



GOVERNOR EASLEY'S  
Teacher Working  
Conditions Initiative

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

Research has demonstrated that teacher working conditions are critical to increasing student achievement and retaining teachers. North Carolina policymakers and education stakeholders have expressed great interest in using your collective responses on this survey to help improve working conditions in schools and districts across the state.

### **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. The effectiveness of the survey is dependent upon your honest completion.

## **Introduction**

**Please indicate your position:**

- Teacher (including intervention specialist, vocational, literacy specialist, special education teacher, etc.)
- Principal
- Assistant Principal
- Other Education Professional (school counselor, school psychologist, social worker, library media specialist, etc.)

## Please know that your anonymity is guaranteed.

No one in your school, the district or state will be able to view individual surveys, and reports on the results will not include data that could identify individuals. You are being asked demographic information to learn whether teachers from different backgrounds and different characteristics look at working conditions differently.

## Introduction

How many total years have you been employed as an educator?

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

How many total years have you been employed in the school in which you are currently working?

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

## Time

Please rate how strongly you agree or disagree with the following statement about the use of time in your school.

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. <b>Teachers*</b> have reasonable class sizes, affording them time to meet the educational needs of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers have time available to collaborate with their colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers are protected from duties that interfere with their essential role of educating students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. School leadership tries to minimize the amount of routine administrative paperwork required of teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The <b>non-instructional time**</b> provided for teachers in my school is sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*\*Teachers means a majority of teachers in your school.*

*\*\*Non-instructional time includes collaboration with colleagues, individual planning, meetings/conferences with students and parents, etc.*

**In an average week of teaching, how many hours do you have for non-instructional time during the regular school day?**

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

**Of these hours, how many are available for individual planning?**

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

**And how many hours are available for structured collaborative planning?**

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

**In an average week of teaching, how many hours do you spend on school-related activities outside the regular school work day?**

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

**In an average week of teaching, how much non-instructional time do TEACHERS have available during the regular school day?**

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

**In an average week of teaching, how many hours do TEACHERS spend on school-related activities outside the regular school work day?**

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

## Facilities and Resources

**Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.**

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Teachers have sufficient access to appropriate <b>instructional materials*</b> and resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers have sufficient access to communications technology, including phones, faxes, email and network drives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers have adequate professional space to work productively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers and staff work in a school environment that is clean and well-maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers and staff work in a school environment that is safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*\*Instructional materials include items such as textbooks, curriculum materials, content references, etc.*

## Educator Leadership

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

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Teachers are centrally involved in decision making about educational issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers are trusted to make sound professional decisions about instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The faculty has an effective process for making group decisions and solving problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. In this school we take steps to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Opportunities for advancement within the teaching profession (other than administration) are available to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	No role at all	Small role	Moderate role	Large role	The primary role
a. Selecting instructional materials and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Devising teaching techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Setting grading and student assessment practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Determining the content of in-service professional development programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Hiring new teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Establishing and implementing policies and student discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Deciding how the school budget will be spent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. School improvement planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Members of the school improvement team are elected.

- Yes
- No
- Don't know

## School Leadership

Please rate how strongly you agree or disagree with statements about leadership in your school.

	Strongly disagree	Somewhat at disagree	Neither disagree nor agree	Somewhat at agree	Strongly agree
a. There is an atmosphere of trust and mutual respect within the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The faculty are committed to helping every student learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The school leadership communicates clear expectations to students and parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The school leadership shields teachers from disruptions, allowing teachers to focus on educating students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The school leadership consistently enforces rules for student conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The school leadership support teachers' efforts to maintain discipline in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Opportunities are available for members of the community to actively contribute to this school's success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The school leadership consistently supports teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The school improvement team provides effective leadership at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The faculty and staff have a shared vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Teachers are held to high professional standards for delivering instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Teacher performance evaluations are handled in an appropriate manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. The procedures for teacher performance evaluations are consistent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Teachers receive feedback that can help them improve teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**The school leadership makes a sustained effort to address teacher concerns about:**

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. Facilities and resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The use of time in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Empowering teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Leadership issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. New teacher support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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

- a. Principal or school head
- b. Assistant or vice principal
- c. Department chair or grade level chair
- d. School-based instructional specialist
- e. Director of curriculum and instruction or other central office based personnel
- f. Other teachers
- h. None of the above

# Professional Development

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

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. Sufficient funds and resources are available to allow teachers to take advantage of professional development activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers are provided with opportunities to learn from one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Adequate time is provided for professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers have sufficient training to fully utilize instructional technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Professional development provides teachers with the knowledge and skills most needed to teach effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- a. Special Education
- b. Gifted and talented
- c. English Language Learners
- d. Closing the achievement gap
- e. Your content area(s)
- f. Methods of teaching
- g. Student assessment
- h. Classroom management techniques
- i. Reading strategies

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

- a. Special Education
- b. Gifted and talented
- c. English Language Learners
- d. Closing the achievement gap
- e. Your content area(s)
- f. Methods of teaching
- g. Student assessment
- h. Classroom management techniques
- i. Reading strategies

**In which of the following areas (if any) do TEACHERS need additional support to teach students in your school more effectively? (Check all that apply.)**

- a. Special Education
- b. Gifted and talented
- c. English Language Learners
- d. Closing the achievement gap
- e. Content area(s)
- f. Methods of teaching
- g. Student assessment
- h. Classroom management techniques
- i. Reading strategies

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

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

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

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

**I participate in ongoing follow up from professional development opportunities that help me improve my teaching.**

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

## Overall

**Which aspect of your work environment MOST affects your willingness to keep teaching at your school? (Select one.)**

- Time during the work day
- School facilities and resources
- School leadership
- Teacher empowerment
- Professional Development

**Which aspect of your work environment MOST affects teachers' willingness to keep teaching at your school? (Select one.)**

- Time during the work day
- School facilities and resources
- School leadership
- Teacher empowerment
- Professional Development

**Which aspect of these five working conditions is MOST important to you in promoting student learning? (Select one.)**

- Time during the work day
- School facilities and resources
- School leadership
- Teacher empowerment
- Professional Development

**Overall, my school is a good place to teach and learn.**

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

**At this school we utilize the results from the Teacher Working Conditions survey as a tool for school improvement.**

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

**Which BEST DESCRIBES your professional intentions in the next 2 years?**

- Continue teaching at my current school
- Continue teaching in my current district
- Continue teaching in this state
- Leave teaching for another position in education (administration, etc.)
- Leave teaching for personal reasons (health, family, etc.)
- Retire from teaching
- Leave teaching for another reason**

## Demographics

**Please indicate your race/ethnicity. (Select one.)**

- American Indian or Alaska Native
- Asian or Pacific Islander
- Black or African American
- Hispanic
- White
- Mixed or multiple ethnicity
- Some other race or ethnicity

**Please indicate your gender. (Select one.)**

- Female
- Male

**How did you train to become an educator?**

- Bachelor's degree
- Master's degree
- Alternative route or lateral entry

**What is the highest degree you have attained?**

- Bachelor's degree
- Master's degree
- Doctorate
- Other

**Are you certified by National Board for Professional Teaching Standards (NBPTS)?**

- Yes
- No

**Have you served as a mentor to new teachers in North Carolina in the past five years?**

- Yes
- No

## M e n t o r i n g

**Have you been formally assigned a mentor during any of your first three years teaching in North Carolina?**

- Yes
- No

Have you been formally assigned a mentor in your first AND second year teaching in North Carolina?

Yes

No

**Please answer the following items for YOUR MOST RECENT mentoring experience.**

**My mentor provided effective support in the following areas.**

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. Instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Curriculum and subject content I teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Classroom management/discipline strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. School and/or district policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Completing products or documentation required of new teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Completing other school or district paperwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Social support and general encouragement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**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.	<input type="radio"/>	<input type="radio"/>
b. My mentor and I taught in the same content area.	<input type="radio"/>	<input type="radio"/>
c. My mentor and I taught the same grade level.	<input type="radio"/>	<input type="radio"/>

**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. Planning during the school day with my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Being observed teaching by my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Observing my mentor's teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Planning instruction with my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Having discussions with my mentor about my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Of the success you have had as a beginning teacher, what proportion would you attribute to your mentoring experience?**

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

**Overall, my mentoring experience has been important in my decision to continue teaching at this school.**

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

**Did your mentor perform your peer evaluation?**

- Yes
- No

**Did your mentor perform peer evaluations for other teachers in your school?**

- Yes
- No

## Mentor Questions

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

**Are you a full time release mentor?**

- Yes
- No

**How many teachers did/do you mentor?**

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

**On average, how often did/do you meet with your mentee(s)?**

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

**Please indicate which best describes you and your mentee(s).**

	None of them	Some of them	All of them
a. My mentee(s) and I were in the same building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My mentee(s) and I taught in the same content area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My mentee(s) and I taught the same grade level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Never	Less than once per month	Once per month	Several times per month	Once per week	Almost daily
a. Planning during the school day with my mentee(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Observing my mentee(s)' teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Being observed by my mentee(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Planning instruction with my mentee(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Having discussions with my mentee(s) about their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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