

CRC

Center for Research on the Context of Teaching

**BAY AREA SCHOOL REFORM
COLLABORATIVE**

TEACHER SURVEY

Winter 2001

SCHOOL CONDITIONS

1. *How much influence do teachers have over school policy in each of the areas below?*
(CIRCLE)

	None		A Great Deal	
a. Determining how students' progress is measured.....	1	2	3	4
b. Hiring new professional personnel.....	1	2	3	4
c. Determining books and other instructional materials used in the classrooms .	1	2	3	4
d. Hiring a new principal.....	1	2	3	4
e. Establishing the curriculum and instructional program.....	1	2	3	4
f. Determining the content of in-service programs	1	2	3	4
g. Setting standards for student learning	1	2	3	4
h. Determining the focus of school reform efforts.....	1	2	3	4
i. Determining how collaborative time is used	1	2	3	4
j. Planning curriculum	1	2	3	4

2. *Please mark the extent to which you agree or disagree with each of the following statements.*

The principal at this school:

	Strongly Disagree			Strongly Agree	
a. Encourages teachers to try new methods of instruction.....	1	2	3	4	5
b. Promotes parental and community involvement in this school.....	1	2	3	4	5
c. Works to create a sense of community in this school	1	2	3	4	5
d. Takes a personal interest in the professional development of teachers .	1	2	3	4	5
e. Is strongly committed to shared decision making.....	1	2	3	4	5
f. Ensures that student learning is the "bottom line" in this school.....	1	2	3	4	5
g. Supports and encourages teachers to take risks	1	2	3	4	5
h. Is a strong leader in school reform.....	1	2	3	4	5
i. Keeps our school focused on a particular area of student achievement	1	2	3	4	5
j. Promotes the use of the Cycle of Inquiry among teachers.....	1	2	3	4	5

3. *This question concerns how teachers interact with each other in your school. Please indicate the frequency with which **you** do each of the following with other teachers in your school.*

	Never	A Few Times a Year	Once or Twice a Month	Once or Twice a Week	Almost Daily
a. Share ideas on teaching with other teachers.....	1	2	3	4	5
b. Observe another teacher teaching.....	1	2	3	4	5
c. Be observed by another teacher.....	1	2	3	4	5
d. Teach with a colleague.....	1	2	3	4	5
e. Discuss with other teachers what you/they learned at a workshop or conference.....	1	2	3	4	5
f. Share and discuss student work with other teachers.....	1	2	3	4	5
g. Analyze and discuss student achievement data with other teachers.....	1	2	3	4	5
h. Discuss particular lessons that were not very successful.....	1	2	3	4	5
i. Discuss beliefs about teaching and learning.....	1	2	3	4	5
j. Plan curriculum with other teachers.....	1	2	3	4	5
k. Work on the Cycle of Inquiry with other teachers.....	1	2	3	4	5
l. Work together to design and implement standards.....	1	2	3	4	5

4. *Please mark the extent to which you agree or disagree with each of the following statements about your school.*

	Strongly Disagree				Strongly Agree
a. This school has well-defined learning expectations for all students	1	2	3	4	5
b. Teachers take an active role in school wide decision making.....	1	2	3	4	5
c. Useful information to make informed decisions is readily available to teachers (e.g., about student performance, resources, community satisfaction).....	1	2	3	4	5
d. Teachers in this school really listen to students.....	1	2	3	4	5
e. This school has high standards for academic performance.....	1	2	3	4	5
f. Teachers like students and treat them with respect.....	1	2	3	4	5
g. Most teachers here provide intellectually stimulating and challenging learning environments for their students.....	1	2	3	4	5
h. This school is actively involved in school reform.....	1	2	3	4	5
i. Teachers in this school share a vision of teaching and learning.....	1	2	3	4	5

5. *Now consider the professional climate in your school. To what extent do you agree or*

disagree with each of the following statements about general school climate.

	Strongly Disagree					Strongly Agree
a.	1	2	3	4	5	
b.	1	2	3	4	5	
c.	1	2	3	4	5	
d.	1	2	3	4	5	
e.	1	2	3	4	5	
f.	1	2	3	4	5	
g.	1	2	3	4	5	
h.	1	2	3	4	5	
i.	1	2	3	4	5	
j.	1	2	3	4	5	
k.	1	2	3	4	5	
l.	1	2	3	4	5	
m.	1	2	3	4	5	
n.	1	2	3	4	5	
o.	1	2	3	4	5	
p.	1	2	3	4	5	
q.	1	2	3	4	5	
r.	1	2	3	4	5	
s.	1	2	3	4	5	
t.	1	2	3	4	5	
u.	1	2	3	4	5	
v.	1	2	3	4	5	

6. *Some of the ways that a school might evaluate its overall success are listed below. Indicate which kind(s) of information your school examines as a whole faculty. Circle "1" for any that apply.*

We examine this
kind of information
at the school level

a. Average student scores on standardized tests.....	1
b. Breakdown of test scores for race/ethnic groups	1
c. Student performances on exhibitions or unstructured tasks	1
d. Student work samples.....	1
e. Student portfolios	1
f. Student surveys about classes/school life	1
g. Student focus groups about classes/school life.....	1
h. Teacher surveys about school conditions.....	1
i. Teacher surveys about curriculum and teaching	1
j. Parent surveys about school conditions	1
k. Records on student transiency and attendance	1
l. Running records of student performance.....	1
m. School's API/growth target	1
n. Records on student discipline, suspension, and incidents	1
o. Records on teacher qualifications and assignments.....	1
p. Records on teacher turnover.....	1
q. Records of teacher grievances.....	1
r. District-wide student performance reports	1
s. School's progress on closing the achievement gap between student groups	1
t. Other (write in):_____	1

7. *Schools depend more or less on information about student achievement as a basis for making changes in programs and policy. Which of the following **best describes** how your school collects and uses such information. CIRCLE ONE LETTER.*

- A. In my school, the principal and teachers rely mainly on standardized test scores to assess student learning. Any changes based on these data are left up to individual teachers.
- B. In my school, there is interest in looking beyond standardized test scores to assess student learning. So far, programmatic decisions are rarely made based on examination of these data.
- C. In my school, efforts have begun in some classrooms to track relationships between student work, instruction and student achievement. Analysis of data is sometimes linked to the school's programmatic decisions.

D. In my school, the leadership and decision making bodies collect, analyze, and use data about student achievement to set benchmarks, evaluate progress towards standards, adjust the school's change effort, and influence teacher practice, school policy, procedures and structures.

8. Please mark the extent to which you agree or disagree with these statements about your school's relationship with **parents and the community**?

	Strongly Disagree				Strongly Agree
a. Teachers make an effort to reach out to the community	1	2	3	4	5
b. Staff are aware of issues and concerns of the community in which the school is located.....	1	2	3	4	5
c. The school encourages and supports parents to help their students succeed academically	1	2	3	4	5
d. Parents play an active role in making decisions about the school's program.....	1	2	3	4	5
e. Parents are actively involved in evaluating and refining the school's standards	1	2	3	4	5
f. Teachers and parents think of each other as partners in educating children.....	1	2	3	4	5
g. Teachers really try to understand parents' problems and concerns	1	2	3	4	5
h. Attendance at PTA meetings, parents' nights, and extracurricular activities is not strong.....	1	2	3	4	5
i. If a student or student's family needs help, the school collaborates with social service agencies to see that they get help.....	1	2	3	4	5
j. Parents are actively involved in examining data on our school's progress toward its standards	1	2	3	4	5
k. Staff at this school work hard to build trusting relationships with parents.....	1	2	3	4	5

9. Please indicate how strongly you agree or disagree with the statements regarding the district in which you teach.

	<u>Strongly Disagree</u>				<u>Strongly Agree</u>		<u>Don't Know/ No Opinion</u>	
a.		I feel that this district inspires the very best in the job performance of its teachers	1	2	3	4	5	9
b.		Often I find it difficult to agree with this district's policies on important matters relating to its teachers	1	2	3	4	5	9
c.		I am proud to tell others that I work for this district.....	1	2	3	4	5	9
d.		The district supports local innovation.....	1	2	3	4	5	9
e.		The district provides adequate services around student transportation	1	2	3	4	5	9
f.		The district holds high expectations for our school	1	2	3	4	5	9
g.		The district builds community confidence in our school.....	1	2	3	4	5	9
h.		The district helps this school respond positively to policy changes	1	2	3	4	5	9
i.		The district creates mandates without providing adequate support.....	1	2	3	4	5	9
j.		The district promotes the professional development of teachers.....	1	2	3	4	5	9
k.		The district ensures that student learning is the "bottom line" in this school.....	1	2	3	4	5	9
l.		The district provides adequate support for hiring and personnel issues.....	1	2	3	4	5	9
m.		The district demands a lot of paperwork from my school	1	2	3	4	5	9
n.		The district is committed to high standards for every student	1	2	3	4	5	9
o.		District priorities are consistent with my school's priorities	1	2	3	4	5	9
p.		The district allows school sites to make decisions about teacher hiring and scheduling	1	2	3	4	5	9
q.		The district provides adequate support for facilities management	1	2	3	4	5	9
r.		The district gives schools control over their budget	1	2	3	4	5	9
s.		The district allows schools to make decisions about educational standards, curriculum, and instruction.....	1	2	3	4	5	9
t.		The district fosters learning among teachers in this district	1	2	3	4	5	9

10. Please mark the extent to which you agree or disagree with each of the following statements about the role of your district in your school's reform efforts.

	Strongly Disagree	1	2	3	4	5	Strongly Agree	Don't Know/ No Opinion
a. The district helps my school develop and maintain high standards	1	2	3	4	5	9		
b. The district ensures that teachers have adequate on-site support for professional development.....	1	2	3	4	5	9		
c. The district helps my school use information about student achievement relative to standards in order to improve instruction.....	1	2	3	4	5	9		
d. The district supports my school's efforts to be accountable to its own local community	1	2	3	4	5	9		
e. The basic administrative support provided by my district allows my school to focus on teaching and learning	1	2	3	4	5	9		
f. The district provides professional development relevant to our reform goals	1	2	3	4	5	9		
g. The district supports my school's whole school change effort.....	1	2	3	4	5	9		
h. The district routinely helps my school establish systems of governance and decision-making that include participation by key stakeholder groups (e.g., students, parents, and staff)	1	2	3	4	5	9		
i. The district advocates for policy changes that are supportive of our reform work	1	2	3	4	5	9		
j. The district routinely helps my school set benchmarks and evaluate progress toward school and district standards	1	2	3	4	5	9		
k. The district helps my school focus on teaching and learning.....	1	2	3	4	5	9		
l. District policies are aligned with my school's reform agenda	1	2	3	4	5	9		
m. The district does not understand my school's reform agenda	1	2	3	4	5	9		
n. The district encourages principals to take risks in order to make change..	1	2	3	4	5	9		
o. The district has helped my school establish processes and strategies for handling stress, conflict, and divergent views.....	1	2	3	4	5	9		
p. The district supports teachers to align curriculum and assessments with standards	1	2	3	4	5	9		
q. The district fosters communication between my school and other schools in the district.....	1	2	3	4	5	9		
r. The district provides support for multiple forms of assessment.....	1	2	3	4	5	9		

TEACHING AND LEARNING

11. Which of the following best describes your current teaching assignment? (CIRCLE ONE.)

- 1 Self-contained classroom, all academic subjects
- 2 Single subject, part of an interdisciplinary team
- 3 Multiple subjects, part of an interdisciplinary team
- 4 Single subject, not part of an interdisciplinary team
- 5 Multiple subjects, not part of an interdisciplinary team
- 6 Other (WRITE IN): _____

Please write in all the subjects you currently teach: _____

12. What grade level(s) do you teach this year? (CIRCLE ALL THAT APPLY)

K 1 2 3 4 5 6 7 8 9 10 11 12

13. Please indicate the extent to which you agree or disagree with each of the following statements about the **students you teach**.

		<u>Strongly</u> <u>Disagree</u>				<u>Strongly</u> <u>Agree</u>
a. The attitudes and habits my students bring to class greatly reduce their chances for academic success	1	2	3	4	5	
b. By trying different teaching methods, I can significantly affect my students' achievement level.....	1	2	3	4	5	
c. Many of the students I teach are not able to learn the material I am supposed to teach them.....	1	2	3	4	5	
d. My expectations for my students' learning are higher than they used to be	1	2	3	4	5	
e. There is really very little I can do to insure that most of my students achieve at a high level	1	2	3	4	5	

14. Please review the following list of possible **student lesson activities**. About how much time, if any, do your students do each of the following during class time?

	Never	1 or 2 periods per semester	1 or 2 periods per month	Once a week	A few times a week	Every day
a. Work individually on exercises, worksheets, or workbooks.....	1	2	3	4	5	6
b. Listen to teacher reading.....	1	2	3	4	5	6
c. Work on a project that requires data collection.....	1	2	3	4	5	6
d. Review and discuss the work of other students.....	1	2	3	4	5	6
e. Work on group investigations that extend for several days	1	2	3	4	5	6
f. Explain their reasoning to the class.....	1	2	3	4	5	6
g. Listen to teacher presentations	1	2	3	4	5	6
h. Answer factual questions in a whole class setting	1	2	3	4	5	6
i. Work on an individual project that takes several days	1	2	3	4	5	6
j. Discuss ideas for a sustained period.....	1	2	3	4	5	6
k. Reflect on their work and set future learning goals	1	2	3	4	5	6
l. Read from a textbook	1	2	3	4	5	6
m. Read a novel or primary source material.....	1	2	3	4	5	6

15. How important are each of the following **kinds** of assessments for you in judging how well students are learning?

	Not Important	1	2	3	4	5 Very Important
a. Multiple-choice tests.....	1	2	3	4	5	
b. Essay tests	1	2	3	4	5	
c. Portfolio of student work	1	2	3	4	5	
d. Products of group projects	1	2	3	4	5	
e. Standardized test results	1	2	3	4	5	
f. Work samples.....	1	2	3	4	5	
g. Other (write in)_____	1	2	3	4	5	

16. How much emphasis do you place on each of the following **criteria** in assessing student progress?

The student showed increased ability to:	No				
	Emphasis				
	1	2	3	4	5
a. Recall factual information	1	2	3	4	5
b. Ask probing questions about subject matter.....	1	2	3	4	5
c. Apply what he/she has learned to new questions, situations, and subjects.....	1	2	3	4	5
d. Reflect on his/her progress	1	2	3	4	5
e. Master basic skills	1	2	3	4	5
f. Express his/her own ideas about subject matter.....	1	2	3	4	5
g. Work with speed and accuracy.....	1	2	3	4	5
h. Provide constructive feedback to other students.....	1	2	3	4	5
i. Read for meaning.....	1	2	3	4	5

SCHOOL REFORM

17. Please indicate how strongly you agree or disagree with the statements regarding professional development and the reform climate in your school.

	Strongly Disagree				Strongly Agree
	1	2	3	4	5
a. My school has a clear vision of reform that is linked to standards for student learning and growth.....	1	2	3	4	5
b. Overall my professional development experiences this year have been closely connected to my school's reform vision.....	1	2	3	4	5
c. We receive adequate professional development support for the changes we introduce at our school.....	1	2	3	4	5
d. The application of resources for school reform is haphazard and without coherent direction	1	2	3	4	5
e. Overall, my professional development experiences this year have been sustained and coherently focused, rather than short-term and unrelated.....	1	2	3	4	5
f. Overall, my professional development experiences this year have helped me understand my students better	1	2	3	4	5
g. My school encourages teachers to pursue inquiry into their classroom practice.....	1	2	3	4	5
h. Overall, my professional development experiences this year included enough time to think carefully about, try, and evaluate new ideas	1	2	3	4	5
i. Progress toward the school's teaching vision is openly examined and acknowledged.....	1	2	3	4	5
j. Teachers collect and use data to improve their teaching	1	2	3	4	5
k. My school has made changes designed to better meet the needs of our diverse student body.....	1	2	3	4	5
l. Teachers in my school have high professional standards for their work.....	1	2	3	4	5
m. I have learned to improve my teaching by working with others in the school.....	1	2	3	4	5
n. There is consensus in my school about best practices.....	1	2	3	4	5

18. Which of the following activities have you and others in your school been involved with as part of your school's membership in the Bay Area School Reform Collaborative (BASRC)? (Circle all that apply)

For those activities in which you or others in your school were involved, indicate to what extent you found them helpful for your school's reform effort.

	Were you involved?		Extent that activity was helpful to my school's reform effort				
	No	Yes	Not at all	Very little	Some-what	Consi-derable	A great deal
a. Development of our school's membership portfolio ...	1	2	1	2	3	4	5
b. Portfolio reading for BASRC.....	1	2	1	2	3	4	5
c. Site visit for funding at another school.....	1	2	1	2	3	4	5
d. Affinity group.....	1	2	1	2	3	4	5
e. Workshop on accountability hosted by BASRC/WAC	1	2	1	2	3	4	5
f. Annual collaborative assembly	1	2	1	2	3	4	5
g. Development of our school's leadership proposal.....	1	2	1	2	3	4	5
h. Site visit to receive funding.....	1	2	1	2	3	4	5
i. Summer leadership institute	1	2	1	2	3	4	5
j. Critical friends visit at my school.....	1	2	1	2	3	4	5
k. Visit to another school for a critical friends visit	1	2	1	2	3	4	5
The Review of Progress (ROP):							
l. Developing ROP documents.....	1	2	1	2	3	4	5
m. Attending the ROP as a reader.....	1	2	1	2	3	4	5
n. Attending the ROP as a school representative ...	1	2	1	2	3	4	5
o. Participating in an ROP site visit at my school ...	1	2	1	2	3	4	5
p. School accountability event.....	1	2	1	2	3	4	5
q. BASRC workdays	1	2	1	2	3	4	5
r. BASRC leadership team.....	1	2	1	2	3	4	5
s. Coaching from a BASRC contact.....	1	2	1	2	3	4	5
t. Professional development with our support provider (write in name): _____	1	2	1	2	3	4	5
u. Professional development with our support provider (write in name): _____	1	2	1	2	3	4	5
v. Other (write in): _____	1	2	1	2	3	4	5

19. Please comment on how, if at all, your experiences with any of these **BASRC activities** have made a difference for your school in the way it conducts its reform efforts.

20. Please comment on how, if at all, your experiences with any of these **BASRC activities** have made a difference in your professional growth.

21. Please list **other reform activities** you have been involved in at your school site that have been of value to your school's reform.

22. Indicate how, if at all, each of the following has changed during the last five years. If you have been at the school for less than five years, please consider the amount of change you have seen during the amount of time you have been at the school. (Circle "3" if no change).

Substantial Decrease	Some Decrease	No Change	Some Increase	Substantial Increase
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a.	Teachers' voice in school decisions.....	1	2	3	4	5
b.	Teachers' consensus on desired student learning outcomes	1	2	3	4	5
c.	Teachers' consensus on needed areas for whole school change.....	1	2	3	4	5
d.	Overall student engagement in school.....	1	2	3	4	5
e.	Overall student academic achievement.....	1	2	3	4	5
f.	Respect for different viewpoints on an issue	1	2	3	4	5
g.	Teacher leadership	1	2	3	4	5
h.	Staff discussions of teaching and learning.....	1	2	3	4	5
		Substantial Decrease	Some Decrease	No Change	Some Increase	Substantial Increase
i.	Teacher collaboration.....	1	2	3	4	5
j.	Parent voice in school decisions	1	2	3	4	5
k.	Interaction between different stakeholder groups (e.g., classified staff, teachers, parents, community, district administration).....	1	2	3	4	5
l.	Teacher aides/classified staff voice in school decisions.	1	2	3	4	5
m.	Teachers' interest in learning new teaching approaches.....	1	2	3	4	5
n.	Teachers' understanding of student achievement gaps in the school.....	1	2	3	4	5
o.	Working with outside experts to support reform goals...	1	2	3	4	5
p.	School's reputation in the community	1	2	3	4	5
q.	Parent support of the student's learning.....	1	2	3	4	5
r.	Variety in teaching methods	1	2	3	4	5
s.	Teachers' consensus on needed instructional changes	1	2	3	4	5
t.	High academic standards for all students.....	1	2	3	4	5
u.	District's support of our school's reform goals.....	1	2	3	4	5
v.	Use of data as a basis for decision making	1	2	3	4	5
w.	Achievement of traditionally low-performing student groups.....	1	2	3	4	5
x.	Use of the Cycle of Inquiry.....	1	2	3	4	5
y.	Setting of goals for student achievement.....	1	2	3	4	5
z.	Setting of goals for teacher practice.....	1	2	3	4	5
aa.	Use of standards in curriculum and assessment	1	2	3	4	5
bb.	Personalized support for underachieving students.....	1	2	3	4	5
cc.	Use of multiple data sources.....	1	2	3	4	5
dd.	Communication about school decisions	1	2	3	4	5
ee.	Articulation within and between grade levels	1	2	3	4	5
ff.	Student voice in school decisions.....	1	2	3	4	5

gg. Focus on student achievement in a particular academic area.....	1	2	3	4	5
hh. Discontinuing programs and practices not aligned with school focus	1	2	3	4	5
ii. Interaction with other schools	1	2	3	4	5
jj. Other (write in): _____	1	2	3	4	5

23. Please indicate the extent to which you agree or disagree with these statements about teachers' awareness of and involvement in BASRC.

	Strongly Disagree				Strongly Agree
a. Teachers are aware of our school's BASRC-related work.....	1	2	3	4	5
b. Teachers are involved in our school's BASRC-related work.....	1	2	3	4	5
c. Teachers in this school are aware of BASRC's plans for its next phase of work.....	1	2	3	4	5
d. Teachers in this school are aware of our school's plans for the next phase of BASRC's work.....	1	2	3	4	5
e. Teachers in this school are engaged in planning for the next phase of BASRC's work.....	1	2	3	4	5

24. Please add any additional comments you wish to make about your school's involvement in BASRC, present and future.

BACKGROUND

25. *In what year did you begin your first regular teaching job at the elementary or secondary level? WRITE IN YEAR (e.g. 1992).* _____

26. *Did you work in another occupation full time for at least one year before starting teaching? If so, please describe.*

27. *How many years you have taught in this district:* _____ years

28. *How many years you have taught in this school:* _____ years

29. *What is your gender?* Male 1 Female 2

Additional comments on your teaching career or background are welcome.

THANK YOU FOR THE TIME AND THOUGHT YOU CONTRIBUTED TO THIS SURVEY!