



**Thank you in advance for your time and willingness to share your views on working conditions in your school.** Research has demonstrated that teaching conditions are critical to improved student achievement and teacher retention. Administrators, teachers and parents in Fairfax County Public Schools have expressed great interest in using your collective responses on this survey to help improve teaching and learning conditions in schools and districts across the division.

# Introduction

**Q1.1 Please indicate your position:**

- Teacher
- Principal
- Assistant or associate principal
- Other administrator (guidance director, activities director, etc.)
- Other education professional (school counselor, school psychologist, social worker, etc.)

**Q1.2 Please indicate the grade level at your school.**

- Elementary
- Middle
- High
- Secondary
- Alternative/Center

**Q1.3 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

**Q1.4 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

**Q1.5 How many total years have you been employed in your current position?**

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

**Q1.6** Have you been formally assigned as a mentor to a new teacher in Fairfax County in the past five years?

Yes

No

# Time

**Q2.1 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. <b>Teachers*</b> have reasonable class sizes, affording them time to meet the educational 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 <b>non-instructional time**</b> provided for teachers in my school is sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers are protected from duties that interfere with their essential role of educating students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Efforts are made to reduce the amount of routine administrative <b>paperwork***</b> that teachers are required to do.	<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 collaboration with colleagues, individual planning, meetings/conferences with students and parents, etc.*

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

**Q2.2 Please rate how strongly you agree or disagree with the following statements about the use of time in your district.**

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Central office has streamlined procedures to minimize school leadership's time on non-instructional tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. School-based administrators are provided time to collaborate with other principals and district leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. School-based administrators are provided time for networking and collaboration outside of the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. School-based administrators have sufficient time to focus on instructional leadership issues (i.e., data analysis, professional development, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q2.3 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

**Q2.3a** 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.*

**Q2.4** 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

**Q2.4a** 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

**Q2.4b** Of these hours, how many are typically spent on other school-related activities (such as preparation, grading, parent conferences, attending meetings, 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

**Q2.9 Please rate how strongly you agree or disagree that the following factors significantly contribute to your overall workload.**

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. Data management (attendance, report cards, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Student accountability requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Curriculum aligned with the state's assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Diverse student learning needs in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Class size increases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Required professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Required committee work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Meeting state and federal requirements (i.e., QPA, NCLB, IDEA, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Getting students to expected levels of performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q2.10 How many days are you contracted to work?**

- 194
- 198
- 203
- 208
- 218
- 260 (12-month)
- other

**Q2.11 In a typical year, how many days beyond your current contract do you devote to school and professional responsibilities?**

- None
- 1 - 2
- 3 - 5
- 6 - 9
- 10 or more

# Facilities and Resources

**Q3.1 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 <b>instructional materials*</b> 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 <b>professional personnel.**</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers have adequate professional space to work productively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. 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"/>
i. 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"/>
j. The physical layout of the school is conducive to discussion with colleagues about teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. The physical plant of the school makes students feel safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. The atmosphere of the school climate makes students feel safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Students' learning is affected by students' perceptions of safety at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*\*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.*

# Empowerment

**Q4.1 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 involved centrally in decision making about educational issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. 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"/>
c. Teachers are respected as educational experts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers in this school are confident they will be able to motivate their students.	<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. In our school, we use data/evidence to inform our decisions and teaching practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The school provides professional staff formal opportunities to take on leadership roles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers pursue opportunities to participate in school leadership roles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Teachers are effective leaders in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q4.3 Please indicate how large a role teachers in your school have in each of the following areas.**

	No role at all	Minimal role	Medium 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. The selection of teachers new to this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Establishing and implementing policies and student discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Deciding how the school budget will be spent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. School improvement planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Leadership

**Q5.1 Which position BEST describes the person who most often provides instructional leadership at your school? (Select one.)**

- a. Principal
- b. Assistant or associate principal
- c. Department director/chair or grade level chair
- d. Instructional or assessment coaches
- e. Central office curriculum and instruction personnel
- f. Other teachers
- g. None of the above

**Q5.2 Please rate how strongly you agree or disagree with the following statements about leadership in your school.**

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. There is 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 <b>school leadership*</b> communicates clear expectations to students and parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The faculty are committed to helping every student learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. 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"/>
e. The school leadership shields teachers from disruptions, allowing them to focus on educating students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The school leadership enforces rules for student conduct in a consistent manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The rules for student conduct are clearly laid out for faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Students at this school understand expectations for their conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The school leadership consistently supports teachers when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The school improvement team provides effective leadership at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. The faculty and staff have a shared vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. The school leadership effectively communicates policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. 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"/>
n. Teacher performance evaluations are handled fairly in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Teachers receive feedback that can help them improve teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Staff members are recognized for accomplishments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. School leadership offers quality professional development at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*\*School leadership in your school may include an individual, group of individuals, or team.*

**Q5.4 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 type="radio"/>	<input type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Empowering teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. New teacher support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Community support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q5.5 Overall, the school leadership in my school is effective.**

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

# Community Engagement and Support

**Q6.1** Please rate how strongly you agree or disagree with the following statements about community engagement and support 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 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 parental involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Parents know what is going on in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers are supported by parents/guardians and the community in which they teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Parents/guardians and community members contribute to student success in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Professional Development

**Q7.1** Please rate how strongly you agree or disagree with the following statements about professional development in your school.

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Sufficient resources are available to allow teachers to take advantage of professional development activities.	<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 most needed to teach effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers are provided opportunities to learn from one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Adequate time is provided for professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Enhancing teacher knowledge and skills receives priority as a strategy to improve student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Selection of professional development offerings are based on available data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q7.3a** In which of the following areas (if any) do YOU need professional development to effectively teach your students? (Check all that apply.)

- a. Special Education (students with disabilities)
- b. Academically gifted students
- c. LEP
- d. Closing the achievement gap
- e. Your content area
- f. Methods of teaching
- g. Student assessment
- h. Classroom management techniques
- i. Reading strategies
- j. Leadership skills
- k. Using data for decision making
- l. Continuous improvement
- m. Collaborating with colleagues
- n. School improvement planning

**Q7.3b**

**In the past 2 years have YOU had 10 clock hours or more of professional development in any of the following areas? (Check all that apply.)**

- a. Special Education (students with disabilities)
- b. Academically gifted students
- c. LEP
- d. Closing the achievement gap
- e. Your content area
- f. Methods of teaching
- g. Student assessment
- h. Classroom management techniques
- i. Reading strategies
- j. Leadership skills
- k. Using data for decision making
- l. Continuous improvement
- m. Collaborating with colleagues
- n. School improvement planning

**Q7.4**

**Please indicate your level of agreement with the following. The professional development I have received through this school or division has been:**

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Of adequate duration (long enough to make a difference in my teaching)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Focused on specific content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Focused on instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Characterized by collective participation of educators (e.g., grade-level or school-level teams)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Infused with active learning rather than following a stand-and-deliver model	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Linked to curricular materials and assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q7.5a**

**Professional development has provided YOU with strategies that you have incorporated into your instructional delivery methods.**

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

**Q7.5b Professional development has proven useful to YOU in your efforts to improve student achievement.**

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

**Q7.6 I have received follow up from professional development opportunities that help me improve my teaching.**

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

# Overall

- Q8.1a** Which aspect of your work environment **MOST** affects your willingness to keep teaching at your school? *(Select one.)*
- Time during the work day (amount, quality and use)
  - School facilities and resources
  - School leadership
  - Teacher empowerment
  - Professional development
  - Community engagement and support
- Q8.2a** Which aspect of working conditions is **MOST** important to you in promoting student learning? *(Select one.)*
- Time during the work day (amount, quality and use)
  - School facilities and resources
  - School leadership
  - Teacher empowerment
  - Professional development
  - Community engagement and support
- Q8.3** Overall, my school is a good place to work and learn.
- Strongly disagree
  - Somewhat disagree
  - Neither disagree nor agree
  - Somewhat agree
  - Strongly agree
- Q8.4a** Which **BEST** describes your future intentions for your professional career?
- Continue working at my current school
  - Continue working at my current school until a better opportunity comes along
  - Continue working in education but leave this school as soon as I can
  - Continue working in education but leave this district as soon as I can
  - Leave education altogether
- Q8.4b** I plan to take a position in school administration.
- Yes
  - No

**Q8.5 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. Adequate facilities and/or resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Adequate support from school leadership	<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 (subject, students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Empowerment to make decisions that affect my school and/or classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Degree of testing and accountability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Time during the work day (amount, quality, use)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. District and/or state requirements impact on my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Intrusions on classroom teaching time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Lack of time to prepare or plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Hours of work per week	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Class sizes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Effectiveness with the students I teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Cost of living of the community in which my school is located	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. The changing demographics of the school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Support from parents/guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. The community environment where I live	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Travel time to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Feeling safe in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Degree of "burnout"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Retirement options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. Personal reasons (health, family, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q8.6 I am satisfied working in my current school.**

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

# New Teacher Support

**Q9.1** As a beginning teacher, I have received the following kinds of support. (Check all that apply.)

- Orientation for new teachers
- Beginner's seminars
- Supportive communication with administrators
- Collaboration or common planning time
- Formally assigned mentor
- Formal time to meet with my mentor during school hours
- Teacher network
- Reduced workload
- Teacher aide
- Professional development
- An "unofficial" mentor with whom I discuss my teaching
- Written materials to support my teaching
- Written materials for policies and procedures

**Q9.2** My mentor has provided effective support in the following areas.

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. Instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Curriculum and the subject content I teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Planning lessons, units, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Classroom management/discipline strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Logistical issues (e.g., location of copier)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Becoming part of the school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. General social support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Working collegially with other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Working with the school administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. School and/or district policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Completing products or other documentation required of new teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Completing school or district paperwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q9.3** Please indicate if 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>b. My mentor and I taught the same grade level.</b>	<input type="radio"/>	<input type="radio"/>
c. My mentor and I taught the same content area.	<input type="radio"/>	<input type="radio"/>

**Q9.4 Please rate how strongly you agree or disagree with the following statements about your most recent mentoring experience.**

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. My mentor was available in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My mentor and I could talk freely about any issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My mentor and I had similar philosophies of education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My mentor and I were personally compatible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q9.5 On average, how often did you engage in 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. Planning during the school day with my mentor	<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. Planning instruction with my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Having discussions with my mentor about my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Receiving written feedback from my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q9.6 Please rate how strongly you agree or disagree with the following statements about your mentoring and induction experiences.**

	Strongly disagree	Somewhat at disagree	Neither disagree nor agree	Somewhat at agree	Strongly agree
a. My induction practice program improved my instructional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My induction experience influenced my decision to stay in teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My mentoring experience has been important in my decision to continue teaching at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My mentor improved my ability to handle logistics/procedures at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My mentor supported me emotionally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My mentor supported me in addressing issues of equity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. My mentor modeled best practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q9.7 Which of the following BEST describes the role of your mentor?**

- a. Directing, sharing expertise and providing suggestions
- b. Stimulating shared reflection and consideration of alternatives
- c. Participating when needed, allowing you to work out solutions on your own

**Q9.8** Of the success you have had as a beginning teacher, what proportion would you attribute to the additional support you received as a new teacher?

- None
- Hardly any
- Some
- Quite a bit
- A great deal

# Mentoring

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

**Q9.9 How many teachers new to the profession did/do you mentor?**

- 1
- 2
- 3
- 4 - 6
- 7 - 10
- 10+

**Q9.10 On average, how often did/do you meet with each mentee?**

- Never
- Less than once a month
- Once a month
- Several times a month
- Once a week
- Almost daily

**Q9.11 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"/>

**Q9.12 On average, how often did you engage in each of the following activities with your mentee(s)?**

	Never	Less than once a month	Once a month	Several times a month	Once a week	Almost daily
a. Planning during the school day with my mentee(s)	<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. Being observed by my mentee(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Planning instruction with my mentee(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Having discussions with my mentee(s) about their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Providing written feedback to my mentee(s) on their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q9.13 Please rate how strongly you agree or disagree with the following statements about your most recent mentoring experience.**

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. I was able to respond to my mentee(s) when they needed me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My mentee(s) and I could talk freely about any issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My mentee(s) and I had similar philosophies of education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My mentee(s) and I were personally compatible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q9.14 Please indicate which of the following kinds of support, if any, you received as a formally assigned mentor. (Check all that apply.)**

- Release time to observe your mentee(s)
- Release time to observe other mentors
- Reduced teaching schedule
- Reduced number of preparations
- Common planning time with teachers you are mentoring
- Specific training to serve as a mentor (e.g., seminars or classes)
- Regular communication with principals, other administrator or department chair
- Other

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