articles
1. Berry B, Fuller E. Cultivate Learning Environments to Accelerate Recruitment and Retention: A Report on Mississippi Teacher Working Conditions. Hillsborough, NC: Center for Teaching Quality. 2008.
2. Berry B, Fuller E. Teaching and Learning Conditions in Ohio Implications for Supply and Demand. Hillsborough, NC: Center for Teaching Quality. 2007
3. Ladd H. Teachers' perceptions of their working conditions: How predictive of policy-relevant outcomes. Working Paper. Washington, DC: CALDER Center. The Urban Institute. 2009.
4. Fraser B, Walberg H.(2005) Research on teacher-student relationships and learning environments: context, retrospect and prospect. *Intl J Educ Res*. 2005;43(1-2):103-109.

5. Liew J, Chen Q, Hughes J. (2010). Child effortful control, teacher-student relationships, and achievement in academically at-risk children: Additive and interactive effects. *Early Childhood Res Qtrly*. 2010;25(1):51-64.

6. Whitlock J. Youth perceptions of life at school: Contextual correlates of school connectedness in adolescence. *Applied Developmental Science*. 2006;10(1):13-29

Items reported in this section

Teachers are treated and respected as educational professionals.

Students respect their teachers.

Parents respect their children's teachers.

My principal recognizes teachers for a job well-done.

STUDENTS AND LEARNING

A   Student Engagement

Why is this important?

All forms of student engagement are seen as a means to increase student motivation and achievement and decrease alienation.[1]

What does this indicator tell us?

Low scores in student engagement have been associated with substance use, school absenteeism, early sexual initiation, violence, and risk of unintentional injury (e.g., drinking and driving, not wearing seat belts).[2] Researchers have also found a strong relationship between student engagement and educational outcomes, including school attendance,[3] staying in school longer,[4] and higher grades and classroom test scores.[5,6] In turn, students who do well academically are less likely to engage in risky behaviors.[7,8]

What can be done?

Advocates of school engagement efforts focus on three elements: 1) attendance – strategies to reduce absences and overcome problems linked to student mobility; 2) attachment – establishing positive connections among schools, communities, youth and their families; and 3) achievement – ensuring that students have the tools, credits and resources to complete courses and graduate from high school.[9]

Reference articles

1. Fredricks JA, Blumenfeld PC, Paris AH. School engagement: potential of the concept, state of the evidence. *Review of Educational Research*. 2004;74(1):59-109.

2. Resnick MD, Bearman PS, Blum RW, et al. Protecting adolescents from harm. Findings from the National Longitudinal Study on Adolescent Health. *JAMA*. 1997;278(10):823-832.

3. Rosenfeld LB, Richman JM, Bowen GL. Low social support among at risk adolescents. *Social Work in Education*. 1998;20:245-260.

4. Battin-Pearson S, Newcomb MD, Abbot RD, Hill KG, Catalano RF, Hawkins JD. Predictors of early high school dropout: a test of five theories. *J Educl Psychol*. 2000;92(3):568-582.

5. Nonnemaker J, McNeely C, Blum R. Public and private domains of religiosity and adolescent health risk behaviors: Evidence from the National Longitudinal Study of Adolescent Health. *Soc Sci Med*. 2003;57: 2049-2054.

6. Barber BK, Olsen JA. Socialization in context: connection, regulation, and autonomy in the family, school and neighborhood, and with peers. *J Adolesc Res.* 1997;12(2):287-315.

7. Hawkins JD. Academic performance and school success: sources and consequences. In: Weissberg RP, Gullotta TP, Hampton RL, Ryan BA, Adams GR (Eds.) *Healthy Children 2010: Enhancing Children's Wellness.* Vol 8. Issues in Children's and Families' Lives. Thousand Oaks, CA: Sage; 1997.

8. Centers for Disease Control and Prevention. Fact sheet: Health risk behaviors and academic achievement; Atlanta: U.S. Department of Health and Human Services; 2008.

9. National Center for School Engagement. *21 Ways to Engage Students in School*. 2007.

   Students have pride in their school.
   Student apathy is a problem.
   Students don't care about learning.
   Students take pride in their academic accomplishments.
   Students come to school prepared to put forth the required effort to learn.

B   Classroom Support for Special Needs
Why is this important?
One strategy for creating a healthy environment for learning is to organize schools into smaller units that may encourage more personal relationships among students and staff and allow for personalized learning.[1]

What does this indicator tell us?
Successful schools ensure that staff members have an expert (e.g., school counselor, school psychologist) they can consult for student issues they feel are beyond their expertise, and to whom they can refer students who need assistance they are not qualified to provide.[2,3]

What can be done?
Responses to items from this section provide teachers' perceptions of the support they receive for classroom special needs. School- and district-level educators who are responsible for ensuring the wellbeing of students can make use of this information when planning for school improvement.

Reference articles
1. Lee V, Smith J. Effects of high school restructuring and size on early gains in achievement and engagement. *Sociology of Education*. 1995;68:241-270.
2. National Research Council and the Institute of Medicine. Engaging Schools: Fostering High School Students' Motivation to Learn. Washington, DC: National Academies Press; 2004.
3. Gambone MA, Klem AM, Summers JA, Akey TA, Sipe CL. *Turning the Tide: The Achievements of the First Things First Education reform in the Kansas City, Kansas Public School District*. Philadelphia, PA: Youth Development Strategies, Inc. 2004.

Items reported in this section
In which of the following areas, if any, do you believe teachers need additional support in order to be effective in the classroom:
Special education (students with disabilities).
Instructing special education students mainstreamed into regular classrooms.
Limited English proficiency (LEP) / Bilingual education.

C   Facilities, Resources
Why is this important?
Without adequate facilities and resources, it is extremely difficult to serve children with complex needs.[1] Out-dated and dilapidated facilities hinder both the teaching and learning experience in a classroom. Appropriate resource and personnel support is a significant factor in the hiring and retaining of effective teachers.[1]

What does this indicator tell us?
Facilities and resources matter. The physical and emotional health of students and teachers depend on the quality of the physical location, which makes establishing safe, healthy buildings essential.[2]

Teacher attitudes and behaviors have been found to be related to the quality of school facilities.[3] Facility problems are significant factors in predicting teacher turnover.[3] Hiring and retaining effective teachers is more challenging when old and dilapidated physical facilities are part of the equation.[1]

What can be done?
Improving the quality of school facilities is an expensive undertaking. However, the effects of facility improvement on teacher retention are equal to or greater than those derived from increased salaries.[5] School- and district-level administrators responsible for budgets, maintenance and upkeep of school properties should understand how the physical spaces teachers use have a great effect on the teaching and learning experience in a classroom.

Reference articles
1. Murnane RJ, Steele JL. What is the problem? The challenge of providing effective teachers for all children. *The Future of Children.* 2007;17(1): 15-43.
2. Buckley J, Schneider M, Shang Y. *The Effects of School Facility Quality on Teacher Retention in Urban School Districts*. Posted by the National Clearinghouse for Educational Facilities at: http://www.edfacilities. org. 2004.
3. McElroy E. Teacher to teacher: Teachers want what students need. *Teaching PreK*. 2005;8:35(7):6.

Items reported in this section
At my school:
Space exists in my building for staff and others to work together.
The school environment is clean and well maintained.
Teachers and students take pride in the appearance of the school.
I have adequate resources to do a good job teaching students.

D   Information Technology
To be compiled from TES theoretical framework documentation.

Items reported in this section
The Internet connection at my school is reliable and of adequate speed for instructional purposes.
Teachers have access to reliable communication technology, including phones, faxes and e-mail.

THE TEACHING EXPERIENCE
A   Teacher Efficacy
Why is this important?
Teacher efficacy is defined as "teachers' confidence in their ability to promote students' learning."[1]
Teacher behaviors that are associated with their sense of efficacy include:
- high levels of planning and organization;
- openness to new ideas and willingness to experiment with new methods;
- persistence and resilience when things do not go smoothly;
- tolerance of students who make mistakes;
- reluctance to refer students to special education.[2]

What does this indicator tell us?
More recently, researchers have identified collective teacher efficacy—the perception of teachers in a school that the efforts of the faculty as a whole will have a positive effect on students.[3] Strong collective teacher efficacy is positively associated with an impressive list of school characteristics such as improved student performance, decreased negative effects of low socioeconomic status (SES),

enhanced parent/teacher relationships, and creation of a work environment that builds teacher commitment to the school.[4]

What can be done?
Research suggests that there are several factors at work in building collective teacher efficacy that principal and district leaders can influence. Specific actions that school leaders can take include building instructional knowledge and skills, creating opportunities for teachers to collaboratively share skills and experiences, interpreting results and providing actionable feedback on teachers' performance, and involving teachers in school decision making.[5]

Reference articles

1. Hoy A. Changes in Teacher Efficacy during the Early Years of Teaching. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA. Session 43:22, Qualitative and Quantitative Approaches to Examining Efficacy in Teaching and Learning, April 28, 2000.
2. Jerald C. *Believing and Achieving Issue Brief*. Washington, DC: Center for Comprehensive School Reform and Improvement.
3. Goddard R, Hoy W, Hoy A. Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *Am Educ Res J.* 2000;37(2):479-507.
4. Brinson D, Steiner L. *Building Collective Efficacy: How Leaders Inspire Teachers to Achieve* (Issue Brief). Washington, DC: Center for Comprehensive School Reform and Improvement. 2007.
5. Ross J, Gray P. Transformational leadership and teacher commitment to organizational values: the mediating effects of collective teacher efficacy. *School Effectiveness and School Improvement*. 2006;17(2):179-199.

Items reported in this section
I know how to deliver instruction so that all my students can learn.
 I have the ability to assess student learning problems.
When students in my class struggle, I have the expertise to use alternate teaching strategies.
I use many effective strategies to restore order in a classroom.
I use a number of effective strategies for motivating students to engage in their classwork.
Some students just cannot be motivated to do the work.
I give students an opportunity to make decisions about class activities.

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

What does this indicator tell us?
While a certain level of stress is to be expected in any profession, evidence suggests that teachers experience more work-related stress than non-teachers.[5] The causes include: lack of administrative support, low pay, crowded classrooms, problems with student behavior or confrontations with students. The demands of being a professional educator in today's schools can become overwhelming—challenging teachers' ability to cope and ultimately leading to burnout, decreasing teachers' sense of accomplishment, and increasing emotional exhaustion.[6]

What can be done?

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

Reference articles

1. Byrne JJ. Teacher as hunger artist: Burnout: Its causes, effects, and remedies. *Contemporary Education.* 1998;69(2):86-91.
2. Wilkins-Cantor EA, Edwards AT, Young AL. Preparing novice teachers to handle stress. *Kappa Delta Pi Record.* 2002;36:128-130.
3. DeCicco EK, Allison J. Ockhams's Razor applied: It's mission clutter. *Childhood Education.* 1999;75: 273-275.
4. Taylor B, Zimmer C, Womack ST. *2005 Strategies to Prevent Teacher Stress and Burnout*. ED490663
5. Abel MH, Sewell J. Stress and burnout in rural and urban secondary school teachers. *J Educ Res.* 1999;92:287-293.
6. Maslach C, Jackson S. The measurement of experienced burnout. *J Occupat Behavior*. 1981;2:99-113.
7. Greenberg J. *Comprehensive Stress Management* (6th ed.) Boston: McGraw-Hill. 1999.
8. Mintz J. Psychodynamic perspectives on teacher stress. *Psychodynamic Practice*. 2007; 13(2): 153-166.

Items reported in this section

I find myself working late hours at home/school.

The amount of time I'm working feels unfair.

I'm on the phone a lot dealing with my students' non-educational problems.

I'm emotionally drained working with my students' personal problems.

I spend a great deal of time dealing with students' social and emotional troubles.

The level of social/emotional problems of my students often overwhelms me.

C   Teacher Compensation

Why is this important?

Research findings consistently show that: higher salaries are associated with lower teacher attrition; teachers are responsive to salaries outside their districts and outside of teaching; and teachers often cite low salaries as an important reason for job dissatisfaction.[1] While pay is among the factors that influence teacher retention, those teachers who remain in the classroom report that they enter the profession for altruistic reasons such as the fulfillment of helping children grow and develop, rather than for material gain.[2] However, when teachers were satisfied with other aspects of their job, only one in 10 was very satisfied with their pay.[3]

What does this indicator tell us?

Recent national legislative demands for improved student achievement and high quality teachers in every classroom have drawn attention to the issue of teacher compensation.[4] Efforts to recruit and retain high-quality teachers tend to be financially based.[5] For example, some schools have offered teacher incentives for engaging in professional development specifically related to school or district goals; other schools have attempted to connect teacher compensation to progress in student achievement; and yet others offer higher salaries in specific areas such as science and mathematics.[6]

What can be done?

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

Reference articles

1. Guarino C, Santibanez L, Daley G, Brewer D. A Review of the Research Literature on Teacher Recruitment and Retention. Santa Monica, CA: RAND Corporation. 2004.
2. Dilworth M. Motivation, *Rewards, and Incentives* (Trends and Issues Paper No. 3). Washington, DC: ERIC Clearinghouse on Teacher Education. 1991.
3. McElroy E. Teacher compensation. *Teaching Pre K-8*. 2005:(36):1-8.
4. Plucker J, Zapf J, McNabb S. *Rewarding Teachers for Students' Performance: Improving Teaching through Alternative Teacher Compensation Programs. Education Policy Brief*. 2005;3(5). Center for Evaluation and Education Policy, Indiana University (ED488913).
5. Scannell M. *Roles and Authority of States in Policies for Teachers and Teaching: Issues Paper No. 2.* Washington, DC: ERIC Clearinghouse on Teacher Education. 1990.
6. Azordegan J, Byrnett P, Campbell K, Greenman J, Coulter T. *Diversifying Teacher Compensation*. Education Commission of the States. (ED489329). November 2005.

Items reported in this section

I have to supplement my income from teaching in other ways (e.g., second-job, summer job, etc.).
I need to work a part-time job in addition to teaching.
My current salary influences my intentions in maintaining a career as a teacher.
My future salary expectations influence my intentions in maintaining a career as a teacher.

D   Interpersonal Relationships

Why is this important?

Teaching tends to be an isolated activity,[1,2] but decreasing teacher isolation may benefit teachers and students alike.

What does this indicator tell us?

Teachers feel a greater sense of personal satisfaction and self-efficacy when they are involved in decision- making and establish strong collegial relationships.[3] Further, researchers have found a positive relationship between teacher collaboration and mathematics and reading achievement in elementary schools.[4] Teacher collaboration is frequently used to end isolation and improve instruction in chronically low-performing schools; dramatic gains in student achievement have been achieved within three years.[5]

What can be done?

Teacher collaboration-a key element of professional learning communities takes many forms. In some schools, teachers meet in teams to review student work compared to standards and seek insights into improving instruction. In other schools, teachers share planning time, learn about data to guide instructional decision-making, receive regular support from a coach or lead teacher, form teams to plan their own professional development, and work together to ensure that lessons are aligned across grade levels.[5] School leaders can take actions to encourage effective teacher collaboration such as adjusting schedules so that teachers have time to meet, providing guidelines for conducting effective sessions, and offering technical assistance from facilitators to make the best use of common planning time.[6]

Reference articles

1. Little JW. The persistency of privacy: Autonomy and initiative in teachers' professional relations. *Teachers College Record*. 1990;91:509-536.

2. Kardos S, Johnson S. On their own and presumed expert: new teachers' experience with their colleagues. *Teachers College Record*. 2007;109(9):2083-2106.

3. Futernick K. *A Possible Dream: Retaining California's Teachers So All students Learn*. Sacramento: California State University. 2007.

4. Goddard YL, Goddard RD. Tschannen-Moran M. A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in public elementary schools. *Teachers College Record*. 2007;109(4):877-896.

5. Herman R, Dawson P, Dee T, et al. *Turning Around Chronically Low-Performing Schools: A practice guide (NCEE no. 2008-4020)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. 2008.

6. McClure C. The benefits of teacher collaboration: essentials on education data and research analysis. *District Administrator*. September 2008.

Items reported in this section
Colleagues give each other support when one of them is upset.
Teachers have close working relationships with each other.
Teachers have good relationships with each other outside of school.

E   Staff Collegiality
Why is this important?
Teaching tends to be an isolated activity,[1,2] but decreasing teacher isolation may benefit teachers and students alike.

What does this indicator tell us?
Teachers feel a greater sense of personal satisfaction and self-efficacy when they are involved in decision- making and establish strong collegial relationships.[3] Further, researchers have found a positive relationship between teacher collaboration and mathematics and reading achievement in elementary schools.[4] Teacher collaboration is frequently used to end isolation and improve instruction in chronically low-performing schools; dramatic gains in student achievement have been achieved within three years.[5]

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5. Herman R, Dawson P, Dee T, et al. *Turning Around Chronically Low-Performing Schools: A practice guide (NCEE no. 2008-4020)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. 2008.

6. McClure C. The benefits of teacher collaboration: essentials on education data and research analysis. *District Administrator*. September 2008.

Items reported in this section

The faculty collaborates effectively to make decisions and solve problems as a group.

There is an atmosphere of trust and mutual respect within the school.

Everyone is treated as a member of the school family.