

Section 0 : Report Information

State: Maryland

Section 1 : Significant Factors

The following results summary provides a quick snapshot for data review and inquiry. Questions included are derived from statistical analyses of the responses designed to present the most salient themes across the survey. These themes can help quickly identify broad areas of strengths and directions for improvement before individual questions are explored. All averages are on a 1 to 5 scale with 1 being the lowest.

Time: This is the average of the 5 questions from the time section of the survey that were most important in explaining perceptions of whether sufficient time is available for instruction, planning and collaboration. (2.1a, 2.1b, 2.1c, 2.1d, 2.1e)

3.04 

Resources: This is the average of the 6 questions from the facilities and resources section of the survey that were most important in explaining the presence of instructional, technological and other resources. (3.1a, 3.1b, 3.1c, 3.1d, 3.1e, 3.1f)

3.77 

Student Conduct: This is the average of the 8 questions from the student conduct section of the survey that explain educator perceptions of student conduct, discipline policy and safety issues. (4.1b, 4.1c, 4.1d, 4.1e, 4.1f, 4.1g, 4.1h, 4.1i)

3.85 

Community Engagement: This is the average of the 7 questions from the community engagement section of the survey explaining school relationships with parents/guardians and the community. (5.1a, 5.1b, 5.1c, 5.1d, 5.1e, 5.1f, 5.1g)

3.84 

Decision Making: This is the average of the 9 questions from the empowerment section of the survey that describe the extent of the role that teachers play in decision making about teaching, classroom and school issues. (6.3a, 6.3b, 6.3c, 6.3d, 6.3e, 6.3f, 6.3g, 6.3h, 6.5)

2.76 

Leadership Support: This is the average of 12 questions from the school leadership and empowerment sections of the survey that were most important in explaining the presence of leadership conditions that contribute to trusting, supportive environments, problem solving and decision making. (6.1b, 6.1d, 6.1e, 6.1g, 7.2a, 7.2b, 7.2c, 7.2d, 7.2e, 7.2f, 7.2g, 7.2h)

3.74 

Leadership Effort: This is the average of the 9 questions from the school leadership section that explain the extent to which school leadership makes a sustained effort to address teacher concerns about a variety of teaching and learning conditions issues. (7.3a, 7.3b, 7.3c, 7.3d, 7.3e, 7.3f, 7.3g, 7.3h)

3.61 

Professional Development: This is the average of the 11 questions from the professional development section that explain the extent to which schools have implemented Maryland's high quality professional development standards. (8.1a, 8.1b, 8.1c, 8.1d, 8.1f, 8.1g, 8.1h, 8.1i, 8.1j, 8.1k, 8.1l)

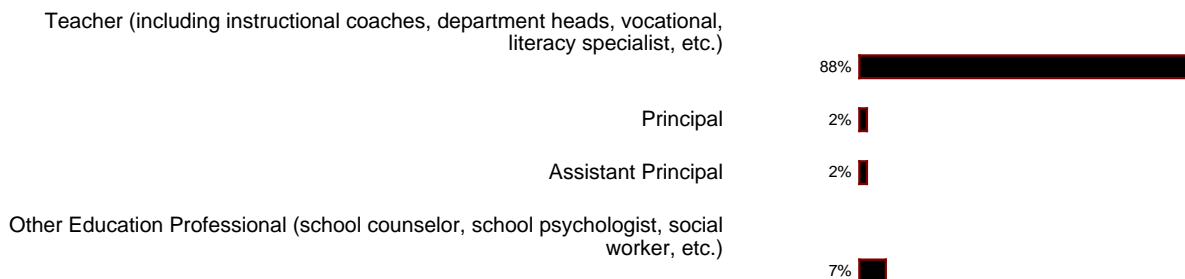
3.47 

Student Learning: This is the average of the 5 questions from the student learning section that were most important in explaining student and teacher influences on learning, including: the commitment to and preparation and success of students, and teacher use of assessments and voluntary curriculum to shape instruction. (9.1f, 9.1g, 9.1h, 9.1i, 9.1j)

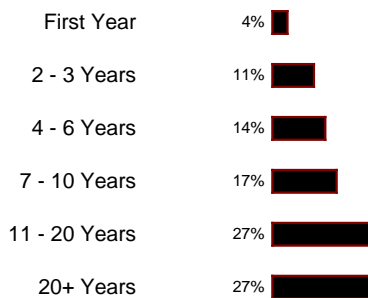
4.15 Key:  Maryland

Section 2 : Demographics

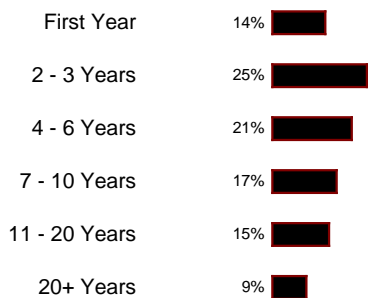
Q1.1 Please indicate your position:



Q1.2 How many total years have you been employed as an educator?



Q1.3 How many total years have you been employed in the school in which you are currently working?



Q1.5 Have you been formally assigned as a mentor to new teachers in Maryland schools in the past five years?



Key:  Maryland

Section 3 : Time

Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

a. Teachers have reasonable class sizes, affording them time to meet the needs of all students.



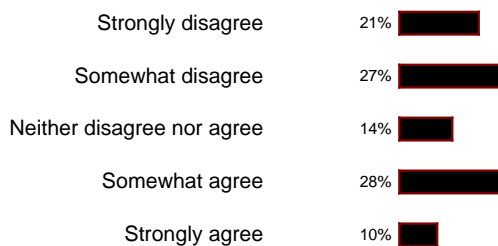
b. Teachers have time available to collaborate with their colleagues.



c. The non-instructional time provided for teachers in my school is sufficient.



d. Efforts are made to minimize the amount of routine administrative paperwork teachers are required to do.

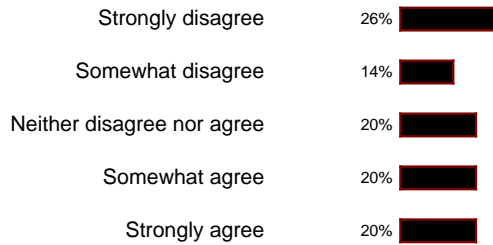


Key: Maryland

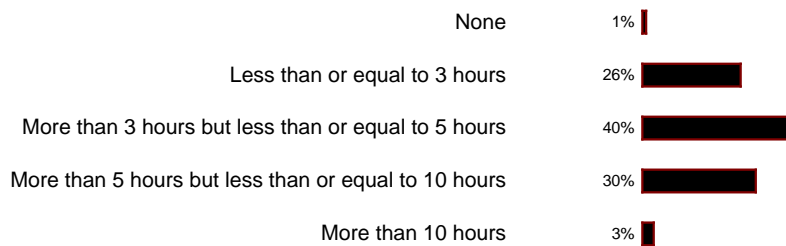
e. Teachers have sufficient instructional time to meet the needs of all students.



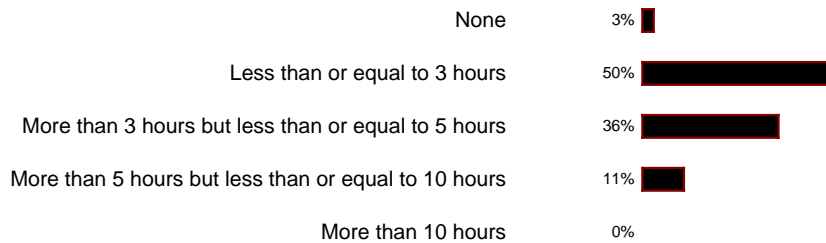
f. It is necessary for me to work a second job during the school year.



Q2.2 In an average week of teaching, how much non-instructional time do YOU have available (not including time spent outside of the normal school day)?

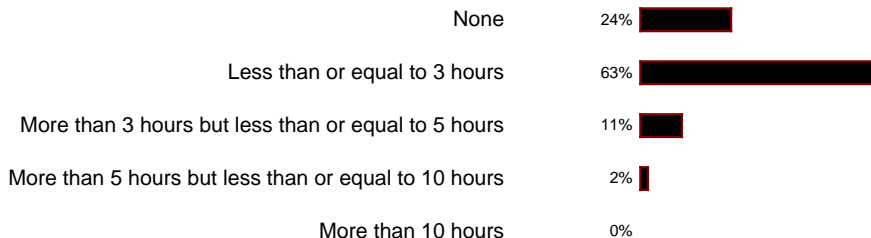


Q2.2a Of these hours, how many are available for individual planning?

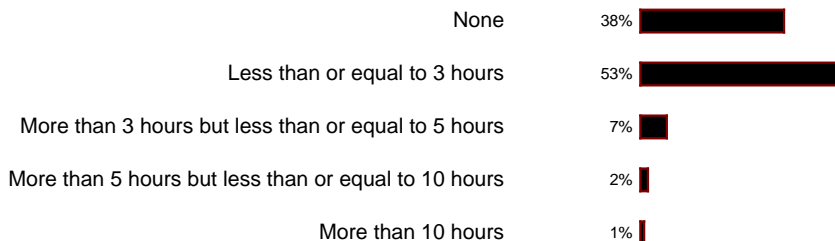


Key:  Maryland

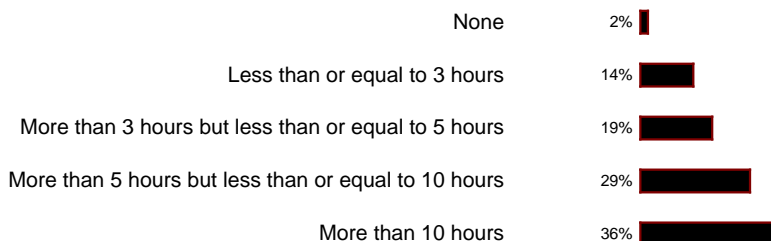
Q2.2b Of these hours, how many are available for structured collaborative planning?



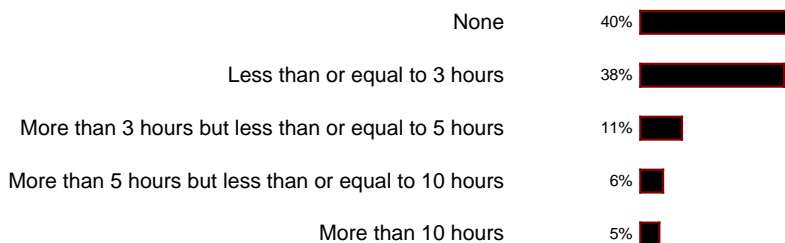
Q2.2c Of these hours, how many are typically spent on supervisory duties?



Q2.3 In an average week of teaching, how many hours do YOU spend on school-related activities outside the regular school work day (before or after school, and/or on the weekend)?

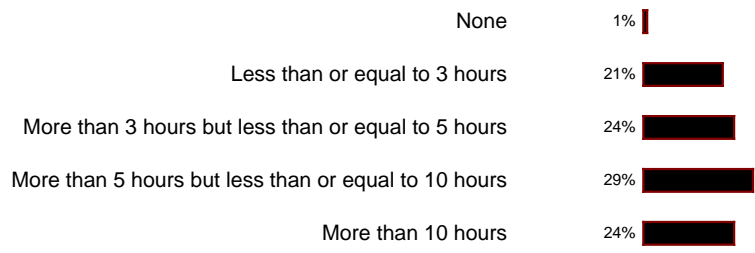


Q2.3a Of these hours, how many are typically spent on school activities involving student interaction (such as coaching, field trips, tutoring, transporting students, club sponsorship, etc.)?



Key:  Maryland

Q2.3b Of these hours, how many are typically spent on other school-related activities such as preparation, grading, parent conferences, attending meetings?



Key:  Maryland

Section 4 : Facilities and Resources

Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

a. Teachers have sufficient access to appropriate instructional materials and resources.



b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.



c. Teachers have sufficient training and support to fully utilize the available instructional technology.



d. Teachers have access to reliable communication technology - including phones, faxes and email.



Key: Maryland

e. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.



f. Teachers have sufficient access to a broad range of professional personnel.



g. Teachers and staff work in a school environment that is clean and well maintained.



h. Teachers have adequate professional space to work productively.



Key:  Maryland

i. Teachers and staff work in a school that is environmentally healthy.



j. The physical environment of classrooms in this school supports teaching and learning.



Key:  Maryland

Section 5 : Student Conduct

Q4.1 Please rate how strongly you agree or disagree with the following statements about student conduct in your school.

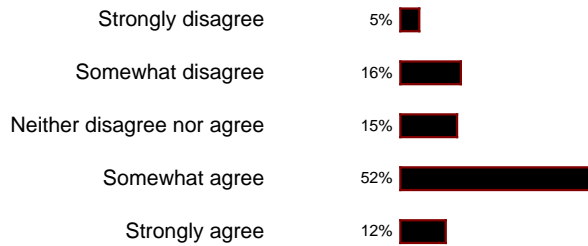
a. Students in this school need to be closely supervised.



b. Students at this school understand expectations for their conduct.



c. Students are caring toward one another.

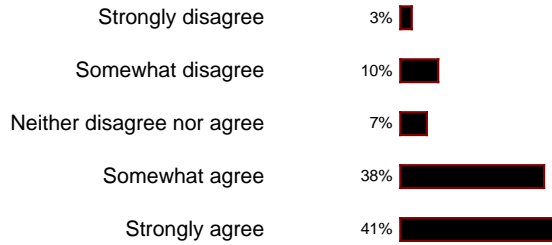


d. Students and the faculty make efforts to stop bullying in this school.



Key:  Maryland

e. Policies and procedures about student conduct are clearly understood by the faculty.



f. The school leadership consistently enforces rules for student conduct.



g. Teachers consistently enforce rules for student conduct.

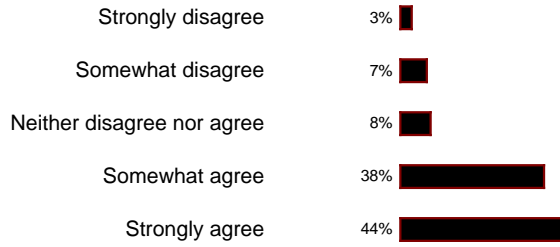


h. School leadership supports teachers' efforts to maintain discipline in the classroom.



Key:  Maryland

i. Teachers and staff work in a school environment that is safe.



Key:  Maryland

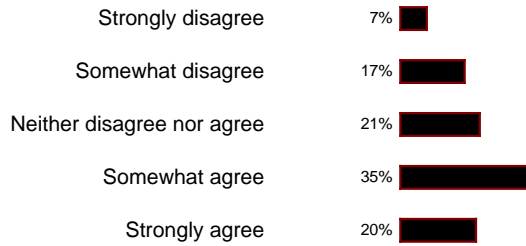
Section 6 : Community Engagement

Q5.1 Please rate how strongly you agree or disagree with the following statements about community engagement in your school.

a. The community we serve is supportive of this school.



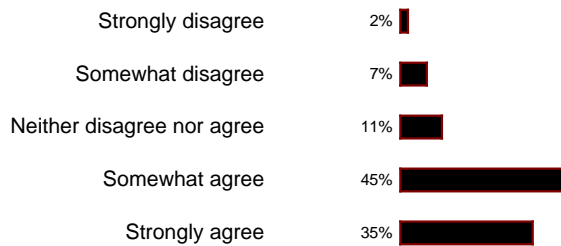
b. Parents/guardians are influential decision-makers in this school.



c. This school works directly with parents/guardians to improve the educational climate in students homes.

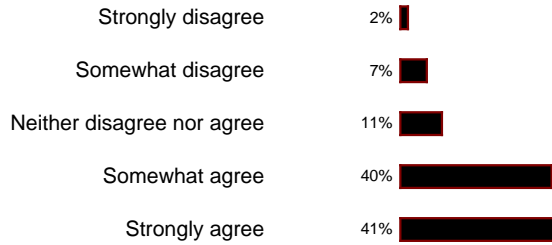


d. This school maintains clear, two-way communication with parents/guardians and the community.

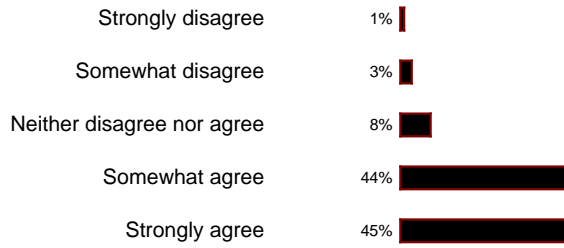


Key:  Maryland

e. This school does a good job of encouraging parent/guardian involvement.



f. Teachers provide parents/guardians with useful information about student learning.



g. Parents/guardians and community members support teachers, contributing to their success with students.

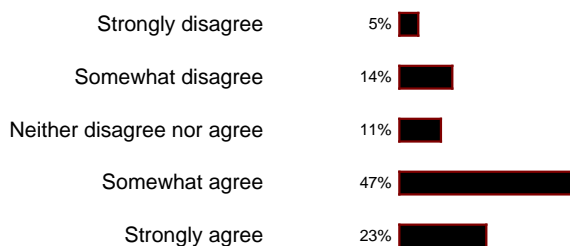


Key:  Maryland

Section 7 : Empowerment

Q6.1 Please rate how strongly you agree or disagree with the following statements about empowerment in your school.

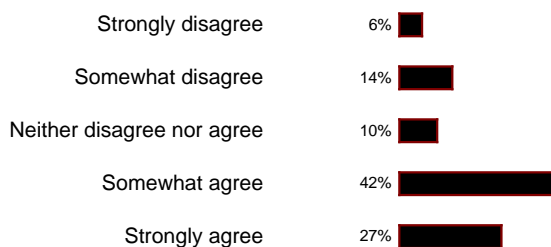
a. Teachers are recognized as educational experts.



b. Teachers are integrally involved in decision-making about educational issues.



c. Teachers are trusted to make sound professional decisions about instruction.



d. In this school we take steps to solve problems.

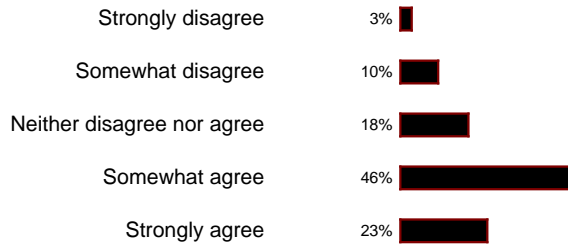


Key:  Maryland

e. The faculty has an effective process for making group decisions and solving problems.



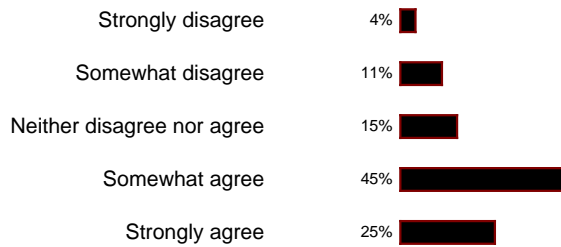
f. Teachers pursue opportunities to participate in school leadership roles.



g. There is an atmosphere of trust and mutual respect in this school.



h. Teachers in this school trust each other.



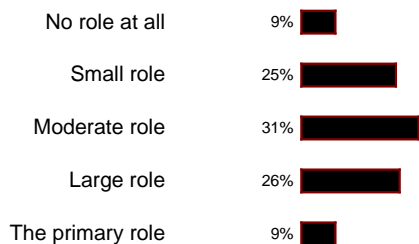
Key:  Maryland

i. Opportunities for advancement within the teaching profession (other than administration) are available.

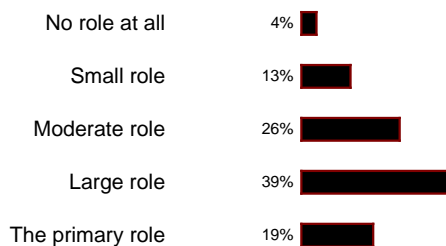


Q6.3 Please indicate how large a role teachers have at your school in each of the following areas.

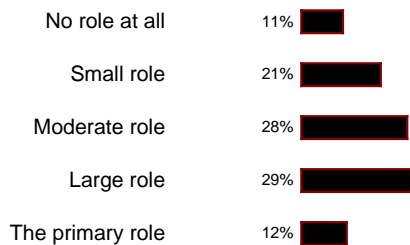
a. Selecting instructional materials and resources



b. Devising teaching techniques

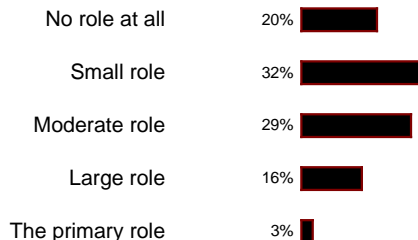


c. Setting grading and student assessment practices

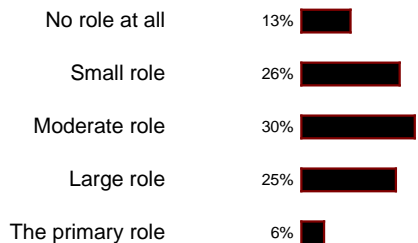


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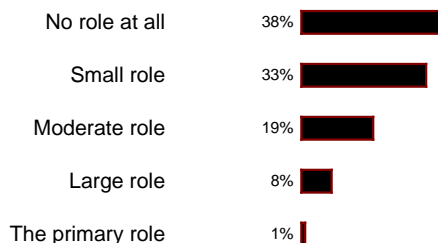
d. Determining the content of in-service professional development programs



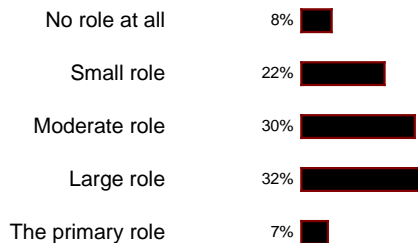
e. Establishing student discipline procedures



f. Providing input on how the school budget will be spent

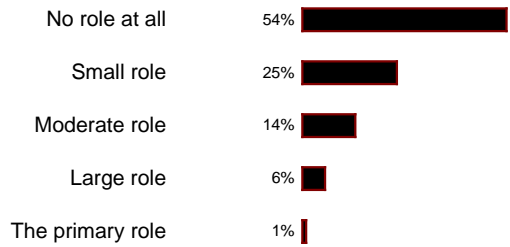


g. School improvement planning



Key:  Maryland

h. Selecting teachers new to this school



Q6.5 Teachers have an appropriate level of influence on decision making in my school.



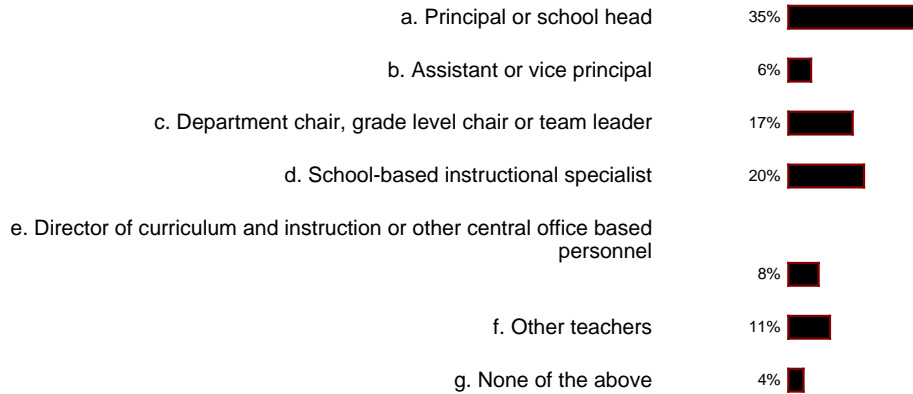
Q6.6 Teachers have an appropriate level of influence on decision making in my district.



Key:  Maryland

Section 8 : School Leadership

Q7.1 Which position best describes the person who most often provides instructional leadership at your school? (Select one.)



Q7.2 Please rate how strongly you agree or disagree with statements about leadership in your school.

a. The school leadership facilitates an atmosphere of trust and mutual respect within the school.



b. The school leadership communicates clear expectations to students and parents.

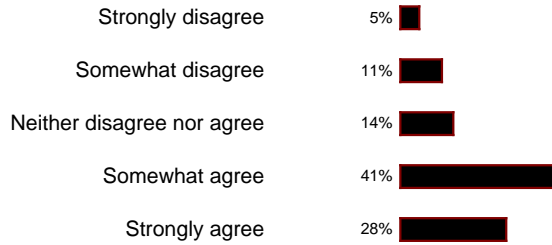


c. Teachers feel comfortable raising issues and concerns that are important to them.



Key: Maryland

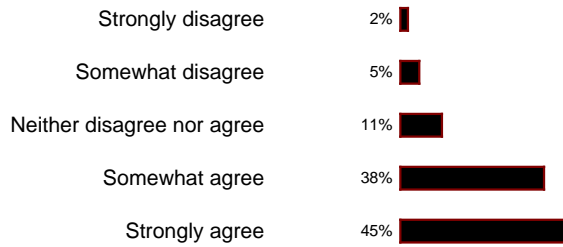
d. Teachers receive feedback that can help them improve teaching.



e. The school leadership shields teachers from disruptions, allowing teachers to focus on educating students.



f. The school leadership facilitates the use of data to improve student learning.

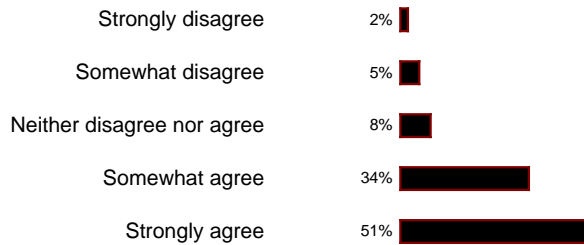


g. The procedures for teacher performance evaluations are applied consistently.



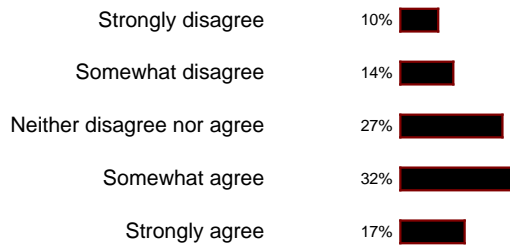
Key:  Maryland

h. Teachers are held to high professional standards for delivering instruction.



Q7.3 The school leadership makes a sustained effort to address teacher concerns about:

a. Leadership issues.



b. Facilities and resources.



c. The use of time in my school.



Key:  Maryland

d. Professional development.



e. Empowering teachers.



f. Student conduct.

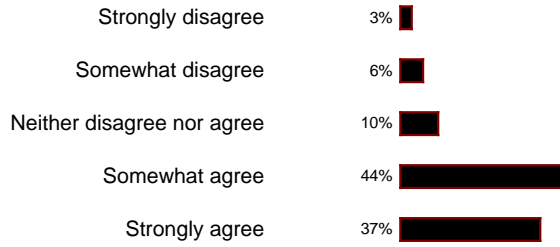


g. Community involvement.



Key:  Maryland

h. Student learning.



i. New teacher support.



Key:  Maryland

Section 9 : Professional Development

Q8.1 Please rate how strongly you agree or disagree with statements about professional development in your school.

a. Professional development deepens teachers' content knowledge and skills necessary to provide effective instruction.



b. Professional development provides teachers with the knowledge and skills to apply research to teaching.



c. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.

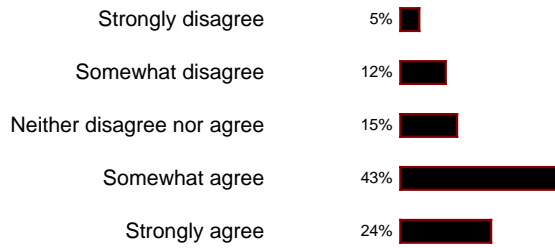


d. Professional development enhances teachers' ability to implement instructional and assessment strategies that meet diverse student learning needs.

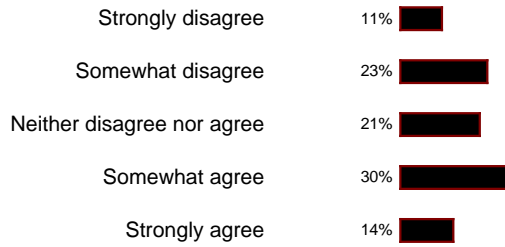


Key:  Maryland

e. Professional development provides opportunities for teachers to analyze and refine practices that promote optimal learning environments.



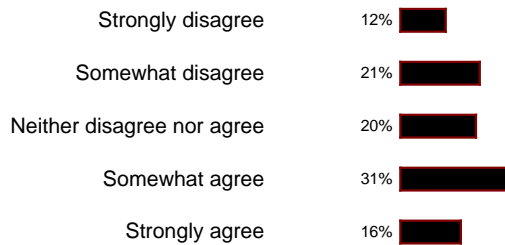
f. Professional development provides teachers with strategies to involve families and other community members as active partners in their children's education.



g. Professional development relies on rigorous analysis of data.



h. Professional development is evaluated and results are communicated to teachers.



Key:  Maryland

i. Professional development reflects best practices in workplace learning and in-depth understanding of how and why adults learn.



j. Sufficient resources are available for professional development in my school.



k. Professional development is differentiated to meet the individual needs of teachers.

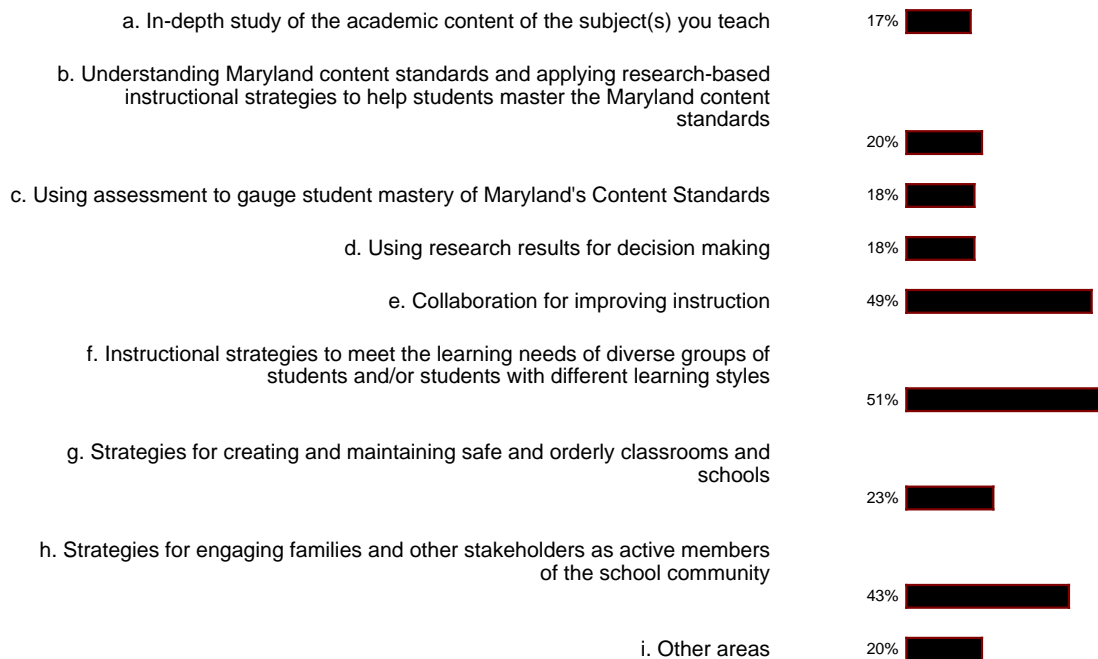


l. Professional development enhances teachers' abilities to help improve student learning.



Key:  Maryland

Q8.2 In which of the following areas (if any) do YOU need professional development to teach your students more effectively? (Check all that apply.)



Key:  Maryland

Section 10 : Student Learning

Q9.1 Please rate how strongly you agree or disagree with the following statements about student learning in your school.

a. State and local assessments are used to improve student learning.



b. State assessment data are available in this school in time to impact decision making.



c. Local assessment data are available in this school in time to improve student learning.



d. State and local assessments are useful to me in my efforts to improve student learning.

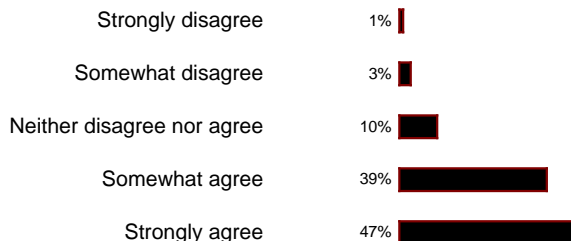


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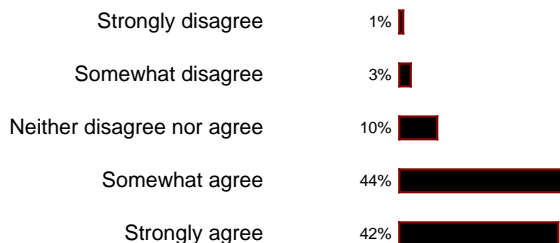
e. Students come to school ready to learn on a regular basis.



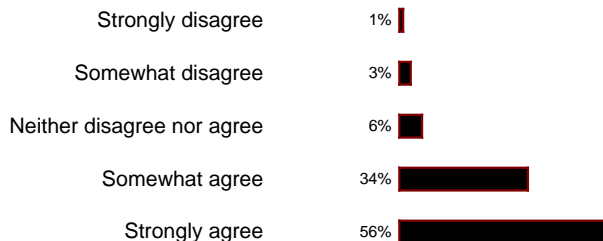
f. Teachers in the school develop appropriate daily learning objectives that are aligned to the Voluntary State Curriculum in content and rigor.



g. Teachers in the school use formative assessments in their classrooms to make appropriate adjustments to instruction.

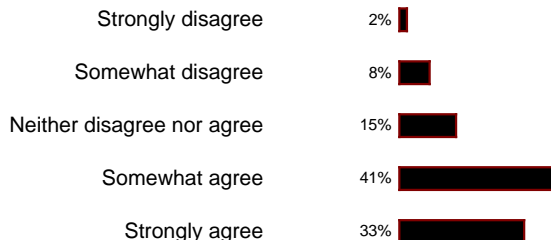


h. The faculty is committed to helping every student learn.



Key:  Maryland

i. Teachers share their students' accomplishments with the school community.



j. Students in this school are being prepared to be successful in the twenty-first century.



Q9.2 Teachers differentiate instruction to meet the diverse learning needs in this school of students who are:

a. High Poverty (free and reduced price meal eligible).

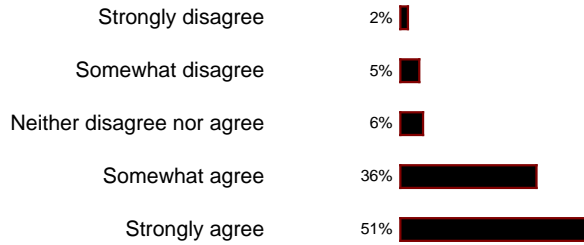


b. Limited English Proficient.



Key:  Maryland

c. Special Education.



d. Hispanic.



e. White (not of Hispanic origin).



f. African American.



Key:  Maryland

g. Asian/Pacific Islander.



h. American Indian/Native American.



Q9.3 Please rate how strongly you agree or disagree with the following statements about student learning.

a. I use state and local assessment data to inform my instructional practices.



b. I have reviewed student assessment data with other teachers to make instructional decisions.

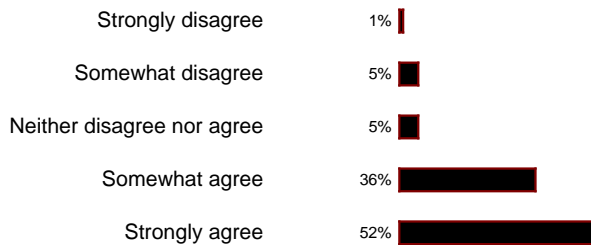


Key:  Maryland

c. I work on instructional strategies with other teachers during common planning time.



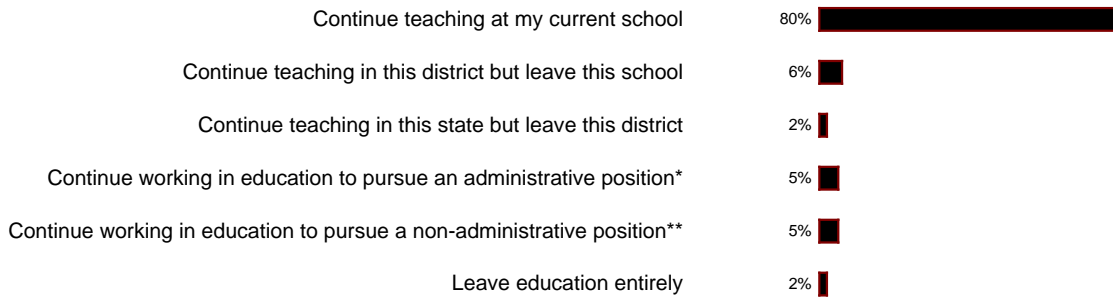
d. I am able to manage my classroom to minimize disruptions to student learning.



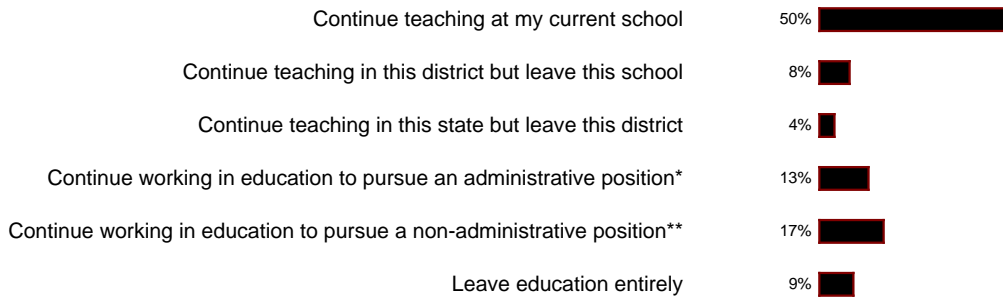
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Section 11 : Overall

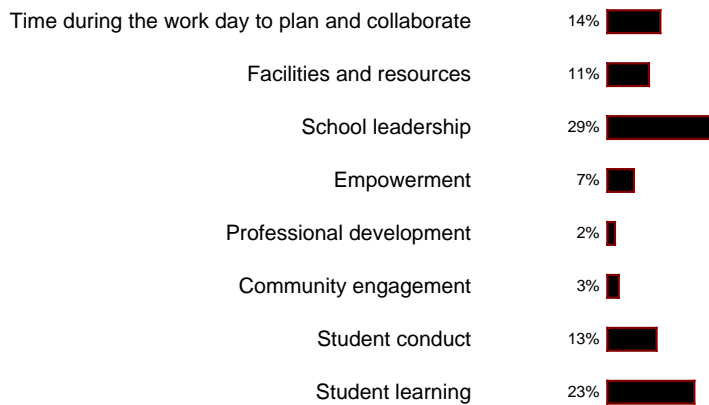
Q10.1 Which BEST DESCRIBES your IMMEDIATE professional plans? (Select one.)



Q10.3 Which BEST DESCRIBES your LONG TERM professional plans?(Select one.)

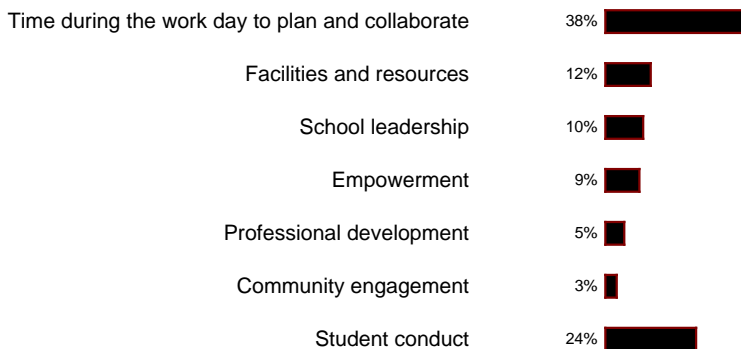


Q10.5 Which aspect of your teaching conditions MOST affects your willingness to keep teaching at your school? (Select one.)



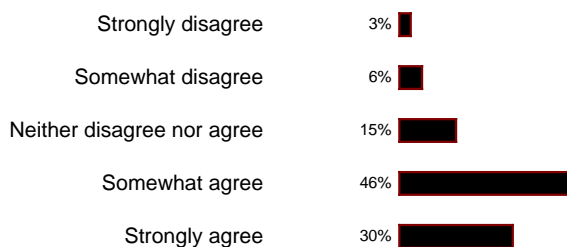
Key:  Maryland

Q10.7 Which aspect of your work environment is MOST important to you in promoting student learning? (Select one.)

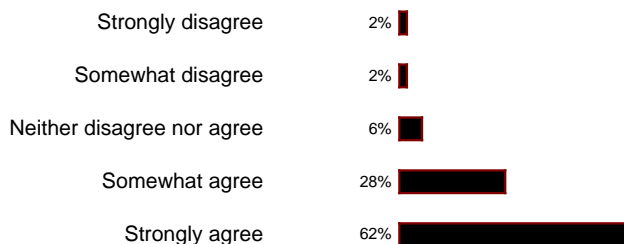


Q10.8 Please rate how strongly you agree or disagree that the following factors influence your decision making about your professional plans.

a. Facilities and/or resources



b. Support from school administration

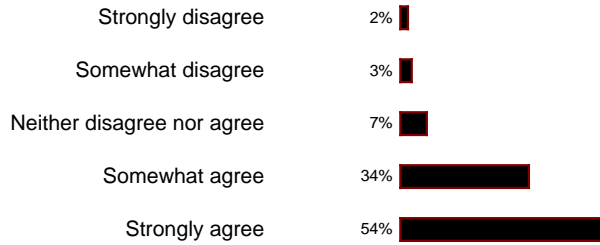


c. Collegial atmosphere amongst the staff

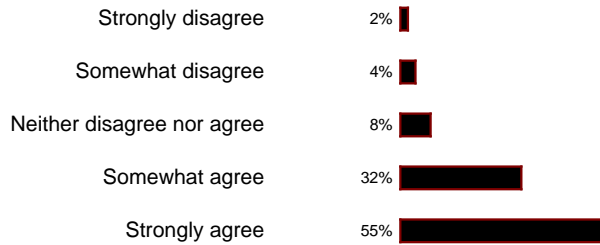


Key:  Maryland

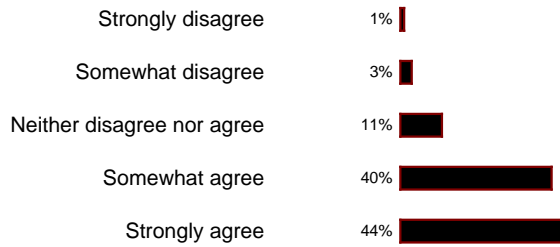
d. Teaching assignment (class size, subject, students)



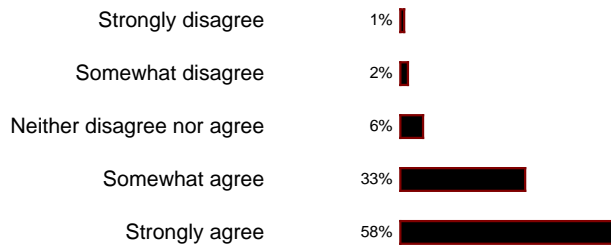
e. Time to do my job during the work day



f. Empowerment to influence decisions that affect my school and/or classroom



g. Effectiveness with the students I teach



Key:  Maryland

h. Salary



i. Cost of living



j. Focus on testing and accountability



k. Quality of life in this community



Key:  Maryland

I. Eligibility for retirement



m. Personal reasons (health, family, etc.)



n. Student behavior

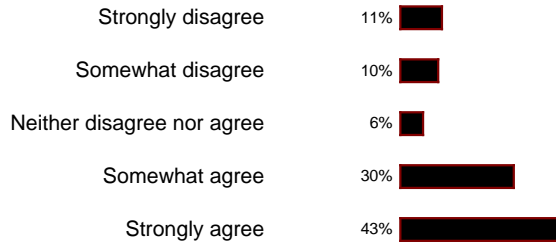


o. School's proximity to my home



Key:  Maryland

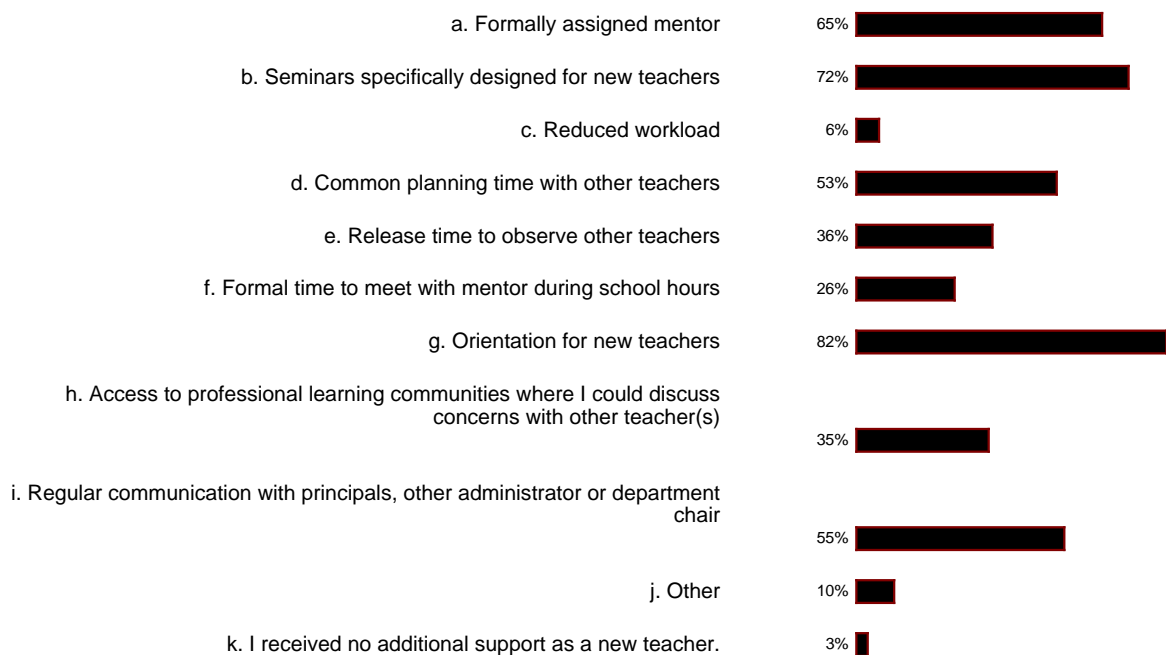
Q10.9 Overall, my school is a good place to work and learn.



Key:  Maryland

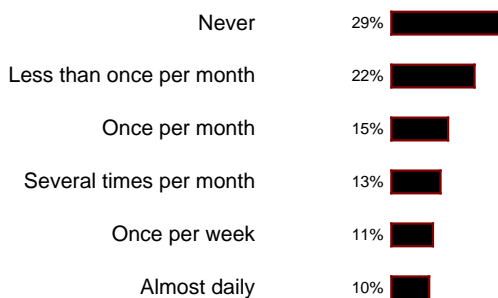
Section 12 : New Teacher Support

Q11.1 As a beginning teacher, I have received the following kinds of supports. (Check all that apply.)

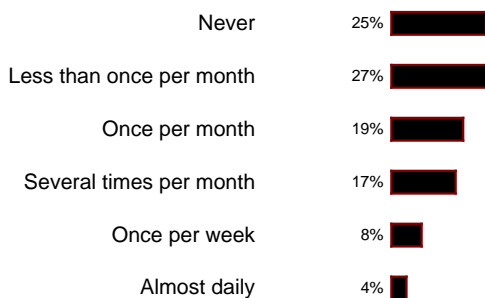


Q11.2 On average, how often did you engage in each of the following activities with your mentor?

a. Developing lesson plans

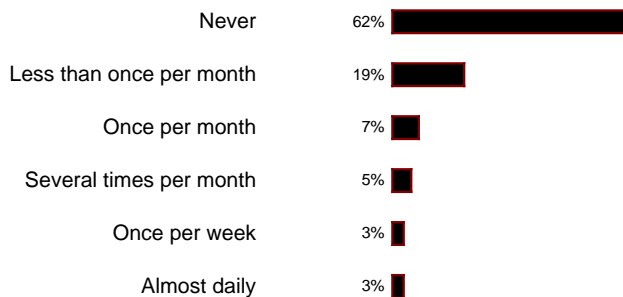


b. Being observed teaching by my mentor

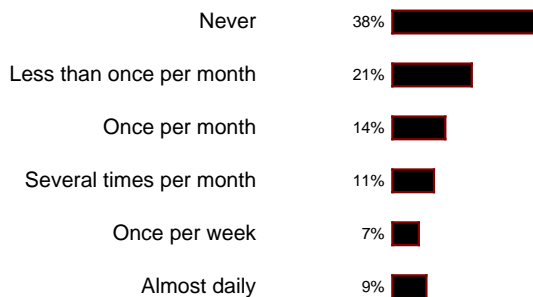


Key: Maryland

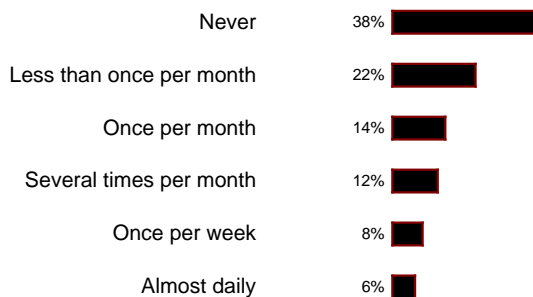
c. Observing my mentor's teaching



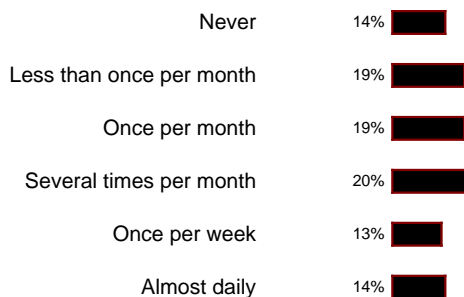
d. Analyzing student work



e. Reviewing results of students' assessments

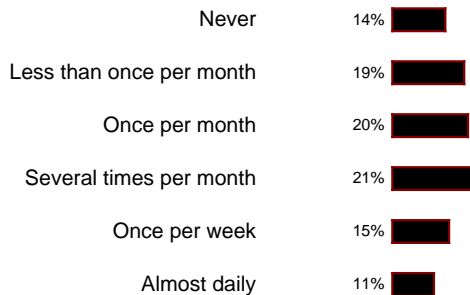


f. Addressing student or classroom behavioral issues

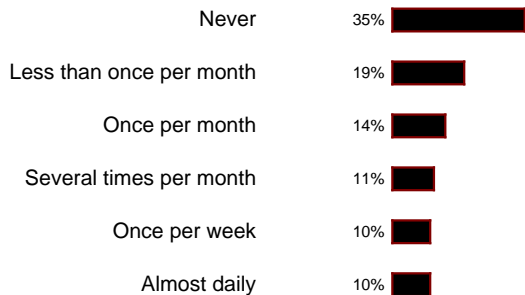


Key:  Maryland

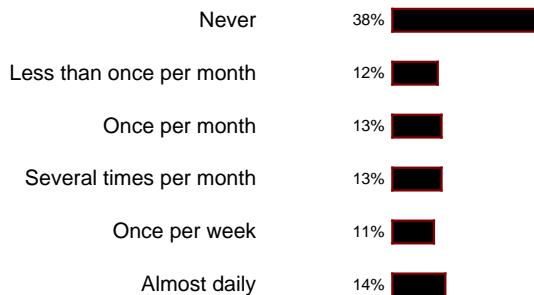
g. Reflecting on the effectiveness of my teaching together



h. Aligning my lesson planning with the Voluntary State Curriculum and local curriculum

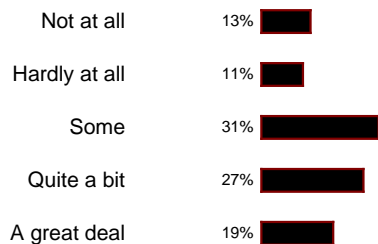


i. Other



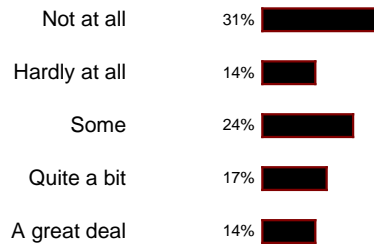
Q11.3 How much did the support you received from your mentor influence your practice in the following areas?

a. Instructional strategies

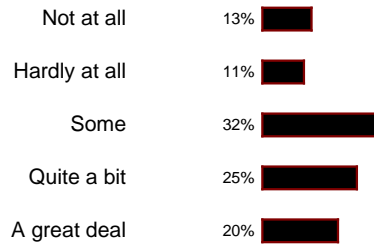


Key:  Maryland

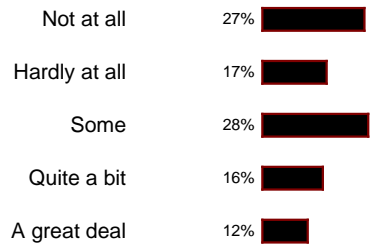
b. Subject matter I teach



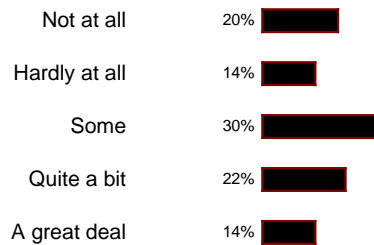
c. Classroom management strategies



d. Using data to identify student needs

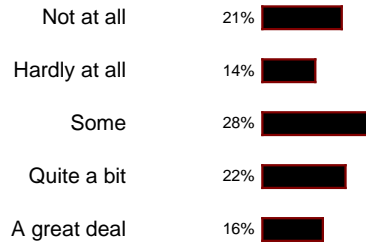


e. Differentiating instruction based upon individual student needs and characteristics

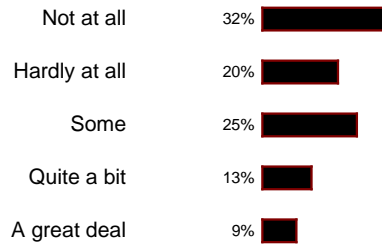


Key: Maryland

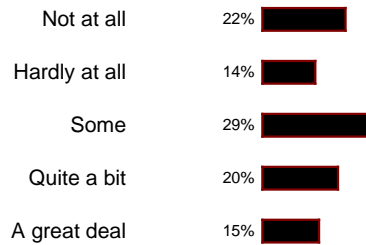
f. Creating a supportive, equitable classroom where differences are valued



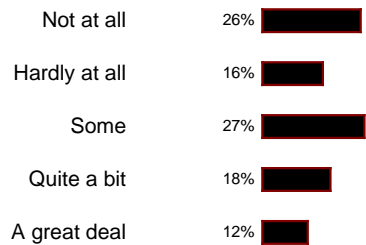
g. Enlisting the help of family members, parents and/or guardians



h. Working collaboratively with other teachers at my school

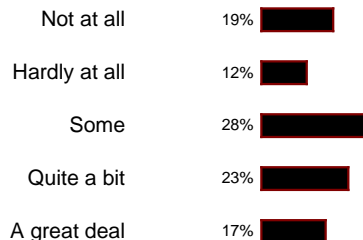


i. Connecting with key resource professionals (e.g., coaches, counselors, etc.)

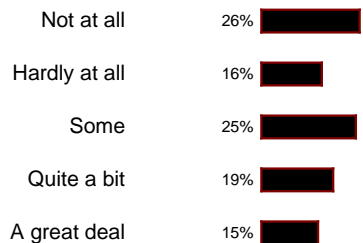


Key:  Maryland

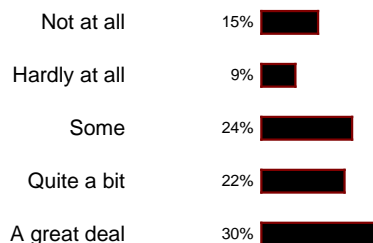
j. Complying with policies and procedures



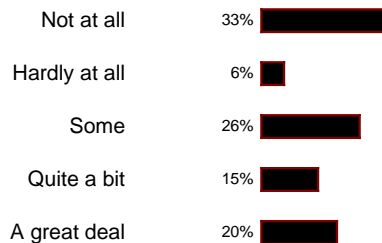
k. Completing administrative paperwork



l. Providing emotional support



m. Other

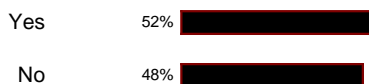


Q11.4 Please indicate whether each of the following were true for you and your mentor.

a. My mentor and I were in the same building.

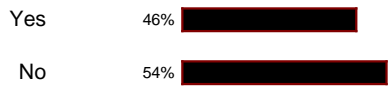


b. My mentor and I taught in the same content area.



Key: Maryland

c. My mentor and I taught the same grade level.



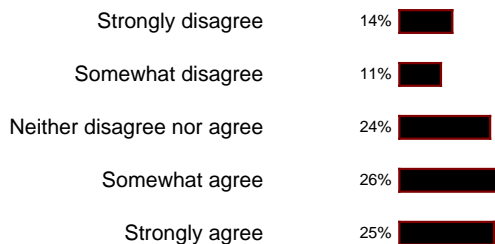
Q11.5 Overall, the additional support I received as a new teacher improved my instructional practice.



Q11.6 Overall, the additional support I received as a new teacher has helped me to impact my students' learning.



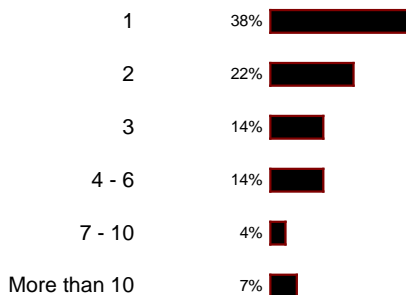
Q11.7 Overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school.



Key: Maryland

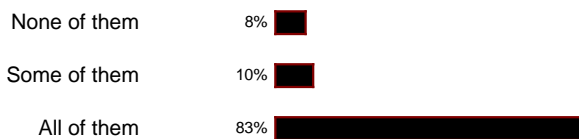
Section 13 : Mentor

Q12.1 How many teachers did/do you mentor?

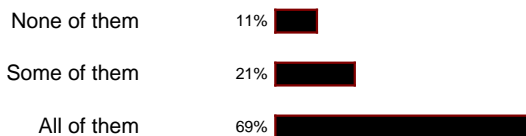


Q12.2 Please indicate which best describes you and your mentee(s).

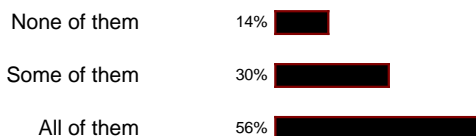
a. My mentee(s) and I were in the same building.



b. My mentee(s) and I taught in the same content area.

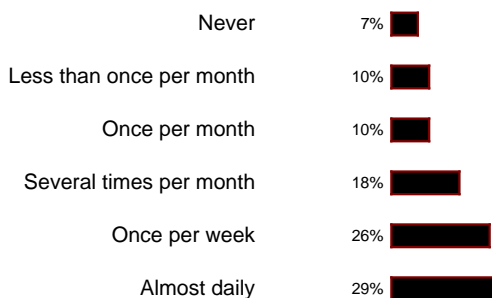


c. My mentee(s) and I taught the same grade level.



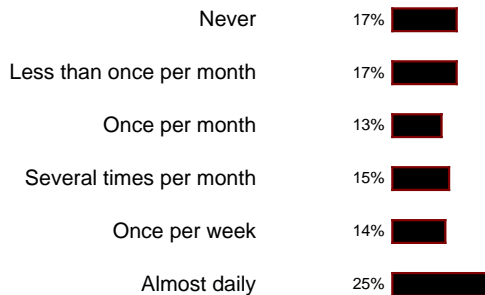
Q12.3 On average, how often did you engage in each of the following activities with your mentee(s)?

a. Developing lesson plans

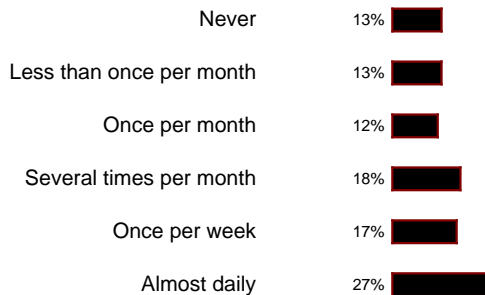


Key:  Maryland

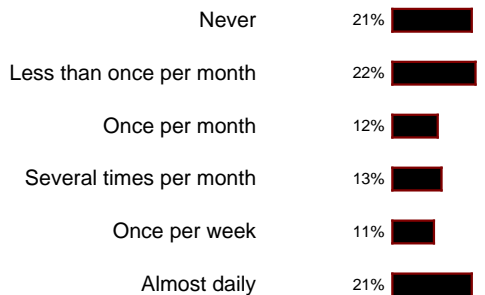
b. Observing my mentee(s)' teaching



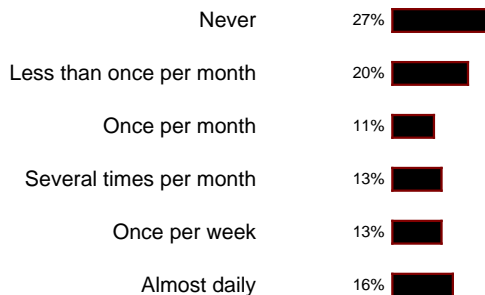
c. Providing feedback about my mentee(s)' teaching



d. Being observed teaching by my mentee(s)

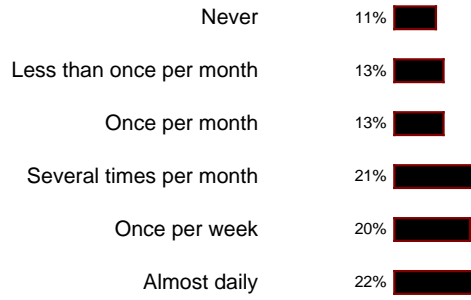


e. Receiving feedback about my teaching from my mentee(s)

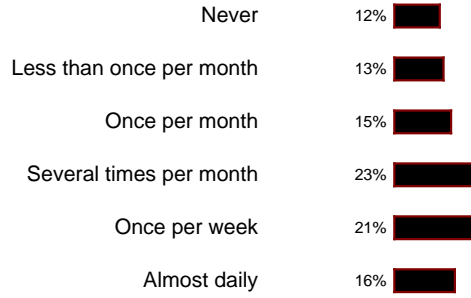


Key:  Maryland

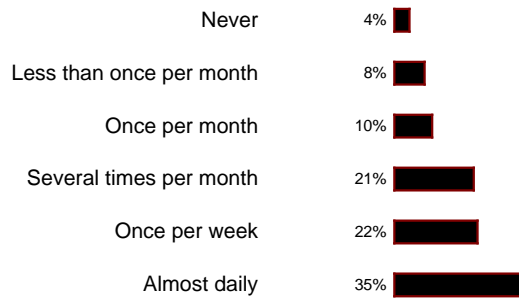
f. Analyzing student work



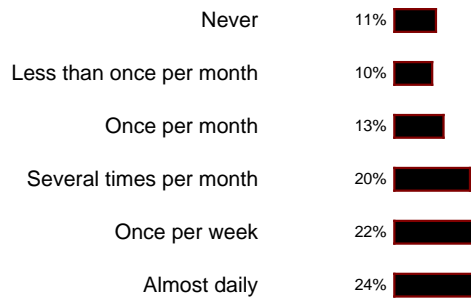
g. Reviewing results of students' assessments



h. Addressing student or classroom behavioral issues

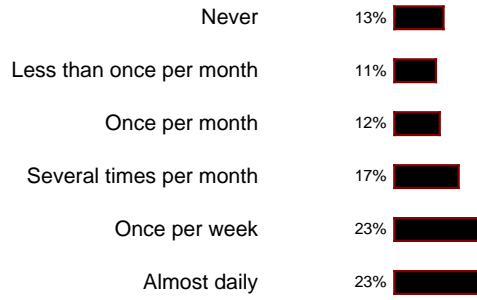


i. Reflecting on the effectiveness of my mentee(s)' teaching together

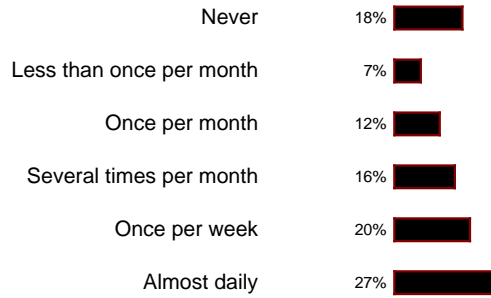


Key:  Maryland

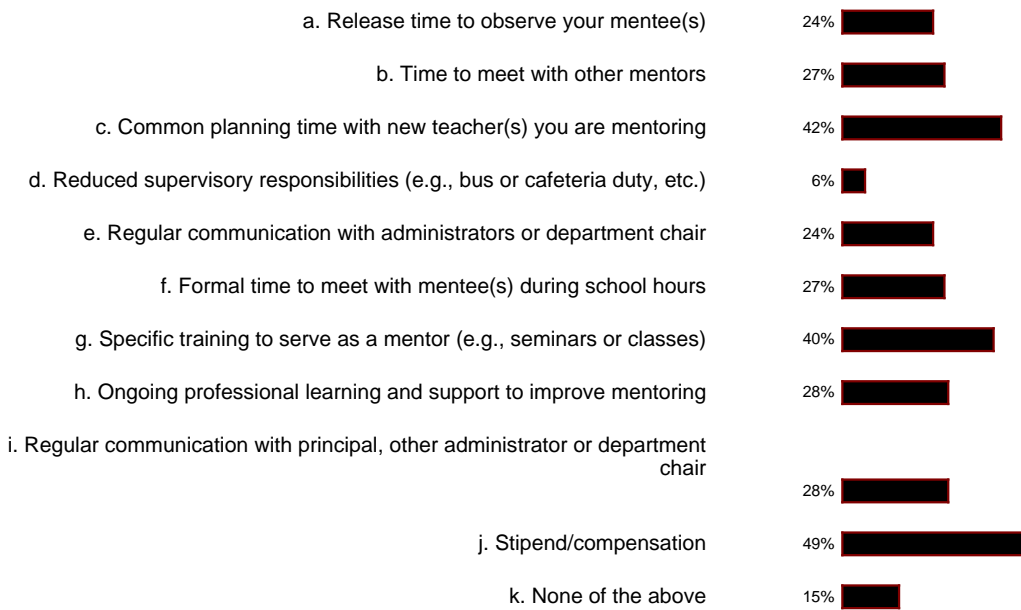
j. Aligning my mentee(s)' lesson planning with the Voluntary State Curriculum and local curriculum



k. Other



Q12.4 Please indicate which of the following kinds of support, if any, you received as a formally assigned mentor. (Check all that apply.)



Key:  Maryland