



Fairfax County Public Schools Working Conditions Survey Facilitator Survey Prompts and Guiding Questions

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To help ensure all students can learn teachers need to work in schools designed for their success. Positive teacher working conditions, where educators are supported and empowered, is essential to creating schools where teachers want to work and students can learn. To assess whether these conditions are present across Fairfax County Public Schools, Superintendent Jack Dale in partnership with a coalition of teacher, principal and parent groups, worked with the New Teacher Center at the University of California at Santa Cruz, to conduct a survey in February and March 2008 of all school-based licensed educators.

Educators across the district have shared their perceptions of the working conditions in their schools. *Over 8,500 educators (58 percent) from across the district participated in the FCPS Working Conditions Survey*). Data is now available for virtually every school in the district, providing critical information for making school, cluster and district level decisions to improve FCPS schools. Data are resources are available at www.fcpswcs.org

Using this data to inform school improvement planning is essential. However, this data can be difficult to interpret, understand and utilize at the building level. This document can hopefully serve as a guide for school and district faculty in delving deeper into the results, assessing it relative to other information, and identifying the root causes of educator perceptions about their teaching and learning environments.

Overall Probes to Identify Specific Areas of the Survey

Look first at the factor averages at the front of the report as it provides a snapshot of the school/district in all areas surveyed. These factors should be considered heuristics. They are compiled by analyzing survey results and utilizing questions that held together well and best explained general areas across the survey sections. Our hope is that they will help you identify key areas of teaching and learning conditions on which to celebrate success and focus your improvement efforts.

1. Are there any factors, or focus areas, in which your school's scores are significantly different than other schools at the same level or the district?
 - Make sure the difference is both significant and meaningful. Differences in the domain average should be large enough to merit discussion and investments in reform. Given the size of the database, even the smallest differences have been found to be "statistically significant." Differences of a few hundredths are not large. However, while a difference of .3 or .4 may not seem like much, it could reflect large disparities in the perception of working conditions on key questions within the area on the survey.
 - Look for both positives and negatives. Positives should be acknowledged in their own right and could be illuminating when thinking through how to address other areas of greater concerns.
 - Consider other comparisons. Are there comparisons from other schools in the district or other schools and districts with similar demographics?
2. Are any of the factor averages lower than a 3.00?
 - Are those dissatisfaction areas unique to your school or is this an area of concern for all schools within the district?
 - Are there multiple areas of dissatisfaction that may be related to each other? If so, can you identify the root causes that may be driving dissatisfaction across multiple areas?
 - Is there strong dissatisfaction (2.50 or lower) or are teachers responding neutrally (between 2.80 and 3.10)? If strong dissatisfaction exists, exploring some immediate short term strategies and long term solutions may be necessary.
 - Go in and look more specifically at individual questions in each of the sections covered by the factor to better understand the specifics.
3. How are specific factors and questions related to school/district goals for improving teacher retention and student learning?
 - Which aspect of your work environment most affects your willingness to keep teaching at your school? Which questions had the greatest connections to future employment plans?
 - Which aspect of working conditions is most important to you in promoting student learning? Which questions had the greatest connection to future employment plans?

Survey Questions and Probes within the Factors

The following questions and prompts are meant to spur discussion of individual survey questions amongst school faculty. Ideally, the conversation will help schools identify reasons for teacher perceptions, helping schools to make more informed decisions on potential reforms to address challenges or successes to scale up and apply to other school issues.

Leadership Factor (Leadership and Empowerment Sections)

When asked which of the five overarching conditions assessed in the survey most affects your willingness to remain teaching at your school, one-third (27 percent) of FCPS teachers indicated that school leadership was the most critical, more than any other area.

Fortunately, educators are positive about several aspects of school leadership. An overwhelming majority believe that they are held to high professional standards for delivering instruction (83 percent) and that the faculty is committed to helping every student learn (88 percent). Communication is viewed positively by educators. About two-thirds agree that clear expectations are communicated to students and families (68 percent) and policies are effectively communicated (65 percent). Overall, 59 percent of FCPS agree that their school leadership is effective, while one-third (32 percent) disagree. Further only half (54 percent) of educators believe that the school improvement team provides effective leadership at their school.

Leadership Survey Section

Question 5.1. Which position BEST describes the person who most often provides instructional leadership at your school?

- Are the right educators making the right decisions for the most effective decision making on instructional issues? What role do teachers play in decision making on instruction? What role does the district play in providing instructional leadership?
- How is leadership distributed in other areas (administrative, personnel, budgetary, moral, etc.)?

Question 5.2a There is an atmosphere of trust and mutual respect within the school. 65 percent of FCPS educators agree with the statement

- What does the faculty think a trusting environment looks/feels like? A more in depth analysis of trust showed that a shared vision, a collaborative and effective decision making process, and leadership that consistently supported teachers were the three most essential elements of trust – would you agree with that list? Why? Why not? Are these elements present in your school? (See question 5.2c)
- What needs to be in place? If it is not in place in your school, what are some of the barriers (consider personnel, policies, programs)? Can you identify instances when

teachers felt respected around a particular event or decision? What was present? Are there instances when this has not occurred? Why?

- Who contributes to building trust? What is the role of the principal? Other administrators? Department/Grade chairs? Other teachers? Are all groups essential? Can you have a trusting environment with any of those groups?

Question 5.2b The school leadership communicates clear expectations to parents and students. 68 percent of FCPS educators agree with the statement

- Does disagreement stem from clarity of expectations or how they are communicated? How are expectations set? Are teachers engaged? Are they related to the mission and vision of the school? Are expectations consistent for all students? For all parents?
- How are expectations communicated to students? Is it the responsibility of teachers or school leadership or both to ensure students understand expectations? On all issues (i.e. behavior, student learning, attendance, etc.)? How are expectations communicated to parents? How do teachers and leadership engage parents and students? Are strategies used consistent for all students? For all parents?
- Does any of the disagreement stem from how issues related to expectations are resolved with students or parents? Are there better ways to involve students and parents?

Question 5.2c. The faculty is committed to helping every student learn. 88 percent of FCPS educators agree with the statement

- Are issues of commitment uniform across the entire faculty or are there individual(s) who other educators do not believe are committed? Why does that perception exist? Is it based on any particular actions or occurrences?
- What do educators expect “commitment” to look like? Is it a disposition or rooted in actions (or both)? Does professional development provide teachers with the knowledge and skills to help all students learn? To differentiate instruction? To be culturally competent?

Question 5.2d. Teachers feel comfortable raising issues that are important to them. 61 percent of FCPS educators agree with the statement

- What issues do teachers have within the school? Are they predominantly related to teaching (curriculum, instruction, etc.), leadership, decision making, policies and practices (at what level? School, district, state, federal), parental and community support, professional growth and learning? Are these issues uniform across the faculty or a concern for only one or a small group of teachers? Why?

- Why are teachers uncomfortable? Is it related to trust (L1a.) or how issues will be handled and resolutions and decisions are made to address them? Is the discomfort uniform across the faculty or only true for one or a small group of teachers? Why?
- Can you provide examples that illustrate whether the atmosphere is relaxed and members of the staff freely exchange ideas?

Question 5.2e. The school leadership shields teachers from disruptions, allowing teachers to focus on educating students. 58 percent of FCPS educators agree with the statement

- What types of disruptions occur in the school and within individual classrooms? Are they related to the instruction of individual students? Are they from within the classroom or from outside?
- What are expectations for leadership to attend to disruptions? What is within and outside of their control? Is leadership making efforts that the faculty is unaware of? What? What could be done to communicate efforts better and bring teachers into conversations?

Question 5.2f. The school leadership consistently enforces rules for student conduct. 57 percent of FCPS educators agree with the statement

- How are issues around student conduct dealt with in the school? How are decisions made? What is taken into account? Are perceived inconsistencies specific to particular students? Particular teachers? Particular infractions?
- Are perceptions around enforcement rooted in the conduct policies themselves? How are student conduct policies created? What role do teachers play in creating them? Is there a district-wide policy around student discipline and conduct? If so, is the school following it? How as it created?
- What issues can be identified due to the perception of inconsistent enforcement? Do teachers feel less safe? Are teachers more likely to be absent, creating additional problems in the area of time (infringing on non-instructional time as teachers cover classes and/or duties for colleagues who absent)?

Question 5.2g. The rules for student conduct are clearly laid out for faculty. 73 percent of FCPS educators agree with the statement

- How are student conduct rules communicated? How are issues around student conduct and discipline dealt with in the school? How are decisions made? What is taken into account? Are perceived inconsistencies specific to particular students? Particular teachers? Particular infractions?
- Are perceptions around conduct rule communication rooted in the conduct policies themselves? How are student conduct policies created? What role do teachers play in

creating them? Is there a district-wide policy around student discipline and conduct? If so, is the school following it? How was it created?

Question 5.2h. Students at this school understand expectations for their conduct. 72 percent of FCPS educators agree with the statement

- How are student conduct rules communicated to students? How are issues around student conduct and discipline dealt with in the school? How are decisions made? What is taken into account? Are perceived inconsistencies specific to particular students? Particular teachers? Particular infractions?
- Are conduct rules communicated consistently (5.2f)? Does this have an impact on student understanding and expectations?

Question 5.2i. The school leadership consistently supports teachers when needed. 62 percent of FCPS educators agree with the statement

- What type of support are teachers expecting and desiring? To back them on decisions made? Instructional decisions? Discipline decisions? With whom? Parents, community, central office, other educators? What is fair to expect of school leadership?
- Is support consistent? Are there factors that contribute to school leadership decisions not to provide support? Why? What can be done? Is it inconsistent on different issues? For different teachers?

Question 5.2j. The school improvement team provides effective leadership at this school. 54 percent of FCPS educators agree with the statement

- What role does the School Improvement Team (SIT) play within the school? What decisions is it empowered to make? On what issues does it provide input and guidance to administrators? Are there requirements (statutory or regulatory) at the state or district level that are being followed that explain the role of the site councils? Are they being followed?
- How are members of the SIT selected? Are they elected? Who votes? Do members of the SIT share meeting agendas, minutes and other information with peers? With parents and the community? Is the SIT effective but some teachers who do not participate directly are unaware of successes?
- Is the SIT the primary way that teachers participate in making collective decisions that impact the school? Are there reasons that can be identified as to why the SIT is not providing effective leadership?

Question 5.2k. The faculty and staff have a shared vision. 63 percent of FCPS educators agree with the statement

- Is there a vision statement? How was it created? How well known is it? Inside and outside of the school (with parents, community, students, etc.)? Is it known but not followed? By all staff or some?
- How is the vision communicated? How does it influence school policies and programs? Decision making on key education issues?

Question 5.2l The school leadership effectively communicates policies. 65 percent of FCPS educators agree with the statement

- Does disagreement stem from the effectiveness of communication or a lack of communication? What are expectations around the amount, type, length of communication on behalf of the faculty?
- Is the issue communication of policies within the school? External to the school with parents? With the district?

Question 5.2m. Teachers are held to high professional standards for delivering instruction. 83 percent of FCPS educators agree with the statement

- Who determines standards? The state? The district? The principal? Peers? How are these standards communicated? Do they come out in evaluation? Are standards high in other areas?

Question 5.2n. Teacher performance evaluations are handled fairly in my school. 69 percent of FCPS educators agree with the statement

- How are evaluation policies set? What is required by the state and what is determined by the district? Are policies being followed and implemented consistently?
- What does “appropriate” mean? Are issues related to what is being evaluated? How often evaluations occur? Who is evaluating? How consistent evaluation standards and processes are across members of the faculty? What is done with information from the evaluation?

Question 5.2o. Teachers receive feedback that can help them improve teaching. 65 percent of FCPS educators agree with the statement

- Who provides feedback to teachers? Is it a function of evaluation or are there other opportunities? How is it delivered? Is it consistent throughout the year? Across all subjects and grades?

- What feedback do teachers want and need? What types of systems are necessary to provide it (observation, release, professional learning communities)? What formal structures are currently in place to provide feedback for teachers? What informal ways do teachers receive feedback?
- Are classroom observations and constructive feedback included as part of a teacher's professional development?

Question 5.2p. Teachers are recognized for accomplishments. 74 percent of FCPS educators agree with the statement

- What are teachers' expectations for recognition? Do teachers have input into who is recognized? Who selects teachers for recognition? How frequently? Are only a select group of teachers recognized?
- For what accomplishments? How are they recognized? In what venue and how publicly?

Question 5.2q. School leadership offers quality professional development at my school.

- How are professional development activities selected? How are needs identified? What role do teachers play? Does it impact perceptions of quality? Does professional development activities focus on the areas teachers identified as their greatest need to improve their knowledge and skills
- How well has the professional development program helped teachers deepen their understanding of subject matter, make appropriate changes, understand individual differences, and align teaching with local/district/state standards?
- What is the role of school leadership in offering professional development? Do they deliver PD opportunities or broker others? How much autonomy does the school have to set and approve PD priorities versus the district?

Question 5.4a.-f. The school leadership makes a sustained effort to address teacher concerns about:

- Are efforts made in some areas more than others? Why? Statewide efforts are least likely to be perceived in the areas of leadership and empowerment (the two factors teachers say matter most in their decisions to remain working at a school), is the pattern similar in your school? What are the implications in your building? (see Core Question 1). Are efforts consistent across all members of the faculty? For similar types of concerns? Are some concerns viewed as more legitimate than others? Why? How are concerns identified and documented?
- What do teachers perceive "sustained" means? Does it refer to intensity? Consistency? What are teachers' expectations for sustained?

- What efforts do teachers expect? Are efforts all in the process or are they directly related to outcomes and concerns being resolved? Can efforts be both formal and informal? Who do they come from within the leadership (principal, other administrators, other teachers)? What catalysts and barriers exist as the result of federal policy? State policy? District policy? School practice?

Question 5.5. Overall the school leadership in my school is effective. 59 percent of FCPS educators agree with the statement

- See prompts throughout the leadership domain around specific aspects of leadership effectiveness
- What are teacher expectations for effective school leadership? Is leadership more effective in some areas than others? Why? What are areas where teachers continue to have concerns that are not addressed?
- Who are leaders within the school? How is leadership distributed? Are the right educators making the right decisions for the most effective decision making?

Empowerment Survey Section

Question 4.1a. Teachers are centrally involved in decision making about educational issues. 53 percent of FCPS educators agree with the statement

- What were teachers thinking when they considered “centrally”? Do you believe they thought this meant that they had to be making the decisions or part of a process?
- When is the right time to engage teachers in making decisions? Under what parameters? Are teachers happy with informing decisions? Is the process important or are there expectations about teacher input being actualized in outcomes? Are teachers willing to take on these additional responsibilities and time commitments? On what types of issues? Under what circumstances?
- How does this question line up with teacher agreement that there is an effective process for collaborative decisions? With the actual role teachers indicated are played in decisions about classroom and school decisions about teaching, hiring, budget, professional development, etc.?

Question 4.1b. Teachers are trusted to make sound professional decisions about instruction. 72 percent of FCPS educators agree with the statement

- Are issues of trust broad or specific to a group or audience? The community? Parents? Media? Administrators?
- Are perceptions of trust related to teachers’ role in making decisions about teaching and learning issues? How much autonomy do teachers have on instructional issues (lesson

plans, selection of curriculum materials, pacing)? Are lesson plans reviewed? By whom? How frequently?

- How often do members of the staff collaborate to assess student progress and determine the content for in-service sessions at the school?

Question 4.1c. Teachers are respected as educational experts. 67 percent of FCPS educators agree with the statement

- Recognized by whom (administration, parents, community)? What does recognition look like? What is currently done to promote teachers as knowledgeable, skilled, professionals?

Question 4.1d. Teachers in this school are confident they will be able to motivate their students. 74 percent of FCPS educators agree with the statement

- What are indicators of confidence? What knowledge and skills are necessary to motivate? Motivate toward what? Toward high achievement or are there other indicators?
- Are there teachers who are not confident? Why? Do they lack motivation? Knowledge and skills to be effective? What can the faculty do to provide professional development, encouragement, induction or other support?

Question 4.1e. The faculty has an effective process for making group decisions and solving problems. 54 percent of FCPS educators agree with the statement

- What processes exist in the school for making decisions? Are they clear? Do all teachers participate in these processes or only some teachers? Who decides who will participate?
- What are faculty expectations around the process being “effective”? Do perceptions of effectiveness hinge on outcomes? Is the faculty more concerned with the process or whether problems are solved?
- Are deliberate efforts made to build a school environment that provides collaborative opportunities? What does that look like?
- What mechanisms are in place at your school that encourage problem solving and collaboration among teachers, administrators, and other school staff?

Question 4.1f. In our school, we use data/evidence to inform our decisions and teaching practice. 75 percent of FCPS educators agree with the statement.

- What data and evidence is available? Is it sufficient? Does it capture what is needed by teachers to influence practice? Is it accessible? Is it presented in a way that leads to action?

- Are responses about the data itself or how it is used? Are there opportunities for collaboration and discussion about teaching practice?
- Do teachers have the requisite knowledge and skills to utilize data and integrate it into practice? What professional development has been offered? Do all staff have these abilities and access to PD opportunities.

Question 4.1g. The school provides professional staff formal opportunities to take on leadership roles. 74 percent of FCPS educators agree with the statement

- What opportunities are available to allow teachers to play leadership roles (coaches, mentors, specialists, etc.)? Are these formal or informal roles? How are teachers selected? Are these opportunities open to all teachers? How teachers identified and selected for leadership roles? Is compensation available for assuming these roles? Are the roles permanent appointments or temporary or does there exist a rotation policy so more teachers have opportunities for leadership development?

Question 4.1h. Teachers pursue opportunities to participate in school leadership roles. 71 percent of FCPS educators agree with the statement.

- What opportunities are available to allow teachers to play leadership roles (coaches, mentors, specialists, etc.)? Are these formal or informal roles? How are teachers selected? Are these opportunities open to all teachers? How teachers identified and selected for leadership roles? Is compensation available for assuming these roles? Are the roles permanent appointments or temporary or does there exist a rotation policy so more teachers have opportunities for leadership development?

Question 4.1i. Teachers are effective leaders in this school. 74 percent of FCPS educators agree with the statement.

- How does this response compare with results from the question about the effectiveness of school leadership overall? Is it different? Why? Are teachers serving as instructional leaders (see Q5.1)? Are they serving as leaders in other areas? Are they more effective in some areas than others?
- What does effective mean? What are expectations for leadership? For effect on actual decisions? Are all decisions all the same?

Question 4.2a.-h. Please indicate how large a role teachers have at your school in each of the following areas.

- Are there patterns across the areas? Do teachers play a role in issues related to teaching and the classroom, but not the school, overall? What role do teachers want to play? What is the ideal engagement for our school given the knowledge and skills of the faculty and how we are performing? Are teachers looking to lead in areas where they are not

currently playing a role? If not, are there reasons teachers are not interested? Is it a matter of time available or are there perceptions that decision making processes are not effective?

- Does the whole faculty agree with the assessment of teacher role across these areas? Are some teachers involved in decisions, but their participation is not widely known? Why? Are there set protocols for teachers participating in committee work to communicate back to their peers? Are they followed? Is the whole faculty engaged in decision making? How are teachers selected to participate? Who decides?
- What major barriers do teachers face as they strive to work as a team to have positive impact on learning?

Professional Development Factor (Professional Development Section)

Over two-thirds of FCPS educators report that there are sufficient resources for teachers to take advantage of professional development activities (71 percent) and provided opportunities to learn from one another (71 percent). Time, however, remains a challenge as only about half (56 percent) of educators believe that adequate time is provided for professional development. While two-thirds of FCPS educators (66 percent) report that they have incorporated strategies from the professional development they have received into their instructional delivery and its proven useful in improving student achievement (63 percent), only one-third (34 percent) received follow up from professional development taken that helped them improve. Overall, more than two-thirds (69 percent) agree that professional development provides teachers with the knowledge and skills most needed to teach effectively.

Question 7.1a. Sufficient funds and resources are available to allow teachers to take advantage of professional development activities. 71 percent of FCPS educators agree with the statement

- What would teachers believe is “sufficient”? Are perceptions of sufficiency related to amount of resources devoted across the board or the type, quality and accessibility of PD offerings available for educators? Are responses about how applicable opportunities are to addressing teacher need (PD2) or about proportion of budget?
- What activities are available to teachers? Are teachers considering in district opportunities or other opportunities (university, state, conferences, etc.)? How would this impact perceptions? Are more informal types of professional development (job embedded, PLC, etc.) considered as activities? What resources are necessary?
- Are resources allocated at the school or district level? Is there an approval process for professional development activities? What role do teachers play? Are these activities sufficient?

Question 7.1b. Professional development provides teachers with the knowledge and skills needed to teach effectively. 69 percent of FCPS educators agree with the statement

- What are measures used to assess effectiveness? How do teachers gauge the effectiveness of professional development? The school? The district? Is student learning the primary measure? How is that assessed?
- How are professional development activities selected? How are needs identified? What role do teachers play? Does it impact perceptions of effectiveness? Does professional development activities focus on the areas teachers identified as their greatest need to improve their knowledge and skills?
- How well has the professional development program helped teachers deepen their understanding of subject matter, make appropriate changes, understand individual differences, and align teaching with local/district/state standards?

Question 7.1c. Teachers are provided opportunities to learn from one another. 71 percent of FCPS educators agree with the statement

- What opportunities do teachers want and expect? Are they formal and structured or informal? What activities occur during collaborative time, faculty meetings, etc. to ensure that learning takes place?
- Is time a barrier or the knowledge and skills of staff to work collaboratively? If it is about time, are issues more related to the amount of non-instructional time available overall, or whether it is scheduled to facilitate collaborative work?
- How do teachers provide professional assistance to their colleagues? What are the most effective ways of providing assistance? How willing are teachers to seek and accept assistance from colleagues?

Question 7.1d. Adequate time is provided for professional development. 56 percent of FCPS educators agree with the statement

- How much time is adequate? What are teacher's expectations for time available for professional development? Does the time need to be during the school day?
- Are issues about the quantity of time or the quality of time? Or about the quality or applicability of professional development activities offered? Are there ways to revamp the schedule to find more time for professional development activities? Do teachers consider collaborative planning time or other activities where they learn from one another as professional development?

Question 7.1e. Enhancing teacher knowledge and skills is a priority as a strategy to improve student achievement. 62 percent of FCPS educators agree with the statement

- What evidence is there of this being a priority? Are PD offerings looked at? Resources provided? Frequency of opportunity?
- What are competing priorities? What other strategies are utilized at the school and/or district level?
- What are teacher expectations of the frequency, duration, type and content of PD offerings? Is this not a priority, or do teachers have different expectations of what is sufficient so they do not believe it is a priority?

Question 7.1f. Selection of professional development offerings are based on available data. 48 percent of FCPS educators agree with the statement.

- What data is available? How is it gathered? Is it based on student achievement? Is it based on a needs assessment of teachers? Based on evaluations of professional development activities offered (and if so how is PD evaluated)? What other factors are considered?
- Is a rationale for PD activities provided to teachers? Are offerings data-driven but the reasons for the offerings not shared with teachers? All teachers?

Question 7.3a. In which of the following areas, if any, do you need additional support to effectively teach your students.

- Are there clear trends? Do any of these trends surprise you? Statewide it appears that teachers are comfortable with their content knowledge but want more support in differentiating instruction to diverse learners. Are the trends similar in your school? In your district?
- Is there a needs assessment done to ensure PD is relevant to teachers' instructional needs? To student learning needs? Who does it? Is it done at the school or district level? Who decides what activities are available or approves of opportunities? What role do teachers play?

Question 7.3b. In the past 2 years have you had at least 10 clock hours in or more of professional development in each of the following area.

- Is the professional development relevant to teachers? Does it match the areas where teachers in your school indicated they had the greatest need? Is there a needs assessment done to ensure PD is relevant to teachers' instructional needs? Who does it? Is it done at the school or district level? Who decides what activities are available or approves of opportunities? What role do teachers play?

- Is there a needs assessment done to ensure PD is relevant to teachers' instructional needs? To student learning needs? Who does it? Is it done at the school or district level? Who decides what activities are available or approves of opportunities? What role do teachers play?
- Has professional development been effective? Has some types or areas been more effective than others? How do you know? How is it evaluated and how are results used to improve offerings? What follow up is provided? Is it sustained? What needs to occur for teachers to change instructional practice?
- Do teachers and administrators work cooperatively to plan, develop, and share professional development activities?

Question 7.4a-f. See Question 7.3a and b for facilitator prompts

Question 7.5a. Professional development has provided YOU with strategies that you have incorporated into your instructional delivery methods.

- Is the professional development relevant to teachers? Does it match the areas where teachers in your school indicated they had the greatest need? Is there a needs assessment done to ensure PD is relevant to teachers' instructional needs? Who does it? Is it done at the school or district level? Who decides what activities are available or approves of opportunities? What role do teachers play?
- Has professional development been effective? Has some types or areas been more effective than others? How do you know? How is it evaluated and how are results used to improve offerings? What follow up is provided? Is it sustained? What needs to occur for teachers to change instructional practice?

Question 7.5b. Professional development has proved useful to YOU in your efforts to improve student achievement.

- Is the professional development relevant to teachers? Does it match the areas where teachers in your school indicated they had the greatest need? Is there a needs assessment done to ensure PD is relevant to teachers' instructional needs? To student learning needs? Who does it? Is it done at the school or district level? Who decides what activities are available or approves of opportunities? What role do teachers play?
- Has professional development been effective? Has some types or areas been more effective than others? How do you know? How is it evaluated and how are results used to improve offerings? What follow up is provided? Is it sustained? What needs to occur for teachers to change instructional practice?
- How well has the professional development program prepared staff to teach diverse populations?

Question 7.6. I have received follow up from professional development opportunities that help me improve my teaching. 34 percent of FCPS educators agree with the statement

- What follow up has been received? Is it formal or informal? What is expected or desired from teachers? Who would provide it? What would be necessary to ensure opportunities were effective in changing practice?

Workload Factor (Time Section)

Less than half (44 percent) of educators believe that the non-instructional time (time without student contact that could be used for planning, meetings, etc.) teachers receive is sufficient, and only 58 percent agree that they have time to collaborate with colleagues. Several issues identified within the survey help illuminate these time concerns.

- Only one-quarter (28 percent) of FCPS teachers report receiving, on average, an hour per day of non-instructional time and one-third (34 percent) receive three hours or less.
- For some teachers, the non-instructional time they receive is spent on supervisory duties such as hall monitoring, recess, bus and cafeteria coverage, etc. While most teachers (93 percent) report spending three hours or less on these duties, only half (51 percent) of educators believe that teachers are protected from duties that interfere with their role educating students.

Addressing these issues is critical as almost half of FCPS teachers (47 percent) believe that addressing issues of time (amount, quality and use) is the most important working condition in promoting student learning, more than double the second most frequently cited condition (teacher empowerment at 19 percent).

Question 2.1a. Teachers have reasonable class sizes, affording them time to meet the educational needs of all students. 52 percent of FCPS educators agree with the statement

- What are the actual class sizes (teacher/pupil ratios) in the school? Are they higher than other schools in the district? In the state? Is there great variation within the school across classrooms? Across grades or content areas?
- Is this a class size issue or a professional development issue? Survey trends indicate that teachers want more professional development to differentiate instruction (work with special education, gifted, English Language Learners, etc.). Are teachers overwhelmed with numbers of students or need more support to reach the different learners they have in their classrooms?
- Is it an issue of class size or the number of preparations teachers have? Is there variation by subject taught (Language Arts for example) or grade level?

Question 2.1b. Teachers have time available to collaborate with colleagues. 58 percent of FCPS educators agree with the statement

- How much of the non-instructional time available to teachers is scheduled so that they can work in vertical, horizontal or subject specific teams on issues directly related to teaching and learning?
- How is the schedule determined? Is it done at the district or school level? How much flexibility is there? Has finding collaborative time been a priority (versus non-instructional time when individual planning can occur)? Can the school utilize parents/volunteers/substitutes/district personnel/principals etc. to cover non-instructional time to free up more opportunities for collaborative time?
- Is it an issue about the QUANTITY of time or the QUALITY of time? While time may be available, if it is not used efficiently and effectively to improve instruction, educators may believe what is available is not enough.
- Are changes in current attitudes, skills and relationships needed to develop high quality teacher-to-teacher professional development?

Question 2.1c. The non-instructional time provided for teachers in my school is sufficient. 44 percent of FCPS educators agree with the statement

- While non-instructional time is defined on the survey, do you think faculty in your building considered all non-contract time with students? Did they consider time before and after school for which they are under contract?
- How much of the non-instructional time available to teachers is scheduled so that they can work in vertical, horizontal or subject specific teams on issues directly related to teaching and learning?
- How is the schedule determined? Is it done at the district or school level? How much flexibility is there? Has finding collaborative time been a priority (versus non-instructional time when individual planning can occur)? Can the school utilize parents/volunteers/substitutes/district personnel/principals etc. to cover non-instructional time to free up more opportunities for collaborative time?
- Is it an issue about the QUANTITY of time or the QUALITY of time? While time may be available, if it is not used efficiently and effectively to improve instruction, educators may believe what is available is not enough.

Question 2.1d. Teachers are protected from duties that interfere with their essential role of educating students 51 percent of FCPS of educators agree with the statement

- What non-essential duties are expected of teachers? Are there ways to cover these duties using paraprofessionals, parents, etc.? Are these duties critical to ensure the safety of students and efficient operation of the school?
- Is it an issue of the amount of duties or are there other causes? For example, if teacher absenteeism is high, other teachers, while not assigned duties, may be taking them on to cover for colleagues who are not present. Is it an issue of not enough substitutes available in the district to cover classes and duties?
- Is this a perceptual issue? Are teachers sufficiently engaged in decision-making or communicated with about duties to understand the challenges?

Question 2.1e Efforts are made to minimize the amount of routine administrative paperwork required of teachers. 40 percent of FCPS educators agree with the statement

- How much paperwork is under the control of the school? Of the district? Of the state? Of the federal government? Is any of it duplicative and can be consolidated (vs. IEP/504 plans, NCLB, etc.)?
- Is this an issue of excessive paperwork or do you think responses from hinged on “efforts to minimize”? If efforts are being made how are they communicated to staff? Are teachers sufficiently engaged in school and district decisions to understand the reason for certain paperwork or about efforts to streamline?

Question 2.3. In an average week how much non-instructional time do you have available? 34 percent of FCPS teachers indicate that they have 3 hours or less.

- Are the results surprising? Do you think teachers and school leaders in your building have similar perceptions about the amount of time available (statewide there are significant disparities between teacher and principal perception)?
- How is the schedule determined? Is it done at the district or school level? How much flexibility is there? Has finding collaborative time been a priority? Can the school utilize parents/volunteers/substitutes/district personnel/principals etc. to cover non-instructional time to free up more opportunities for collaborative time?
- How is this time utilized? Is it for individual planning or collaborative work? Is it used well – meaning the time is spent in ways which will improve teaching and learning? What structures are in place to ensure time is used efficiently and effectively?

Question 2.3a. Of those hours, how many are typically spent on supervisory duties? 93 percent of FCPS teachers indicate that they have 3 hours or less.

- What supervisory duties are expected of teachers? Are there ways to cover these duties using paraprofessionals, parents, etc.? Are these duties critical to ensure the safety of students and efficient operation of the school?
- Is it an issue of the amount of duties or are there other causes? For example, if teacher absenteeism is high, other teachers, while not assigned duties, may be taking them on to cover for colleagues who are not present. Is it an issue of not enough substitutes available in the district to cover classes and duties?

Question 2.6. In an average week of teaching how much time do you spend on school related activities outside the regular school work day? 69 percent of FCPS teachers report spending at least an hour a day on average.

- Are the results surprising? Do you think teachers and school leaders in your building have similar perceptions about the amount of time worked outside of the day (statewide there are significant disparities between teacher and principal perception)?
- Is this a problem? Is it contributing to teacher burnout? Is it true across the entire faculty? Are there ways to ensure high quality instruction occurs but more is done during the school day?

Question 2.9a-j. Please rate how strongly you agree or disagree that the following factors significantly contribute to your overall workload.

- Which of these factors are positive and enhance instruction and which are negative? Which factors do you believe should be prioritized by educators?
- Which factors are beyond your control at the school level? Can you influence any of them? What can be done to reduce workload in any area? Are there things being done that are not essential? Are there things administrators can do? Teachers can do?

Facilities and Resources Factor (Facilities and Resources Section)

Most FCPS educators report that they have access to sufficient resources and facilities to work productively. More than four-fifths of educators believe that teachers have sufficient access to appropriate instructional materials and resources (80 percent), instructional technology (84 percent), communications technology (92 percent) and office equipment (79 percent). Though some concerns were noted about the adequacy of professional space to work productively (22 percent) and the physical layout of the school for collaboration (26 percent) by about one-quarter of educators.

Question 3.1a. Teachers have sufficient access to appropriate instructional materials and resources. 80 percent of FCPS educators agree with the statement

- What do you believe the faculty meant by sufficient? Does your school and/or district spend more or less on instructional resources than others? Are instructional materials equally available and accessible across classrooms within the school (grade, content, more veteran educators)? Across all schools within the district? Are perceptions of sufficiency influenced by the timing of resources (i.e. ordered materials come after the start of the school year)?
- What do you believe the faculty meant by adequate? Is it a question of access, or is it a question of having instructional materials that ensure teachers can be successful conveying content to all learners? Are current materials aligned with state standards? Are instructional materials appropriate for the learning needs of all students served? Are materials available in multiple medias (print, video, software, etc.)? Does the faculty have a clear understanding of how to align the resource selection process with the school's vision, communication patterns, assessment practices, staff development procedures, and the selection of curriculum and instruction processes?
- Who makes decisions about what instructional materials are ordered? Is it a school or district decision? What role do teachers play? How are their experiences with materials gathered and assessed in making future purchasing decisions?

Question 3.1b. Teachers have sufficient access to instructional technology. 84 percent of FCPS educators agree with the statement

- What do you believe the faculty meant by sufficient? Does your school and/or district have more or less technology available for instruction than others? Is technology equally available and accessible across classrooms within the school (grade, content, more veteran educators)? Across all schools within the district? Are perceptions of sufficiency influenced by the desire and/or ability of teachers to use it well for instruction?
- Is this technology accessible within teachers' classrooms or only in central places (i.e. computer lab, library, media center, etc.)? If in the classroom, is it enough to be relevant and useful for instruction?
- Who makes decisions about what instructional technology is available? Is it a school or district decision? What role do teachers play? How are their experiences with technology gathered and assessed in making future purchasing decisions? What resources are available to the school to support technology use? Is the budget sufficient? Are choices made at the school and/or district level?
- Are teachers concerns about support related to technology functioning well, or about assistance in integrating it into instruction? What professional development is available to teachers to use instructional technology? Has it been effective?

Question 3.1c. Teachers have sufficient training and support to fully utilize the available instructional technology. 74 percent of FCPS educators agree with the statement

- Are teachers concerns about support related to technology functioning well, or about assistance in integrating it into instruction? What professional development is available to teachers to use instructional technology? Has it been effective?
- What resources are available to the school to support technology use? Is the budget sufficient? Are choices made at the school and/or district level?

Question 3.1d. Teachers have sufficient access to communications technology, including phones, faxes and email. 92 percent of FCPS educators agree with the statement

- What do you believe the faculty meant by sufficient? Does your school and/or district spend more or less on communications technology than others? Is technology equally available and accessible across classrooms within the school (grade, content, more veteran educators)? Across all schools within the district? Are perceptions of sufficiency influenced by the functioning of the technology (i.e. spam, server down, cell service, etc.)?
- Is this technology accessible within teachers' classrooms or only in central places (i.e. main office, lounge, etc.)?

Question 3.1e. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, chalk, etc. 79 percent of FCPS educators agree with the statement

- What do you believe the faculty meant by sufficient? Does your school and/or district spend more or less office equipment and supplies than others? Are supplies equally available and accessible across classrooms within the school (grade, content, more veteran educators)? Across all schools within the district? Are perceptions of sufficiency influenced by the timing of resources (i.e. budget spent before end of school, etc.)?
- Who makes decisions about what supplies are ordered and how they are disseminated? Is it a school or district decision? What role do teachers play? How are their needs assessed in making future purchasing decisions?

Question 3.1f. Teachers have sufficient access to a broad range of professional personnel. 78 percent of FCPS educators agree with the statement

- What staff is available to assist teachers in meeting the educational needs of students? Can they address moderate and severe needs? Guidance and counseling? Medical?
- How is support personnel staffing determined across the district? How are needs assessed? Are resources allocated to schools with the greatest needs? What input do schools have? What input do teachers have?

- What do teachers believe is sufficient? Are expectations similar across the entire faculty? Does all staff have equal access to support personnel?

Question 3.1g. Teachers have adequate professional space to work productively. 69 percent of FCPS educators agree with the statement.

- Is there space available for teachers to meet and work collaboratively? Is it available when teachers have time to plan and collaborate? Is it conducive to working individually or in a group? Is it permanent or temporary space?
- Are there places where teachers can meet with students and/or parents? Is classroom space sufficient to meet teacher and student needs? Is space available for not only classroom activities but also “special” activities as well?

Question 3.1h,k,l,m. Teachers and staff work in an environment that is safe. Statewide 83 percent of educators agree with the statement

- How does the school compare on indicators of student discipline such as expulsions and other indicators? Are there other ways to gauge the extent of the issue? Is it related to certain students, certain grades, or are concerns broader?
- Are perceptions consistent across staff? Are there concerns for personal safety? What is driving those perceptions?
- Does your district/school have a clear school safety policy and is the policy reinforced in all teaching and learning activities?

Question 3.1i. Teachers and staff work in an environment that is clean and well maintained. Statewide 74 percent of educators agree with the statement

- What are teachers’ expectations around maintenance of the school? Of their classrooms? How are those expectations and concerns communicated? To whom? How are issues around physical plant generally, and maintenance in particular handled?
- How are decisions around budget and staffing for school upkeep made? Who is involved? At what level (school or district)?
- What role, if any, has parents and community played in creating and/or improving school maintenance?

Question 3.1j. The physical layout of the school is conducive to discussion with colleagues about teaching and learning. 62 percent of FCPS educators agree with the statement.

- Is there space available for teachers to meet and work collaboratively? Is it available when teachers have time to plan and collaborate? Is it conducive to working individually or in a group? Is it permanent or temporary space?

- Are there places where teachers can meet with students and/or parents? Is classroom space sufficient to meet teacher and student needs? Is space available for not only classroom activities but also “special” activities as well?

Community Involvement Factor (Community Engagement and Support Section)

About four-fifths (82 percent) of educators agree that the community served is supportive of their school and that clear, two-way communication with parents and the community is maintained (80 percent). But while most agree that the school does a good job of encouraging parental involvement (79 percent), they are less likely to believe that parents/guardians are influential decision-makers in their building (66 percent) or that they specifically support teachers (69 percent).

Question 6.1a The community we serve is supportive of this school. 82 percent of FCPS educators agree with the statement.

- What support is provided by the community? Who provides it? Parents? Business? Others? Are opportunities available for the community to contribute in positive ways? In what areas? Do any areas contribute toward teachers’ instructional practices and delivery? To finding time for teachers?
- What are expectations for community support? In what areas? Can there be too much support? Is support sometimes mitigated by the amount of time necessary to work with community members to actively contribute? How is support provided by parents? What are teachers’ expectations? Are expectations broad (that teaching is valued profession, that teachers have instructional expertise) or specific (volunteer in classroom, attend parent/teacher conferences) about desired support?

Question 6.1b. Parents/guardians are influential decision-makers in this school. 66 percent of FCPS educators agree with the statement.

- How do parents participate in school governance and decision making? Are opportunities available at the school to contribute? Is the school open to parents and the community? What barriers are in place for them to contribute? What has been done to catalyze their interest? Have efforts been made that the community and parents have not responded to? Why? Are those barriers actionable? What actions do members of the staff take to make parents feel valued at the school?

Question 6.1c. This school works directly with parents/guardians to improve the educational climate in students’ homes. 61 percent of FCPS educators agree with the statement.

- What is done to impact student’s home environment? What can be done? Does the school have other community based partners that provide social services? What role can and should the school play in events outside of the school? Can the school have an impact on home climate?

Question 6.1d This school maintains clear, two-way communication with parents and the community. 80 percent of FCPS educators agree with the statement.

- What communication occurs from the school? From the district? From teachers? Do teachers communicate in similar ways? Are their common expectations? If so, how are they communicated to teachers?
- Is the community engaged sufficiently in school decisions (see 6.1b)? How does this impact communications?

Question 6.1e This school does a good job of encouraging parental involvement. 79 percent of FCSP educators agree with the statement.

- How is support provided by parents? What are teachers' expectations? Are expectations broad (that teaching is valued profession, that teachers have instructional expertise) or specific (volunteer in classroom, attend parent/teacher conferences) about desired support?
- How do parents participate in school governance and decision making? Are opportunities available at the school to contribute? Is the school open to parents and the community? What barriers are in place for them to contribute? What has been done to catalyze their interest? Have efforts been made that the community and parents have not responded to? Why? Are those barriers actionable? What actions do members of the staff take to make parents feel valued at the school?

Question 6.1f. Parents know what is going on in this school. 78 percent of FCPS educators agree with the statement.

- What communication occurs from the school? From the district? From teachers? Do teachers communicate in similar ways? Are their common expectations? If so, how are they communicated to teachers?
- Are parents engaged sufficiently in school decisions (see 6.1b)? How does this impact communications? What other ways to parents learn about what is going on in the school? Is it positive? What is the role of the PTA? What information do they provide? Is it provided to all parents or only some? What barriers exist to parents finding out information about the school?

Question 6.1g Teachers are supported by parents/guardians and the community in which they teach. 69 percent of FCPS educators agree with the statement.

- What support is provided by the community? Who provides it? Parents? Business? Others? Are opportunities available for the community to contribute in positive ways? In what areas? Do any areas contribute toward teachers' instructional practices and delivery? To finding time for teachers?

- What are expectations for community support? In what areas? Can there be too much support? Is support sometimes mitigated by the amount of time necessary to work with community members to actively contribute? How is support provided by parents? What are teachers' expectations? Are expectations broad (that teaching is valued profession, that teachers have instructional expertise) or specific (volunteer in classroom, attend parent/teacher conferences) about desired support?

Question 6.1h. Parents/guardians and community members contribute to student success in this school. 72 percent of FCPS educators agree with the statement.

- How can parents and the community contribute to teacher success with students? What does it require? Are opportunities available at the school to contribute? Is the school open to parents and the community? What barriers are in place for them to contribute? What has been done to catalyze their interest? Have efforts been made that the community and parents have not responded to? Why? Are those barriers actionable?