

# FCPS



## Working Conditions Survey

Creating conditions for staff and students to thrive

**Thank you in advance for your time and willingness to share your views on working conditions in your school.** Research has demonstrated that teaching conditions are critical to improved student achievement and teacher retention. Administrators, teachers and parents in Fairfax County Public Schools have expressed great interest in using your collective responses on this survey to help improve teaching and learning conditions in schools across the division.

## Introduction

**Q1.1 Please indicate your position:**

- Teacher
- Principal
- Assistant or associate principal
- Other administrator (guidance director, activities director, etc.)
- Other education professional (school counselor, school psychologist, social worker, etc.)

**Please know that your anonymity is guaranteed.** No one in your school or division will be able to view individual surveys, and reports on the results will not include data that could identify individuals. **Demographic data** are only used to create divisionwide trend reports; this information is not given in individual school reports. You have been assigned a unique access code to ensure the survey is taken only once by each respondent. The code can only be used to identify a school, and NOT an individual. The effectiveness of the survey is dependent upon your honest completion.

Additionally, the survey cannot be saved, and once you submit your survey you will not be able to use your code again to access your responses. Do not begin the survey unless you have about 20 to 25 minutes of uninterrupted time.

As you complete the survey, please note that **school leadership** may include an individual, group of individuals, or team within your school that focuses on management and decision making.

As you complete the survey, please note that **school leadership** may include an individual, group of individuals, or team within your school that focuses on management and decision making.

**Q1.2** How many total years have you been employed as an educator?

- First Year
- Second Year
- Third Year
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

**Q1.3** How many total years have you been employed in the school in which you are currently working?

- First Year
- Second Year
- Third Year
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

**Q1.4** How many total years have you been employed in your current position?

- First Year
- Second Year
- Third Year
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

# Time

**Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.**

	Strongly disagree	Somewh at disagree	Somewh at agree	Strongly agree	Don't know
a. Class sizes are reasonable, such that <b>teachers*</b> have time to meet the educational needs of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers have time available to collaborate with their colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers are able to focus on educating students with minimal interruptions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The <b>non-instructional time**</b> provided for teachers in my school is sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Efforts are made to reduce the amount of routine administrative <b>paperwork***</b> that teachers are required to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers have sufficient instructional time to meet the needs of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers are protected from duties that interfere with teachers' essential role of educating students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

\*\*\*Paperwork means both electronic and paper forms and documentation that must be completed to comply with school, district, state and federal policies.

**Q2.5 In an average week, how much time do you devote to the following activities during the school day (i.e., time for which you are under contract to be at the school)?**

	None	Less than or equal to 1 hour	More than 1 hour but less than or equal to 3 hours	More than 3 hours but less than or equal to 5 hours	More than 5 hours but less than or equal to 10 hours	More than 10 hours
a. Individual, <b>unencumbered planning time*</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. <b>Collaborative planning time**</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. <b>Supervisory duties***</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Required committee and/or staff meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Completing required administrative <b>paperwork****</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Data management (attendance, report cards, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Communicating with parents/guardians and/or the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Addressing student discipline issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. <b>Professional development*****</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Preparation for required federal, state, and local assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Delivery of assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Utilizing results of assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Student intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Construction of Common Assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*Unencumbered planning time is time free and clear of duties to be used at a teacher's discretion.

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

\*\*\*Supervisory duties include hall monitoring, recess, bus and cafeteria coverage, etc.

\*\*\*\*Paperwork means both electronic and paper forms and documentation that must be completed to comply with school, district, state, and federal policies.

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

**Q2.6 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)?**

- None
- Less than or equal to 1 hour
- More than 1 hour but less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

# Facilities and Resources

**Q3.1** Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

	Strongly disagree	Somewh at disagree	Somewh at agree	Strongly agree	Don't know
a. <b>Teachers*</b> have sufficient access to appropriate <b>instructional materials**</b> and resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers have sufficient access to instructional technology to support the programs taught in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers have access to reliable communication technology, including phones, faxes and email.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers have sufficient access to a broad range of <b>professional support personnel***</b> .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The school environment is clean and well-maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers have adequate space to work productively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The physical environment of classrooms in this school supports teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The reliability and speed of network connections in this school are sufficient to support instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Teachers have sufficient training to fully utilize the available instructional technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. The physical environment of the school makes teachers/staff feel safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. The physical environment of the school makes students feel safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

\*\*\*Professional support personnel includes positions such as school counselors, nurses, school psychologists, social workers, etc.

# Community Support & Involvement

**Q4.1** Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.

	Strongly disagree	Somewh at disagree	Somewh at agree	Strongly agree	Don't know
a. Parents/guardians are influential decision makers in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. This school maintains clear, two-way communication with the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. This school does a good job of encouraging parent/guardian involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. <b>Teachers*</b> provide parents/guardians with useful information about student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Parents/guardians know what is going on in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Parents/guardians support teachers, contributing to their success with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Community members support teachers, contributing to their success with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The community we serve is supportive of this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

# Managing Student Conduct

**Q5.1** Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

	Strongly disagree	Somewh at disagree	Somewh at agree	Strongly agree	Don't know
a. Students at this school understand expectations for their conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Students at this school follow rules of conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Policies and procedures about student conduct are clearly understood by the faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. School administrators consistently enforce rules for student conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. School administrators support <b>teachers**</b> efforts to maintain discipline in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers consistently enforce rules for student conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The faculty work in a school environment that is safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Students are caring toward one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Students make efforts to stop bullying in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The faculty make efforts to stop bullying in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. The atmosphere of the school climate makes students feel safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. The rules for student conduct are clearly laid out for faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

# Teacher Leadership

**Q6.1 Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.**

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Don't know
a. <b>Teachers*</b> are respected as educational experts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers are trusted to make sound professional decisions about instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers are relied upon to make decisions about educational issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers are encouraged to participate in school leadership roles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The faculty has an effective process for making group decisions to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers are effective leaders in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The school provides professional staff formal opportunities to take on leadership roles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers pursue opportunities to participate in school leadership roles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

**Q6.3 Please indicate how large a role **teachers\*** in your school have in each of the following areas.**

	No role at all	Minimal role	Moderate role	Large role	Don't know
a. Selecting instructional materials and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Devising teaching techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Setting grading and student assessment practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Determining the content of in-service professional development programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Establishing student discipline procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Providing input on how the school budget will be spent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The selection of teachers new to this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. School improvement planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

**Q6.4 Teachers have an appropriate level of influence on decision making in this school.**

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree
- Don't know

# School Leadership

**Q7.1** Please rate how strongly you agree or disagree with the following statements about leadership in your school. **\*\*School leadership may include an individual, group of individuals, or team within your school that focuses on management and decision making.**

	Strongly disagree	Somewhat at disagree	Somewhat at agree	Strongly agree	Don't know
a. The faculty and leadership have a shared vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. There is an atmosphere of trust and mutual respect in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. <b>Teachers*</b> feel comfortable raising issues and concerns that are important to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The <b>school leadership**</b> consistently supports teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers are held to high professional standards for delivering instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The school leadership facilitates using data to improve student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teacher performance is assessed objectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers receive feedback that can help them improve teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The procedures for teacher evaluation are consistent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The school improvement team provides effective leadership at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. The faculty are recognized for accomplishments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. The school leadership effectively communicates policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. School leadership is available to the faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

\*\*School leadership may include an individual, group of individuals, or team within your school that focuses on management and decision making.

**Q7.3** The school leadership makes a sustained effort to address teacher concerns about:

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Don't know
a. Leadership issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Facilities and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The use of time in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teacher leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Community support and involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Managing student conduct	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Instructional practices and support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. New teacher support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Assessment practices and support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q7.4 Overall, the school leadership in my school is effective.**

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree
- Don't know

# Professional Development

**Q8.1** Please rate how strongly you agree or disagree with the following statements about professional development in your school.

	Strongly disagree	Somewh at disagree	Somewh at agree	Strongly agree	Don't know
a. Sufficient resources are available for professional development in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. An appropriate amount of time is provided for professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Professional development offerings are data-driven.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Professional learning opportunities are aligned with the school's improvement plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Professional development is differentiated to meet the needs of individual teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Professional development deepens <b>teachers**</b> content knowledge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers are encouraged to reflect on their own practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. In this school, follow up is provided from professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Professional development is evaluated and results are communicated to teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Professional development enhances teachers' abilities to improve student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Professional development provides teachers with the knowledge and skills most needed to teach effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Enhancing teacher knowledge and skills receives priority as a strategy to improve student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

**Q8.2 Do YOU need additional support in the following areas to teach your students more effectively?**

	Yes	No
a. Special education (students with disabilities)	<input type="radio"/>	<input type="radio"/>
b. Academically gifted students	<input type="radio"/>	<input type="radio"/>
c. Differentiating instruction	<input type="radio"/>	<input type="radio"/>
d. English Language Learners	<input type="radio"/>	<input type="radio"/>
e. Closing the achievement gap	<input type="radio"/>	<input type="radio"/>
f. Your content area(s)	<input type="radio"/>	<input type="radio"/>
g. Methods of teaching	<input type="radio"/>	<input type="radio"/>
h. Student assessment	<input type="radio"/>	<input type="radio"/>
i. Classroom management techniques	<input type="radio"/>	<input type="radio"/>
j. Reading strategies	<input type="radio"/>	<input type="radio"/>
k. Integrating technology into instruction	<input type="radio"/>	<input type="radio"/>
l. Leadership skills	<input type="radio"/>	<input type="radio"/>
m. Using data for decision making	<input type="radio"/>	<input type="radio"/>
n. Continuous improvement	<input type="radio"/>	<input type="radio"/>
o. Collaborating with colleagues	<input type="radio"/>	<input type="radio"/>
p. School improvement planning	<input type="radio"/>	<input type="radio"/>

**Q8.3 In the past 2 years have YOU had 10 clock hours or more of professional development in the following areas?**

	Yes	No
a. Special education (students with disabilities)	<input type="radio"/>	<input type="radio"/>
b. Academically gifted students	<input type="radio"/>	<input type="radio"/>
c. Differentiating instruction	<input type="radio"/>	<input type="radio"/>
d. English Language Learners	<input type="radio"/>	<input type="radio"/>
e. Closing the Achievement Gap	<input type="radio"/>	<input type="radio"/>
f. Your content area(s)	<input type="radio"/>	<input type="radio"/>
g. Methods of teaching	<input type="radio"/>	<input type="radio"/>
h. Student assessment	<input type="radio"/>	<input type="radio"/>
i. Classroom management techniques	<input type="radio"/>	<input type="radio"/>
j. Reading strategies	<input type="radio"/>	<input type="radio"/>
k. Integrating technology into instruction	<input type="radio"/>	<input type="radio"/>
l. Leadership skills	<input type="radio"/>	<input type="radio"/>
m. Using data for decision making	<input type="radio"/>	<input type="radio"/>
n. Continuous improvement	<input type="radio"/>	<input type="radio"/>
o. Collaborating with colleagues	<input type="radio"/>	<input type="radio"/>
p. School improvement planning	<input type="radio"/>	<input type="radio"/>

# Instructional Practices and Support

**Q9.1** Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.

	Strongly disagree	Somewh at disagree	Somewh at agree	Strongly agree	Don't know
a. State assessment data are available in time to impact instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Local assessment data are available in time to impact instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. <b>Teachers*</b> use assessment data to inform their instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers work in collaborative teams to develop and align instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers are encouraged to try new things to improve instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers are assigned classes that maximize their likelihood of success with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

# Overall

**Q10.1** Which aspect of your work environment MOST affects YOUR willingness to keep teaching at your school? (Select one.)

- Time during the work day (amount, quality and use)
- School facilities and resources
- Community support and involvement
- Managing student conduct
- Teacher leadership
- School leadership
- Professional development
- Instructional practices and support

**Q10.2** Which aspect of working conditions is MOST important to you in promoting student learning? (Select one.)

- Time during the work day (amount, quality and use)
- School facilities and resources
- Community support and involvement
- Managing student conduct
- Teacher leadership
- School leadership
- Professional development
- Instructional practices and support

**Q10.3** Which BEST describes your immediate professional plans?

- Continue teaching at my current school
- Continue teaching in this district but leave this school
- Continue teaching in this state but leave this district
- Continue working in education but pursue an **administrative position\***
- Continue working in education but pursue a **non-administrative position\*\***
- Leave education entirely

*\*Administrative positions include principal or assistant principal.*

*\*\*Non-administrative positions include, but are not limited to, guidance counselor, curriculum specialist, instructional coach, SBTS.*

**Q10.4** Overall, my school is a good place to work and learn.

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree
- Don't know

**Q10.5 At this school, we utilize the results from the 2010 FCPS Working Conditions Survey as a tool for school improvement.**

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree
- Don't know

**Q10.6 Please rate how strongly you agree or disagree that the following factors influence your decision making about your professional plans.**

	Strongly disagree	Somewh at disagree	Somewh at agree	Strongly agree	Don't know
a. Adequate facilities and/or resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Adequate support from school leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Collegial atmosphere amongst the staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teaching assignment (i.e. subject, students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Empowerment to make decisions that affect my school and/or classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Student conduct and safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Time during the work day (i.e. amount, quality, use)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Workload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Class sizes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Effectiveness with the students I teach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Support from parents/guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. The community environment where I live	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Travel time to work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Degree of "burnout"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Retirement options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Personal reasons (e.g. health, family, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Nontraditional School Programs

**Q12.1** Do you work in a Nontraditional School Program (ALC, AIM, WAHS)?

- Yes
- No

**Q12.1a** Please indicate the location at which you work.

- Cameron ALC
- Burke ALC
- Bryant ALC/AIM
- Montrose ALC
- Mountain View ALC/AIM
- Pimmit ALC
- Woodson Adult HS

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