

Section 0 : Report Information

State: North Carolina

District: Cherokee(88 % responded)

Section 1 : Significant Factors

The following results summary provides a quick snapshot of results from the 2006 North Carolina Teacher Working Conditions Survey. Questions included are derived from statistical analyses of the responses and are designed to present the most salient themes and issues across the survey. These themes can help quickly identify broad areas of strength and needs for improvement before individual questions are explored. THESE "FACTORS" (PREVIOUSLY REFERRED TO AS DOMAINS) WERE CALCULATED USING DIFFERENT QUESTIONS THAN IN THE 2004 AND 2006 TEACHER WORKING CONDITIONS SURVEY AND THEREFORE SHOULD NOT BE USED FOR COMPARING RESULTS ACROSS YEARS. If you are assessing results from previous surveys, please look at individual questions that were worded identically. All averages below are on a 1 to 5 scale with 1 being the lowest and 5 being the highest for each of the factors described.

Time: This is the average of the 5 questions from the TIME section of the survey that were most important in explaining the presence of impediments on teacher's time to plan and collaborate. (Q2.1a, Q2.1b, Q2.1c, Q2.1d, Q2.1e)



Facilities and Resources: This is the average of the 8 questions from the FACILITIES AND RESOURCES section of the survey that were most important in explaining the presence of important resources such as instructional materials, communications technology, office equipment, and a clean safe environment. (Q3.1a, Q3.1b, Q3.1c, Q3.1d, Q3.1e, Q3.1f, Q3.1g, Q3.1h)



Empowerment



Leadership: This is the average of the 10 questions from both the SCHOOL LEADERSHIP and EDUCATOR LEADERSHIP sections of the survey that were most important in explaining the presence of leadership conditions that contribute to trusting, supportive, empowering environments and sustained efforts to address teacher concerns. (Q5.1a, Q5.1c, Q5.1e, Q5.1f, Q5.1h, Q5.1j, Q5.1l, Q5.1m, Q5.1n, Q5.3e)



Professional Development: This is the average of the 5 questions from the PROFESSIONAL DEVELOPMENT section of the survey that were most important in explaining the resources and opportunities available for teachers to participate in professional development. (Q6.1a, Q6.1b, Q6.1c, Q6.1d, Q6.1e)

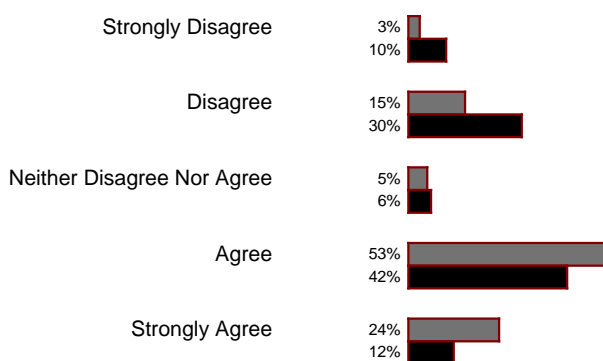


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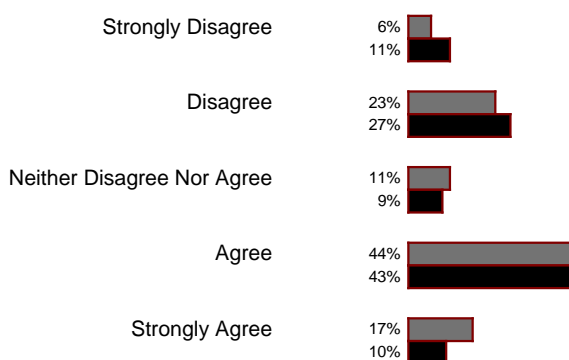
Section 2 : Time

Q3.1. Please indicate your level of agreement with the following statements.

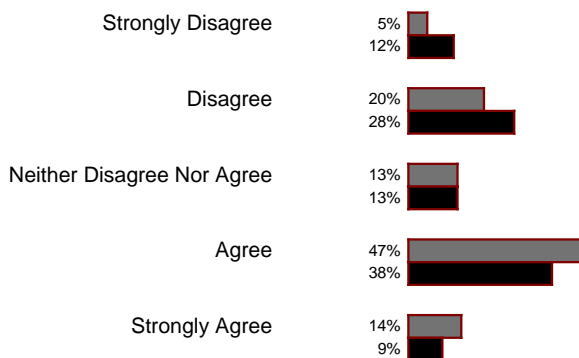
a. Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.



b. Teachers have time available to collaborate with their colleagues.

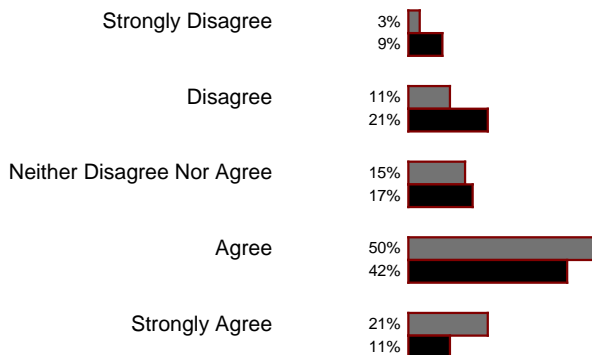


c. Teachers are protected from duties that interfere with their essential role of educating students.

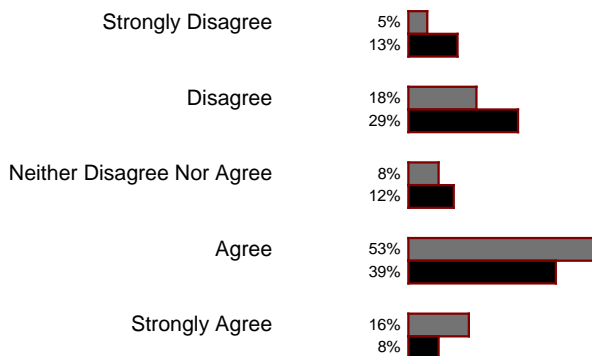


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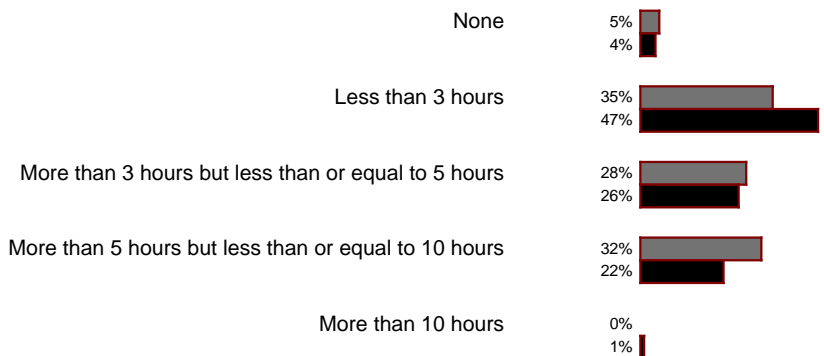
d. School leadership tries to minimize the amount of routine administrative paperwork required of teachers.



e. The non-instructional time provided for teachers in my school is sufficient.

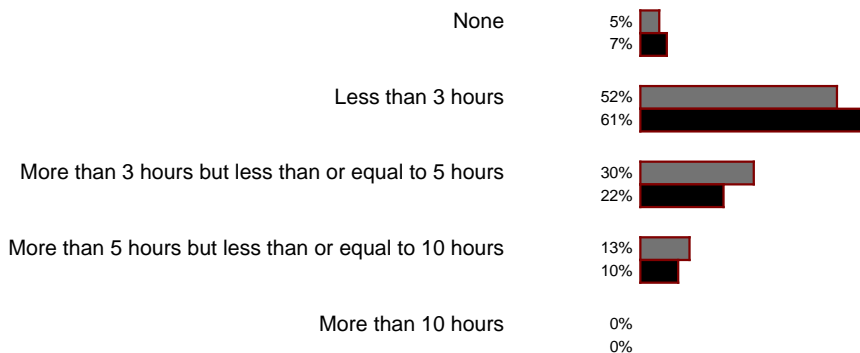


Q3.2 In an average week of teaching, how many hours do you have for non-instructional time during the regular school day?

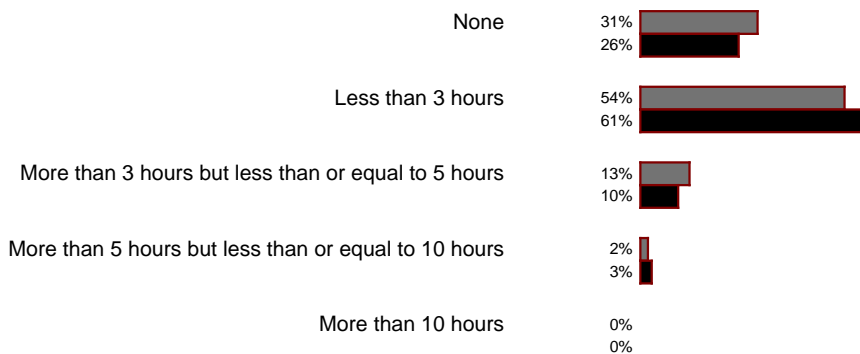


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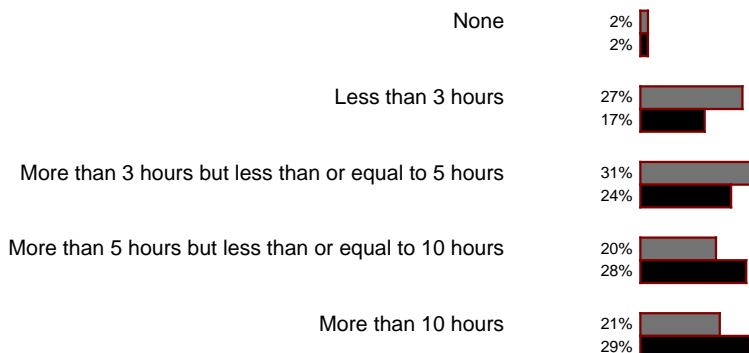
Q3.4 Of those hours, how many are available for individual planning?



Q3.5 And how many hours are available for structured collaborative planning?



Q3.6 In an average week of teaching, how many hours do you spend on school related activities outside the regular school work day (before or after school, and/or on the weekend)?

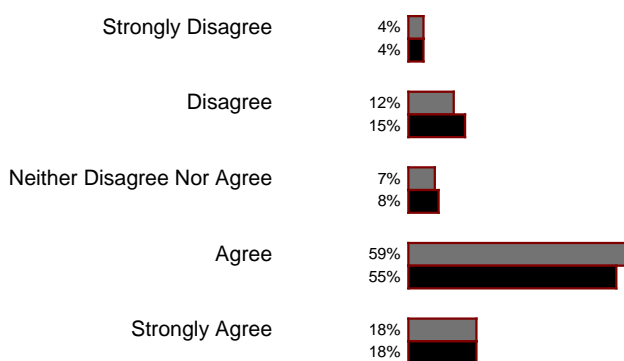


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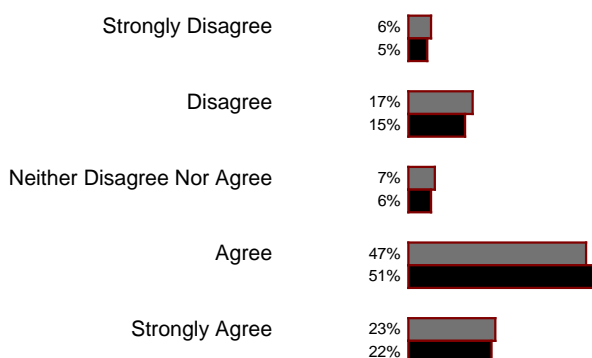
Section 3 : Facilities

Q4.1. Please indicate your level of agreement with the following statements.

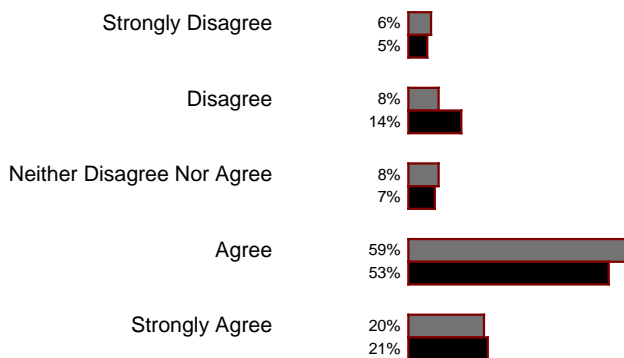
a. Teachers have sufficient access to appropriate instructional materials and resources.



b. Teachers have sufficient access to instructional technology, including computers, printers, software, and internet access.

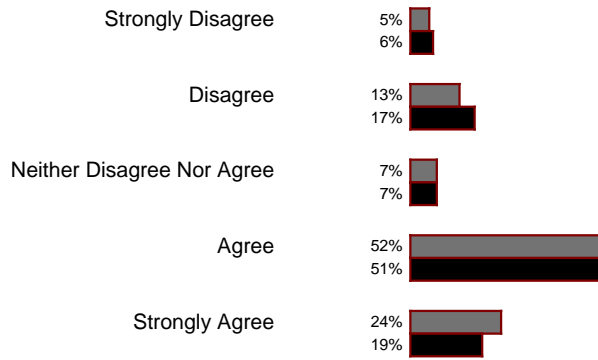


c. Teachers have sufficient access to communications technology, including phones, faxes, email, and network drives.

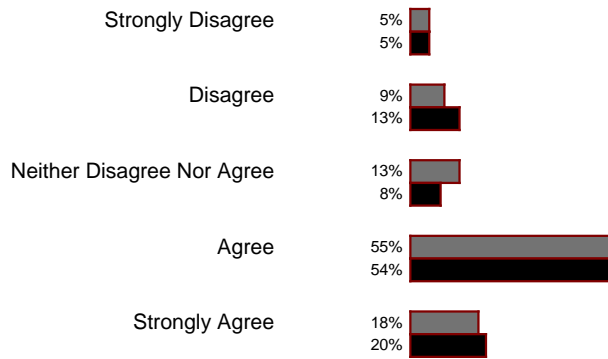


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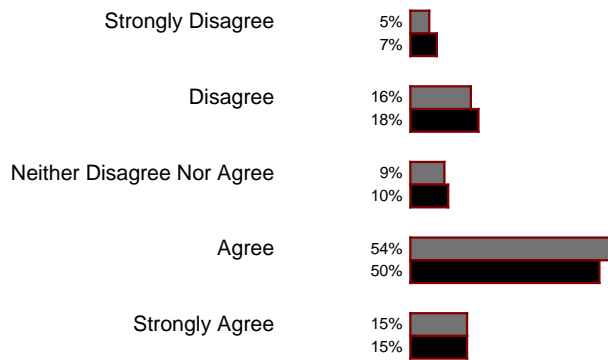
d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.



e. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.

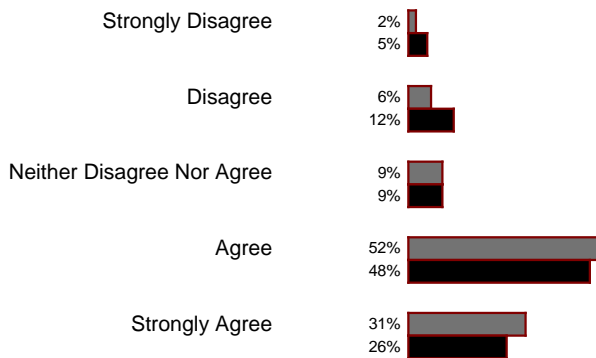


f. Teachers have adequate professional space to work productively.

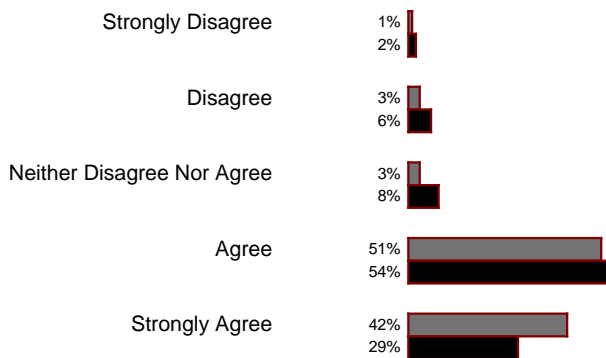


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g. Teachers and staff work in a school environment that is clean and well maintained.



h. Teachers and staff work in a school environment that is safe.

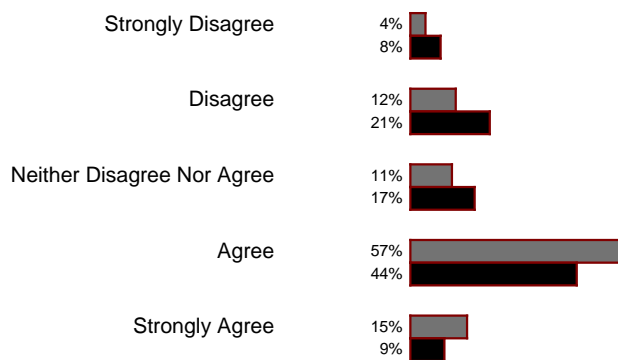


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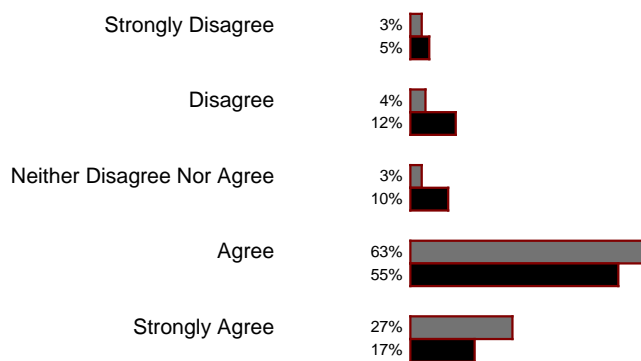
Section 4 : Empowerment

Q5.1. Please rate your level of agreement with the following statements.

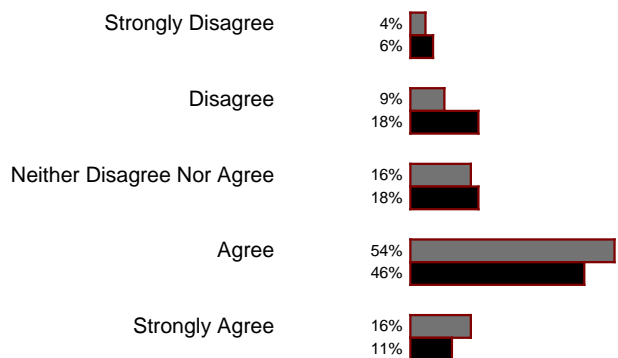
a. Teachers are centrally involved in decision making about educational issues.



b. Teachers are trusted to make sound professional decisions about instruction.

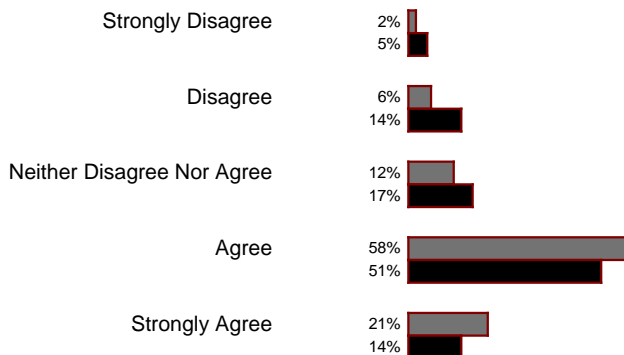


c. The faculty has an effective process for making group decisions and solving problems.

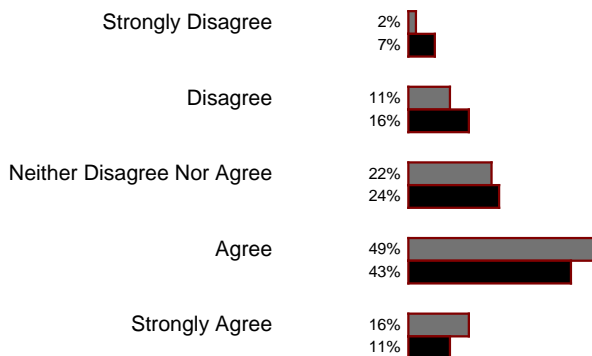


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d. In this school we take steps to solve problems.

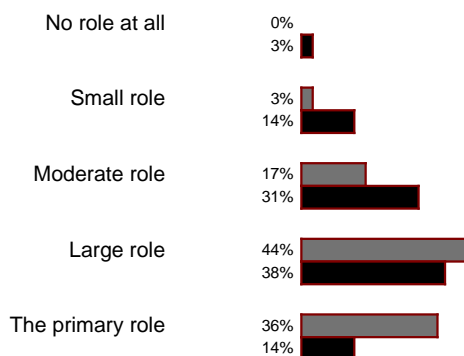


e. Opportunities for advancement within the teaching profession (other than administration) are available to me.



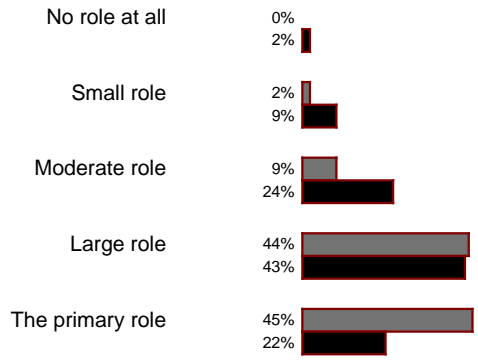
Q5.2. Please indicate how large a role teachers at your school have in each of the following areas:

a. Selecting instructional materials and resources.

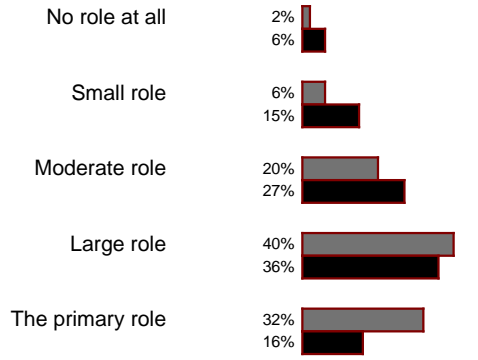


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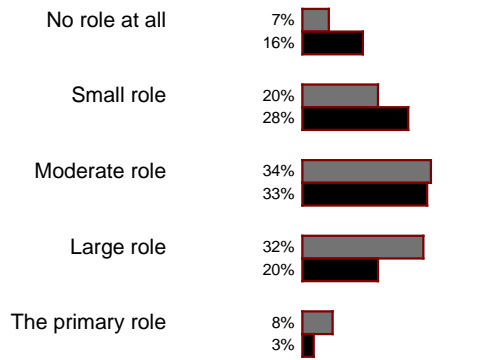
b. Devising teaching techniques.



c. Setting grading and student assessment practices.

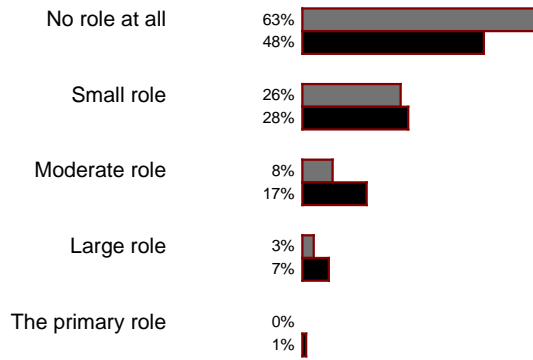


d. Determining the content of in-service professional development programs.

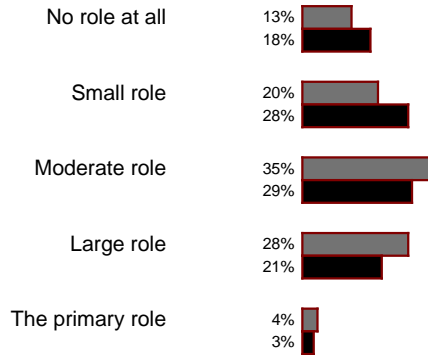


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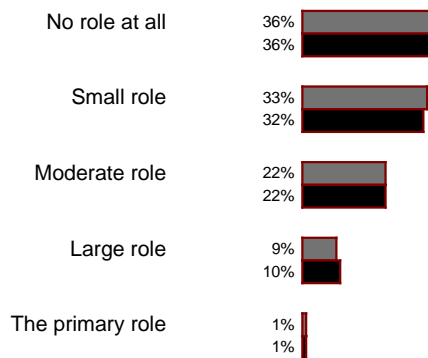
e. Hiring new teachers.



f. Establishing and implementing policies about student discipline.

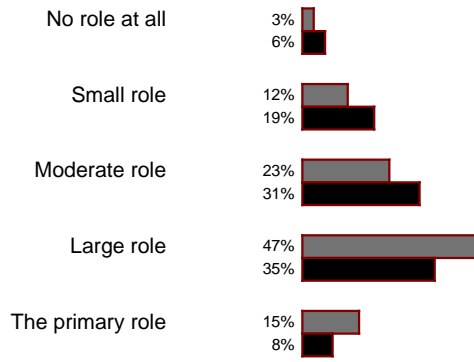


g. Deciding how the school budget will be spent.

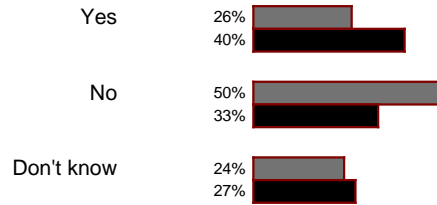


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h. School improvement planning.



Q5.3 Members of the school improvement team are elected.

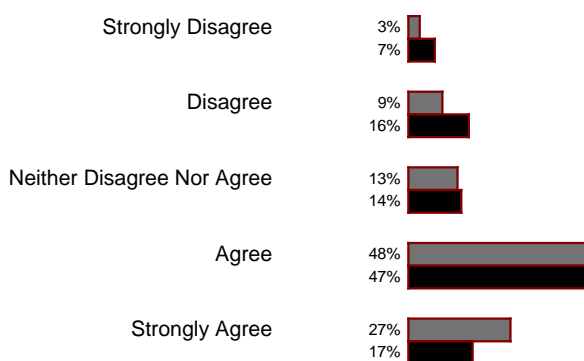


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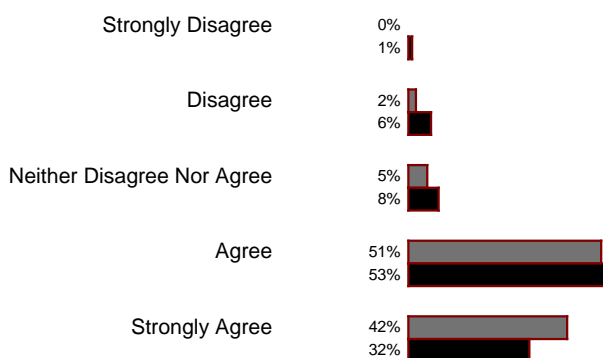
Section 5 : Leadership

Q6.1. Please rate your level of agreement with the following statements.

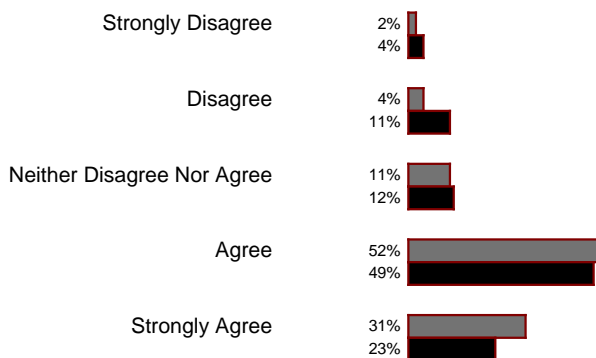
a. There is an atmosphere of trust and mutual respect within the school.



b. The faculty are committed to helping every student learn.

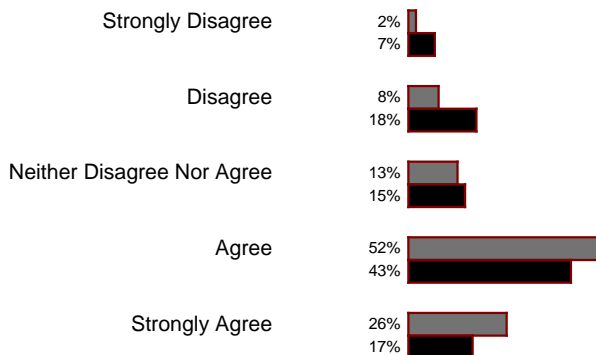


c. The school leadership communicates clear expectations to students and parents.

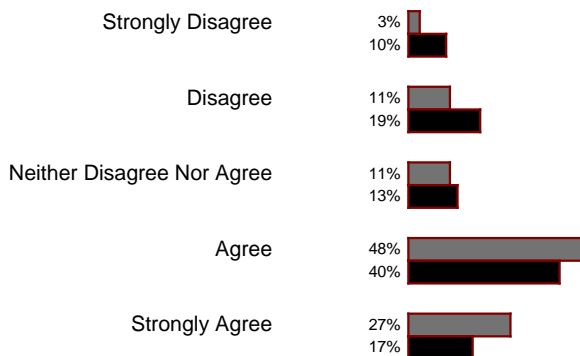


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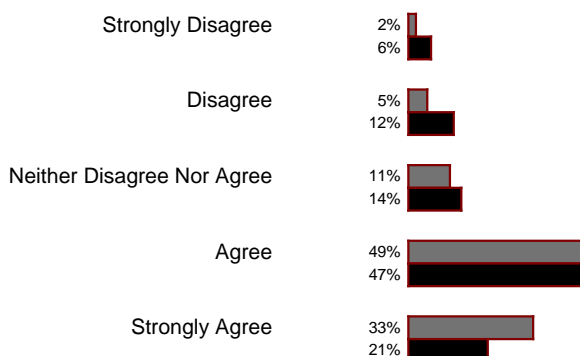
d. The school leadership shields teachers from disruptions, allowing teachers to focus on educating students.



e. The school leadership consistently enforces rules for student conduct.

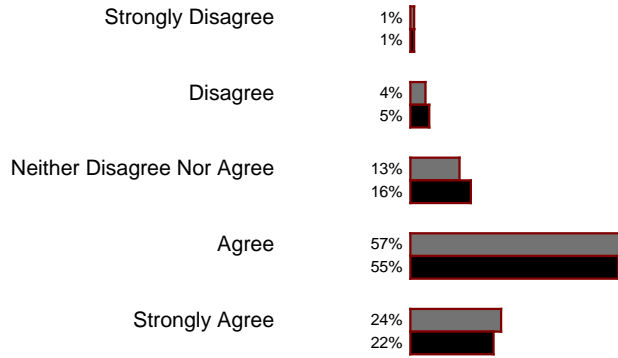


f. The school leadership support teachers' efforts to maintain discipline in the classroom.

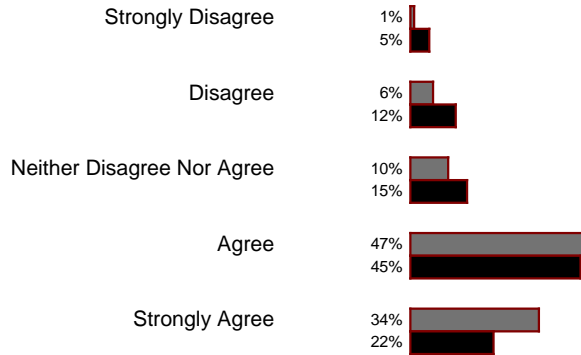


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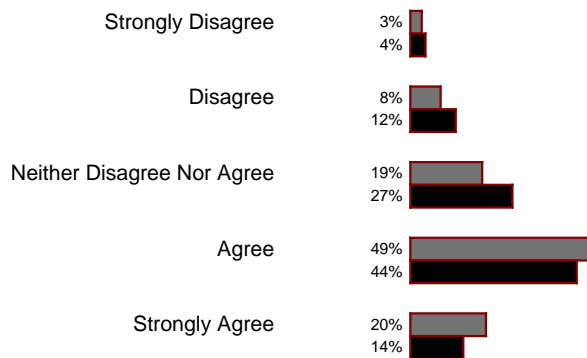
g. Opportunities are available for members of the community to actively contribute to this school's success.



h. The school leadership consistently supports teachers.

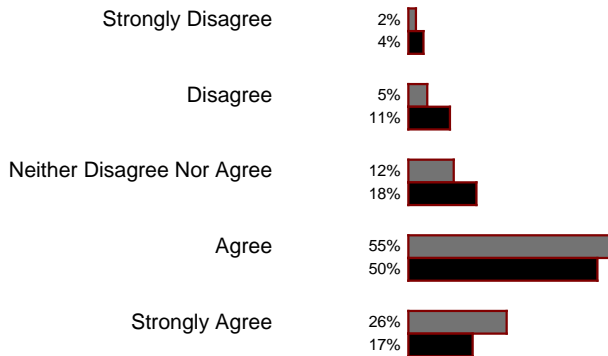


i. The school improvement team provides effective leadership at this school.

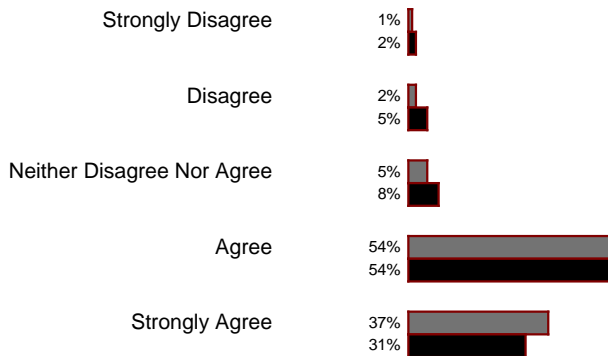


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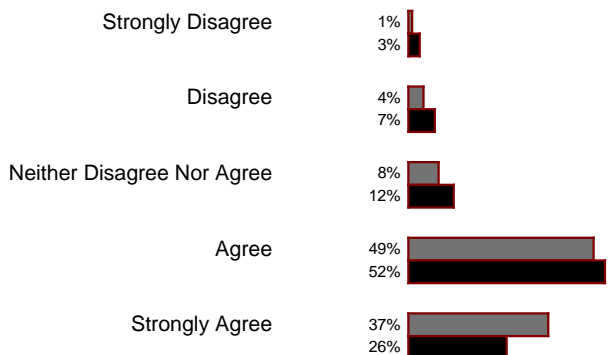
j. The faculty and staff have a shared vision.



k. Teachers are held to high professional standards for delivering instruction.

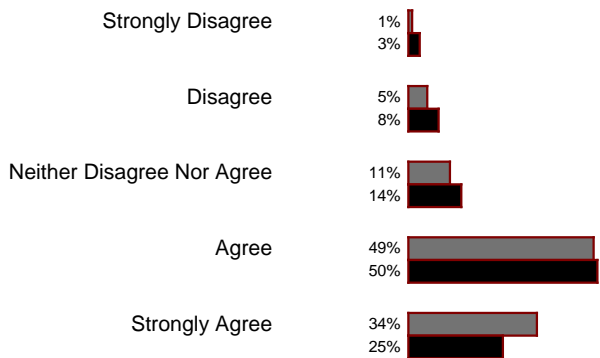


l. Teacher performance evaluations are handled in an appropriate manner.

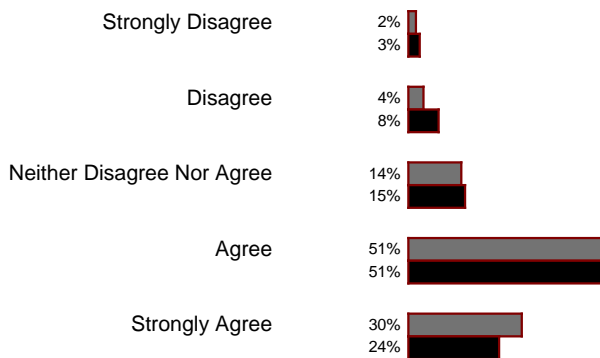


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m. The procedures for teacher performance evaluations are consistent.

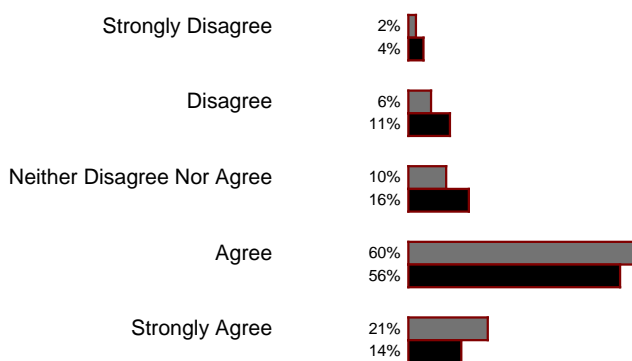


n. Teachers receive feedback that can help them improve teaching.



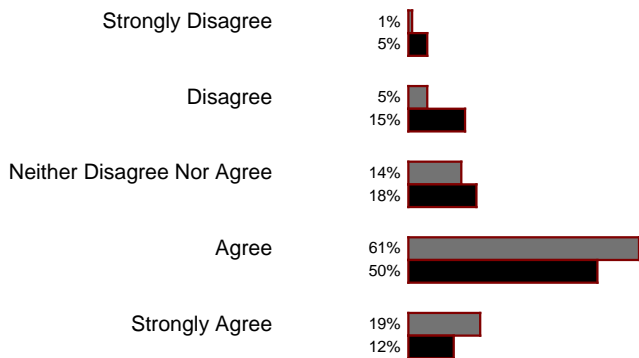
Q6.2. The school leadership makes a sustained effort to address teacher concerns about:

a. facilities and resources

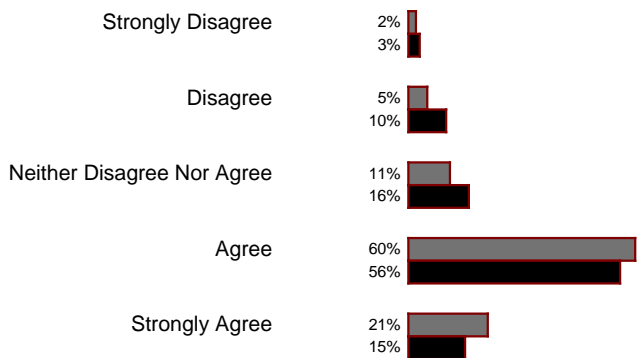


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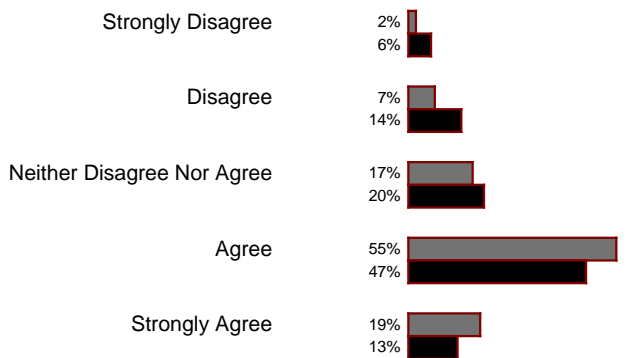
b. the use of time in my school



c. professional development

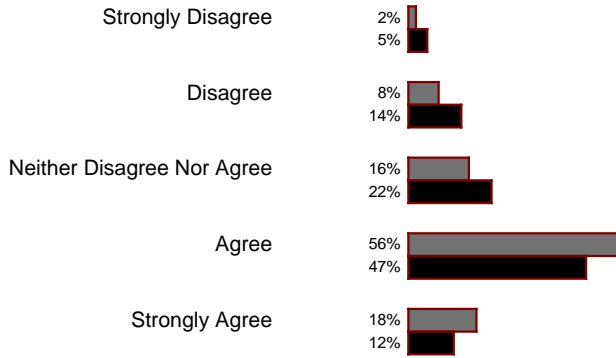


d. empowering teachers

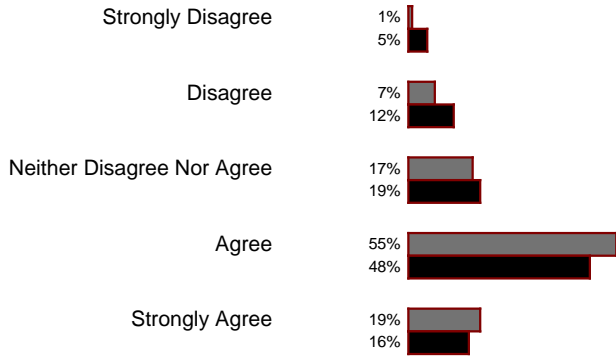


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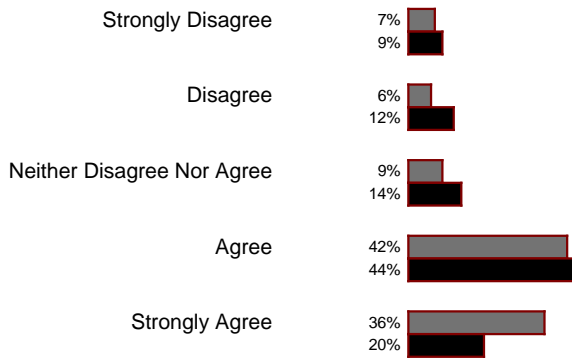
e. leadership issues



f. new teacher support.

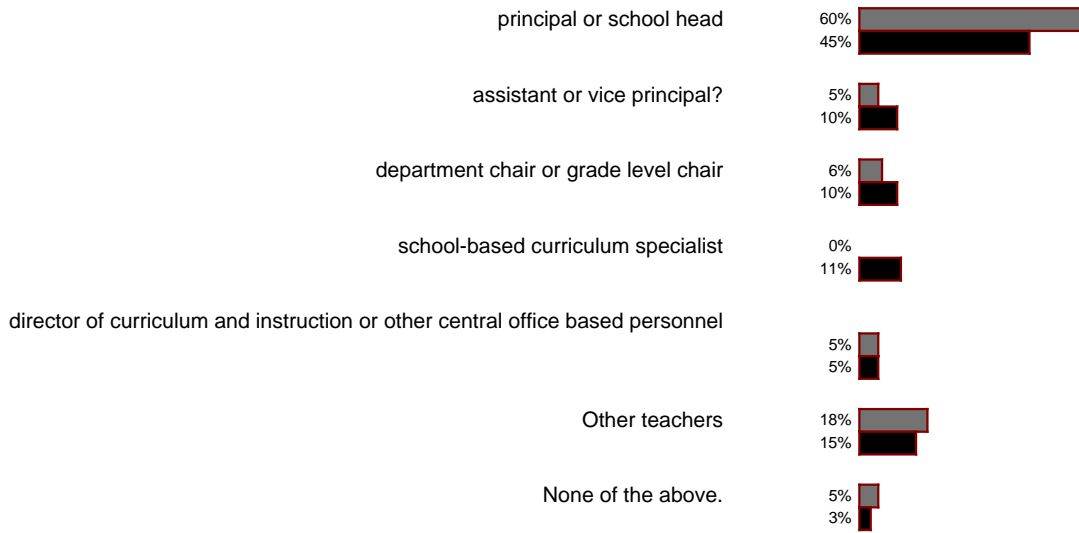


Q6.3 Overall, the school leadership in my school is effective.



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Q6.4 Which position best describes the person who most often provides instructional leadership at your school?

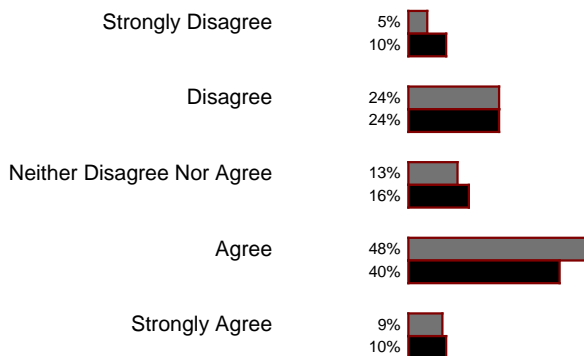


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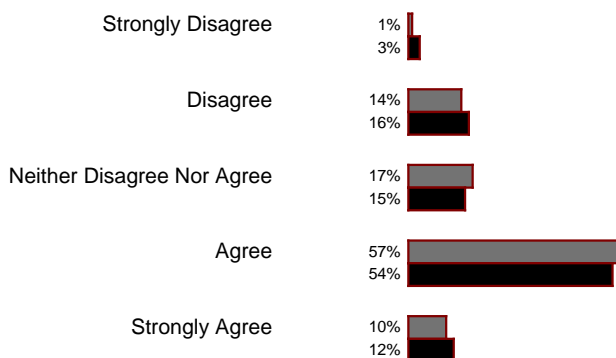
Section 6 : Professional Development

Q7.1. Please indicate your level of agreement with the following statements.

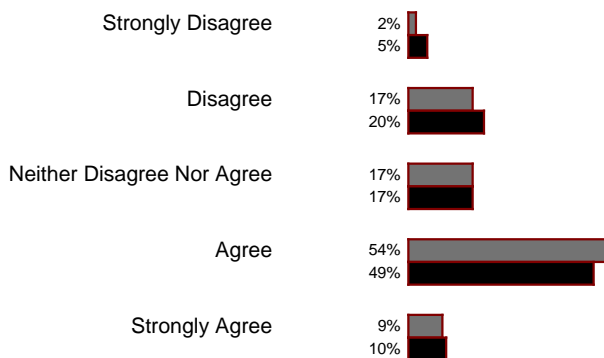
a. Sufficient funds and resources are available to allow teachers to take advantage of professional development activities.



b. Teachers are provided opportunities to learn from one another.

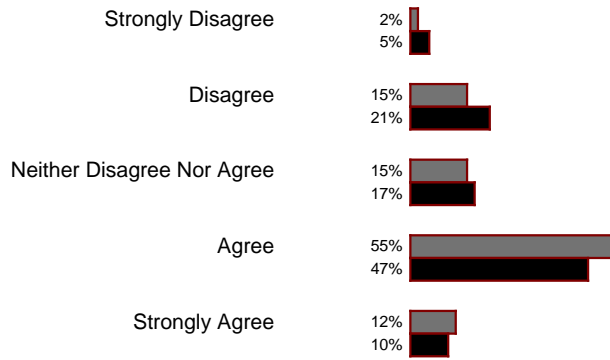


c. Adequate time is provided for professional development.

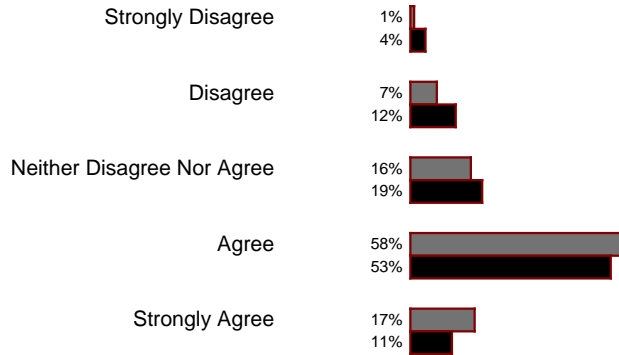


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d. Teachers have sufficient training to fully utilize instructional technology.



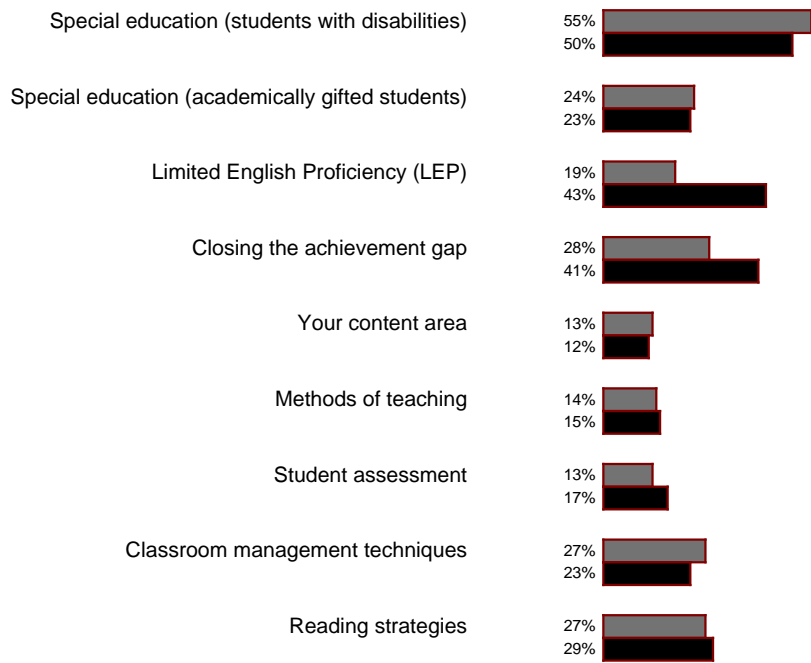
e. Professional development provides teachers with the knowledge and skills most needed to teach effectively.



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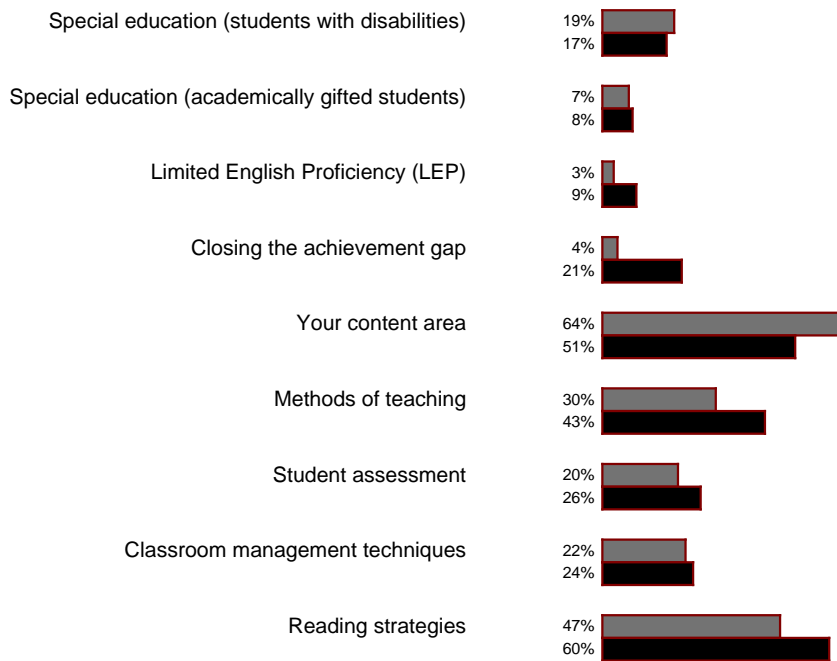
Q7.3 In which of the following areas, if any, do you need additional support to effectively teach your students?

Check all that apply.



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Q7.4 In the past 2 years, have you had 10 hours or more of professional development in any of the following areas? Check all that apply.



Q7.5a Did the professional development you received in special education for students with disabilities provide you with strategies that you have incorporated into your instructional delivery methods?



Q7.5b Did the professional development you received in special education for academically gifted students provide you with strategies that you have incorporated into your instructional delivery methods?



Q7.5c Did the professional development you received in LEP provide you with strategies that you have incorporated into your instructional delivery methods?



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Q7.5d Did the professional development you received in closing the achievement gap provide you with strategies that you have incorporated into your instructional delivery methods?



Q7.5e Did the professional development you received in your content area provide you with strategies that you have incorporated into your instructional delivery methods?



Q7.5f Did the professional development you received in methods of teaching provide you with strategies that you have incorporated into your instructional delivery methods?



Q7.5g Did the professional development you received in student assessment provide you with strategies that you have incorporated into your instructional delivery methods?



Q7.5h Did the professional development you received in classroom management techniques provide you with strategies that you have incorporated into your instructional delivery methods?



Q7.5i Did the professional development you received in reading strategies provide you with strategies that you have incorporated into your instructional delivery methods?



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Q7.6a Were these strategies you learned in your professional development in special education for students with disabilities useful for your efforts to improve student achievement?



Q7.6b Were these strategies you learned in your professional development in special education for academically gifted useful for your efforts to improve student achievement?



Q7.6c Were these strategies you learned in your professional development in LEP useful for your efforts to improve student achievement?



Q7.6d Were these strategies you learned in your professional development in closing the achievement gap useful for your efforts to improve student achievement?



Q7.6e Were these strategies you learned in your professional development in your content area useful for your efforts to improve student achievement?



Q7.6f Were these strategies you learned in your professional development in methods of teaching useful for your efforts to improve student achievement?



Key: Cherokee North Carolina

Q7.6g Were these strategies you learned in your professional development in student assessment useful for your efforts to improve student achievement?



Q7.6h Were these strategies you learned in your professional development in classroom management techniques useful for your efforts to improve student achievement?

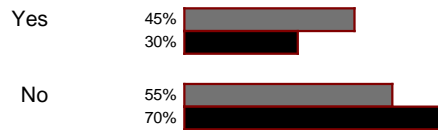


Q7.6i Were these strategies you learned in your professional development in reading strategies useful for your efforts to improve student achievement?



Q7.7. In the past two years, have you enrolled or participated in any of the following professional development activities?

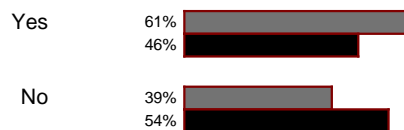
online learning opportunities



local in-service program

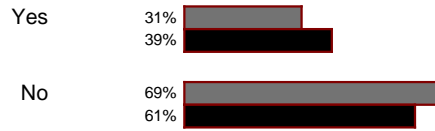


state-sponsored in-service program

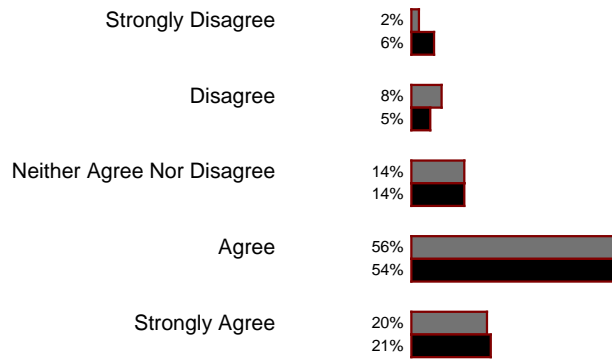


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Q7.8 Was the Online learning opportunity required?



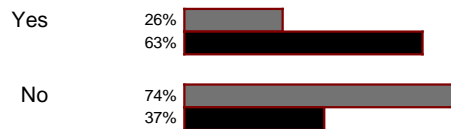
Q7.9 The Online learning opportunities activities I participated in were effective.



Q7.14 Do you teach students who have an Individualized Education Plan or 504 Plan?



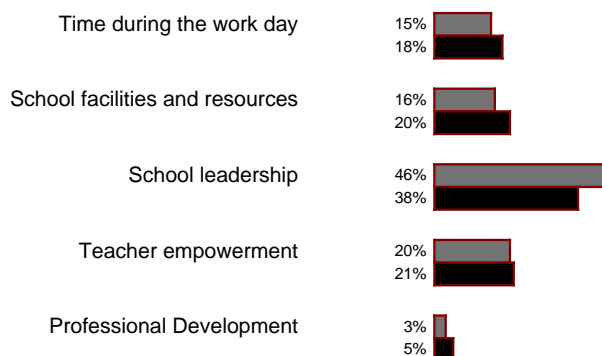
Q7.15 Do you teach students who are Limited English Proficient?



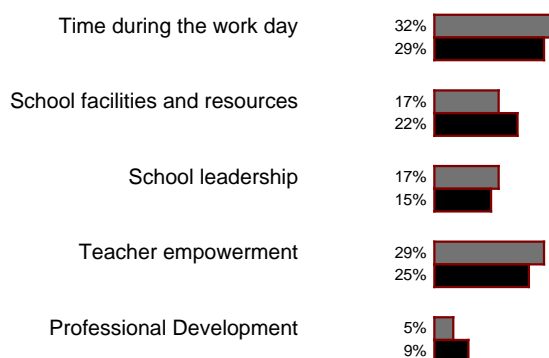
Key: Cherokee North Carolina

Section 7 : Core Questions

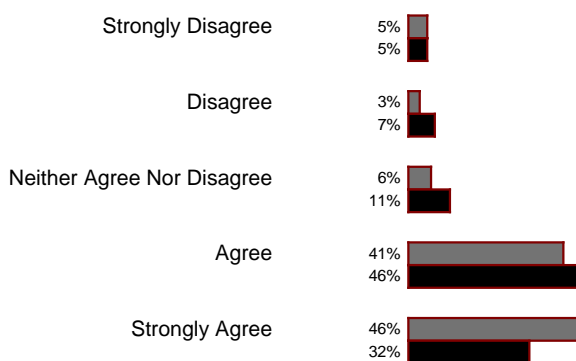
Q8.1 Which aspect of your work environment most affects your willingness to keep teaching at your school?



Q8.3 Which aspect of working conditions is most important to you in promoting student learning?

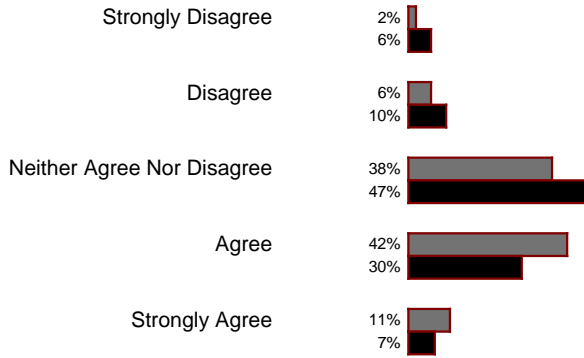


Q8.4 Overall, my school is a good place to teach and learn

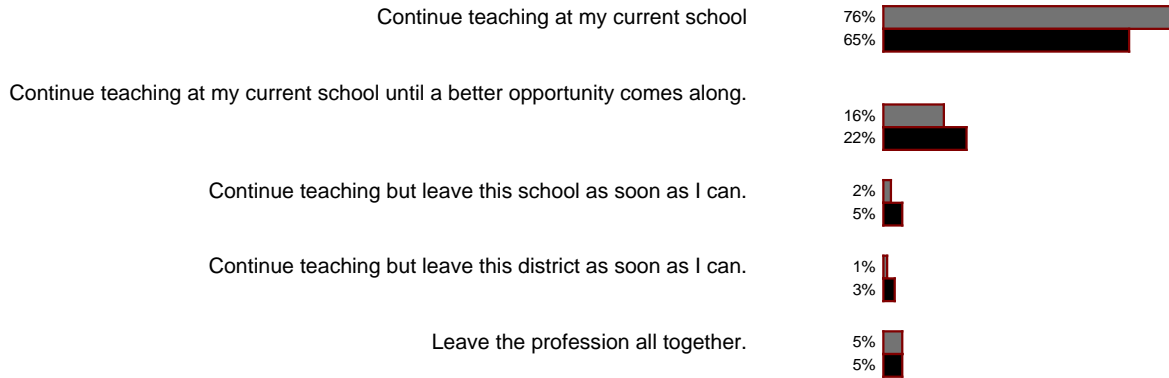


Key: Cherokee North Carolina

Q8.5 At this school, we utilize results from the Teacher Working Conditions survey as a tool for improvement



Q8.6 Which BEST DESCRIBES your future intentions for your professional career?



Key: Cherokee North Carolina

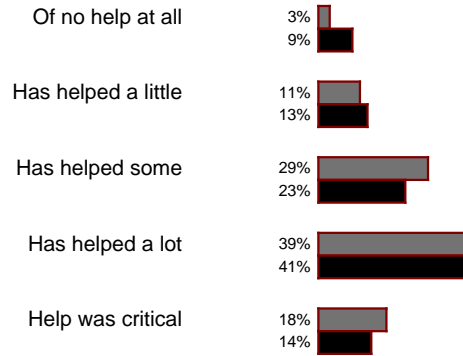
Section 8 : Mentoring

Q10.1 Have you been formally assigned a mentor in your first AND second year teaching in North Carolina?

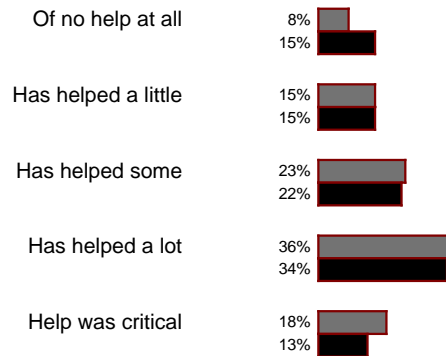


Q10.2. My mentor was effective in providing support in the following areas

a. Instructional strategies

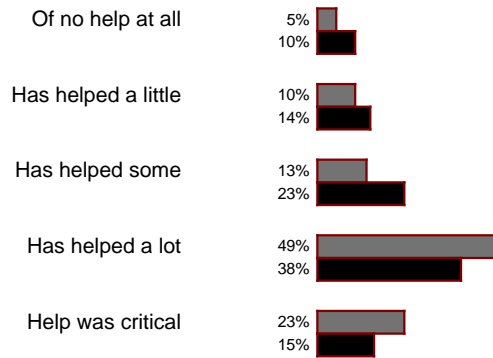


b. Curriculum and the subject content I teach

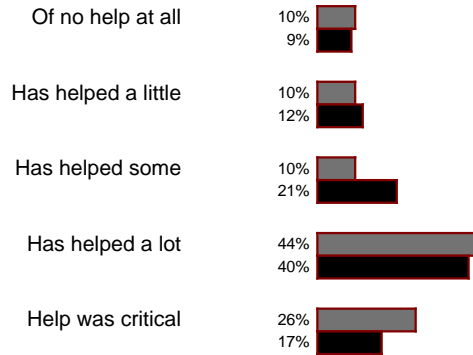


Key: Cherokee North Carolina

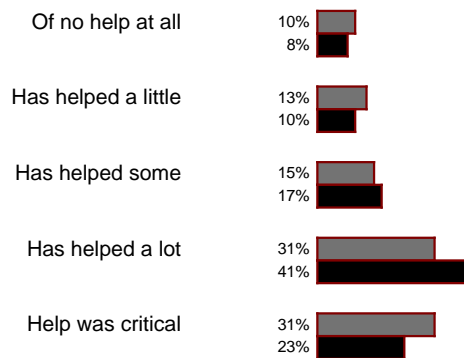
c. Classroom management/discipline strategies



d. School and/or district policies and procedures

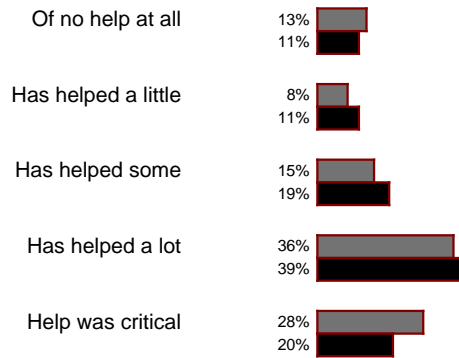


e. Completing products or documentation required of new teachers

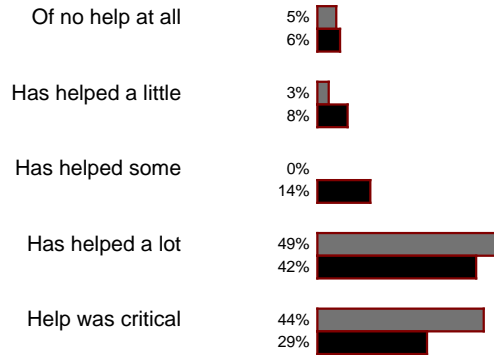


Key: Cherokee North Carolina

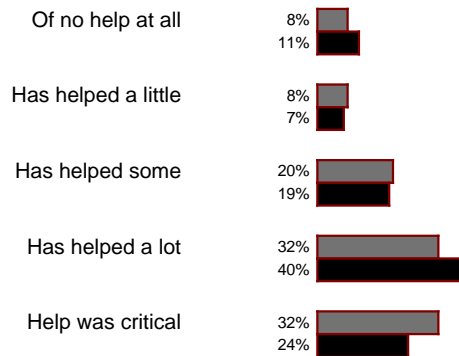
f. Completing other school or district paperwork



g. Social support and general encouragement



h. Other



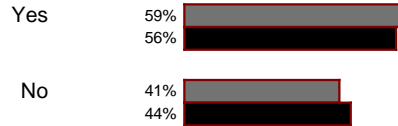
Key: Cherokee North Carolina

Q10.3. Please indicate whether each of the following were true for you and your mentor

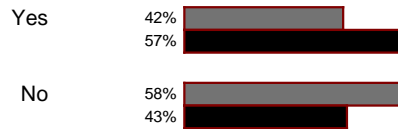
a. My mentor and I were in the same building(or school)



b. My mentor and I taught in the same content area

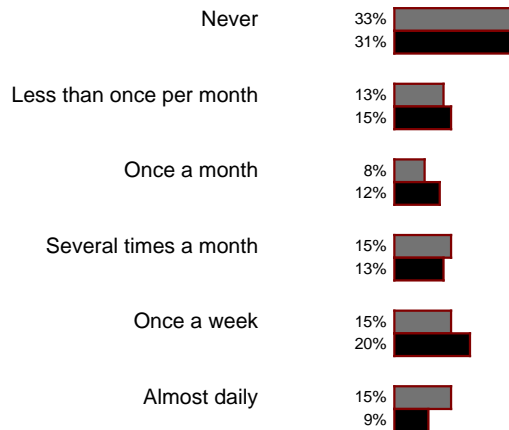


c. My mentor and I taught the same grade level



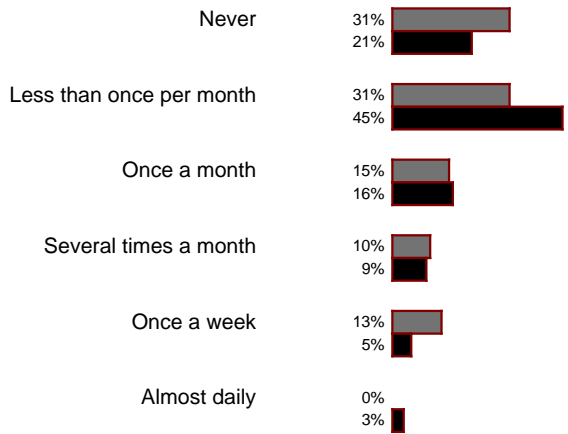
Q10.4. On average, how often did you engage in each of the following activities with your mentor?

a. Planning during the school day with my mentor

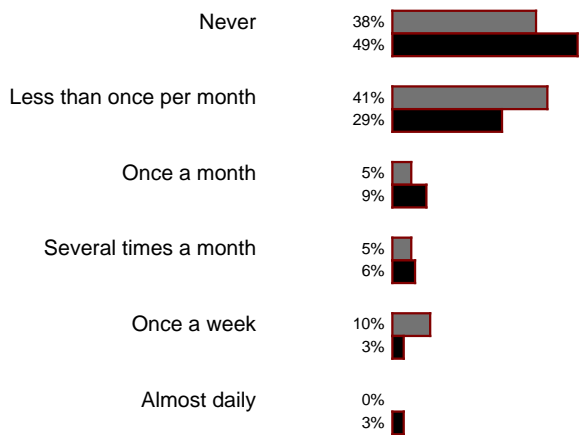


Key: Cherokee North Carolina

b. Being observed teaching by my mentor

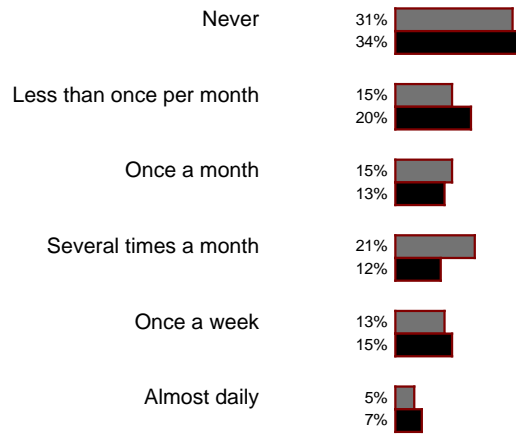


c. Observing my mentor's teaching

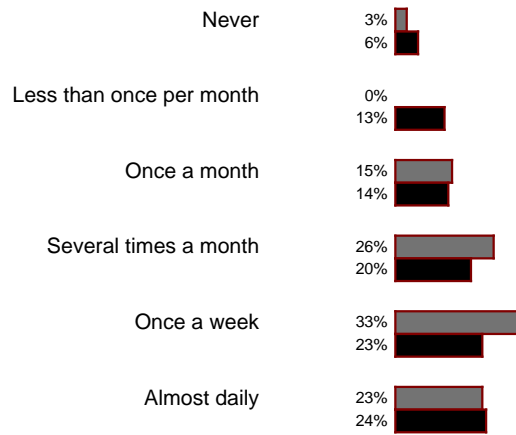


Key: Cherokee North Carolina

d. Planning instruction with my mentor

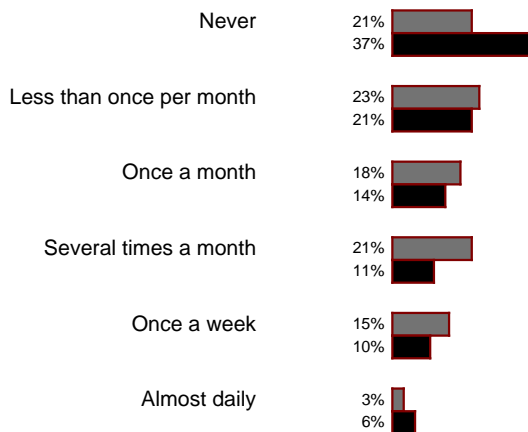


e. Having discussions with my mentor about my teaching

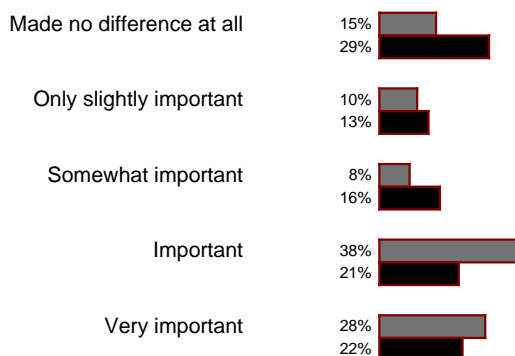


Key: Cherokee North Carolina

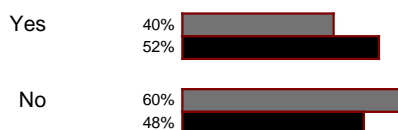
f. Meeting with my mentor outside of the school day



Q10.5 How important has your mentoring experience been in your decision to continue teaching at this school?

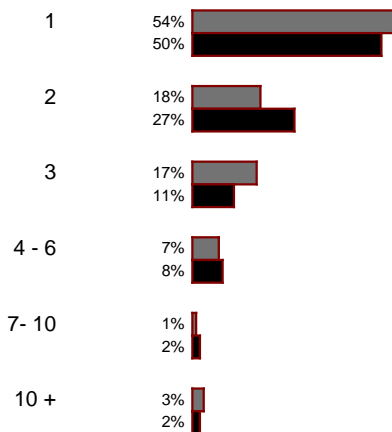


Q10.6 Are you a full time mentor?

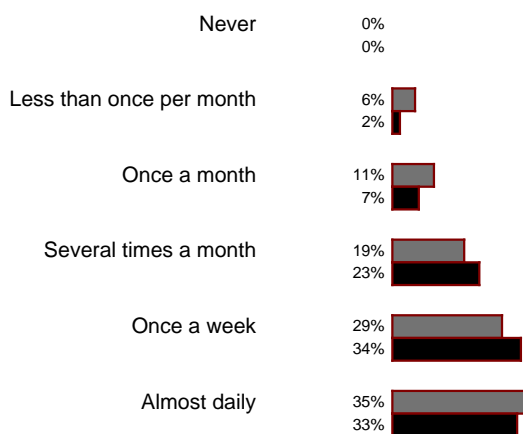


Key: Cherokee North Carolina

Q10.7 How many teachers did/do you mentor?

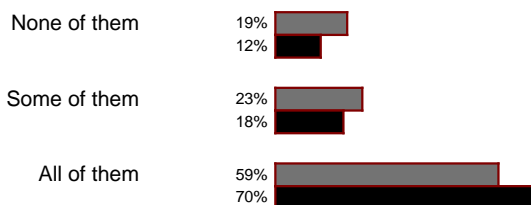


Q10.8 On average, how often did/do you meet with your mentee(s)



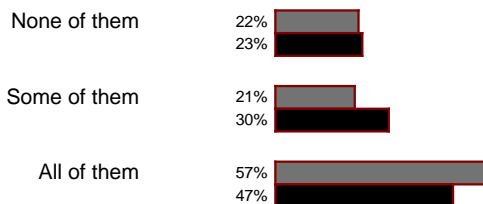
Q10.9. Please indicate which best describes you and your mentee(s)

a. My mentor and I were in the same building

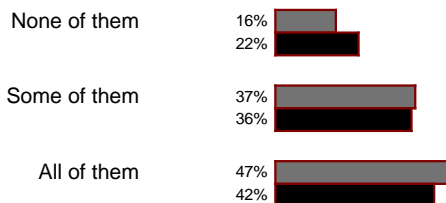


Key: Cherokee North Carolina

b. My mentor and I taught in the same content area

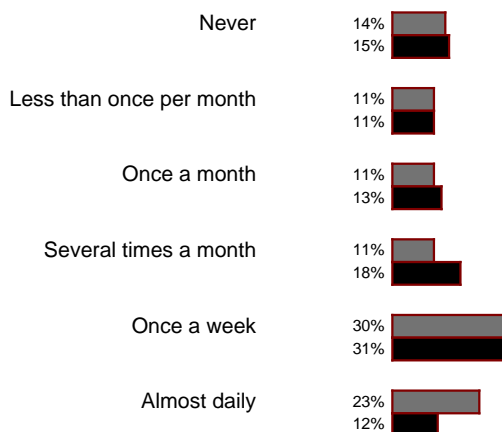


c. My mentor and I taught the same grade level



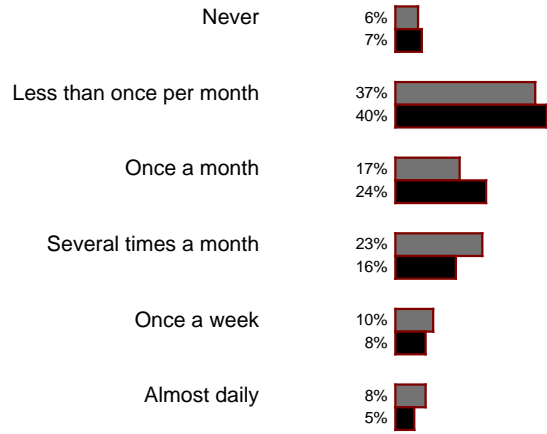
Q10.10. On average, how often did you engage in each of the following activities with your mentee(s)?

a. Planning during the school day with my mentee(s)

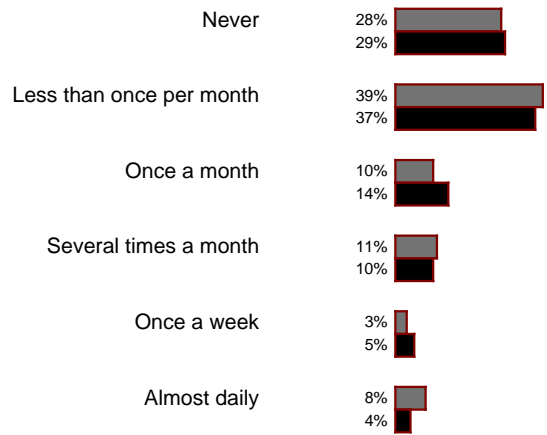


Key: Cherokee North Carolina

b. Observing my mentee(s)' teaching

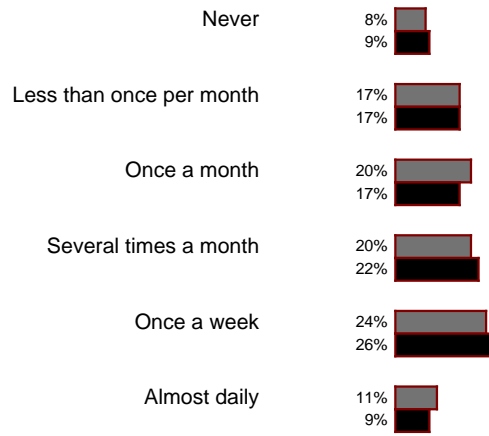


c. Being observed by my mentee(s)

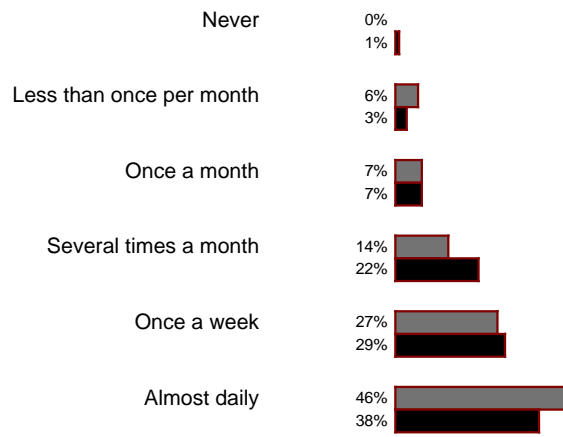


Key: Cherokee North Carolina

d. Planning instruction with my mentee(s)

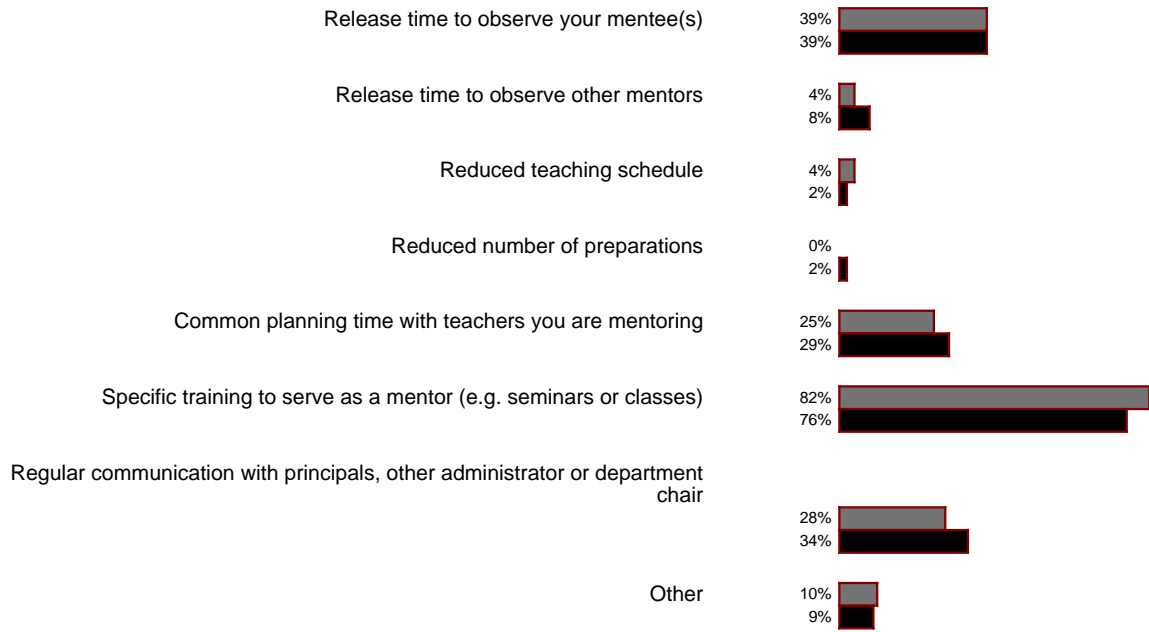


e. Having discussions with my mentee(s) about teaching



Key: Cherokee North Carolina

Q10.11 Please indicate which of the following kinds of support, if any, you received as a formally assigned mentor. (Check all that apply).



Key: Cherokee North Carolina