



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.

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

Electronic Dashboard for Your Findings. Your survey findings will be delivered to you through a user-friendly, secure, electronic dashboard. Advanced drill down functionality will guide you intuitively from summarized to detailed data. For example, if the overall scale score for Student Engagement showed an area of concern, you could drill down with a mouse click to reveal a more detailed explanation of what individual factors influenced the lower scale score.

Timely Return of Your Findings. Pride Surveys returns your survey findings within two weeks of receiving your completed questionnaires.

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

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A NOTE ABOUT CUSTOMIZATION

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

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

State Education Agencies (SEAs) and large school systems (usually >25,000 student membership) often ask us for customized survey questionnaires and reporting systems. Customization can be addressed in two ways:

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

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

LEARNING AND TEACHING ENVIRONMENT SURVEYS DEVELOPMENT TEAM

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Leslie Hazel Bussey, PhD, *Director of Research and Policy, Georgia Leadership Institute for School Improvement, Athens, GA*

Tony Thacker, EdD, *Coordinator, Alabama Commission on Quality Teaching, Montgomery, AL*

I. PERSONAL AND FAMILY INFORMATION														
1. Ethnic Origin: <input type="radio"/> White <input type="radio"/> African American <input type="radio"/> Hispanic/Latino <input type="radio"/> Asian/Pacific Islander <input type="radio"/> Native American <input type="radio"/> Mixed Origin <input type="radio"/> Other	3. Age: <input type="radio"/> 10 years old or less <input type="radio"/> 11 <input type="radio"/> 12 <input type="radio"/> 13 <input type="radio"/> 14 <input type="radio"/> 15 <input type="radio"/> 16 <input type="radio"/> 17 <input type="radio"/> 18 <input type="radio"/> 19 years old or more	4. Grade: <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12	5. Do you live with... <input type="radio"/> Both parents <input type="radio"/> Mother only <input type="radio"/> Father only <input type="radio"/> Mother & stepfather <input type="radio"/> Father & stepmother <input type="radio"/> Grandparents <input type="radio"/> Foster parents <input type="radio"/> Other	7. Do your parents have a job? <table style="width:100%; border: none;"> <tr> <td style="text-align: center;">Father?</td> <td style="text-align: center;">Mother?</td> </tr> <tr> <td><input type="radio"/> Yes, full-time</td> <td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/> Yes, part-time</td> <td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/> No</td> <td><input type="radio"/></td> </tr> </table>	Father?	Mother?	<input type="radio"/> Yes, full-time	<input type="radio"/>	<input type="radio"/> Yes, part-time	<input type="radio"/>	<input type="radio"/> No	<input type="radio"/>		
Father?	Mother?													
<input type="radio"/> Yes, full-time	<input type="radio"/>													
<input type="radio"/> Yes, part-time	<input type="radio"/>													
<input type="radio"/> No	<input type="radio"/>													
2. Sex: <input type="radio"/> Male <input type="radio"/> Female			6. Do you have a job? <input type="radio"/> Yes, full-time <input type="radio"/> Yes, part-time <input type="radio"/> No	8. What is the educational level of your: <table style="width:100%; border: none;"> <tr> <td style="text-align: center;">Father?</td> <td style="text-align: center;">Mother?</td> </tr> <tr> <td><input type="radio"/> Some high school</td> <td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/> High school graduate</td> <td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/> Some college</td> <td><input type="radio"/></td> </tr> <tr> <td><input type="radio"/> College graduate</td> <td><input type="radio"/></td> </tr> </table>	Father?	Mother?	<input type="radio"/> Some high school	<input type="radio"/>	<input type="radio"/> High school graduate	<input type="radio"/>	<input type="radio"/> Some college	<input type="radio"/>	<input type="radio"/> College graduate	<input type="radio"/>
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<input type="radio"/> College graduate	<input type="radio"/>													

II. STUDENT INFORMATION	III. SCHOOL LIFE
<p>1. Putting them all together, what were your grades last year?</p> <input type="radio"/> Mostly A's <input type="radio"/> Mostly B's <input type="radio"/> Mostly C's <input type="radio"/> Mostly D's <input type="radio"/> Mostly F's	<p>To answer the next set of questions, think about what happens in your school.</p> <div style="text-align: right; margin-bottom: 10px;"> </div>
<p>2. Do you get into trouble at school?</p> <p>3. Do you take part in school sports teams?</p> <p>4. Do you take part in school activities such as band, clubs, etc.?</p> <p>5. Do you take part in community activities such as scouts, recreation teams, youth clubs, etc.?</p> <p>6. Do you attend church, synagogue, etc.?</p> <p>7. Does your school set clear rules on bullying?</p> <p>8. Do your parents set clear rules for you?</p> <p>9. Do your parents punish you when you break the rules?</p> <p>10. Have you been in trouble with the police?</p> <p>11. Do you take part in gang activities?</p> <p>12. Have you thought about committing suicide?</p> <p>13. Have you skipped school without your parents' permission in the past year?</p> <p>14. Does your school set clear rules on using drugs at school?</p>	<p>1. Students have lots of chances to help decide things like class activities and rules.</p> <p>2. Students are picked on by other students for working hard at our school.</p> <p>3. I trust my teachers.</p> <p>4. At least one adult in my school really cares about me.</p> <p>5. I can talk to teachers openly and freely about my concerns.</p> <p>6. I can go to a teacher to get help solving problems at home or school.</p> <p>7. I have a healthy relationship with at least one adult at my school.</p> <p>8. Students help each other when they are hurt or upset.</p> <p>9. I know that my teachers care about me.</p> <p>10. Students have lots of chances to talk with a teacher one-on-one.</p> <p>11. My best friends would rather be somewhere else than in school.</p> <p>12. My emotions cause problems in my life at school.</p> <p>13. Most kids don't care about their school grades.</p> <p>14. The thing I like about my school is that most students get along well together.</p> <p>15. My school is a good place for me to learn.</p> <p>16. Students at my school care about learning.</p> <p>17. Students come to school prepared to learn.</p> <p>18. Students treat teachers in my school with respect.</p> <p>19. Parents treat teachers in my school with respect.</p> <p>20. I feel like I am part of this school.</p> <p>21. Students at my school have pride in our school.</p> <p>22. My school is clean and kept in good condition.</p>
<p>15. Have you had 5 or more glasses of beer, coolers, breezers or liquor within a few hours?</p> <p>16. Have you changed schools (including changing from elementary to middle or middle to high school) in the past year?</p> <p>17. In the past year, have you received an out-of-school suspension?</p> <p>18. In the past year, have you received an in-school suspension?</p>	

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

	No Risk	Slight Risk	Moderate Risk	Great Risk
1. Take one or two drinks of an alcoholic beverage (beer, wine, liquor) nearly every day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Smoke one or more packs of cigarettes per day?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Smoke marijuana regularly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Not Wrong At All	A Little Bit Wrong	Wrong	Very Wrong
1. Drink beer, wine, or hard liquor (for example, vodka, whiskey, or gin) regularly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Smoke cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Smoke marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

XII. WHERE DO YOU USUALLY:

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

	Do Not Use	At Home	At School	In A Car	Friend's House	Other
1. Smoke cigarettes?	<input type="radio"/>					
2. Drink beer, wine or hard liquor?	<input type="radio"/>					
3. Smoke marijuana (pot, hashish, etc.)?	<input type="radio"/>					

XIII. WHEN DO YOU USUALLY:

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

	Do Not Use	During School	After School	Week Night	Weekend
1. Smoke cigarettes?	<input type="radio"/>				
2. Drink beer, wine or hard liquor?	<input type="radio"/>				
3. Smoke marijuana (pot, hashish, etc.)?	<input type="radio"/>				

XIV. ADDITIONAL QUESTIONS

1. (A) (B) (C) (D) (E) (F) (G) (H)
2. (A) (B) (C) (D) (E) (F) (G) (H)
3. (A) (B) (C) (D) (E) (F) (G) (H)
4. (A) (B) (C) (D) (E) (F) (G) (H)
5. (A) (B) (C) (D) (E) (F) (G) (H)
6. (A) (B) (C) (D) (E) (F) (G) (H)
7. (A) (B) (C) (D) (E) (F) (G) (H)
8. (A) (B) (C) (D) (E) (F) (G) (H)
9. (A) (B) (C) (D) (E) (F) (G) (H)
10. (A) (B) (C) (D) (E) (F) (G) (H)

SAMPLE

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 classify your teaching position?

Regular full-time teacher.

Regular part-time teacher.

Long-term substitute teacher.

Short-term substitute teacher.

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

Yes

No

3. How old are you?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

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

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

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

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

6. In which grades are your students? (Mark as many as apply.)

Prekindergarten

Kindergarten

1st

2nd

3rd

4th

5th

6th

7th

8th

9th

10th

11th

12th

Ungraded

7. Which statement best describes how YOUR classes at this school are organized?

I instruct several classes of different students most or all of the day in one or more subjects.

I am an elementary school teacher who teaches only one subject to different classes of students.

I instruct the same group of students all or most of the day in multiple subjects.

I am one of two or more teachers in the same class, at the same time; we are jointly responsible for teaching the same group of students all or most of the day.

I instruct a small number of selected students in specific skills or to address specific needs.

8. Which of the following describes the teaching certification you currently hold in this state?

Regular or standard state certificate or advanced professional certificate.

Certificate issued after satisfying all requirements except the completion of a probationary period.

Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained.

Certificate issued to persons who must complete a certification program in order to continue teaching.

I do not hold any of the above certifications in this state.

9. What is your highest academic level achieved?

Bachelor's degree

Master's degree

Doctorate degree

10. For what grade ranges does your teaching certification apply? (Mark all that apply)

Early childhood, preschool and any of grades K-5.

Any of grades 6-8.

Any of grades 9-12.

6. Where do you expect to be working five years from now?

- At my current school.
- At a school in my current district.
- Within my district but not in a school setting (eg, district office).
- In another public school district.
- Working in a private school setting.
- Working in an educational setting but not in a school setting (eg, regional educational center).
- Working in a commercial/business educational setting.
- Working in a commercial/business setting not related to education.
- Not working in any setting.
- Other.

7. What reasons best describe your choice for five years from now? (Mark all that apply)

- I'm satisfied with my current situation.
- I'd like a better teaching assignment.
- I'd like a better salary and/or benefits.
- School staffing action (eg, reduction-in-force, school closing) requires me to change.
- Dissatisfaction with current school setting.
- Working in a location that is more convenient.
- Other family or personal reasons.
- I'm retiring.
- Other.

8. How true are the following statements for you?



- | | Very true | Somewhat true | Somewhat not true | Not true at all |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. I have the same motivation now that I did when I started teaching. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. I question if teaching is right for me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. If I had to do it over, I would still become a teacher. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. I'm still teaching because I truly enjoy my work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. My current salary influences my intentions in maintaining a career as a teacher. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. My future salary expectations influence my intentions in maintaining a career as a teacher. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

III. SCHOOL LEADERSHIP

A. INSTRUCTIONAL LEADERSHIP

My principal or instructional supervisor:

- | | Strongly agree | Agree | Disagree | Strongly disagree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Provides a high quality of leadership. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Understands how students learn. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Values teacher feedback. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Communicates clear expectations to faculty. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Is aware of what goes on in my classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

B. DISCIPLINE AND DECISION-MAKING

- | | Strongly agree | Agree | Disagree | Strongly disagree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. My principal backs up teachers when dealing with parents about disciplinary issues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. My principal supports me in matters of student discipline. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. My principal follows through in addressing student discipline problems. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. School administrators give teachers opportunities to be involved in school-wide decision-making. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. My principal or immediate supervisor effectively collaborates with teachers in decision-making. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

C. TEACHER INVOLVEMENT IN DECISION-MAKING

- I would like to be involved in decision-making about:*
- | | Strongly agree | Agree | Disagree | Strongly disagree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Selecting instructional materials and resources. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Devising teaching techniques. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Setting grading and student assessment practices. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Developing a school-wide student discipline plan. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Determining the content of in-service professional development programs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Developing plans about how to close the achievement gap. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Developing plans to improve parental involvement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. The selection of new teachers for this school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Deciding how the school budget will be spent. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- I am involved in decision-making about:*
- | | A lot | Some | A little | Not at all |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 10. Determining the content of in-service professional development programs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. School improvement planning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Developing plans about how to close the achievement gap. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. Developing plans to improve parental involvement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. Selecting instructional materials and resources. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Devising teaching techniques. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Setting grading and student assessment practices. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

IV. SCHOOL CLIMATE

A. MY SCHOOL

- | | Strongly agree | Agree | Disagree | Strongly disagree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. This school is a good place for me to work and learn. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. I feel optimistic about the future of this school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. I believe this school is headed in the right direction. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

B. TEACHER EFFICACY (continued)

How true are the following statements for you?

	Very true	Somewhat true	Somewhat not true	Not true at all
5. I use a number of effective strategies for motivating students to engage in their classwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Some students just cannot be motivated to do the work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I give students an opportunity to make decisions about class activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C. TEACHER EVALUATION

At my school:

	Strongly agree	Agree	Disagree	Strongly disagree
1. Teachers receive feedback from teacher evaluations that help them improve teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Teacher performance evaluations are conducted consistently and fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Teacher evaluations accurately assess effective teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. TEACHER WORKLOAD

How true are the following statements for you?

	Very true	Somewhat true	Somewhat not true	Not true at all
1. I find myself working late hours at home/school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The amount of time I'm working feels unfair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

E. TEACHER STRESS

At my school:

1. I'm on the phone a lot dealing with my students' non-educational problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I'm emotionally drained working with my students' personal problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I spend a great deal of time dealing with students' social and emotional troubles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The level of social/emotional problems of my students often overwhelms me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

F. TEACHER ATTITUDE

How true are the following statements for you?

1. I look forward to coming to school in the morning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I dread coming to work in the morning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I often wish I had chosen another profession.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I like being a teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VII. TEACHER COMPENSATION

	Very true	Somewhat true	Somewhat not true	Not true at all
1. I have to supplement my income from teaching in other ways (eg, second-job, summer job, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I need to work a part-time job in addition to teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VIII. TEACHER RELATIONSHIPS AND COLLABORATION

A. INTERPERSONAL RELATIONSHIPS

	Strongly agree	Agree	Disagree	Strongly disagree
1. Colleagues give each other support when one of them is upset.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Teachers have close working relationships with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Teachers have good relationships with each other outside of school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. STAFF COLLEGIALITY

At my school:

1. The faculty collaborates effectively to make decisions and solve problems as a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. There is an atmosphere of trust and mutual respect within the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Everyone is treated as a member of the school family.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

IX. ADDITIONAL QUESTIONS

- A B C D E F G H
- A B C D E F G H
- A B C D E F G H
- A B C D E F G H
- A B C D E F G H
- A B C D E F G H
- A B C D E F G H
- A B C D E F G H
- A B C D E F G H
- A B C D E F G H

THANK YOU FOR PARTICIPATING!

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	Faculty/Staff Questionnaire - WEB-BASED (100 minimum)	1.65	
	FREE District Report on Compact Disc - One per Questionnaire Type	N/C	
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	Multi-Year Comparison Circle One: 4-6 6-12 RPF CTC Year _____ Year _____ Year _____ Year _____ Year _____	350.00	
	Multi-Media Presentation (like PowerPoint) Circle One or More: 4-6 6-12 RPF CTC	350.00	
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