



**Thank you in advance for your time and willingness to share your views on Teaching and Learning in your school.** Research has demonstrated that teaching conditions are critical to improved student achievement and teacher retention. Alabama policymakers and education stakeholders have expressed great interest in using your collective responses on this survey to help improve teaching and learning conditions in schools and districts across the state.

### **Access Code**

You have been given an anonymous access code to ensure that we can identify the school in which you work and to ensure that the survey is taken only once by each respondent. The code can only be used to identify the school, not the individual. The effectiveness of the survey is dependent on your honest completion.

## **Introduction**

**Please indicate your position:**

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

**Please know that your anonymity is guaranteed.** No one in your school, the district or state will be able to view individual surveys, and reports on the results will not include data that could identify individuals. You are being asked demographic information ONLY to learn whether teachers from different backgrounds and different characteristics look at teaching conditions differently. You have been assigned an anonymous access code to ensure that we can identify the school in which you work and to ensure the survey is taken only once by each respondent. The code can only be used to identify a school, and NOT an individual. The effectiveness of the survey is dependent upon your honest completion. 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 minutes of uninterrupted time.

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

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

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

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

**Have you served as an assigned mentor in Alabama during the current school year?**

- Yes
- No

**Time**

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

|   | Strongly agree        | Somewh at agree       | Neither agree nor disagree | Somewh at disagree    | Strongly disagree     |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. <b>Teachers*</b> have adequate instructional time during the regular school work day 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 adequate time during the regular school work day to work with their colleagues on issues related to teaching and learning.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| c. Educators in my school view time as a flexible resource for learning and modify schedules, when appropriate, to optimize learning for students and adults in the school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| d. Efforts are made to minimize the amount of routine administrative <b>paperwork**</b> required of teachers.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| e. The <b>non-instructional time***</b> provided for teachers in my school is sufficient.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

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

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

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

**In an average week of teaching, how much non-instructional time is provided to you during the regular school work day?**

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

**In an average week of teaching, how 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 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

**Of these hours, how many are typically spent on activities related to teaching and learning such as preparation, grading, parent conferences, planning with colleagues, professional learning?**

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

**Of these hours, how many are typically spent on other (non-compensated) school activities involving student interaction (such as coaching, field trips, tutoring, transporting students, club sponsorship, etc.)?**

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

**In an average week of teaching, how much non-instructional time is provided for TEACHERS during the regular school day?**

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

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

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

**In a typical year, how many days beyond your current contract do you devote to school and professional responsibilities?**

- None
- 1 - 2 Days
- 3 - 5 Days
- 6 - 9 Days
- More than 10 Days

Please rate how strongly you agree or disagree that the following factors significantly contribute to your overall workload.

|  | Strongly agree        | Somewhat agree        | Neither agree nor disagree | Somewhat disagree     | Strongly disagree     |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Data management (attendance, report cards, etc.)    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| b. Student assessment requirements                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| c. Curriculum aligned with the Alabama state standards | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| d. Diverse student learning needs in the classroom     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| e. Student behavior                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| f. Administrative turnover                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| g. Teacher turnover                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| h. Student mentor/advisory program                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| i. Budgetary constraints                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| j. Class size increases                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| k. Required professional development                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| l. Required committee work                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| m. Compliance with No Child Left Behind                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| n. Getting students to expected levels of performance  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

## Facilities and Resources

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

|  | Strongly agree        | Somewhat agree        | Neither agree nor disagree | Somewhat disagree     | Strongly disagree     |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Teachers have sufficient access to appropriate <b>instructional materials*</b> and resources.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| b. Teachers have sufficient access to technology that supports instruction, including computers, printers, software and internet access.             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| c. Teachers have sufficient training and support to fully utilize the available instructional technology.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| d. 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"/> |
| e. Teachers and staff work in a school environment that is safe.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| f. This school and its grounds are clean and well-maintained.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| g. Teachers have sufficient access to a broad range of <b>non-classroom-based professional personnel.**</b>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| h. Teacher communication with parents, students and colleagues is supported by reliable communication technology, including phones, faxes and email. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| i. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, markers, etc.                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

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

*\*\*Non-classroom-based professional personnel includes positions such as school counselors, nurses, school psychologists, social workers, library media specialists, etc.*

## Decision Making

Please rate how strongly you agree or disagree with the following statements about decision making in your school.

|  | Strongly agree        | Somewh at agree       | Neither agree nor disagree | Somewh at disagree    | Strongly disagree     |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Teachers are centrally involved in important educational decision making.                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| b. Teachers are engaged in decisions about continuous school improvement.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| c. 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"/> |
| d. In this school we take steps to solve problems.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| e. The broader community recognizes and respects teachers as professionals.                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| f. Opportunities for advancement within the teaching profession (other than administration) are available to me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| g. Teachers are encouraged to participate in <b>professional leadership activities</b> .*                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

*\*Professional leadership activities include serving on external district and state committees, etc.*

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

|   | The primary role      | Large role            | Moderate role         | Small role            | No role at all        |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Continuous improvement planning  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Selecting instructional materials and resources                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Identifying and/or developing best practice teaching strategies              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Setting school-wide grading and student assessment practices                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Determining the focus of professional development                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Hiring new faculty and staff   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Creating school schedules  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Making decisions about teaching assignments                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Establishing and implementing school-wide discipline policies and procedures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Aligning school resources with the continuous improvement plan               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## School Leadership

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

|   | Strongly agree        | Somewh at agree       | Neither agree nor disagree | Somewh at disagree    | Strongly disagree     |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. There is an atmosphere of trust and mutual respect within the school.                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| b. Opportunities are available for members of this community to contribute to this school's success       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| c. School leadership facilitates the use of data to improve student learning.                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| d. School leadership selects the highest quality teachers available to fill faculty positions.            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| e. The faculty are committed to helping every student learn.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| f. School leadership develops supportive community relationships.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| g. School leadership shields teachers from disruptions, allowing teachers to focus on educating students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| h. School leadership consistently enforces rules for student conduct.                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| i. School leadership encourages the faculty to meet high performance standards                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| j. Teachers receive feedback that can help them improve teaching.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

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

|                                  | Strongly agree        | Somewhat agree        | Neither agree nor disagree | Somewhat disagree     | Strongly disagree     |
|----------------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| 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. Empowering teachers.          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| f. New teacher support.          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

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

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

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

- a. Principal
- b. Assistant or vice principal
- c. Department chair or grade level chair
- d. Coach(es) and/or school-based curriculum specialist(s)
- e. Director of curriculum and instruction or other central office based personnel
- f. School's professional-based community (i.e., faculty-at-large)
- g. None of the above

## Professional Development

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

|   | Strongly agree        | Somewh at agree       | Neither agree nor disagree | Somewh at disagree    | Strongly disagree     |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Enhancing teacher knowledge and skills is a priority strategy for increasing student achievement at this school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| b. Professional learning opportunities are aligned with this school's <b>continuous improvement plan</b> .          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| c. Professional learning opportunities are driven by analysis of student learning data.                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| d. Sufficient resources are available to allow teachers to pursue professional development activities.              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| e. Professional development provides teachers with the knowledge and skills most needed to teach effectively.       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| f. Teachers participate in structured opportunities to learn from one another.                                      | <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. Reasoned education risk-taking is encouraged and supported.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

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

- a. Special education (students with disabilities)
- b. Special education (academically gifted students)
- c. English as a Second Language (ESL)
- d. Ethnic and cultural diversity
- e. Closing the achievement gap
- f. Teaching strategies related to my content or my discipline
- g. Reading/literacy strategies
- h. Technology
- i. Student assessment/progress monitoring
- j. Classroom management

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

- a. Special Education (students with disabilities)
- b. Special education (academically gifted students)
- c. English as a Second Language (ESL)
- d. Ethnic and cultural diversity
- e. Closing the achievement gap
- f. Teaching strategies related to their content or their discipline
- g. Reading/literacy strategies
- h. Technology
- i. Student assessment/progress monitoring
- j. Classroom management

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

- a. Special education (students with disabilities)
- b. Special education (academically gifted students)
- c. English as a Second Language (ESL)
- d. Ethnic and cultural diversity
- e. Closing the achievement gap
- f. Teaching strategies related to my content or my discipline
- g. Reading/literacy strategies
- h. Technology
- i. Student assessment/progress monitoring
- j. Classroom management

**I have incorporated the knowledge and skills gained through my professional development in **Special Education (students with disabilities)** into my ongoing practice.**

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

**I have incorporated the knowledge and skills gained through my professional development in **Special Education (academically gifted students)** into my ongoing practice.**

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

I have incorporated the knowledge and skills gained through my professional development in **English as a Second Language (ESL)** into my ongoing practice.

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

I have incorporated the knowledge and skills gained through my professional development in **ethnic and cultural diversity** into my ongoing practice.

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

I have incorporated the knowledge and skills gained through my professional development in **closing the achievement gap** into my ongoing practice.

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

I have incorporated the knowledge and skills gained through my professional development in **teaching strategies related to my content or my discipline** into my ongoing practice.

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

I have incorporated the knowledge and skills gained through my professional development in **reading/literacy strategies** into my ongoing practice.

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

I have incorporated the knowledge and skills gained through my professional development in **technology** into my ongoing practice.

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

I have incorporated the knowledge and skills gained through my professional development in **student assessment/progress monitoring** into my ongoing practice.

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

I have incorporated the knowledge and skills gained through my professional development in **classroom management** into my ongoing practice.

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

I have gathered evidence regarding the impact of my professional development in **Special Education (students with disabilities)** on student learning.

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

I have gathered evidence regarding the impact of my professional development in **Special Education (academically gifted students)** on student learning.

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

I have gathered evidence regarding the impact of my professional development in **English as a Second Language (ESL)** on student learning.

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

I have gathered evidence regarding the impact of my professional development in **ethnic and cultural diversity** on student learning.

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

I have gathered evidence regarding the impact of my professional development in **closing the achievement gap** on student learning.

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

I have gathered evidence regarding the impact of my professional development in **teaching strategies related to my content or my discipline** on student learning.

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

I have gathered evidence regarding the impact of my professional development in **reading/literacy strategies** on student learning.

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

I have gathered evidence regarding the impact of my professional development in **technology** on student learning.

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

I have gathered evidence regarding the impact of my professional development in **student assessment/progress monitoring** on student learning.

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

I have gathered evidence regarding the impact of my professional development in **classroom management** on student learning.

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

How large a role does each of the following have in planning and/or delivering the professional learning in which you have engaged in the last 2 years?

|                                | The primary role      | Large role            | Moderate role         | Small role            | None at all           |
|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Teachers in my school       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Administrators in my school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Central office staff        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Regional inservice staff    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. SDE staff                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Professional associations   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Myself                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Overall**

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

- Time during the work day
- School facilities and resources
- School leadership
- Teacher responsibility
- Professional development

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

- Time during the work day
- School facilities and resources
- School leadership
- Teacher responsibility
- Professional development

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

- Time during the work day
- School facilities and resources
- School leadership
- Teacher responsibility
- Professional development

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

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

**Which BEST DESCRIBES your future intentions for your professional career?**

- Continue working at my current school as long as I am able
- Continue working at my current school until a better opportunity comes along
- Continue working in education but leave this school as soon as I can
- Continue working in education but leave this district as soon as I can
- Leave education all together

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

|  | Strongly agree        | Somewhat agree        | Neither agree nor agree | Somewhat disagree     | Strongly disagree     |
|--|-----------------------|-----------------------|-------------------------|-----------------------|-----------------------|
| 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 (subject, students)                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| e. Time during the work day for planning with colleagues               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| f. Responsibility for decisions that affect my school and/or classroom | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| g. Effectiveness with the students I teach                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| h. Salary  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| i. Cost of living of the community in which my school is located       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| j. Student behavior  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| k. Degree of testing and accountability                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| l. The community environment where I live                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| m. Benefits (i.e., retirement and insurance)                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| n. Prestige  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| o. Advancement opportunities   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| p. Recognition and support   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| q. Influence   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| r. Personal reasons (e.g., health, family, etc.)                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| s. Parental support  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |

## Demographics

By what route did you become a teacher? (Select one.)

- Bachelor's degree
- Master's degree
- Alternative route

What is the highest degree you have attained? (Select one.)

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

Have you completed the **National Board Certification\*** process successfully?

- Yes  
 No

*\* National Board Certification includes submitting a portfolio to and completing the assessment by the National Board for Professional Teaching Standards after three years or more years of teaching.*

## Mentoring

Have you been formally assigned a mentor during this school year?

- Yes  
 No

## Mentoring

Please answer the following questions based on your **MOST RECENT** mentoring experience.

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

|  | Strongly agree        | Somewhat agree        | Neither agree nor disagree | Somewhat disagree     | Strongly disagree     |
|--|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Instructional strategies  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| b. Curriculum and the subject content I teach  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| c. Using data to identify student needs  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| d. Formative assessment strategies and techniques                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| e. Classroom management/discipline strategies  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| f. Differentiating instruction based upon individual student needs and characteristics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| g. Collaborating with inclusion teacher(s)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| h. Understanding and building upon diversity within my classroom and school            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| i. Enlisting the help of family members or guardians                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| j. Connecting with key resource professionals (e.g., coaches, counselors, etc.)        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| k. Facilitating personal reflection upon my teaching practice                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| l. Modeling professionalism and ethical behavior                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| m. Providing personal and emotional support  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| n. Understanding school and/or district policies and procedures                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| o. Completing processes or documentation required of new teachers                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| p. Completing other school, district and/or state paperwork                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| q. Other   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

**Please indicate if each of the following was true of you and your mentor.**

|  | Yes                   | No                    |
|--|-----------------------|-----------------------|
| a. My mentor and I were in the same building.    | <input type="radio"/> | <input type="radio"/> |
| b. My mentor and I taught the same content area. | <input type="radio"/> | <input type="radio"/> |
| c. My mentor and I taught the same grade level.  | <input type="radio"/> | <input type="radio"/> |

**On average, how often did you engage in the following activities with your mentor?**

|   | Almost daily          | Once a week           | Several times per month | Once per month        | Less than once per month | Never                 |
|---|-----------------------|-----------------------|-------------------------|-----------------------|--------------------------|-----------------------|
| a. Developing or reviewing lesson plans or designs  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| b. Being observed teaching by my mentor   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| c. Observing my mentor's teaching   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| d. Analyzing student work   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| e. Designing or reviewing students' assessments   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| f. Addressing student or classroom behavioral issues  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| g. Reflecting on my own teaching  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| h. Helping me use the Alabama Quality Teaching Standards as a tool for reflection and self-assessment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| i. Aligning my lesson planning with the Alabama Course of Study                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| j. Other  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |

**On average, how much time did you and your mentor work together each week?**

- More than 2 hours per week
- 1 hour to 2 hours per week
- 30 minutes to 1 hour per week
- Less than 30 minutes per week

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

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

**I was able to develop a trusting and respectful relationship with my mentor.**

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

## Mentoring

If you have served as mentor during this school year, please answer the following questions for YOUR MOST RECENT mentoring experience.

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

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

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

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

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

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

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

|   | Almost daily          | Once per week         | Several times per month | Once per month        | Less than once per month | Never                 |
|---|-----------------------|-----------------------|-------------------------|-----------------------|--------------------------|-----------------------|
| a. Developing or reviewing lesson plans or designs  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| b. Being observed teaching by my mentee(s)  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| c. Receiving feedback about my teaching from my mentee(s)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| d. Observing my mentee(s)' teaching   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| e. Analyzing student work   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| f. Designing or reviewing students' assessments   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| g. Addressing student or classroom behavioral issues  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| h. Reflecting about teaching  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| i. Helping in the use of the Alabama Quality Teaching Standards as a tool of reflection and self-assessment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| j. Aligning lesson plans with the Alabama Course of Study   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| k. Helping my mentee(s) feel like a part of the broader school community                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |
| l. Other  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> |

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

- Release time to observe your mentee(s)
- Time to meet with other mentors
- Reduced teaching schedule
- Reduced number of preparations
- Reduced supervisory responsibilities (e.g., bus or cafeteria duty, etc.)
- Reduced extracurricular responsibilities (e.g., club sponsorship, etc.)
- Common planning time with the teacher(s) you are mentoring
- Specific training to serve as a mentor (e.g., seminars or classes)
- Regular communication with principals, other administrator or department chair
- Other

**On average, how much time did you and your mentee(s) work together each week?**

- More than 2 hours per week
- 1 hour to 2 hours per week
- 30 minutes to 1 hour per week
- Less than 30 minutes per week

**Overall, my mentoring experiences have been important in my own professional growth and development.**

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

**My mentee(s) and I were able to develop a trusting and respectful relationship.**

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

**My principal honored the need for confidentiality in my relationship with my mentee(s).**

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

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