



Cultivate Learning Environments to Accelerate Recruitment and Retention

Project CLEAR Voice: Facilitator Survey Prompts and Guiding Questions by

**Eric Hirsch, Director of Special Projects
New Teacher Center at the University of California at Santa Cruz**

In the Spring of 2007, State Superintendent of Schools Hank Bounds and the Mississippi Teacher Center initiated a survey of all Mississippi school-based licensed educators — asking them to respond to a range of questions about time, professional development, leadership, empowerment, and facilities and resources. The purpose was clear: to Cultivate Learning Environments to Accelerate Recruitment and Retention (CLEAR). As Superintendent Bounds notes, “We must know and understand the needs of our teachers so that we can provide them with the tools and resources they need to help our students succeed.”

More than 25,000 educators (67 percent) from across the state participated in Project CLEAR Voice. Data — only released if at least 40 percent of the school faculty or district’s school-based licensed educators responded — is now available for 877 schools (85 percent) and 136 school districts (88 percent), providing critical information for making local and state level decisions. Data and resources are available at www.projectclearvoice.org.

Using this data to inform school improvement planning is essential. However, this data can be difficult to interpret, understand and utilize at the building level. This document can hopefully serve as a guide for school and district faculty in delving deeper into the results, assessing it relative to other information, and identifying the root causes of educator perceptions about their teaching and learning environments.

Overall Probes to Identify Specific Areas of the Survey

Look first at the domain averages at the front of the report as it provides a snapshot of the school/district in all areas surveyed. These domains should be considered heuristics. They are compiled by analyzing survey results and utilizing questions that held together well and best explained the domain area. They are intended to help you identify key areas of teaching and learning conditions on which to celebrate success and focus your improvement efforts.

1. Are there any domains, or focus areas, in which your district’s scores are significantly different than the state?

- Make sure the difference is both significant and meaningful. Differences in the domain average should be large enough to merit discussion and investments in reform. Given the size of the database, even the smallest differences have been found to be “statistically significant.” Differences of a few hundredths are not large. However, while a difference of .5 may not seem like much, it could reflect large disparities in the perception of teaching conditions on key questions within the area on the survey.
 - Look for both positives and negatives. Positives should be acknowledged in their own right and could be illuminating when thinking through how to address other areas of greater concerns.
 - Consider other comparisons. Are there comparisons from other schools in the district or other schools and districts with similar demographics? Could you talk to district personnel to get a better gauge as to whether other schools share similar differences (as the data is password protected and you can only view your information).
2. Are any of the domain averages lower than a 3.00? A 3 represents “neutral” and lower than 3.00 indicates that the school average is tending toward disagreeing that teaching conditions are in place in that area.
- Are those dissatisfaction areas unique to your school or is this an area of concern for all schools within the district?
 - Are there multiple areas of dissatisfaction that may be related to each other? If so, can you identify the root causes that may be driving dissatisfaction across multiple areas?
 - Is there strong dissatisfaction (2.50 or lower) or are teachers responding neutrally (between 2.80 and 3.10)? If strong dissatisfaction exists, exploring some immediate short term strategies and long term solutions may be necessary.
 - Go in and look more specifically at individual questions in each domain to better understand the specifics...
3. How are specific domains and questions related to school/district goals for improving teacher retention and student learning?
- Which aspect of your work environment most affects your willingness to keep teaching at your school? Which questions had the greatest connections to future employment plans?
 - Which aspect of working conditions is most important to you in promoting student learning? Which questions had the greatest connection to teacher retention? To promoting student learning?

Domain Questions and Probes within Domains

The following questions and prompts are meant to spur discussion of individual survey questions amongst school faculty. Ideally, the conversation will help schools identify reasons for teacher perceptions, helping schools to make more informed decisions on potential reforms to address challenges or successes to scale up and apply to other school issues.

Time Domain

The time domain state average was a 3.10 on a scale of 1 to 5 with 5 being the highest possible score), one of the lowest areas on the CLEAR Voice Survey. Critical issues surveyed in this area include: class size, time for collaboration, non-instructional time available, non-essential duties and paperwork, and time spent on educational issues outside of the school day.

Question T1a. Teachers have reasonable class sizes, affording them time to meet the educational needs of all students. Statewide 54 percent of educators agree with the statement

- What are the actual class sizes (teacher/pupil ratios) in the school? Are they higher than other schools in the district? In the state? Is there great variation within the school across classrooms? Across grades or content areas?
- Is this a class size issue or a professional development issue? Survey trends indicate that teachers want more professional development to differentiate instruction (work with special education, gifted, English Language Learners, etc.). Are teachers overwhelmed with numbers of students or need more support to reach the different learners they have in their classrooms?
- Is it an issue of class size or the number of preparations teachers have? Is there variation by subject taught (Language Arts for example) or grade level?

Question T1b. Teachers have time available to collaborate with colleagues. Statewide 51 percent of educators agree with the statement

- How much of the non-instructional time available to teachers is scheduled so that they can work in vertical, horizontal or subject specific teams on issues directly related to teaching and learning?
- How is the schedule determined? Is it done at the district or school level? How much flexibility is there? Has finding collaborative time been a priority (versus non-instructional time when individual planning can occur)? Can the school utilize parents/volunteers/substitutes/district personnel/principals etc. to cover non-instructional time to free up more opportunities for collaborative time?

- Is it an issue about the QUANTITY of time or the QUALITY of time? While time may be available, if it is not used efficiently and effectively to improve instruction, educators may believe what is available is not enough.
- Are changes in current attitudes, skills and relationships needed to develop high quality teacher-to-teacher professional development?

Question T1c. The non-instructional time provided for teachers in my school is sufficient. Statewide 48 percent of educators agree with the statement

- While non-instructional time is defined on the survey, do you think faculty in your building considered all non-contract time with students? Did they consider time before and after school for which they are under contract?
- How much of the non-instructional time available to teachers is scheduled so that they can work in vertical, horizontal or subject specific teams on issues directly related to teaching and learning?
- How is the schedule determined? Is it done at the district or school level? How much flexibility is there? Has finding collaborative time been a priority (versus non-instructional time when individual planning can occur)? Can the school utilize parents/volunteers/substitutes/district personnel/principals etc. to cover non-instructional time to free up more opportunities for collaborative time?
- Is it an issue about the QUANTITY of time or the QUALITY of time? While time may be available, if it is not used efficiently and effectively to improve instruction, educators may believe what is available is not enough.

Question T1d. Teachers are protected from duties that interfere with their essential role of educating students Statewide 50 of educators agree with the statement

- What non-essential duties are expected of teachers? Are there ways to cover these duties using paraprofessionals, parents, etc.? Are these duties critical to ensure the safety of students and efficient operation of the school?
- Is it an issue of the amount of duties or are there other causes? For example, if teacher absenteeism is high, other teachers, while not assigned duties, may be taking them on to cover for colleagues who are not present. Is it an issue of not enough substitutes available in the district to cover classes and duties?
- Is this a perceptual issue? Are teachers sufficiently engaged in decision-making or communicated with about duties to understand the challenges?

Question T1e. Efforts are made to minimize the amount of routine administrative paperwork required of teachers. Statewide 40 of educators agree with the statement

- How much paperwork is under the control of the school? Of the district? Of the state? Of the federal government? Is any of it duplicative and can be consolidated (vs. IEP/504 plans, NCLB, etc.)?
- Is this an issue of excessive paperwork or do you think responses from hinged on “efforts to minimize”? If efforts are being made how are they communicated to staff? Are teachers sufficiently engaged in school and district decisions to understand the reason for certain paperwork or about efforts to streamline?

Question T1f. Teachers are allowed to focus on educating students with minimal interruption. Statewide 57 percent of educators agree with the statement

- What interruptions are occurring? Are they things under school control (intercom, etc.) or around providing specific instructional services to individual students (pull-outs, etc.)? Are there ways scheduling can help address identified issues?

Question T2. In an average week how much non-instructional time do you have available? Statewide 39 percent of teachers indicate that they have 3 hours or less

- Are the results surprising? Do you think teachers and school leaders in your building have similar perceptions about the amount of time available (statewide there are significant disparities between teacher and principal perception)?
- How is the schedule determined? Is it done at the district or school level? How much flexibility is there? Has finding collaborative time been a priority? Can the school utilize parents/volunteers/substitutes/district personnel/principals etc. to cover non-instructional time to free up more opportunities for collaborative time?
- How is this time utilized? Is it for individual planning or collaborative work? Is it used well – meaning the time is spent in ways which will improve teaching and learning? What structures are in place to ensure time is used efficiently and effectively?

Question T2a. Of those hours, how many are typically spent on supervisory duties? Statewide 81 percent of teachers indicate that they have 3 hours or less

- What supervisory duties are expected of teachers? Are there ways to cover these duties using paraprofessionals, parents, etc.? Are these duties critical to ensure the safety of students and efficient operation of the school?
- Is it an issue of the amount of duties or are there other causes? For example, if teacher absenteeism is high, other teachers, while not assigned duties, may be taking them on to cover for colleagues who are not present. Is it an issue of not enough substitutes available in the district to cover classes and duties?

Question T3. In an average week of teaching how much time do you spend on school related activities outside the regular school work day? Statewide 44 percent of teachers report spending at least an hour a day on average

- Are the results surprising? Do you think teachers and school leaders in your building have similar perceptions about the amount of time worked outside of the day (statewide there are significant disparities between teacher and principal perception)?
- Is this a problem? Is it contributing to teacher burnout? Is it true across the entire faculty? Are there ways to ensure high quality instruction occurs but more is done during the school day?

FACILITIES AND RESOURCES DOMAIN

Of all the domains on the survey, educators were the most likely to say that they had access to sufficient facilities and resources. The domain average was a 3.64 on a one to five scale, the most positive area of the survey. Critical areas included in this survey include: access to instructional resources and technology, office equipment, communication technology, adequate professional space and personnel support, and a safe, cleanly environment.

Question F1a. Teachers have sufficient access to appropriate instructional materials and resources. Statewide 73 percent of educators agree with the statement

- What do you believe the faculty meant by sufficient? Does your school and/or district spend more or less on instructional resources than others? Are instructional materials equally available and accessible across classrooms within the school (grade, content, more veteran educators)? Across all schools within the district? Are perceptions of sufficiency influenced by the timing of resources (i.e. ordered materials come after the start of the school year)?
- What do you believe the faculty meant by adequate? Is it a question of access, or is it a question of having instructional materials that ensure teachers can be successful conveying content to all learners? Are current materials aligned with state standards? Are instructional materials appropriate for the learning needs of all students served? Are materials available in multiple medias (print, video, software, etc.)? Does the faculty have a clear understanding of how to align the resource selection process with the school's vision, communication patterns, assessment practices, staff development procedures, and the selection of curriculum and instruction processes?
- Who makes decisions about what instructional materials are ordered? Is it a school or district decision? What role do teachers play? How are their experiences with materials gathered and assessed in making future purchasing decisions?

Question F1b. Teachers have sufficient access to instructional technology. Statewide 72 percent of educators agree with the statement

- What do you believe the faculty meant by sufficient? Does your school and/or district have more or less technology available for instruction than others? Is technology equally available and accessible across classrooms within the school (grade, content, more veteran educators)? Across all schools within the district? Are perceptions of sufficiency influenced by the desire and/or ability of teachers to use it well for instruction (i.e. professional development on integrating technology into curriculum and teaching – see question F1c.)?
- Is this technology accessible within teachers' classrooms or only in central places (i.e. computer lab, library, media center, etc.)? If in the classroom, is it enough to be relevant and useful for instruction?
- Who makes decisions about what instructional technology is available? Is it a school or district decision? What role do teachers play? How are their experiences with technology gathered and assessed in making future purchasing decisions? What resources are available to the school to support technology use? Is the budget sufficient? Are choices made at the school and/or district level?
- Are teachers concerns about support related to technology functioning well, or about assistance in integrating it into instruction? What professional development is available to teachers to use instructional technology? Has it been effective?

Question F1c. Teachers have sufficient training and support to fully utilize the available instructional technology. Statewide 62 percent of educators agree with the statement

- Are teachers concerns about support related to technology functioning well, or about assistance in integrating it into instruction? What professional development is available to teachers to use instructional technology? Has it been effective?
- What resources are available to the school to support technology use? Is the budget sufficient? Are choices made at the school and/or district level?

Question F1d. Teachers have sufficient access to communications technology, including phones, faxes and email. Statewide 72 percent of educators agree with the statement

- What do you believe the faculty meant by sufficient? Does your school and/or district spend more or less on communications technology than others? Is technology equally available and accessible across classrooms within the school (grade, content, more veteran educators)? Across all schools within the district? Are perceptions of sufficiency influenced by the functioning of the technology (i.e. spam, server down, cell service, etc.)?
- Is this technology accessible within teachers' classrooms or only in central places (i.e. main office, lounge, etc.)?

Question F1e. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, chalk, etc. Statewide 66 percent of educators agree with the statement

- What do you believe the faculty meant by sufficient? Does your school and/or district spend more or less office equipment and supplies than others? Are supplies equally available and accessible across classrooms within the school (grade, content, more veteran educators)? Across all schools within the district? Are perceptions of sufficiency influenced by the timing of resources (i.e. budget spent before end of school, etc)?
- Who makes decisions about what supplies are ordered and how they are disseminated? Is it a school or district decision? What role do teachers play? How are their needs assessed in making future purchasing decisions?

Question F1f. Teachers have sufficient access to a broad range of professional support personnel. Statewide 66 percent of educators agree with the statement

- What staff is available to assist teachers in meeting the educational needs of students? Can they address moderate and severe needs? Guidance and counseling? Medical? Social services?
- How is support personnel staffing determined across the district? How are needs assessed? Are resources allocated to schools with the greatest needs? What input do schools have? What input do teachers have?
- What do teachers believe is sufficient? Are expectations similar across the entire faculty? Does all staff have equal access to support personnel?

Question F1g. Teachers have adequate professional space to work productively. Statewide 69 percent of educators agree with the statement

- Is there space available for teachers to meet and work collaboratively? Is it available when teachers have time to plan and collaborate? Is it conducive to working individually or in a group? Is it permanent or temporary space?
- Are there places where teachers can meet with students and/or parents? Is classroom space sufficient to meet teacher and student needs? Is space available for not only classroom activities but also “special” activities as well?

Question F1h. Teachers and staff work in an environment that is safe. Statewide 79 percent of educators agree with the statement

- How does the school compare on indicators of student discipline such as expulsions and other indicators? Are there other ways to gauge the extent of the issue? Is it related to certain students, certain grades, or are concerns broader?

- Are perceptions consistent across staff? Are there concerns for personal safety? What is driving those perceptions?
- Does your district/school have a clear school safety policy and is the policy reinforced in all teaching and learning activities?

EMPOWERMENT DOMAIN

The domain average for empowerment was a 2.62 on a one to five scale. About half of educators believe that they are centrally involved in decision making (40 percent) and report that there is an effective process for making collaborative decisions to solve problems (50 percent). Questions in this domain include: teacher role in decisions within the classroom and school, how valued teachers feel as professionals, and the effectiveness of decision making processes in place within the school.

Question E1a. Teachers are respected as professionals. Statewide 59 percent of educators agree with the statement

- Recognized by whom (administration, parents, community)? What does recognition look like? What is currently done to promote teachers as knowledgeable, skilled, professionals?

Question E1b. Opportunities for advancement within the teaching profession (other than administration) are available to me. Statewide 41 percent of educators agree with the statement

- What opportunities are available to allow teachers to remain teaching but play leadership roles (coaches, mentors, specialists, etc.)? Are these formal or informal roles? How are teachers selected? Are these opportunities open to all teachers? How teachers identified and selected for leadership roles? Is compensation available for assuming these roles? Are the roles permanent appointments or temporary or does there exist a rotation policy so more teachers have opportunities for leadership development?

Question E1c. Teachers are centrally involved in decision making about educational issues. Statewide 40 percent of educators agree with the statement

- What were teachers thinking when they considered “centrally”? Do you believe they thought this meant that they had to be making the decisions or part of a process?
- When is the right time to engage teachers in making decisions? Under what parameters? Are teachers happy with informing decisions? Is the process important or are there expectations about teacher input being actualized in outcomes? Are teachers willing to take on these additional responsibilities and time commitments? On what types of issues? Under what circumstances?

- How does this question line up with teacher agreement that there is an effective process for collaborative decisions? With the actual role teachers indicated are played in decisions about classroom and school decisions about teaching, hiring, budget, professional development, etc.?

Question E1d. Teachers are trusted to make sound professional decisions about instruction. Statewide 64 percent of educators agree with the statement

- Are issues of trust broad or specific to a group or audience? The community? Parents? Media? Administrators?
- Are perceptions of trust related to teachers' role in making decisions about teaching and learning issues? (see Question E2c., E2f.) How much autonomy do teachers have on instructional issues (lesson plans, selection of curriculum materials, pacing)? Are lesson plans reviewed? By whom? How frequently?
- How often do members of the staff collaborate to assess student progress and determine the content for in-service sessions at the school?

Question E1e. In this school we take steps to solve problems. Statewide 66 percent of educators agree with the statement

- What processes are in place to engage faculty in problem identification and solutions (see question E1f. on whether processes are effective)? Do formal committees in place address important educational issues?
- Are concerns rooted in the process (taking steps) or the effectiveness of those steps to address identified issues?

Question E1f. The faculty has an effective process for making group decisions and solving problems. Statewide 50 percent of educators agree with the statement

- What processes exist in the school for making decisions? Are they clear? Do all teachers participate in these processes or only some teachers? Who decides who will participate?
- What are faculty expectations around the process being "effective"? Do perceptions of effectiveness hinge on outcomes? Is the faculty more concerned with the process or whether problems are solved?
- Are the responses to the question E1d different? Why? Are steps made, but ultimately solutions are not found? Are solutions found through other means?
- Are deliberate efforts made to build a school environment that provides collaborative opportunities?

- What mechanisms are in place at your school that encourage problem solving and collaboration among teachers, administrators, and other school staff?

Question E1g. Professional development activities enhance teachers' skills as instructional leaders. Statewide 63 percent of educators agree with the statement

- What are measures used to assess effectiveness? How do teachers gauge the effectiveness of professional development, especially in an area such as instructional leadership? Is student learning the primary measure? How is that assessed?
- How are professional development activities selected? How are needs identified? What role do teachers play? Does it impact perceptions of effectiveness? Are any opportunities available around teacher leadership? Specific to instructional leadership? What knowledge and skills are necessary to be an effective instructional leader?

Question E2a.-i. Please indicate how large a role teachers have at your school in each of the following areas.

- Are there patterns across the areas? Do teachers play a role in issues related to teaching and the classroom, but not the school, overall? What role do teachers want to play? (see question E1c.) What is the ideal engagement for our school given the knowledge and skills of the faculty and how we are performing? Are teachers looking to lead in areas where they are not currently playing a role? If not, are there reasons teachers are not interested? Is it a matter of time available or are there perceptions that decision making processes are not effective (see question E1f.)
- Does the whole faculty agree with the assessment of teacher role across these areas? Are some teachers involved in decisions, but their participation is not widely known? Why? Are there set protocols for teachers participating in committee work to communicate back to their peers? Are they followed? Is the whole faculty engaged in decision making? How are teachers selected to participate? Who decides?
- What major barriers do teachers face as they strive to work as a team to have positive impact on learning?

LEADERSHIP DOMAIN

The school leadership domain had an average of 3.55 on a one to five scale, the second highest of any area on the survey (behind facilities and resources).. Teachers were positive about school leadership's ability to create and communicate a common vision, conduct fair evaluations, and provide feedback. Teachers, however, expressed some concerns about leadership efforts to improve working conditions, particularly in the areas of leadership and empowerment. These issues are critical as 46 percent of Mississippi educators indicated that leadership was the working condition area most important to them in determining their future employment plans.

Questions in this domain include: creating supportive and trusting environments, improving working conditions, communication and consistently implementing policies and practices.

Question L1. Which position BEST describes the person who most often provides instructional leadership at your school? Statewide 45 percent identified the principal and 15 percent reported other teachers

- Are the right educators making the right decisions for the most effective decision making on instructional issues? What role do teachers play in decision making on instruction (see E2a.-i.) What role does the district play in providing instructional leadership?
- How is leadership distributed in other areas (administrative, personnel, budgetary, moral, etc.)?

Question L2a. There is an atmosphere of trust and mutual respect within the school. Statewide 60 percent agree with the statement

- What does the faculty think a trusting environment looks/feels like? A more in depth analysis of trust showed that a shared vision, a collaborative and effective decision making process, and leadership that consistently supported teachers were the three most essential elements of trust – would you agree with that list? Why? Why not? Are these elements present in your school?
- What needs to be in place? If it is not in place in your school, what are some of the barriers (consider personnel, policies, programs)? Can you identify instances when teachers felt respected around a particular event or decision? What was present? Are there instances when this has not occurred? Why?
- Who contributes to building trust? What is the role of the principal? Other administrators? Department/Grade chairs? Other teachers? Are all groups essential? Can you have a trusting environment with any of those groups?

Question L2b. The school leadership communicates clear expectations to parents and students. Statewide 69 percent agree with the statement

- Does disagreement stem from clarity of expectations or how they are communicated? How are expectations set? Are teachers engaged? Are they related to the mission and vision of the school? Are expectations consistent for all students? For all parents?
- How are expectations communicated to students? Is it the responsibility of teachers or school leadership or both to ensure students understand expectations? On all issues (i.e. behavior, student learning, attendance, etc.)? How are expectations communicated to parents? How do teachers and leadership engage parents and students? Are strategies used consistent for all students? For all parents?

- Does any of the disagreement stem from how issues related to expectations are resolved with students or parents? Are there better ways to involve students and parents?

Question L2c. The faculty is committed to helping every student learn. Statewide 84 percent agree with the statement

- Are issues of commitment uniform across the entire faculty or are there individual(s) who other educators do not believe are committed? Why does that perception exist? Is it based on any particular actions or occurrences?
- What do educators expect “commitment” to look like? Is it a disposition or rooted in actions (or both)? Does professional development provide teachers with the knowledge and skills to help all students learn (see PD2 and PD3)? To differentiate instruction? To be culturally competent?

Question L2d. Teachers feel comfortable raising issues that are important to them. Statewide 56 percent agree with the statement

- What issues do teachers have within the school? Are they predominantly related to teaching (curriculum, instruction, etc.), leadership, decision making, policies and practices (at what level? School, district, state, federal), parental and community support, professional growth and learning? Are these issues uniform across the faculty or a concern for only one or a small group of teachers? Why?
- Why are teachers uncomfortable? Is it related to trust (L2a.) or how issues will be handled and resolutions and decisions are made to address them? Is the discomfort uniform across the faculty or only true for one or a small group of teachers? Why?
- Can you provide examples that illustrate whether the atmosphere is relaxed and members of the staff freely exchange ideas?

Question L2e. The school leadership consistently enforces rules for student conduct. Statewide 58 percent agree with the statement

- How are issues around student conduct dealt with in the school? How are decisions made? What is taken into account? Are perceived inconsistencies specific to particular students? Particular teachers? Particular infractions?
- Are perceptions around enforcement rooted in the conduct policies themselves? How are student conduct policies created? What role do teachers play in creating them? Is there a district-wide policy around student discipline and conduct? If so, is the school following it? How as it created?
- What issues can be identified due to the perception of inconsistent enforcement? Do teachers feel less safe (F1h.)? Are teachers more likely to be absent, creating additional

problems in the area of time (infringing on non-instructional time as teachers cover classes and/or duties for colleagues who absent)?

Question L2f. The school leadership consistently supports teachers when needed. Statewide 66 percent of educators agree with the statement

- What type of support are teachers expecting and desiring? To back them on decisions made? Instructional decisions? Discipline decisions? With whom? Parents, community, central office, other educators? What is fair to expect of school leadership?
- Is support consistent? Are there factors that contribute to school leadership decisions not to provide support? Why? What can be done? Is it inconsistent on different issues? For different teachers?

Question L2g. The faculty and staff have a shared vision. Statewide 65 percent agree with the statement

- Is there a vision statement? How was it created? How well known is it? Inside and outside of the school (with parents, community, students, etc.)? Is it known but not followed? By all staff or some?
- How is the vision communicated? How does it influence school policies and programs? Decision making on key education issues?

Question L2h. Opportunities are available to for members of the community to actively contribute to this school's success. Statewide 71 percent of educators agree with the statement

- How is support provided by parents and the community? What are teachers' expectations? Are expectations broad (that teaching is valued profession, that teachers have instructional expertise) or specific (volunteer in classroom, attend parent/teacher conferences) about desired support?
- How can parents and the community contribute to teacher success with students? What does it require? Are opportunities available at the school to contribute? Is the school open to parents and the community? What barriers are in place for them to contribute? What has been done to catalyze their interest? Have efforts been made that the community and parents have not responded to? Why? Are those barriers actionable? What actions do members of the staff take to make parents feel valued at the school?
- What will it take to create a shared sense of responsibility and a collective commitment to quality education among all stakeholders in the school?

Question L2i. Teachers are held to high professional standards for delivering instruction .Statewide 83 percent agree with the statement

- Who determines standards? The state? The district? The principal? Peers? How are these standards communicated? Do they come out in evaluation? Are standards high in other areas? How does it impact instruction?

Question L2j. Teacher performance evaluations are handled in an appropriate manner in my school. Statewide 75 percent agree with the statement

- How are evaluation policies set? What is required by the state and what is determined by the district? Are policies being followed and implemented consistently?
- What does “appropriate” mean? Are issues related to what is being evaluated? How often evaluations occur? Who is evaluating? How consistent evaluation standards and processes are across members of the faculty? What is done with information from the evaluation?

Question L2k. The procedures for teacher performance evaluations are consistent. Statewide 72 percent agree with the statement

- Where are there inconsistencies? Why are they present? Are some teachers held to different standards (new vs. veteran, etc.)?
- Are inconsistencies related to the time available for evaluations? Knowledge and skills of those providing evaluations? Other factors?

Question L2l. Teachers receive feedback that can help them improve teaching. Statewide 70 percent agree with the statement

- Who provides feedback to teachers? Is it a function of evaluation or are there other opportunities? How is it delivered? Is it consistent throughout the year? Across all subjects and grades?
- What feedback do teachers want and need? What types of systems are necessary to provide it (observation, release, professional learning communities)? What formal structures are currently in place to provide feedback for teachers? What informal ways do teachers receive feedback?
- Are classroom observations and constructive feedback included as part of a teacher’s professional development?

Question L2m. Staff members are recognized for accomplishments. Statewide 66 percent agree with the statement

- What are teachers’ expectations for recognition? Do teachers have input into who is recognized? Who selects teachers for recognition? How frequently? Are only a select group of teachers recognized?

- For what accomplishments? How are they recognized? In what venue and how publicly? Are all staff recognized or just teachers? Does that have an impact on perceptions?

L3a.-f. The school leadership makes a sustained effort to address teacher concerns about:

- Are efforts made in some areas more than others? Why? Statewide efforts are least likely to be perceived in the areas of leadership and empowerment (the two factors teachers say matter most in their decisions to remain working at a school), is the pattern similar in your school? What are the implications in your building? (see Core Question 1). Are efforts consistent across all members of the faculty? For similar types of concerns? Are some concerns viewed as more legitimate than others? Why? How are concerns identified and documented?
- What do teachers perceive “sustained” means? Does it refer to intensity? Consistency? What are teachers expectations for sustained?
- What efforts do teachers expect? Are efforts all in the process or are they directly related to outcomes and concerns being resolved? Can efforts be both formal and informal? Who do they come from within the leadership (principal, other administrators, other teachers)? What catalysts and barriers exist as the result of federal policy? State policy? District policy? School practice?

Question 14. Overall the school leadership in my school is effective. Statewide 61 percent agree with the statement

- See prompts throughout the leadership domain around specific aspects of leadership effectiveness
- What are teacher expectations for effective school leadership? Is leadership more effective in some areas than others? Why? What are areas where teachers continue to have concerns that are not addressed?
- Who are leaders within the school? How is leadership distributed? Are the right educators making the right decisions for the most effective decision making?

PROFESSIONAL DEVELOPMENT DOMAIN

Professional development received a 3.41 average on a one to five scale on the survey. A majority of teachers were positive about the effectiveness of professional development in providing new teaching strategies and improving student learning, but report that opportunities are not necessarily aligned where they have the greatest need (in differentiating instruction to meet the needs of diverse learners). Questions in this area include: the sufficiency of resources devoted to professional development, the effectiveness of professional development, and the amount of professional development needed and received.

Question PD1a. Sufficient resources are available to allow teachers to take advantage of professional development activities. Statewide 64 percent of educators agree with the statement

- What would teachers believe is “sufficient”? Are perceptions of sufficiency related to amount of resources devoted across the board or the type, quality and accessibility of PD offerings available for educators? Are responses about how applicable opportunities are to addressing teacher need or about proportion of budget?
- What activities are available to teachers? Are teachers considering in district opportunities or other opportunities (university, state, conferences, etc.)? How would this impact perceptions? Are more informal types of professional development (job embedded, PLC, etc.) considered as activities? What resources are necessary?
- Are resources allocated at the school or district level? Is there an approval process for professional development activities? What role do teachers play (see E2d.)? Are these activities sufficient?

Question PD1b. Professional development provides teachers with the knowledge and skills needed to teach effectively. Statewide 63 percent of educators agree with the statement

- What are measures used to assess effectiveness? How do teachers gauge the effectiveness of professional development? The school? The district? Is student learning the primary measure? How is that assessed?
- How are professional development activities selected? How are needs identified? What role do teachers play? Does it impact perceptions of effectiveness? Does professional development activities focus on the areas teachers identified as their greatest need to improve their knowledge and skills?
- How well has the professional development program helped teachers deepen their understanding of subject matter, make appropriate changes, understand individual differences, and align teaching with local/district/state standards?

Question PD1c. Teachers have multiple opportunities to learn from one another. Statewide 58 percent of educators agree with the statement

- What opportunities do teachers want and expect? Are they formal and structured or informal? What activities occur during collaborative time, faculty meetings, etc. to ensure that learning takes place?
- Is time a barrier or the knowledge and skills of staff to work collaboratively? If it is about time, are issues more related to the amount of non-instructional time available (see Question T1 and T2) overall, or whether it is scheduled to facilitate collaborative work?

- How do teachers provide professional assistance to their colleagues? What are the most effective ways of providing assistance? How willing are teachers to seek and accept assistance from colleagues?

PD2a.-i. In which of the following areas, if any, do you need additional support to effectively teach your students.

- Are there clear trends? Do any of these trends surprise you? Statewide it appears that teachers are comfortable with their content knowledge but want more support in differentiating instruction to diverse learners. Are the trends similar in your school? In your district?
- Is there a needs assessment done to ensure PD is relevant to teachers' instructional needs? To student learning needs? Who does it? Is it done at the school or district level? Who decides what activities are available or approves of opportunities? What role do teachers play?

PD3a.-i. In the past 2 years have you had at least 10 clock hours in or more of professional development in each of the following area.

- Is the professional development relevant to teachers? Does it match the areas where teachers in your school indicated they had the greatest need? Is there a needs assessment done to ensure PD is relevant to teachers' instructional needs? Who does it? Is it done at the school or district level? Who decides what activities are available or approves of opportunities? What role do teachers play ?
- Is there a needs assessment done to ensure PD is relevant to teachers' instructional needs? To student learning needs? Who does it? Is it done at the school or district level? Who decides what activities are available or approves of opportunities? What role do teachers play ?
- Has professional development been effective? Has some types or areas been more effective than others? How do you know? How is it evaluated and how are results used to improve offerings? What follow up is provided (PD1g.)? Is it sustained? What needs to occur for teachers to change instructional practice?
- Do teachers and administrators work cooperatively to plan, develop, and share professional development activities?

PD4a.-i. Professional development has provided YOU with strategies that you have incorporated into your instructional delivery methods.

- Is the professional development relevant to teachers? Does it match the areas where teachers in your school indicated they had the greatest need? Is there a needs assessment done to ensure PD is relevant to teachers' instructional needs? Who does it? Is it done at

the school or district level? Who decides what activities are available or approves of opportunities? What role do teachers play?

- Has professional development been effective? Has some types or areas been more effective than others? How do you know? How is it evaluated and how are results used to improve offerings? What follow up is provided? Is it sustained? What needs to occur for teachers to change instructional practice?

PD5a.-i.. Professional development has proved useful to YOU in your efforts to improve student achievement.

- Is the professional development relevant to teachers? Does it match the areas where teachers in your school indicated they had the greatest need? Is there a needs assessment done to ensure PD is relevant to teachers' instructional needs? To student learning needs? Who does it? Is it done at the school or district level? Who decides what activities are available or approves of opportunities? What role do teachers play?
- Has professional development been effective? Has some types or areas been more effective than others? How do you know? How is it evaluated and how are results used to improve offerings? What follow up is provided? Is it sustained? What needs to occur for teachers to change instructional practice?
- How well has the professional development program prepared staff to teach diverse populations?