



"Thank you in advance for your time and willingness to share your perspective on the presence of teaching and learning conditions in your school." - Governor Martin O'Malley

Research has demonstrated that positive teaching and learning conditions are important influences on student success and teacher retention. Maryland policymakers and education stakeholders want to gather information about these conditions from those who know them best - teachers and administrators from across the state. This survey will provide you, your school, your district, and the state with information you can use to guide school improvement conversations and planning. Your perceptions matter, so TELL us about your school.

Please know that your anonymity is guaranteed.

No one in your school, the district, or state will be able to view individual responses to the questions. Reports on the results will NOT include data that could identify individuals. The responses of administrators will NOT be reported separately at the school level. You are being asked optional demographic information ONLY to learn whether teachers with differing experiences and backgrounds look at teaching and learning conditions differently across all of Maryland.

Access Code

You have been assigned an anonymous access code to ensure that we can identify the school in which you work and that the survey is taken only once by each respondent. The code can only be used to identify a school and NOT an individual. If it makes you more comfortable, feel free to trade codes with a colleague **within your same school**.

The survey cannot be saved, and once you submit your responses, you will not be able to use your code again to access them. Do not begin the survey unless you have at least 30 minutes of uninterrupted time.

If you have any questions, problems or need any assistance, please email us at helpdesk@tellmaryland.org.

Introduction

Please indicate your position:

- Teacher (including instructional coaches, department heads, vocational, literacy specialist, etc.)
- Principal
- Assistant Principal
- Other Education Professional (school counselor, school psychologist, social worker, etc.)

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

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

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

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

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

- Yes
- No

Time

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

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Teachers* have reasonable class sizes, affording them time to meet the needs of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers have time available to collaborate with their colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The non-instructional time** provided for teachers in my school is sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Efforts are made to minimize the amount of routine administrative paperwork*** teachers are required to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers have sufficient instructional time to meet the needs of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. It is necessary for me to work a second job during the school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Teachers means a majority of teachers in your school.*

***Non-instructional time includes any time during the day without the responsibility for student contact, including collaboration planning, meetings/conferences with students and families, etc.*

****Routine administrative paperwork means both electronic and paper forms and documentation that must be completed to comply with school, district, state, and federal policies.*

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)?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

Of these hours, how many are available for individual planning?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

Of these hours, how many are available for structured collaborative planning?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours**

Of these hours, how many are typically spent on **supervisory duties?**

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

**Supervisory duties include hall monitoring, recess, bus and cafeteria coverage, etc.*

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)?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

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.)?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

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

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

Facilities and Resources

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

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Teachers* have sufficient access to appropriate instructional materials** and resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers have sufficient training and support to fully utilize the available instructional technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers have access to reliable communication technology - including phones, faxes and email.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers have sufficient access to a broad range of professional personnel*** .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers and staff work in a school environment that is clean and well maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers have adequate professional space to work productively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Teachers and staff work in a school that is environmentally healthy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The physical environment of classrooms in this school supports teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Teachers means a majority of teachers in your school.*

***Instructional materials include items such as textbooks, curriculum materials, content references, etc.*

****Professional personnel includes positions such as school counselors, nurses, school psychologists and social workers, library media specialists, etc.*

Student Conduct

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

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Students in this school need to be closely supervised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students at this school understand expectations for their conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Students are caring toward one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students and the faculty make efforts to stop bullying in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Policies and procedures about student conduct are clearly understood by the faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The school leadership consistently enforces rules for student conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers* consistently enforce rules for student conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. School leadership supports teachers' efforts to maintain discipline in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Teachers and staff work in a school environment that is safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Teachers means a majority of teachers in your school.*

Community Engagement

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

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. The community we serve is supportive of this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Parents/guardians are influential decision-makers in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. This school works directly with parents/guardians to improve the educational climate in students' homes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. This school maintains clear, two-way communication with parents/guardians and the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. This school does a good job of encouraging parent/guardian involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers* provide parents/guardians with useful information about student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Parents/guardians and community members support teachers, contributing to their success with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Teachers means a majority of teachers in your school.*

Empowerment

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

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Teachers* are recognized as educational experts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers are integrally involved in decision-making about educational issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers are trusted to make sound professional decisions about instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. In this school we take steps to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The faculty has an effective process for making group decisions and solving problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers pursue opportunities to participate in school leadership roles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. There is an atmosphere of trust and mutual respect in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers in this school trust each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Opportunities** for advancement within the teaching profession (other than administration) are available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Teachers means a majority of teachers in your school.*

***Opportunities include positions such as instructional coach, mentor, curriculum design, professional development provider, etc.*

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

	No role at all	Small role	Moderate role	Large role	The primary role
a. Selecting instructional materials and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Devising teaching techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Setting grading and student assessment practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Determining the content of in-service professional development programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Establishing student discipline procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Providing input on how the school budget will be spent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. School improvement planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Selecting teachers new to this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

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

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

School Leadership

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

- a. Principal or school head
- b. Assistant or vice principal
- c. Department chair, grade level chair or team leader
- d. School-based instructional specialist
- e. Director of curriculum and instruction or other central office based personnel
- f. Other teachers
- g. None of the above

**Instructional leadership focuses on school-wide, content-area, or grade-specific teaching and learning activities. This may include mentoring beginning teachers, providing peer assistance, writing curriculum materials, modeling lessons, coaching teachers inside classrooms, or observing and assessing teaching practices.*

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

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. The school leadership* facilitates an atmosphere of trust and mutual respect within the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The school leadership communicates clear expectations to students and parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers** feel comfortable raising issues and concerns that are important to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. <i>Teachers receive feedback that can help them improve teaching.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The school leadership shields teachers from disruptions, allowing teachers to focus on educating students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The school leadership facilitates the use of data to improve student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The procedures for teacher performance evaluations are applied consistently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers are held to high professional standards for delivering instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**School leadership is an individual, group of individuals or team within the school that focuses on managing a complex operation. This may include scheduling; ensuring a safe school environment; reporting on students' academic, social and behavioral performance; using resources to provide the textbooks and instructional materials necessary for teaching and learning; overseeing the care and maintenance of the physical plant; or developing and implementing the school budget.*

***Teachers means a majority of teachers in your school.*

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

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. Leadership issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Facilities and resources.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
c. The use of time in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Professional development.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
e. Empowering teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Student conduct.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
g. Community involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Student learning.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
i. New teacher support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Development

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

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Professional development* deepens teachers*** content knowledge and skills necessary to provide effective instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Professional development provides teachers with the knowledge and skills to apply research to teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Professional development enhances teachers' ability to implement instructional and assessment strategies that meet diverse student learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Professional development provides opportunities for teachers to analyze and refine practices that promote optimal learning environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Professional development provides teachers with strategies to involve families and other community members as active partners in their children's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Professional development relies on rigorous analysis of data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Professional development is evaluated and results are communicated to teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Professional development reflects best practices in workplace learning and in-depth understanding of how and why adults learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Sufficient resources are available for professional development in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Professional development is differentiated to meet the individual needs of teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Professional development enhances teachers' abilities to help improve student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Professional development includes all opportunities, formal and informal, where adults learn from one another including graduate courses, in service, workshops, conferences, professional learning communities and other meetings focused on improving teaching and learning.*

***Teachers means a majority of teachers in your school.*

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

- a. In-depth study of the academic content of the subject(s) you teach
- b. Understanding Maryland content standards and applying research-based instructional strategies to help students master the Maryland content standards
- c. Using assessment to gauge student mastery of Maryland's Content Standards
- d. Using research results for decision making
- e. Collaboration for improving instruction
- f. Instructional strategies to meet the learning needs of diverse groups of students and/or students with different learning styles
- g. Strategies for creating and maintaining safe and orderly classrooms and schools
- h. Strategies for engaging families and other stakeholders as active members of the school community
- i. Other areas

Student Learning

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

	Strongly disagree	Somewhat at disagree	Neither disagree nor agree	Somewhat at agree	Strongly agree
a. State and local assessments are used to improve student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. State assessment data are available in this school in time to impact decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Local assessment data are available in this school in time to improve student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. State and local assessments are useful to me in my efforts to improve student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Students come to school ready to learn on a regular basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers* in the school develop appropriate daily learning objectives that are aligned to the Voluntary State Curriculum in content and rigor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers in the school use formative assessments in their classrooms to make appropriate adjustments to instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The faculty is committed to helping every student learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Teachers share their students' accomplishments with the school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Students in this school are being prepared to be successful in the twenty-first century.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Teachers means a majority of teachers in your school.*

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

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. High Poverty (free and reduced price meal eligible).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Limited English Proficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Special Education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Hispanic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. White (not of Hispanic origin).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. African American.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Asian/Pacific Islander.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. American Indian/Native American.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. I use state and local assessment data to inform my instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I have reviewed student assessment data with other teachers to make instructional decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I work on instructional strategies with other teachers during common planning time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I am able to manage my classroom to minimize disruptions to student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall

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

- Continue teaching at my current school
- Continue teaching in this district but leave this school
- Continue teaching in this state but leave this district
- Continue working in education to pursue an **administrative position***
- Continue working in education to pursue a **non-administrative position****
- Leave education entirely

**Administrative positions include principal or assistant principal.*

***Non-administrative positions include, but are not limited to, guidance counselor, curriculum specialist, instructional coach.*

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

- Continue teaching at my current school
- Continue teaching in this district but leave this school
- Continue teaching in this state but leave this district
- Continue working in education to pursue an **administrative position***
- Continue working in education to pursue a **non-administrative position****
- Leave education entirely

**Administrative positions include principal or assistant principal.*

***Non-administrative positions include, but are not limited to, guidance counselor, curriculum specialist, instructional coach.*

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

- Time during the work day to plan and collaborate
- Facilities and resources
- School leadership
- Empowerment
- Professional development
- Community engagement
- Student conduct
- Student learning

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

- Time during the work day to plan and collaborate
- Facilities and resources
- School leadership
- Empowerment
- Professional development
- Community engagement
- Student conduct

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

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. Facilities and/or resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Support from school administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Collegial atmosphere amongst the staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teaching assignment (class size, subject, students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Time to do my job during the work day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Empowerment to influence decisions that affect my school and/or classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Effectiveness with the students I teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Cost of living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Focus on testing and accountability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Quality of life in this community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Eligibility for retirement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Personal reasons (health, family, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. School's proximity to my home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

New Teacher Support

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

- a. Formally assigned mentor
- b. Seminars specifically designed for new teachers
- c. Reduced workload
- d. Common planning time with other teachers
- e. Release time to observe other teachers
- f. Formal time to meet with mentor during school hours
- g. Orientation for new teachers
- h. Access to professional learning communities where I could discuss concerns with other teacher(s)
- i. Regular communication with principals, other administrator or department chair
- j. Other
- k. I received no additional support as a new teacher.

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

	Never	Less than once per month	Once per month	Several times per month	Once per week	Almost daily
a. Developing lesson plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Being observed teaching by my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Observing my mentor's teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Analyzing student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Reviewing results of students' assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Addressing student or classroom behavioral issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Reflecting on the effectiveness of my teaching together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Aligning my lesson planning with the Voluntary State Curriculum and local curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Not at all	Hardly at all	Some	Quite a bit	A great deal
a. Instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Subject matter I teach	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
c. Classroom management strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Using data to identify student needs	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
e. Differentiating instruction based upon individual student needs and characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Creating a supportive, equitable classroom where differences are valued	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
g. Enlisting the help of family members, parents and/or guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Working collaboratively with other teachers at my school	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
i. Connecting with key resource professionals (e.g., coaches, counselors, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Complying with policies and procedures	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
k. Completing administrative paperwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Providing emotional support	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
m. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Yes	No
a. My mentor and I were in the same building.	<input type="radio"/>	<input type="radio"/>
b. My mentor and I taught in the same content area.	<input checked="" type="radio"/>	<input type="radio"/>
c. My mentor and I taught the same grade level.	<input type="radio"/>	<input type="radio"/>

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

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

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

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

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

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Mentor

If you have served as mentor in the past 5 years, please answer the following questions for YOUR MOST RECENT mentoring experience.

How many teachers did/do you mentor?

- 1
- 2
- 3
- 4 - 6
- 7 - 10
- More than 10

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

- | | None of them | Some of them | All of them |
|--|-----------------------|-----------------------|-----------------------|
| a. My mentee(s) and I were in the same building. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. My mentee(s) and I taught in the same content area. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. My mentee(s) and I taught the same grade level. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

- | | Never | Less than once per month | Once per month | Several times per month | Once per week | Almost daily |
|--|-----------------------|--------------------------|-----------------------|-------------------------|-----------------------|-----------------------|
| a. Developing lesson plans | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Observing my mentee(s)' teaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Providing feedback about my mentee(s)' teaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Being observed teaching by my mentee(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Receiving feedback about my teaching from my mentee(s) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Analyzing student work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Reviewing results of students' assessments | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Addressing student or classroom behavioral issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Reflecting on the effectiveness of my mentee(s)' teaching together | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Aligning my mentee(s)' lesson planning with the Voluntary State Curriculum and local curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

- a. Release time to observe your mentee(s)
- b. Time to meet with other mentors
- c. Common planning time with new teacher(s) you are mentoring
- d. Reduced supervisory responsibilities (e.g., bus or cafeteria duty, etc.)
- e. Regular communication with administrators or department chair
- f. Formal time to meet with mentee(s) during school hours
- g. Specific training to serve as a mentor (e.g., seminars or classes)
- h. Ongoing professional learning and support to improve mentoring
- i. Regular communication with principal, other administrator or department chair
- j. Stipend/compensation
- k. None of the above

**Thank you for time.
Please submit your responses.**