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
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:

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

**IN MY SCHOOL I FEEL SAFE:**

<table>
<thead>
<tr>
<th>In the classroom</th>
<th>In the classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the cafeteria (lunchroom)</td>
<td>In the cafeteria (lunchroom)</td>
</tr>
<tr>
<td>In the halls</td>
<td>In the halls</td>
</tr>
<tr>
<td>In the bathroom</td>
<td>In the bathroom</td>
</tr>
<tr>
<td>In the gym</td>
<td>In the gym</td>
</tr>
<tr>
<td>On the school bus</td>
<td>On the school bus</td>
</tr>
<tr>
<td>At school events (ballgames, etc.)</td>
<td>At school events (ballgames, etc.)</td>
</tr>
<tr>
<td>On the playground</td>
<td>On the playground</td>
</tr>
<tr>
<td>In the parking lot</td>
<td>In the parking lot</td>
</tr>
</tbody>
</table>
LEARNING AND TEACHING ENVIRONMENT SURVEYS DEVELOPMENT TEAM

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**I. PERSONAL AND FAMILY INFORMATION**

1. Ethnic Origin:
   - White
   - African American
   - Hispanic/Latino
   - Asian/Pacific Islander
   - Native American
   - Mixed Origin
   - Other

2. Sex:
   - Male
   - Female

3. Age:
   - 10 years old or less
   - 11
   - 12
   - 13
   - 14
   - 15
   - 16
   - 17
   - 18
   - 19 years old or more

4. Grade:
   - 6
   - 7
   - 8
   - 9
   - 10
   - 11
   - 12

5. Do you live with...
   - Both parents
   - Mother only
   - Father only
   - Mother & stepfather
   - Father & stepmother
   - Grandparents
   - Foster parents
   - Other

6. Do you have a job?
   - Yes, full-time
   - Yes, part-time
   - No

7. Do your parents have a job?
   - Father?
     - Yes, full-time
     - Yes, part-time
     - No
   - Mother?

8. What is the educational level of your:
   - Father?
     - Some high school
     - High school graduate
     - Some college
     - College graduate
   - Mother?

**II. STUDENT INFORMATION**

1. Putting them all together, what were your grades last year?
   - Mostly A’s
   - Mostly B’s
   - Mostly C’s
   - Mostly D’s
   - Mostly F’s

2. Do you get into trouble at school?

3. Do you take part in school sports teams?

4. Do you take part in school activities such as band, clubs, etc.?

5. Do you take part in community activities such as scouts, recreation teams, youth clubs, etc.?

6. Do you attend church, synagogue, etc.?

7. Does your school set clear rules on bullying?

8. Do your parents set clear rules for you?

9. Do your parents punish you when you break the rules?

10. Have you been in trouble with the police?

11. Do you take part in gang activities?

12. Have you thought about committing suicide?

13. Have you skipped school without your parents’ permission in the past year?

14. Does your school set clear rules on using drugs at school?

15. Have you had 5 or more glasses of beer, coolers, breezers or liquor within a few hours?

16. Have you changed schools (including changing from elementary to middle or middle to high school) in the past year?

17. In the past year, have you received an out-of-school suspension?

18. In the past year, have you received an in-school suspension?

19. Do you take part in school sports teams?

20. Do you take part in school activities such as band, clubs, etc.?

21. Do you take part in community activities such as scouts, recreation teams, youth clubs, etc.?

22. Do you attend church, synagogue, etc.?

23. Does your school set clear rules on bullying?

24. Do your parents set clear rules for you?

25. Do your parents punish you when you break the rules?

26. Have you been in trouble with the police?

27. Do you take part in gang activities?

28. Have you thought about committing suicide?

29. Have you skipped school without your parents’ permission in the past year?

30. Does your school set clear rules on using drugs at school?

31. Do you get into trouble at school?

32. Do you take part in school sports teams?

33. Do you take part in school activities such as band, clubs, etc.?

34. Do you take part in community activities such as scouts, recreation teams, youth clubs, etc.?

35. Do you attend church, synagogue, etc.?

36. Does your school set clear rules on bullying?

37. Do your parents set clear rules for you?

38. Do your parents punish you when you break the rules?

39. Have you been in trouble with the police?

40. Do you take part in gang activities?

41. Have you thought about committing suicide?

42. Have you skipped school without your parents’ permission in the past year?

43. Does your school set clear rules on using drugs at school?

44. Do you get into trouble at school?

45. Do you take part in school sports teams?

46. Do you take part in school activities such as band, clubs, etc.?

47. Do you take part in community activities such as scouts, recreation teams, youth clubs, etc.?

48. Do you attend church, synagogue, etc.?

49. Does your school set clear rules on bullying?

50. Do your parents set clear rules for you?

51. Do your parents punish you when you break the rules?

52. Have you been in trouble with the police?

53. Do you take part in gang activities?

54. Have you thought about committing suicide?

55. Have you skipped school without your parents’ permission in the past year?

56. Does your school set clear rules on using drugs at school?
Thinking back over the past year in school, I think:

43. How many times in the past year (12 months) have you done extra work on your own for school?
   - 0-2 times
   - 3-5 times
   - 6-9 times

44. In the past year (12 months), how many of your four best friends have tried to do well in school?
   - 0
   - 1
   - 2
   - 3
   - 4

45. During the last four weeks, how many whole days have you missed because you skipped or "cut"?
   - None
   - 1 day
   - 2 days
   - 3 days
   - 4-5 days
   - 6-10 days
   - 11 or more days

46. What are the chances you would be seen as cool if you defended someone who was being verbally abused at school?
   - None or very little chance
   - Little chance
   - Some chance
   - Pretty good chance
   - Very good chance

To what degree do the following interfere with your class work:

31. Bullying (verbal, physical, emotional)
32. Cyber bullying
33. Student absences
34. Fights and other violence

Thinking back over the past year in school, how often did you:

40. Enjoy being in school?
41. Hate being in school?
42. Try to do your best work in school?
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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:

1. Smoked cigarettes?
2. Used smokeless tobacco (chew, etc.)?
3. Smoked cigars?
4. Drank beer?
5. Drank coolers, breezers, hard lemonade, etc.?
6. Drank liquor (for example, vodka, whiskey or gin)?
7. smoked marijuana (pot, hashish, etc.)?
8. Used prescription drugs (such as Ritalin, Adderall, Xanax) to get high?
9. Used prescription pain killers (like Vicodin, OxyContin, or Percocet) to get high?
10. Used over-the-counter drugs to get high?

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
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?
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. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 

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?

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

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.)

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.
11. Are you male or female?
- Male
- Female

12. Are you of Hispanic or Latino origin?
- Yes
- No

13. What is your race/ethnicity?
- White
- Black or African-American
- Asian
- Native Hawaiian or Other Pacific Islander
- American Indian or Alaska Native

II. YOUR CAREER IN EDUCATION

1. What job do you expect to be doing next year?
- Regular classroom teacher.
- A different professional role in education (eg, counselor, school administrator).
- A different non-professional role (eg, school aide, office administrator) in education.
- A different professional role (eg, curriculum developer) in a commercial/business educational setting.
- A different job not related to education.
- Not working any job by choice.
- Not working any job out of necessity.
- Other.

2. Where do you expect to be working next year?
- 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.

3. What reasons best describe your choice for next year? (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.

4. If you are dissatisfied with your current school, please indicate the level of importance each of the following plays in your dissatisfaction with your current school.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Not at all important</th>
<th>Slightly important</th>
<th>Somewhat important</th>
<th>Very important</th>
<th>Extremely important</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Because I do not have enough autonomy over my classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Because I am dissatisfied with the large number of students I teach.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Because I do not feel prepared to mainstream special needs (eg, disabled) students in my regular classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Because I feel that there are too many intrusions on my teaching time (eg, time spent with students).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Because I am dissatisfied with opportunities for professional development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Because I am dissatisfied with workplace conditions (eg, facilities, classroom resources, school safety).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Because student discipline problems are an issue.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Because I am dissatisfied with the administrator(s).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Because I am dissatisfied with the lack of support I receive from the administration.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Because I am dissatisfied with the lack of influence I have over school policies and practices.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>k. Because I am dissatisfied with how student assessments and school accountability measures impacted my teaching.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>l. Because I am dissatisfied with having some of my compensation, benefits, or rewards tied to the performance of my students.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>m. Because I am dissatisfied with the support I received for preparing my students for student assessments.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>n. Because I am dissatisfied with the influence student assessments had on the curriculum.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>o. Because I am dissatisfied with other aspects of accountability measures not included above.</td>
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</tr>
</tbody>
</table>

5. What job do you expect to be doing five years from now?
- Regular classroom teacher.
- A different professional role in education (eg, counselor, school administrator).
- A different non-professional role (eg, school aide, office administrator) in education.
- A different professional role (eg, curriculum developer) in a commercial/business educational setting.
- A different job not related to education.
- Not working any job by choice.
- Not working any job out of necessity.
- Other.
Please fill out this survey as accurately as possible.

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 (e.g., district office).
- In another public school district.
- Working in a private school setting.
- Working in an educational setting but not in a school setting (e.g., regional educational center).
- Working in a commercial/educational setting.
- Working in a commercial/business educational setting.
- 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 (e.g., 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?

a. I have the same motivation now that I did when I started teaching.
- Very true
- Somewhat true
- Not true at all

b. I question if teaching is right for me.
- Very true
- Somewhat true
- Not true at all

c. If I had to do it over, I would still become a teacher.
- Very true
- Somewhat true
- Not true at all

d. I’m still teaching because I truly enjoy my work.
- Very true
- Somewhat true
- Not true at all

e. My current salary influences my intentions in maintaining a career as a teacher.
- Very true
- Somewhat true
- Not true at all

f. My future salary expectations influence my intentions in maintaining a career as a teacher.
- Very true
- Somewhat true
- Not true at all

III. SCHOOL LEADERSHIP

A. INSTRUCTIONAL LEADERSHIP

1. My principal or instructional supervisor:
   - 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. DISCIPLINE AND DECISION-MAKING

1. My principal backs up teachers when dealing with parents about disciplinary issues.
2. My principal supports me in matters of student discipline.
3. My principal follows through in addressing student discipline problems.
4. School administrators give teachers opportunities to be involved in school-wide decision-making.
5. My principal or immediate supervisor effectively collaborates with teachers in decision-making.

C. TEACHER INVOLVEMENT IN DECISION-MAKING

- I would like to be involved in decision-making about:
  1. Selecting instructional materials and resources.
  2. Devising teaching techniques.
  4. Developing a school-wide student discipline plan.
  5. Determining the content of in-service professional development programs.
  6. Developing plans about how to close the achievement gap.
  7. Developing plans to improve parental involvement.
  8. The selection of new teachers for this school.
  9. Deciding how the school budget will be spent.

IV. SCHOOL CLIMATE

A. MY SCHOOL

1. This school is a good place for me to work and learn.
2. I feel optimistic about the future of this school.
3. I believe this school is headed in the right direction.
### B. STUDENT DISCIPLINE

<table>
<thead>
<tr>
<th></th>
<th>A lot</th>
<th>Some</th>
<th>A little</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bullying (verbal, physical, emotional)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cyber bullying</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fights and other violence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student absences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### C. STUDENT CONDUCT RULES

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>My principal enforces school rules for student conduct and backs me up when I need it.</td>
<td>Strongly disagree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have clear rules on violence.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have clear rules on bullying.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### D. SCHOOL SAFETY

<table>
<thead>
<tr>
<th>Location</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the cafeteria (lunchroom)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the halls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the bathroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the gym</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On the school bus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At school events (ballgames, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On the playground</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In the parking lot</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### E. TEACHER RESPECT

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers are treated and respected as educational professionals</td>
<td>Strongly disagree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students respect their teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents respect their children's teachers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My principal recognizes teachers for a job well-done.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### F. ADDITIONAL SUPPORT

<table>
<thead>
<tr>
<th>Area</th>
<th>A lot</th>
<th>Some</th>
<th>A little</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special education (students with disabilities)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructing special education students mainstreamed into regular classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limited English Proficiency (LEP) / Bilingual education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### C. FACILITIES, RESOURCES, TECHNOLOGY

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Space exists in my building for staff and others to work together.</td>
<td>Strongly disagree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school environment is clean and well maintained.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers and students take pride in the appearance of the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have adequate resources to do a good job teaching students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Internet connection at my school is reliable and of adequate speed for instructional purposes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers have access to reliable communication technology, including phones, faxes and e-mail.</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

### V. STUDENTS AND LEARNING

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have pride in their school.</td>
<td>Strongly disagree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student apathy is a problem.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students don't care about learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students take pride in their academic accomplishments.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students come to school prepared to put forth the required effort to learn.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### VI. THE TEACHING EXPERIENCE AT MY SCHOOL

#### A. TEACHER FEEDBACK

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives me useful feedback on my teaching.</td>
<td>Strongly disagree</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gives informal feedback to me outside of the formal evaluation process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides suggestions that improve my teaching effectiveness.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands effective teaching and learning in my subject area.</td>
<td></td>
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</tr>
<tr>
<td>Provides accurate feedback on my instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adequately assesses effective teaching.</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

#### B. TEACHER EFFICACY

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very true</th>
<th>Somewhat true</th>
<th>Somewhat not true</th>
<th>Not true at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know how to deliver instruction so that all my students can learn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have the ability to assess student learning problems.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When students in my class struggle, I have the expertise to use alternate teaching strategies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use many effective strategies to restore order in a classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I use many effective strategies to restore order in a classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantity</td>
<td>Description</td>
<td>Unit Price</td>
<td>Amount</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------------</td>
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<td></td>
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<tr>
<td></td>
<td>Pride Learning Survey</td>
<td></td>
<td>1.95</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(100 minimum)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pride Teaching Survey</td>
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</tr>
<tr>
<td></td>
<td>Grade 4-6 Questionnaire</td>
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<td>1.80</td>
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</tr>
<tr>
<td></td>
<td>(100 minimum)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Grade 6-12 Questionnaire</td>
<td></td>
<td>1.80</td>
<td></td>
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<tr>
<td></td>
<td>(100 minimum)</td>
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</tr>
<tr>
<td></td>
<td>Faculty/Staff Questionnaire - PAPER and PENCIL FORMS</td>
<td></td>
<td>1.80</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(100 minimum)</td>
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</tr>
<tr>
<td></td>
<td>Parent Questionnaire - PAPER and PENCIL FORMS SPANISH VERSION</td>
<td></td>
<td>1.80</td>
<td></td>
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<tr>
<td></td>
<td>(100 minimum)</td>
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</tr>
<tr>
<td></td>
<td>Risk &amp; Protective Factor Questionnaire (RPF)</td>
<td></td>
<td>1.95</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(100 minimum)</td>
<td></td>
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<tr>
<td></td>
<td>Communities That Care Youth Survey (CTC)</td>
<td></td>
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<tr>
<td></td>
<td>(100 minimum)</td>
<td></td>
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<tr>
<td></td>
<td>Parent Questionnaire - WEB-BASED</td>
<td></td>
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<tr>
<td></td>
<td>(100 minimum)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty/Staff Questionnaire - WEB-BASED</td>
<td></td>
<td>1.65</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(100 minimum)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FREE District Report on Compact Disc - One per Questionnaire Type</td>
<td></td>
<td>N/C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FREE Individual School Reports on Compact Disc</td>
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<td>N/C</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multi-Year Comparison</td>
<td></td>
<td>350.00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Circle One: 4-6 6-12 RPF CTC</td>
<td>Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Multi-Media Presentation (like PowerPoint)</td>
<td>Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Circle One or More: 4-6 6-12 RPF CTC</td>
<td>Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additional Report(s)</td>
<td>4-6</td>
<td>Quantity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6-12</td>
<td>Other</td>
<td>Quantity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Raw Data in ASCII File on Compact Disc (must have statistical software to use)</td>
<td>Quantity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data Mining - Examine subgroups within survey population. You determine the variables.</td>
<td>Quantity</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Customized Additional Questions (Up to 10 questions)</td>
<td></td>
<td>500.00</td>
<td></td>
</tr>
</tbody>
</table>

Shipping & Handling (paper surveys only) 7%

Promotional Code (if applicable) 

Sub

Total

Purchase Order # ____________________________ Pride Surveys use only
Check Amount ____________________________
Check # ____________________________
Check Date ____________________________