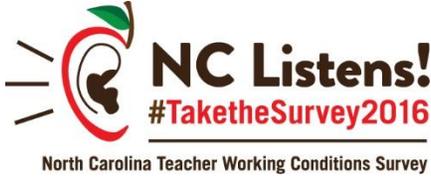
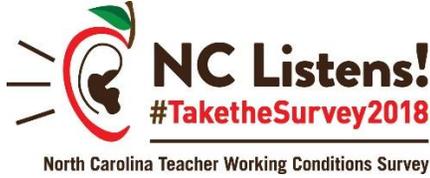


<p>Item Number</p>	 <p>2016</p>	 <p>2018</p>
<p>2.4 Words have been added, defined, replaced, etc. to assist participants in understanding meaning of question</p>	<p>Q2.4. In an AVERAGE WEEK of teaching, how many hours do you spend on school-related activities outside of the regular school work day (before or after school, and/or on weekends)?</p> <ul style="list-style-type: none"> <input type="checkbox"/> None <input type="checkbox"/> Less than or equal to 1 hour <input type="checkbox"/> More than 1 hour but less than or equal to 3 hours <input type="checkbox"/> More than 3 hours but less than or equal to 5 hours <input type="checkbox"/> More than 5 hours but less than or equal to 10 hours <input type="checkbox"/> More than 10 hours 	<p>Q2.4. 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)?</p> <ul style="list-style-type: none"> <input type="checkbox"/> None per week <input type="checkbox"/> Less than or equal to 1 hour per week <input type="checkbox"/> More than 1 hour but less than or equal to 3 hours per week <input type="checkbox"/> More than 3 hours but less than or equal to 5 hours per week <input type="checkbox"/> More than 5 hours but less than or equal to 10 hours per week <input type="checkbox"/> More than 10 hours per week
<p>3.3 New question added to gauge awareness of child hunger</p>		<p>Q3.3. Which of the following statements best describes students' relationship with hunger in your school? (Select one.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hunger is a problem for my students, and it causes problems in my classroom/school. <input type="checkbox"/> Hunger is a problem for my students, but my school uses creative strategies to combat it (i.e Grab & Go; 2nd Chance Cafeteria; Breakfast After the Bell, etc.) <input type="checkbox"/> Hunger is not a problem among my students. <input type="checkbox"/> I have not noticed if students struggle with hunger in my classroom/school.
<p>4.1 Footnote has been added to assist participants in understanding meaning of question</p>		<p>¹. <i>Community means individuals, groups, organizations, government departments, businesses, and anyone sharing vested interest in public schools.</i></p>

<p>6.6 Answer choices have been broadened to collect additional data points</p>	<p>Q6.6. Members of the school improvement team are elected.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree <input type="checkbox"/> Don't know 	<p>Q6.6. Members of the school improvement team are elected.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Don't know
<p>8.2 Words have been added, defined, replaced, etc. to assist participants in understanding meaning of question; Answer choices have been broadened to collect additional data points</p>	<p>Q8.2. In which of the following areas (if any) do you need professional development to teach your students more effectively? Yes No</p> <ul style="list-style-type: none"> a. Your content area b. Common core and essential standards c. Student assessment d. Differentiating instruction e. Special education (students with disabilities) f. Special education (gifted and talented) g. English Language Learners h. Closing the Achievement Gap i. Methods of teaching j. Reading strategies k. Integrating technology into instruction l. Classroom management techniques 	<p>Q8.2. In which of the following areas (if any) do you need professional development to teach your students more effectively? Yes No</p> <ul style="list-style-type: none"> a. Your content area b. North Carolina Standard Course of Study c. Student assessment d. Differentiating instruction e. Special education (students with disabilities) f. Special education (gifted and talented) g. English Language Learners h. Closing the Achievement Gap i. Methods of teaching j. Literacy strategies k. Integrating technology into instruction l. Classroom management techniques m. Workforce development

<p>8.3 Words have been added, defined, replaced, etc. to assist participants in understanding meaning of question; Answer choices have been broadened to collect additional data points</p>	<p>Q8.3. In the past 2 years, have you had 10 clock hours or more of professional development in any of the following areas? Yes No</p> <ul style="list-style-type: none"> a. Your content area b. Common core and essential standards c. Student assessment d. Differentiating instruction e. Special education (students with disabilities) f. Special education (gifted and talented) g. English Language Learners h. Closing the Achievement Gap i. Methods of teaching j. Reading strategies k. Integrating technology into instruction l. Classroom management techniques 	<p>Q8.3. In the past 2 years, have you had 10 clock hours or more of professional development in any of the following areas? Yes No</p> <ul style="list-style-type: none"> a. Your content area b. North Carolina Standard Course of Study c. Student assessment d. Differentiating instruction e. Special education (students with disabilities) f. Special education (gifted and talented) g. English Language Learners h. Closing the Achievement Gap i. Methods of teaching j. Literacy strategies k. Integrating technology into instruction l. Classroom management techniques m. Workforce development
<p>9.1 Words have been added, defined, replaced, etc. to assist participants in understanding meaning of question; Answer choices have been broadened to collect additional data points; Questions removed</p>	<p>Q9.1. 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</p> <ul style="list-style-type: none"> a. State assessment[1] data are available in time to impact instructional practices. b. Local assessment[2] data are available in time to impact instructional practices. c. Teachers[3] use assessment data to inform their instruction. d. The curriculum taught in this school is aligned with Common Core Standards. e. Teachers work in professional learning communities[4] to develop and align instructional practices. f. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teacher g. Teachers are encouraged to try new things to improve instruction. h. Teachers are assigned classes that maximize their likelihood of success with students. i. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy). 	<p>Q9.1. 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</p> <ul style="list-style-type: none"> a. State assessment[1] data are available in time to impact instructional practices. b. Local assessment[2] data are available in time to impact instructional practices. c. Teachers[3] use assessment data to inform their instruction. d. The curriculum taught in this school is aligned with the North Carolina Standard Course of Study. e. Teachers work in professional learning communities[4] to develop and align instructional practices. f. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers. g. Teachers are encouraged to try new things to improve instruction. h. Teachers are encouraged to observe other teachers within their school/district. i. Teachers are assigned classes that maximize their likelihood of success with students. j. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy). k. State assessments provide schools with data that can help

	<p>j. State assessments provide schools with data that can help improve teaching.</p> <p>k. State assessments accurately gauge students' understanding of standards.</p> <p>l. Teachers believe almost every student has the potential to do well on assignments.</p> <p>m. Teachers believe what is taught will make a difference in students' lives.</p> <p>n. Teachers require students to work hard.</p> <p>o. Teachers collaborate to achieve consistency on how student work is assessed.</p> <p>p. Teachers know what students learn in each of their classes.</p> <p>q. Teachers have knowledge of the content covered and instructional methods used by other teachers at this school.</p> <p>r. Teachers use digital content and resources in their instruction.</p>	<p>improve teaching.</p> <p>l. State assessments accurately gauge students' understanding of standards.</p> <p>m. Teachers believe almost every student has the potential to do well on assignments.</p> <p>n. Teachers believe what is taught will make a difference in students' lives.</p> <p>o. Teachers require students to work hard.</p> <p>p. Teachers collaborate to achieve consistency on how student work is assessed.</p> <p>q. Teachers know what students learn in each of their classes.</p> <p>r. Teachers have knowledge of the content covered and instructional methods used by other teachers at this school.</p> <p>s. Teachers use digital content and resources in their instruction.</p> <p>t. Teachers regularly[5] assign homework that requires access to the internet to complete.</p> <p>u. Teachers regularly (several times a month) assign homework that requires access to a digital device to complete.</p>
<p>10.1 Answer choices have been broadened to collect additional data points</p>	<p>Q10.1. Which of the following best describes your immediate professional plans?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue teaching at my current school <input type="checkbox"/> Continue teaching in this district but leave this school <input type="checkbox"/> Continue teaching in this state but leave this district <input type="checkbox"/> Continue working in education but pursue an administrative position <input type="checkbox"/> Continue working in education but pursue a non-administrative position <input type="checkbox"/> Leave education entirely 	<p>Q10.1. Which of the following best describes your immediate professional plans?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continue teaching at my current school <input type="checkbox"/> Continue teaching in this district but leave this school <input type="checkbox"/> Continue teaching in this state but leave this district <input type="checkbox"/> Continue teaching in a state other than North Carolina <input type="checkbox"/> Continue working in education but pursue an administrative position <input type="checkbox"/> Continue working in education but pursue a non-administrative position <input type="checkbox"/> Leave education entirely
<p>Entire Survey Answer choices have been broadened to collect additional data points</p>	<p>“Common Core”</p>	<p>“North Carolina Standard Course of Study”</p>