Preparation and Support for Teaching:

A Survey of Working Conditions of Teachers

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INTRODUCTION

This working paper describes the findings from the second of a series of three "fast-response" surveys that focus on conditions affecting teaching in Washington state in the 2003-04 school year. This survey report, along with other analytic work supported by the Center for Strengthening the Teaching Profession (CSTP), offers timely and useful information to Washington's policy community regarding K-12 teaching, the teacher workforce, and conditions affecting instruction. A working paper on the first of the three surveys[1] and a separate methodological discussion, released in May 2004, describe the fast-response survey strategy and provide baseline information about the preparation and qualifications of a stratified, random sample of teachers across Washington.

The first survey provided a basis for probing more deeply into the local conditions teachers encounter as they carry out their daily work. Overall, the first survey documented a generally high level of satisfaction with their choice of profession and current teaching assignment, yet noted several areas of concern, among them, overall workload, school policies and practices, and the number of students in classes. The survey also revealed that, while most teachers feel equipped to teach their districts' curriculum, many do not see themselves as well prepared to meet the challenges their students bring to the classroom. Issues of preparedness for teaching and the match between basic knowledge and teaching assignment were more likely to arise at the middle school level and to a lesser extent the high school level.

Directed to the same sample who responded to Survey 1, the second fast-response survey dug deeper into these and other issues that are collectively related to the *quality of support* for teachers' work.[2] We discuss our survey findings in five sections in this working paper. The first, *Careers and School Contexts*, identifies factors associated with joining, remaining in, and exiting the teaching profession. *Teachers' Views of School Leadership and Working Environments* follows, providing details about how teachers perceive their school climate, with specific attention to teachers' responses about administrative and instructional leadership. *Resources Supporting Learning and Teaching* identifies issues associated with the adequacy of materials, technology, time, and other supports. We summarize perceptions of common school reforms in *School Improvement Initiatives as a Context for Teachers' Work*. The final *Summary and Unanswered Questions* section includes key findings and identifies implications for policy and practice.

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[1] These two documents are located on the *Center for Strengthening the Teaching Profession* website at the following address: http://www.cstp-wa.org/researchinprogress.html

[2] Of the teachers who responded to Survey 1, 92 percent also responded to the second survey. Appendix A provides a breakout of selected teacher and school characteristics for respondents in Survey 2.

SELECTED FINDINGS

Careers and School Contexts

Because attracting and retaining high quality teaching staff can have a central impact on instruction and student learning in Washington state, we need to understand what draws individuals to the profession and encourages them to stay in teaching. Our survey sheds light on several aspects of this matter: teachers' original reasons for becoming a teacher, what influences them to stay in the profession, and what keeps them in their current school. We also discuss issues that prompted teachers to consider leaving the profession, as well as other roles they have considered besides classroom teaching.

Most teachers in this state enter the profession for altruistic reasons; very few teachers join for extrinsic factors such as salary or benefits. However, external conditions can influence teachers' job satisfaction and their desire to remain in their current position, and in teaching as a career.

When asked to rank their top three choices from a list of reasons for joining the profession, teachers commonly report either a desire to work with young people (67 percent ranked this first or second) or the value or significance of education in society (32 percent ranked this first or second). Teachers mention with less frequency reasons associated with the nature of their work, such as the school year calendar, interest in a subject-matter field, or influence of a teacher (see Figure 1 below).

Figure 1: Major Reasons Teachers in Sample Indicated for Originally Deciding to Become a Teacher (n=361)
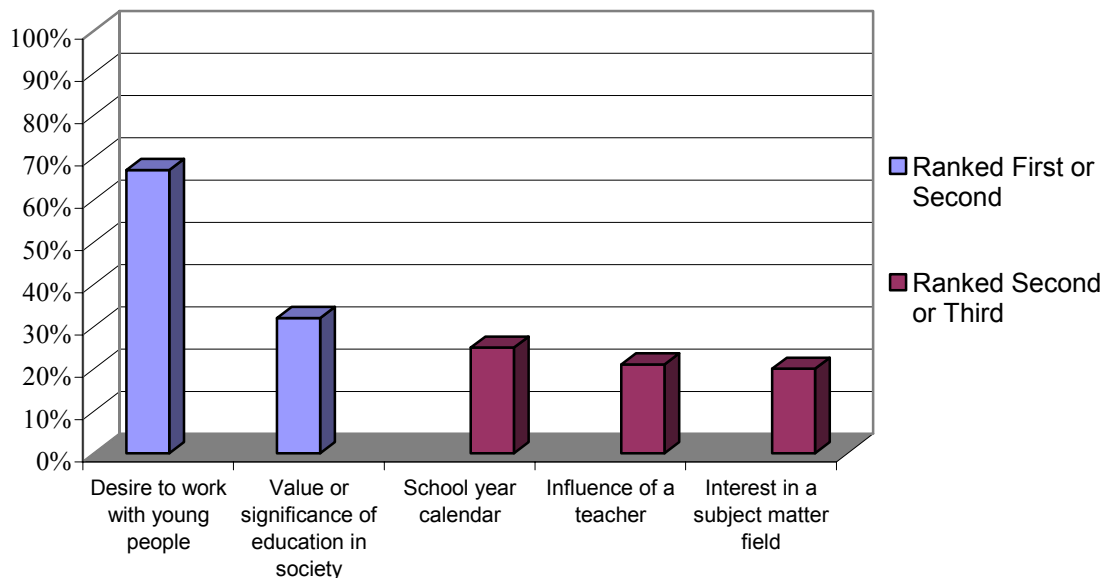
These reasons vary only slightly by school poverty measure, years of experience, and region of the state. The only difference in responses occurred among high school teachers who rank

interest in subject matter field more highly as a primary reason for entering the profession: forty-seven percent of high school teachers put it as their first or second reason for joining the profession, as compared with 16 percent of the middle school teachers and 13 percent of the elementary school teachers.

Teachers' reasons for staying in teaching closely match their motivations for joining the profession. These include a desire to help students learn and the value or significance of education in society (78 and 37 percent, respectively, ranked first or second). Other less common reasons for staying in the profession include a desirable work schedule, positive relationships with other teachers and intellectual challenge (see Appendix B).

Despite the pattern of overall satisfaction, most teachers have considered leaving teaching and their reasons for doing so are instructive. Among the three-fifths of the teacher sample who have considered leaving the profession, nearly three-quarters (75 percent) report overall workload as a reason. Other reasons include frustration with state education reform policies (63 percent), lack of time to do my job well (62 percent) and salary (57 percent) (see Appendix C for details). Teachers' regional location, years of experience, and level of schooling give clues to their frustrations with their teaching situations:

- *Regional differences.* Teachers in Eastern Washington consider departure with less frequency (47 percent) than their colleagues in Western Washington and the Central Puget Sound (respectively, 60 and 72 percent). Nonetheless, Eastern Washington teachers express frustration with state education reform policies in greater numbers (72 percent, compared with 63 percent in Western Washington and 57 percent in Central Puget Sound).

- *Differences in years of experience.* By comparison with their more experienced colleagues, newcomers to the profession—those with four years or fewer teaching experience—are less likely to report considering departure than those with more experience (45 percent as compared with 65 percent).

- *Differences related to level of schooling.* Middle and high school teachers are slightly more likely than elementary teachers to have thought about leaving the profession (approximately two-thirds of teachers at the higher grade levels, as compared with slightly more than half of their elementary colleagues). Salary was a key factor for middle school teachers, four-fifths of whom named this as a reason for leaving the profession, compared with slightly more than half of elementary teachers and high school teachers.

Specific aspects of teachers' workplace environment are also important in supporting their decision to remain in their current school. Most teachers identify school climate, professional support, a collaborative work environment, or teaching assignment in preferred area as reasons why they have stayed in their buildings. In contrast, extrinsic factors such as stipends for extra work, and career ladder or leadership opportunities are less important to teachers in our sample in deciding whether or not to remain in their current school (see Table 1).

Table 1: How important are the following factors in influencing you to stay in your current school? Number and Percentage reporting **Important** or **Very Important** (n=361)		
	Number	Percent
Positive school climate	334	93%
Support of colleagues	322	89%
Assignment in preferred area	318	88%
Support from administrator	315	87%
Collaborative work environment	296	82%
The community and its relationship to the school	236	65%
Professional growth options	200	55%
The nature of the school's student population	197	55%
Computer technology	153	42%
Proximity to home/childcare	144	40%
Stipends for extra work	137	38%
Leadership opportunities	117	32%
Career ladder	73	20%

While teachers in our sample expressed satisfaction with various aspects of their current assignment and school context, still many have thought about pursuing other careers in education. *Close to three-fifths of teachers have considered roles in education besides classroom teaching, especially roles related to content area expertise and leadership.* Compared to their elementary school colleagues, middle school and high school teachers express greater interest in these roles (e.g., curriculum director, assistant principal or other administrators) (see Appendix D).

Teachers' Views of School Leadership and Working Environments

Teachers' motivation to stay in their classrooms and the profession highlight the importance of both strong personal relationships with colleagues and the quality of their working environments. Teachers in the sample gave us more specific pictures of these environments and the types of guidance they receive to help them respond to a broad range of student needs. While the majority praise their schools' climates overall, teachers' responses indicate noteworthy gaps in their access to certain key supports.

Over three-fourths of the teachers in our sample see their schools as collaborative, professional working environments, with well articulated goals and expectations. This was equally true of teachers working high- and low-poverty schools (those with more than half of their children enrolled in the Free or Reduced-Price Lunch Program, as compared with less than a fifth of the students in this program). The overwhelming majority (85 percent) agree their school is a great place to work. Seventy-seven percent respond that their schools' decisions are focused on what is best for student learning.

As studies of school reform and leadership suggest, teachers' work takes place in an environment that is actively shaped by the school's principal and others who take on school-wide

leadership roles. We examined some aspects of leadership by asking the teachers in our sample about the way school leaders were interacting with them and what difference it made for their teaching. *From the teachers' point of view, the quality of school leadership is an essential working condition.* A great majority (87 percent) of the teachers in our sample identify the support of a school administrator as an important or very important reason influencing them to stay at their current school. Two other conditions, which research indicates are heavily shaped by school leadership—a positive school climate (93 percent) and a collaborative work environment (82 percent)—are equally important to these teachers.

The flip side of the coin also applies: where this kind of administrative support is less forthcoming, teachers are more likely to question whether they want to remain at the school or, more troubling still, whether teaching is the kind of work they would continue to do. While not the highest ranked reasons for wanting to leave the teaching profession, "administrators undermining teachers' decisions" or "a lack of leadership" are cited by a third or more of our sample (38 and 34 percent, respectively).

Most classroom teachers appear to be satisfied with the quality of school leadership they experience every day. Administrators' ability to communicate goals and expectations, work productively with teachers and back up teachers' when they need it, are often used indices of staff satisfaction with aspects of school leadership. An overwhelming majority in our sample somewhat or strongly agree that the school principal has communicated what kind of school he or she wants (79 percent) and "holds goals for the school I can support" (84 percent). Two-thirds view their principals as using faculty meetings productively and approximately three-quarters regard their principals as individuals who work with teachers and others to try to solve problems. Nearly four-fifths of teachers somewhat or strongly agree that the principal "enforces school rules and backs me up when I need it"—though less frequently in middle schools, where two-thirds of the teachers feel this way (see Appendix E).

Despite the generally favorable view of school leadership in relation to school climate, discipline, and problem solving, school principals are not always able to help teachers with the improvement of instruction, the core of their work. *While most teachers believe the principal is able to identify good instructional practice, less than half agree that their principals or assistant principals "discuss my instructional practices with me regularly."* This finding may reflect the fact that principals are faced with numerous responsibilities that often take them away from the central task of providing instructional leadership.

Furthermore, *the teachers in our sample who work in high-poverty schools appear somewhat less satisfied, on average, with the quality of school leadership.* In these settings, 45 percent had considered leaving the profession due to a "lack of leadership," compared with 22 percent of their counterparts in low-poverty schools. More teachers in high-poverty schools disagree that their principal was "an effective manager who made the school run smoothly" (38 percent as compared with 22 percent). They also are more likely to disagree that their principal has communicated the kind of school he or she wants with the staff (26 percent as compared with 16 percent) and makes it okay to discuss feelings, worries, and frustrations (28 percent as compared with 16 percent). That said, the tendency for teachers in high-poverty schools to experience less-than-optimal leadership should not be taken as a statement about all or even most schools facing

these conditions, nor of other aspects of the working conditions in these schools. Recall the pattern noted earlier: the majority of teachers in all kinds of settings like working in their respective workplaces and see these schools as collegial environments.

We checked further to see if teachers' perceptions of leadership applied uniformly across regions in the state and we found only one noticeable regional difference. Teachers within the Central Puget Sound region are somewhat more dissatisfied, on various grounds, with the quality of school leadership than elsewhere in Washington, as shown in Figure 2.

Figure 2: Please consider the principal's (or assistant principal's) relationship with you and other teachers at your school. Percentage who somewhat or strongly agree with statements about leadership.
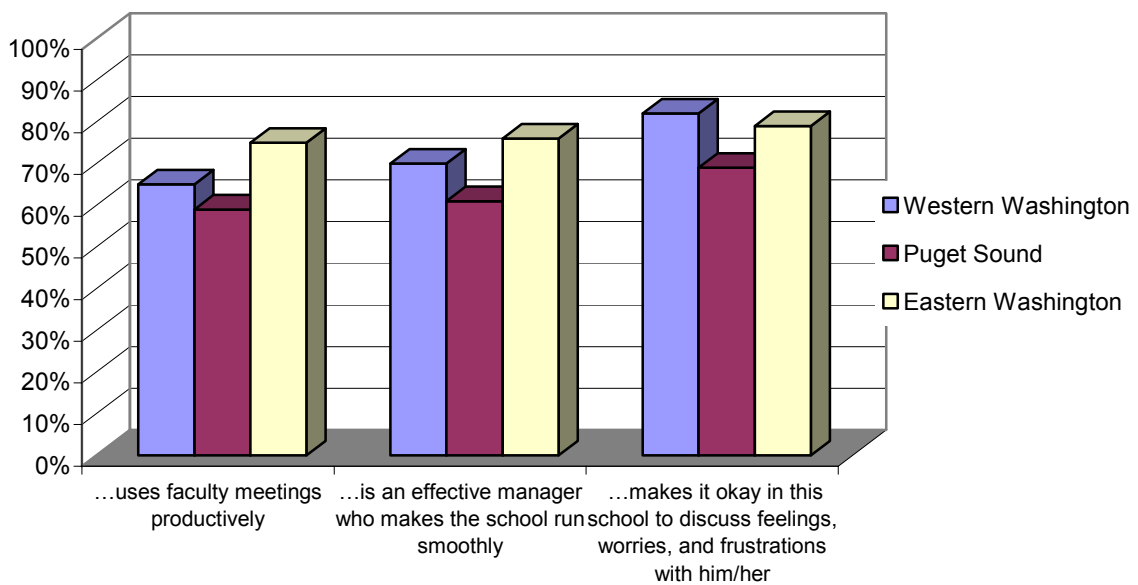
Resources Supporting Learning and Teaching

In addition to overall school climate and leadership, resources play a role in shaping the conditions of teachers' work. Therefore, teachers were asked to respond to questions about where they get support for their work and whether resources devoted to teaching and learning are adequate to meet their needs and the needs of students in their schools.

Teachers look to each other for guidance in matters of teaching. Over half of teachers in our sample state that they receive either a good or great deal of guidance from other teachers, with a majority (58 percent) reporting that they meet with other teachers to discuss common problems and challenges they face in the classroom at least weekly. Additionally, one-half report they meet at least weekly with other teachers to discuss subject matter content. However, in some instances, teachers report that the staff who serve in specific instructional leadership or support roles in their schools provide little or no guidance or help for improving their work (see Appendix F). *Although teachers often seek guidance from other classroom teachers, most are unlikely to observe the classrooms of colleagues.* More than one half (55 percent) of teachers

report that they *never* observe other classrooms and one-third report that they do this only occasionally. This suggests that a minority of teachers make use of this means of learning from each other.

While teachers *report there are adequate resources for some basic services in their schools, planning time and some support services for students are viewed less favorably*. Almost all teachers (93 percent) agree that resources are adequate for providing a safe learning environment for students. Furthermore, a substantial number of teachers characterize access to telephones, email, Internet, copy machines, and paper as adequate, with 95 percent of teachers stating that email and Internet access is adequate. Other key resources, however, are not so available:

- Planning time. The majority of teachers (61 percent) characterize planning time for teachers as insufficient for their needs.

- Computer resources. A sizable portion of teachers (41 percent) feel that resources for computers and appropriate software are inadequate.

- Academic support for students. A third believe there are insufficient resources in their schools to provide additional academic support or psychological/social work services for students (see Appendices G and H).

The level of schooling makes a difference in teachers' perceptions of resource adequacy: *elementary, middle, and high school teachers view the adequacy of resources differently*. As Figure 3 on the following page indicates, nearly half of middle school teachers describe resources for textbooks/workbooks as inadequate, as compared with a quarter of elementary teachers and a similar percentage of high school teachers. A similar pattern pertains for supplementary materials. By contrast, additional academic support for students may be more of a concern at the elementary school level, with 45 percent of elementary teachers indicating resources for this support to be inadequate, compared to 28 percent of middle school teachers and 29 percent of high school teachers.

Figure 3: Considering their overall quality, please rate the adequacy of the following resources in supporting your ability to do your job well: Percent of teachers rating resources as **inadequate** compared by school level (n=361)
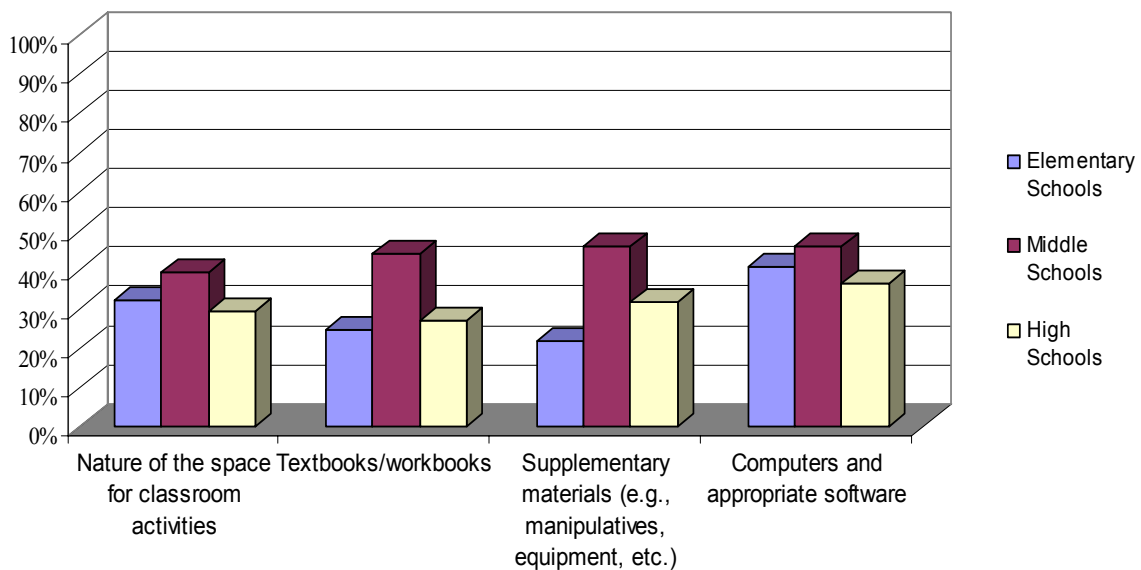
School Improvement Initiatives as a Context for Teachers' Work

School improvement strategies are often the lever through which educators and policymakers attempt to enhance student learning. Responses to the survey suggest that such strategies are commonplace throughout Washington. They also indicate that teachers view these strategies differently based on whether they work in elementary, middle, or high schools.

Over 85 percent of teachers work in schools where there has been some form of school improvement initiative during the last two years. Responses may not reflect initiatives introduced prior to the 2001-02 school year. These strategies vary in frequency, with literacy initiatives being most common (84 percent), followed by grade-level teams (76 percent), mathematics initiatives (75 percent), and school wide reforms (64 percent). Table 2 reveals that teachers have a range of opinions about the effectiveness of school improvement efforts in their buildings. Overall, while a majority of the respondents in schools implementing each type of initiative find some usefulness in these initiatives, substantially less than half, in most instances, find these initiatives "very useful," This was especially true of whole school reform and restructuring—only a fifth of the teachers found them to be very useful. The prevalence, and teachers' opinions of, these initiatives also vary by school level (see Appendix I for details):

- *Improvement initiatives in middle and high schools.* Teachers working at these levels reported a greater likelihood of subject-matter teams and were especially likely to find them useful. Grade-level teams were understandably less prevalent in high schools, though a majority of middle school teachers indicated this strategy had been implemented, and where implemented were found to be very useful, as often than not.

- *Improvement initiatives in elementary schools.* Grade-level teams were especially prevalent in elementary schools, and more than half of the teachers in such settings found them to be very useful. Changes in class size or teacher load, instituted in slightly less than half of the schools, were also very welcome at this level (60 percent of the teachers reported such changes to be "very useful').

Table 2: Please rate the usefulness of the following school improvement strategies that your school may have implemented in the past two years. Reponses by Number and Percent Implemented and Usefulness.

Item	Strategy Implemented Number	Percent	Not at all useful Number	Percent	Somewhat useful Number	Percent	Very useful Number	Percent
Whole school reform design or restructuring	231	64%	36	16%	145	63%	49	21%
Grade-level teams	274	76%	17	6%	120	44%	137	50%
Cross-grade teams	173	48%	20	12%	101	58%	52	30%
Subject matter teams	208	58%	20	10%	119	57%	69	33%
Revised student schedule or calendar	182	50%	23	13%	102	56%	57	31%
Changes in class size or teacher load	166	46%	17	10%	71	43%	78	47%
Major initiatives: Literacy	303	84%	25	8%	165	54%	113	37%
Major initiatives: Mathematics	271	75%	34	13%	159	59%	78	29%
Major initiatives: Science	187	52%	36	19%	114	61%	37	20%

In other respects, the teachers in our sample held similar views of the improvement initiatives occurring in their vicinity, with a few exceptions. For example, novice teachers mentioned more frequently than their more experienced counterparts that changes in class size or teacher load are very useful (55 percent) compared to teachers with 5 to 14 years of experience or teachers with 15 or more years (42 and 46 percent, respectively).

Professional development, a key component of many school improvement efforts, affords an important avenue for teachers to further develop their knowledge and skills, particularly where the contexts of teaching have changed dramatically in recent years. While expectations for teachers have increased in the current high-stakes accountability context, teachers in the sample indicate that they have limited voice in their choice of professional development activities. *A substantial proportion of teachers report no involvement in decisions regarding the content of their professional development. This lack of involvement was highest among middle school teachers and novice teachers*, as indicated in Figure 4, where the majority of teachers are either minimally, or not at all, involved in making these decisions. Forty percent of teachers in the sample report no involvement in decision-making, especially at middle school level, where two-thirds of the teachers indicate that they are not involved at all. In addition, novice teachers, who may need more professional development support, appear to have the *least* voice in developing the kinds of opportunities available to them: fifty-one percent of teachers with four or fewer

years of experience report no involvement in decision making in professional development, as compared to about one-third of teachers who are more experienced.

Figure 4: To what degree are you involved in decision-making regarding determining the content of in-service professional development programs? Teachers responding **not at all or a little bit** compared by school level (n=361)
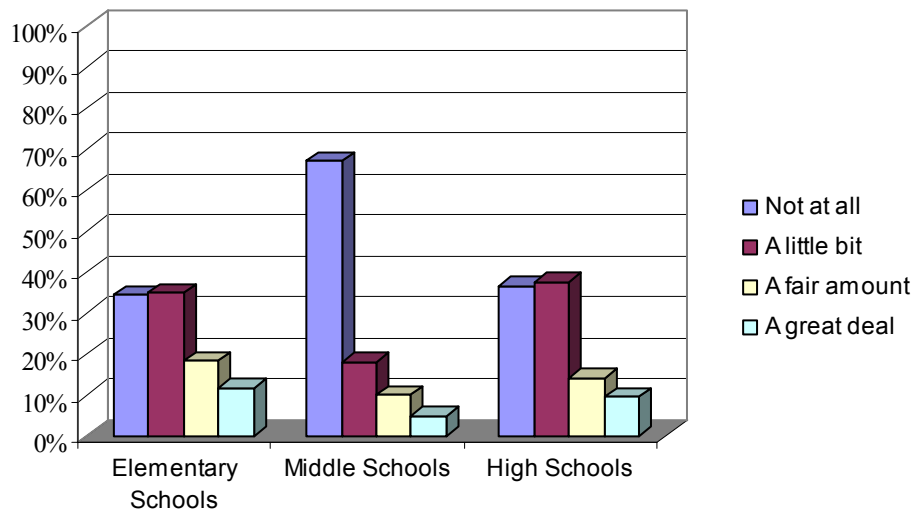
SUMMARY AND UNANSWERED QUESTIONS

This second survey during the 2003-04 year offers further insights into the working environment for classroom teachers in Washington state, and their responses to these conditions.

On the whole, teachers view these working environments in largely positive terms. Regardless of region and the nature of the student population and across a variety of settings, the teachers' schools are workplaces in which they wish to stay, offering a clear sense of direction and a relatively collaborative collegial community. School-level leadership is sound, in the view of most teachers. The profession of teaching is a choice that, for most, remains a comfortable one. More specifically, teachers are telling us:

- They feel supported by school leaders, for the most part—in the sense that disciplinary matters are taken care of and the school engages in problem-solving.
- For most, certain resources supporting teaching seem generally plentiful and the resources are sufficient to ensure a safe learning environment for students.
- Improvement initiatives of various kinds (e.g., to boost teachers' ability to teach literacy or mathematics, to encourage more team-based activity among teachers, to change class size or teacher load,) are widespread and often seen as useful.

Beneath the surface of the teachers' satisfaction with their working environments are particular issues that frustrate or concern them. The survey offers clues to these concerns in

several ways. For one thing, the majority have considered leaving teaching, especially in settings offering less than optimal administrative support. This fact is particularly true of schools serving a student population marked by higher levels of poverty. Specific facets of the teachers' working situation are most likely to cause them concern:

- An excessive workload, frustration with state education reform policies, and lack of time to do the job well are particularly troubling to a majority of the state's teaching force.
- Planning time and computer resources (both hardware and software) are often seen as inadequate.
- Teachers appear to get less instructional leadership than they would like or need— principals offer less of it than they might. As a result, teachers turn to their colleagues.
- A noticeable number of teachers see academic support services and those related to psychological or counseling support as insufficient to ensure student learning.

Picking up on a theme suggested by the first survey, the teachers' perceptions of their working environments differ for teachers working in elementary, middle, and high schools. The level of schooling influenced both the prevalence and perceived usefulness of different kinds of school improvement initiatives. In middle schools, for example, teachers were more likely than their colleagues at other levels to see resources (e.g., textbooks) as inadequate, consider leaving the profession, find their salary as problematic, and feel unsupported by administrators. And in sharp contrast to elementary and high school teachers, middle school teachers have relatively little say over the professional development in which they participate. Academic support, on the other hand, is more of an issue for elementary teachers, who find this less available than at other levels.

The survey leaves unanswered a number of questions about the ways teachers in Washington state are helped to improve core aspects of their professional work, in particular, the day-to-day engagement of students with learning activities. There are hints from this survey that support for *instructional* improvement itself may not be everything it could be. The relative absence of instructional leadership, among others, may signal an important gap in the infrastructure for professional improvement. In particular, a number of questions concern the forms and impact of professional development, a topic we turn to in the third survey.

Other questions, as well, deserve more careful scrutiny and discussion among all parties concerned with the quality of education within the state. The results of the first and second surveys suggest we need to listen carefully to teachers' concerns about state education reform. For example, across the state and regardless of the level of schooling or community setting, teachers face a difficult task of readying their students for state assessments, a task for which not all teachers feel well prepared or fully supported. This and other indicators underscore the enormity of the teaching challenges the state's reform has posed and make it imperative that we understand better how the reform is faring in the state's classrooms and where better support would help to realize its potential. What about state education *is working* for teachers? In addition to the understandable pressures introduced by accountability requirements, what about the reform causes most concern to teachers? What do teachers think would help them address these concerns? It is time to vigorously pursue these questions, if we want the state's investment in teaching to higher standards to be realized.

Appendix A

Selected Teacher and School Characteristics for Respondents in Survey 2, by Number of Teachers in Category	
	Number in Category
All Teachers	361
Region*	
West (not 121)	134
West 121	105
Eastern WA	122
Experience	
0-4 years	109
5-14 years	126
15+ years	126
School Poverty Indicator**	
0-20 % FRPL	128
21-50% FRPL	118
51-100% FRPL	115
School Instructional Level	
Elementary	207
Middle school	61
High school	85
Combined	8

*Region as represented by Educational Service Districts. The Central Puget Sound region is represented by ESD 121. Western WA (not including 121) is represented by ESDs 112, 113, 114, and 189. Eastern Washington is represented by ESDs 101, 105, 123 and
**School poverty indicator is based on the percentage of students enrolled in the Free or Reduced Price Lunch program.

Appendix B

Major Factors Influencing Teachers' Decisions to Stay in Teaching (n=361)
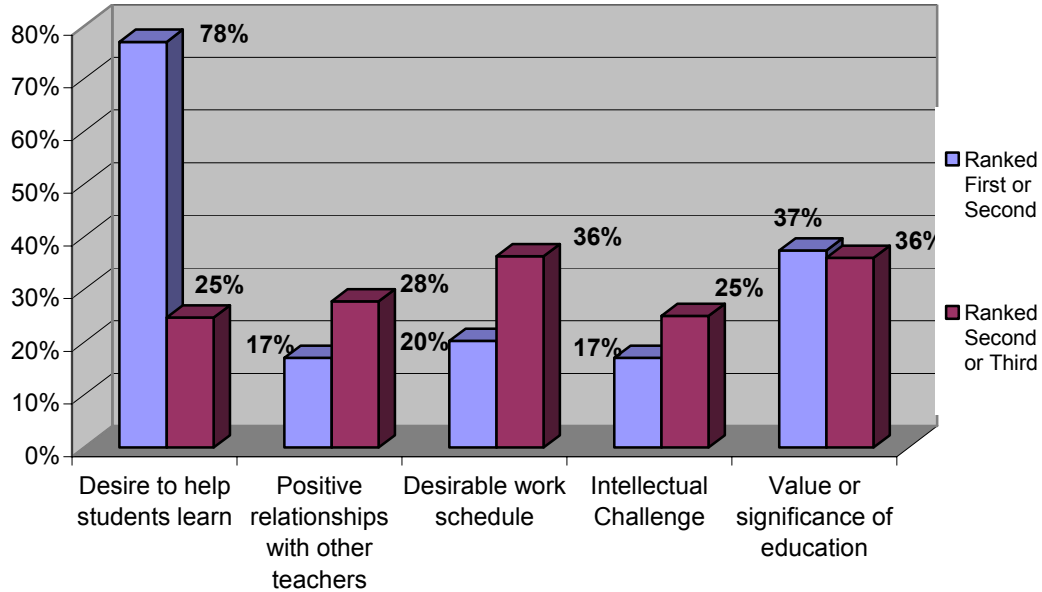
Appendix C

Which of the following factors have contributed to your consideration of leaving the profession? Responses included the teachers who considered leaving the profession. (Check all that apply). (n=214)		
	Number	Percent
Overall workload	160	75%
Frustration with state education reform policies	135	63%
Lack of time to do my job well	133	62%
Salary	123	57%
Class size	87	41%
Administrators undermine teachers' decisions	82	38%
Lack of parental support	81	38%
Lack of leadership	72	34%
Lack of support for students with special learning needs	69	32%
Management of student discipline	55	26%
Disagreement with the general direction of the school	36	17%
Conflicts with other teachers/staff	33	15%
Other reasons	28	13%
Personal/family reasons	22	10%
Condition of school facilities	21	10%
Dissatisfaction with job assignment	19	9%

Please indicate what types of roles you have considered, compared by school instructional level. Responses included the teachers who considered roles in education other than teaching. (n=215)								
	All Teachers		Elementary		Middle school		High school	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
All teachers	215	60%	118	57%	41	67%	50	59%
Subject Matter Specialist	110	51%	61	52%	25	61%	22	44%
Curriculum director	75	35%	35	30%	18	44%	20	40%
Assistant Principal/ Other Administrator	60	28%	25	21%	13	32%	22	44%
Principal	53	25%	33	28%	9	22%	10	20%
District Office	26	12%	10	8%	5	12%	7	14%
Title I Coordinator	23	11%	17	14%	4	10%	0	0%

The responses of the eight teachers in school level combinations other than traditional elementary, middle and high school grade groups are not included in this table.

Appendix E

Please consider the principal's (or assistant principal's) relationship with you and other teachers at your school. To what extent do you agree or disagree with the following statements? (n=361)								
	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree	
The principal (or assistant principal)	Number	Percent	Number	Percent	Number	Percent	Number	Percent
… has communicated what kind of a school he/she wants with the staff	31	9%	42	12%	109	30%	176	49%
…holds goals for this school that I support	18	5%	34	9%	134	37%	170	47%
…enforces school rules for student conduct and backs me up when I need it	31	9%	42	12%	105	29%	180	50%
…makes it okay in this school to discuss feelings, worries, and frustrations with him/her	39	11%	40	11%	110	30%	168	47%
…takes a personal interest in the professional development of teachers	32	9%	44	12%	136	38%	146	40%
…works together with teachers and other school employees to try to solve problems	26	7%	56	16%	124	34%	150	42%
…uses faculty meetings productively	47	13%	69	19%	129	36%	112	31%
…discusses my instructional practices with me regularly	76	21%	118	33%	120	33%	43	12%
…is an effective manager who makes the school run smoothly	44	12%	61	17%	120	33%	131	36%
…is able to identify good instructional practice	28	8%	41	11%	135	37%	151	42%

This table does not include responses that are missing from teachers. Missing responses to this question account for between zero and two percent of the sample.

Number and Percent of Teachers who Indicate Staff in their Building who could help Guide or Improve their Work and the Degree to which Guidance is Provided, by School Instructional Level								
Instructional Staff	Number of teachers	No guidance Number	No guidance Percent	Some guidance Number	Some guidance Percent	A good deal of guidance Number	A good deal of guidance Percent	A great deal of guidance Number	A great deal of guidance Percent
Classroom Teachers									
All Teachers	348	29	8%	139	40%	114	33%	66	19%
School Instructional Level									
Elementary	197	13	7%	80	41%	67	34%	37	19%
Middle school	60	5	8%	21	35%	25	42%	9	15%
High school	83	10	12%	34	41%	22	27%	17	20%
Department or Grade-level Chair									
All Teachers	178	56	31%	47	26%	47	26%	28	16%
School Instructional Level									
Elementary	65	23	35%	21	32%	18	28%	3	5%
Middle school	49	9	18%	12	24%	15	31%	13	27%
High school	63	24	38%	14	22%	14	22%	11	17%
Teachers on Special Assignment									
All Teachers	156	55	35%	60	38%	29	19%	12	8%
School Instructional Level									
Elementary	84	22	26%	38	45%	17	20%	7	8%
Middle school	34	14	41%	9	26%	9	26%	2	6%
High school	36	19	53%	11	31%	3	8%	3	8%
Librarian/Media Specialist(s)									
All Teachers	314	116	37%	141	45%	49	16%	8	3%
School Instructional Level									
Elementary	185	81	44%	74	40%	27	15%	3	2%
Middle school	56	16	29%	24	43%	14	25%	2	4%
High school	67	17	25%	39	58%	8	12%	3	4%
Content Area Specialist(s) (Math, Reading, Science, etc.)									
All Teachers	215	59	27%	98	46%	44	20%	14	7%
School Instructional Level									
Elementary	119	28	24%	58	49%	24	20%	9	8%
Middle school	48	12	25%	20	42%	11	23%	5	10%
High school	44	19	43%	17	39%	8	18%	0	0%

* The responses of the eight teachers in school level combinations other than traditional elementary, middle and high school grade groups are not included in this table.

Appendix G

Considering their overall quality, please rate the adequacy of the following resources in supporting your ability to do your job well (n=361)				
	Inadequate		Adequate	
	Number	%	Number	%
Planning time for teachers	222	61%	136	38%
Nature of the space for classroom activities	118	33%	239	66%
Textbooks/workbooks	102	28%	254	70%
Supplementary materials (e.g., manipulatives, equipment, etc.)	103	29%	255	71%
Computers and appropriate software	149	41%	207	57%
Copy machines and paper	52	14%	306	85%
Telephone access	26	7%	332	92%
Email and internet access	15	4%	343	95%
Overall school facilities	67	19%	288	80%
This table does not include responses that are missing from teachers. Missing responses to this question account for between zero and two percent of the sample.				

Appendix H

Considering their overall quality, please rate the adequacy of the following resources in meeting your school's goals for student learning (n=361)				
	Inadequate		Adequate	
	Number	%	Number	%
A learning environment that is safe from crime and violence	22	6%	337	93%
Library services	65	18%	293	81%
Computers for student use	112	31%	245	68%
Computer software appropriate for student use	118	33%	240	66%
Psychological/social work services for students	134	37%	224	62%
Additional academic support for students (e.g., tutorials, homework club, study groups, etc.)	139	39%	220	61%
Health-related services for students	112	31%	246	68%
Extracurricular activities	79	22%	277	77%
Counseling and guidance	113	31%	244	68%
This table does not include responses that are missing from teachers. Missing responses to this question account for one percent of the sample.				

	Number of teachers	Implemented		Not at all useful		Somewhat useful		Very useful	
Item		Number	Percent	Number	Percent	Number	Percent	Number	Percent

Please rate the usefulness of the following school improvement strategies that your school may have implemented in the past two years. Number and Percent by School Instructional Level

Whole school reform design or restructuring									
All Teachers	361	231	64%	36	16%	145	63%	49	21%
School Instructional Level*									
Elementary	207	139	67%	21	15%	90	65%	28	20%
Middle school	61	38	62%	7	18%	23	61%	8	21%
High school	85	49	58%	8	16%	30	61%	11	22%

Grade-level teams									
All Teachers	361	274	87%	17	6%	120	44%	137	50%
School Instructional Level*									
Elementary	207	185	89%	5	3%	78	42%	102	55%
Middle school	61	48	79%	5	10%	19	40%	24	50%
High school	85	38	45%	7	18%	21	55%	10	26%

Cross-grade teams									
All Teachers	361	173	48%	20	12%	101	58%	52	30%
School Instructional Level*									
Elementary	207	117	57%	11	9%	71	61%	35	30%
Middle school	61	23	38%	4	17%	13	57%	6	26%
High school	85	28	33%	5	18%	14	50%	9	32%

Subject matter teams									
All Teachers	361	208	58%	20	10%	119	57%	69	33%
School Instructional Level*									
Elementary	207	105	51%	14	13%	63	60%	28	27%
Middle school	61	47	77%	2	4%	22	47%	23	49%
High school	85	53	62%	4	8%	32	60%	17	32%

Revised student schedule or calendar									
All Teachers	361	182	50%	23	13%	102	56%	57	31%
School Instructional Level*									
Elementary	207	98	47%	8	8%	62	63%	28	29%
Middle school	61	34	56%	7	21%	12	35%	15	44%
High school	85	45	53%	7	16%	25	56%	13	29%

Changes in class size or teacher load									
All Teachers	361	166	46%	17	10%	71	43%	78	47%
School Instructional Level*									
Elementary	207	94	45%	4	4%	34	36%	56	60%
Middle school	61	26	43%	6	23%	11	42%	9	35%
High school	85	43	51%	7	16%	23	53%	13	30%

Item	Number of teachers	Implemented		Not at all useful		Somewhat useful		Very useful	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Please rate the usefulness of the following school improvement strategies that your school may have implemented in the past two years. Number and Percent by School Instructional Level, Continued									
Major initiatives: Literacy									
All Teachers	361	303	84%	25	8%	165	54%	113	37%
School Instructional Level*									
Elementary	207	176	85%	8	5%	90	51%	78	44%
Middle school	61	52	85%	7	13%	32	62%	13	25%
High school	85	68	80%	9	13%	40	59%	19	28%
Major initiatives: Mathematics									
All Teachers	361	271	75%	34	13%	159	59%	78	29%
School Instructional Level*									
Elementary	207	152	73%	11	7%	86	57%	55	36%
Middle school	61	51	84%	10	20%	33	65%	8	16%
High school	85	61	72%	10	16%	38	62%	13	21%
Major initiatives: Science									
All Teachers	361	187	52%	36	19%	114	61%	37	20%
School Instructional Level*									
Elementary	207	105	51%	16	15%	61	58%	28	27%
Middle school	61	33	54%	7	21%	22	67%	4	12%
High school	85	45	53%	10	22%	31	69%	4	9%

*The responses of the eight teachers in school level combinations other than traditional elementary, middle and high school grade groups are not included in this table.