

TELL OREGON SURVEY 2016

Thank you in advance for your time and willingness to share your views on working conditions in your school.

Access Code

You have been assigned an anonymous access code to ensure that we can identify the school in which you work and to ensure the survey is taken only once by each respondent. The code can only be used to identify a school, and not an individual. No demographic information that could be used to identify an individual will be reported or shared.

The effectiveness of the survey is dependent upon your honest completion. While you can submit the survey without completing all questions, we hope you will take the opportunity to share your views.

Thank you in advance for your time and all that you do to help children every day.

Introduction

Please indicate your position:		
	<input type="radio"/>	Teacher (including instructional coaches, department heads, vocational, literacy specialist, etc.)
	<input type="radio"/>	Principal
	<input type="radio"/>	Assistant Principal
	<input type="radio"/>	Other Education Professional (school counselor, school psychologist, social worker, etc.)

How many total years have you been employed as an educator?		
	<input type="radio"/>	First Year
	<input type="radio"/>	2 - 3 Years
	<input type="radio"/>	4 - 6 Years
	<input type="radio"/>	7 - 10 Years
	<input type="radio"/>	11 - 20 Years
	<input type="radio"/>	20+ Years

How many total years have you been employed as a teacher?		
	<input type="radio"/>	First Year
	<input type="radio"/>	2 - 3 Years
	<input type="radio"/>	4 - 6 Years
	<input type="radio"/>	7 - 10 Years
	<input type="radio"/>	11 - 20 Years
	<input type="radio"/>	20+ Years

How many total years have you been employed in the school in which you are currently working?		
	<input type="radio"/>	First Year
	<input type="radio"/>	2 - 3 Years
	<input type="radio"/>	4 - 6 Years
	<input type="radio"/>	7 - 10 Years
	<input type="radio"/>	11 - 20 Years
	<input type="radio"/>	20+ Years

Time

Please rate how strongly you agree or disagree with the following statements about the use of time in your school.						
	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	
a. Class sizes are reasonable such that teachers¹ have the time available to meet the needs of all students.	0	0	0	0	0	
b. Teachers have time available to collaborate with colleagues.	0	0	0	0	0	
c. Teachers are allowed to focus on educating students with minimal interruptions.	0	0	0	0	0	
d. The non-instructional time² provided for teachers in my school is sufficient.	0	0	0	0	0	
e. Efforts are made to minimize the amount of routine paperwork³ teachers are required to do.	0	0	0	0	0	
f. Teachers have sufficient instructional time to meet the needs of all students.	0	0	0	0	0	
g. Teachers are protected from duties that interfere with their essential role of educating students.	0	0	0	0	0	

[1] Teachers means a majority of teachers in your school.

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

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

In an AVERAGE WEEK , how much time do you devote to the following activities during the school day (i.e., time for which you are under contract to be at the school)?							
	None	Less than or equal to 1 hour	More than 1 hour but less than or equal to 3 hours	More than 3 hours but less than or equal to 5 hours	More than 5 hours but less than or equal to 10 hours	More than 10 hours	
a. Individual planning time	0	0	0	0	0	0	
b. Collaborative planning time¹	0	0	0	0	0	0	
c. Supervisory duties²	0	0	0	0	0	0	
d. Required committee and/or staff meetings	0	0	0	0	0	0	
e. Completing required administrative paperwork³	0	0	0	0	0	0	
f. Communicating with parents/guardians and/or the community	0	0	0	0	0	0	
g. Addressing student discipline issues	0	0	0	0	0	0	
h. Professional development⁴	0	0	0	0	0	0	
i. Preparation for required federal, state, and local assessments	0	0	0	0	0	0	
j. Delivery of assessments	0	0	0	0	0	0	
k. Utilizing results of assessments	0	0	0	0	0	0	

[1] Collaborative time includes time spent working with other teachers within or across grade and subject areas as part of a Professional Learning Community to plan and assess instructional strategies.

[2] Supervisory duties include hall monitoring, recess, bus and cafeteria coverage, etc.

[3] Paperwork means both electronic and paper forms and documentation that must be completed to comply with federal, state and local policies.

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

In an AVERAGE WEEK of teaching, how many hours do you spend on school-related activities outside of the regular school work day (before or after school, and/or on weekends)?		
	0	None
	0	Less than or equal to 1 hour
	0	More than 1 hour but less than or equal to 3 hours
	0	More than 3 hours but less than or equal to 5 hours
	0	More than 5 hours but less than or equal to 10 hours
	0	More than 10 hours

Facilities and Resources

Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.						
	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	
a. Teachers¹ have sufficient access to appropriate instructional materials² .	0	0	0	0	0	
b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	0	0	0	0	0	
c. Teachers have access to reliable communication technology, including phones, faxes and email.	0	0	0	0	0	
d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	0	0	0	0	0	
e. Teachers have sufficient access to a broad range of professional support personnel³ .	0	0	0	0	0	
f. The school environment is clean and well maintained.	0	0	0	0	0	
g. Teachers have adequate space to work productively.	0	0	0	0	0	
h. The physical environment of classrooms in this school supports teaching and learning.	0	0	0	0	0	
i. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	0	0	0	0	0	

[1] Teachers means a majority of teachers in your school.

[2] Instructional materials include items such as textbooks, curriculum materials, content references, etc.

[3] Professional support personnel includes positions such as school counselors, nurses, school psychologists and social workers, library media specialists, etc.

Community Support and Involvement

Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.						
	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	
a. Parents/guardians are influential decision makers in this school.	0	0	0	0	0	
b. This school maintains clear, two-way communication with the community.	0	0	0	0	0	
c. This school does a good job of encouraging parent/guardian involvement.	0	0	0	0	0	
d. Teachers¹ provide parents/guardians with useful information about student learning.	0	0	0	0	0	
e. Parents/guardians know what is going on in this school.	0	0	0	0	0	
f. Parents/guardians support teachers, contributing to their success with students.	0	0	0	0	0	
g. Community members support teachers, contributing to their success with students.	0	0	0	0	0	
h. The community we serve is supportive of this school.	0	0	0	0	0	

[1] Teachers means a majority of teachers in your school.

Managing Student Conduct

Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.						
	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	
a. Students at this school understand expectations for their conduct.	0	0	0	0	0	
b. Students at this school follow rules of conduct.	0	0	0	0	0	
c. Policies and procedures about student conduct are clearly understood by the faculty.	0	0	0	0	0	
d. School administrators consistently enforce rules for student conduct.	0	0	0	0	0	
e. School administrators support teachers¹ efforts to maintain discipline in the classroom.	0	0	0	0	0	
f. Teachers consistently enforce rules for student conduct.	0	0	0	0	0	
g. The faculty work in a school environment that is safe.	0	0	0	0	0	

[1] Teachers means a majority of teachers in your school.

Teacher Leadership

Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.						
	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	
a. Teachers¹ are recognized as educational experts.	0	0	0	0	0	
b. Teachers are trusted to make sound professional decisions about instruction.	0	0	0	0	0	
c. Teachers are relied upon to make decisions about educational issues.	0	0	0	0	0	
d. Teachers are encouraged to participate in school leadership roles² .	0	0	0	0	0	
e. The faculty has an effective process for making group decisions to solve problems.	0	0	0	0	0	
f. In this school we take steps to solve problems.	0	0	0	0	0	
g. Teachers are effective leaders in this school.	0	0	0	0	0	

[1] Teachers means a majority of teachers in your school.

[2] School leadership roles may include formal roles such as department chair, an elected member of the School Improvement Team, mentor, coach or leader of a professional learning community, etc.

Please indicate the role teachers¹ have at your school in each of the following areas.						
	No role at all	Small role	Moderate role	Large role	Don't Know	
a. Selecting instructional materials and resources	0	0	0	0	0	
b. Devising teaching techniques	0	0	0	0	0	
c. Setting grading and student assessment practices	0	0	0	0	0	
d. Determining the content of in-service professional development programs	0	0	0	0	0	
e. Establishing student discipline procedures	0	0	0	0	0	
f. Providing input on how the school budget will be spent	0	0	0	0	0	
g. The selection of teachers new to this school	0	0	0	0	0	
h. School improvement planning	0	0	0	0	0	

[1] Teachers means a majority of teachers in your school.

Teachers¹ have an appropriate level of influence on decision making in this school.	
0	First Year
0	2 - 3 Years
0	4 - 6 Years
0	7 - 10 Years
0	11 - 20 Years
0	20+ Years

[1] Teachers means a majority of teachers in your school.

School Leadership

Please rate how strongly you agree or disagree with the following statements about school leadership in your school.						
	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	
a. The faculty and leadership have a shared vision.	0	0	0	0	0	
b. There is an atmosphere of trust and mutual respect in this school.	0	0	0	0	0	
c. Teachers¹ feel comfortable raising issues and concerns that are important to them.	0	0	0	0	0	
d. The school leadership² consistently supports teachers.	0	0	0	0	0	
e. Teachers are held to high professional standards for delivering instruction.	0	0	0	0	0	
f. The school leadership facilitates using data to improve student learning.	0	0	0	0	0	
g. Teacher performance is assessed objectively.	0	0	0	0	0	
h. Teachers receive feedback that can help them improve teaching.	0	0	0	0	0	
i. Teachers in this school receive feedback about their teaching on an ongoing basis.	0	0	0	0	0	
j. The procedures for teacher evaluation are consistent.	0	0	0	0	0	
k. Teachers in this school are evaluated by someone who is well prepared to use the district's evaluation tool.	0	0	0	0	0	
l. The school improvement team provides effective leadership at this school.	0	0	0	0	0	
m. The faculty are recognized for accomplishments.	0	0	0	0	0	

[1] Teachers means a majority of teachers in your school.

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

The school leadership ¹ makes a sustained effort to address teacher concerns about:						
	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	
a. Leadership issues	0	0	0	0	0	
b. Facilities and resources	0	0	0	0	0	
c. The use of time in my school	0	0	0	0	0	
d. Professional development	0	0	0	0	0	
e. Teacher leadership	0	0	0	0	0	
f. Community support and involvement	0	0	0	0	0	
g. Managing student conduct	0	0	0	0	0	
h. Instructional practices and support	0	0	0	0	0	
i. New teacher support	0	0	0	0	0	

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

Professional Development

Please rate how strongly you agree or disagree with the following statements about professional development in your school.						
	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	
a. Sufficient resources are available for professional development ¹ in my school.	θ	θ	θ	θ	θ	
b. An appropriate amount of time is provided for professional development.	θ	θ	θ	θ	θ	
c. Professional development offerings are data driven.	θ	θ	θ	θ	θ	
d. Professional learning opportunities are aligned with the school's improvement plan.	θ	θ	θ	θ	θ	
e. Professional development is differentiated to meet the needs of individual teachers ² .	θ	θ	θ	θ	θ	
f. Professional development deepens teachers' content knowledge.	θ	θ	θ	θ	θ	
g. Teachers are encouraged to reflect on their own practice.	θ	θ	θ	θ	θ	
h. In this school, follow up is provided from professional development.	θ	θ	θ	θ	θ	
i. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	θ	θ	θ	θ	θ	
j. Professional development is evaluated and results are communicated to teachers.	θ	θ	θ	θ	θ	
k. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	θ	θ	θ	θ	θ	
l. Professional development enhances teachers' abilities to improve student learning.	θ	θ	θ	θ	θ	
m. Professional development in this school supports teachers in developing formative assessments aligned to standards.	θ	θ	θ	θ	θ	

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

[2] Teachers means a majority of teachers in your school.

In which of the following areas (if any) do you need professional development to teach your students more effectively?			
	Yes		No
a. Your content area	0		0
b. State-Based Standards	0		0
c. Student assessment	0		0
d. Differentiating instruction	0		0
e. Special education (students with disabilities)	0		0
f. Special education (gifted and talented)	0		0
g. English Language Learners	0		0
h. Closing the Achievement Gap	0		0
i. Methods of teaching	0		0
j. Reading strategies	0		0
k. Integrating technology into instruction	0		0
l. Classroom management techniques	0		0
m. Using culturally responsive curriculum and pedagogy	0		0
n. Using strategies to involve families and other community members as active partners in education	0		0

In the past 2 years, have you had 10 clock hours or more of professional development in any of the following areas?			
	Yes		No
a. Your content area	0		0
b. State-Based Standards	0		0
c. Student assessment	0		0
d. Differentiating instruction	0		0
e. Special education (students with disabilities)	0		0
f. Special education (gifted and talented)	0		0
g. English Language Learners	0		0
h. Closing the Achievement Gap	0		0
i. Methods of teaching	0		0
j. Reading strategies	0		0
k. Integrating technology into instruction	0		0
l. Classroom management techniques	0		0
m. Using culturally responsive curriculum and pedagogy	0		0
n. Using strategies to involve families and other community members as active partners in education	0		0

Instructional Practices and Support

Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.						
	Strongly disagree	Disagree	Agree	Strongly agree	Don't know	
a. State assessment ¹ data are available in time to impact instructional practices.	0	0	0	0	0	
b. Local assessment ² data are available in time to impact instructional practices.	0	0	0	0	0	
c. Teachers ³ use assessment data to inform their instruction.	0	0	0	0	0	
d. The curriculum taught in this school is aligned with state-based standards.	0	0	0	0	0	
e. Teachers work in professional learning communities ⁴ to develop and align instructional practices.	0	0	0	0	0	
f. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	0	0	0	0	0	
g. Teachers are encouraged to try new things to improve instruction.	0	0	0	0	0	
h. Teachers are assigned classes that maximize their likelihood of success with students.	0	0	0	0	0	
i. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	0	0	0	0	0	
j. Teachers believe almost every student has the potential to do well on assignments.	0	0	0	0	0	
k. Teachers believe what is taught will make a difference in students' lives.	0	0	0	0	0	
l. Teachers require students to work hard.	0	0	0	0	0	
m. Teachers collaborate to achieve consistency on how student work is assessed.	0	0	0	0	0	
n. Teachers know what students learn in each of their classes.	0	0	0	0	0	
o. Teachers have knowledge of the content covered and instructional methods used by other teachers at this school.	0	0	0	0	0	

[1] State assessments include end of course and end of grade tests.
 [2] Local assessments are standardized instruments offered across schools within the district and can include any norm or criterion referenced tests, diagnostics, or local benchmarks.
 [3] Teachers means a majority of teachers in your school.
 [4] Professional learning communities include formalized groupings of teachers within or across grade and subject areas that meet regularly to plan and assess instructional strategies for student success.

Overall

Which of the following best describes your immediate professional plans? (Select one.)		
<input type="radio"/>	θ	Continue teaching at my current school
<input type="radio"/>	θ	Continue teaching in this district but leave this school
<input type="radio"/>	θ	Continue teaching in this state but leave this district
<input type="radio"/>	θ	Continue working in education but pursue an administrative position
<input type="radio"/>	θ	Continue working in education but pursue a non-administrative position
<input type="radio"/>	θ	Leave education entirely

[1] Administrative positions include principal or assistant principal.

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

Which aspect of your teaching conditions most affects your willingness to keep teaching at your school? (Select one.)		
<input type="radio"/>	θ	Time during the work day
<input type="radio"/>	θ	Facilities and resources
<input type="radio"/>	θ	Community support and involvement
<input type="radio"/>	θ	Managing student conduct
<input type="radio"/>	θ	Teacher leadership
<input type="radio"/>	θ	School leadership
<input type="radio"/>	θ	Professional development
<input type="radio"/>	θ	Instructional practices and support

Which aspect of your teaching conditions is most important to you in promoting student learning? (Select one.)		
<input type="radio"/>	θ	Time during the work day
<input type="radio"/>	θ	Facilities and resources
<input type="radio"/>	θ	Community support and involvement
<input type="radio"/>	θ	Managing student conduct
<input type="radio"/>	θ	Teacher leadership
<input type="radio"/>	θ	School leadership
<input type="radio"/>	θ	Professional development
<input type="radio"/>	θ	Instructional practices and support

Overall, my school is a good place to work and learn.		
<input type="radio"/>	θ	Strongly disagree
<input type="radio"/>	θ	Disagree
<input type="radio"/>	θ	Agree
<input type="radio"/>	θ	Strongly agree
<input type="radio"/>	θ	Don't know

In this school, we use the results of the TELL Oregon survey for school improvement planning.			
		0	Strongly disagree
		0	Disagree
		0	Agree
		0	Strongly agree
		0	Don't know

New Teacher Support

As a beginning teacher, I have received the following kinds of supports.			
	Yes		No
a. Formally assigned mentor	0		0
b. Seminars specifically designed for new teachers	0		0
c. Reduced workload	0		0
d. Common planning time with other teachers	0		0
e. Release time to observe other teachers	0		0
f. Formal time to meet with mentor during school hours	0		0
g. Orientation for new teachers	0		0
h. Access to professional learning communities where I could discuss concerns with other teacher(s)	0		0
i. Regular communication with principals, other administrator or department chair	0		0
j. Other	0		0
k. I received no additional support as a new teacher.	0		0

On average, how often did you engage in each of the following activities with your mentor?							
	Never	Less than once per month	Once per month	Several times per month	Once per week	Almost daily	
a. Developing lesson plans	0	0	0	0	0	0	
b. Being observed teaching by my mentor	0	0	0	0	0	0	
c. Observing my mentor's teaching	0	0	0	0	0	0	
d. Analyzing student work	0	0	0	0	0	0	
e. Reviewing results of students' assessments	0	0	0	0	0	0	
f. Addressing student or classroom behavioral issues	0	0	0	0	0	0	
g. Reflecting on the effectiveness of my teaching together	0	0	0	0	0	0	
h. Aligning my lesson planning with the state curriculum and local curriculum	0	0	0	0	0	0	
i. Other	0	0	0	0	0	0	

How much did the support you received from your mentor influence your practice in the following areas?						
	Not at all	Hardly at all	Some	Quite a bit	A great deal	
a. Instructional strategies	0	0	0	0	0	
b. Subject matter I teach	0	0	0	0	0	
c. Classroom management strategies	0	0	0	0	0	
d. Using data to identify student needs	0	0	0	0	0	
e. Differentiating instruction based upon individual student needs and characteristics	0	0	0	0	0	
f. Creating a supportive, equitable classroom where differences are valued	0	0	0	0	0	
g. Enlisting the help of family members, parents and/or guardians	0	0	0	0	0	
h. Working collaboratively with other teachers at my school	0	0	0	0	0	
i. Connecting with key resource professionals (e.g., coaches, counselors, etc.)	0	0	0	0	0	
j. Complying with policies and procedures	0	0	0	0	0	
k. Completing administrative paperwork	0	0	0	0	0	
l. Providing emotional support	0	0	0	0	0	
m. Other	0	0	0	0	0	

Please indicate whether each of the following were true for you and your mentor.				
	Yes	No		
a. My mentor and I were in the same building.	0	0		
b. My mentor and I taught in the same content area.	0	0		
c. My mentor and I taught the same grade level.	0	0		

Overall, the additional support I received as a new teacher improved my instructional practice.	
0	Strongly disagree
0	Disagree
0	Agree
0	Strongly agree
0	Don't know

Overall, the additional support I received as a new teacher has helped me to impact my students' learning.	
0	Strongly disagree
0	Disagree
0	Agree
0	Strongly agree

		θ	Don't know
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Overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school.			
		0	Strongly disagree
		0	Disagree
		0	Agree
		0	Strongly agree
		0	Don't know

Thank you for time. Please submit your responses.