A. Initial teacher info

1. At what school do you teach?

(openend)

2. Are you a:

Self-contained classroom teacher, Subject-specific classroom teacher, Neither of these

3. What is your current teaching position? (please check all that apply)
   - Self-contained elementary classroom teacher
   - Subject-specific classroom teacher
   - Assistant principal
   - Student teacher
   - Substitute teacher
   - Tutor
   - Instructional coach
   - Teacher aides
   - CCT (cooperating classroom teacher)
   - Special education teacher
   - Other (counselor, librarian, specialist, etc.)

[GENERATE TFILTER VARIABLE:

✓ IF SELF-CONTAINED, TFILTER=0.
✓ IF SUBJECT-SPECIFIC, TFILTER=1.
✓ IF ASSISTANT PRINCIPAL, INSTRUCTIONAL COACH, OR CCT AND NOT (SELF-CONTAINED OR SUBJECT-SPECIFIC, TFILTER=2.
✓ IF STUDENT TEACHER, SUBSTITUTE, TUTOR, OR TEACHER AIDE AND NOT (SELF-CONTAINED OR SUBJECT SPECIFIC), TFILTER=3. SKIP TO THANK YOU PAGE.
]

4. Do you teach: SELECT ALL THAT APPLY:
   - Primary school students (Pre-K-2nd grade)
   - Elementary students (3rd-8th grade)
   - High school students (9th grade or older)

[GENERATE GRADE LEVEL FILTER VARIABLES:

✓ IF RESPONDENT TEACHES PRIMARY SCHOOL, PRFILTER=1. ELSE PRFILTER=0.
✓ IF RESPONDENT TEACHES EL., ELFILTER=1. ELSE ELFILTER=0.
✓ IF RESPONDENT TEACHES HS, HSFILTER=1. ELSE HSFILTER=0.]


B. REFD/SOCZ

5. Please mark the extent to which you disagree or agree with each of the following:

- Teachers talk about instruction in the teachers’ lounge, faculty meetings, etc.
- Teachers in this school share and discuss student work with other teachers.
- Experienced teachers invite new teachers into their rooms to observe, give feedback, etc.
- A conscious effort is made by faculty to make new teachers feel welcome here.

Strongly disagree, disagree, agree, strongly agree

C. REFD

6. This school year, how often have you had conversations with colleagues about:

- What helps students learn the best
- Development of new curriculum
- The goals of this school
- Managing classroom behavior

Less than once a month, 2 or 3 times a month, once or twice a week, almost daily

D. SCH03

7. This school year, how often have you:

- Observed another teacher’s classroom to offer feedback
- Observed another teacher’s classroom to get ideas for your own instruction
- Gone over student assessment data with other teachers to make instructional decisions
- Worked with other teachers to develop materials or activities for particular classes
- Worked on instructional strategies with other teachers

Never, once or twice, 3 to 9 times, 10 or more times

E. DAT05
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8. How frequently do you review assessment data (e.g. department-wide common assessments, standardized tests)?
   I review assessment data...
   - Independently
   - With teachers in my grade level
   - With teachers across grade levels
   - With my principal
   Never, a few times a year, every 6 to 8 weeks, every 3 to 4 weeks, weekly

F. COLR

9. How many teachers at this school:
   - Help maintain discipline in the entire school, not just their classroom
   - Take responsibility for improving the school
   - Feel responsible to help each other do their best
   - Feel responsible that all students learn
   - Feel responsible for helping students develop self-control
   - Feel responsible when students in this school fail
   None, some, about half, most, nearly all

G. INNV

10. How many teachers at this school:
    - Are really trying to improve their teaching
    - Are willing to take risks to make this school better
    - Are eager to try new ideas
    None, some, about half, most, nearly all

11. Please mark the extent to which you disagree or agree with each of the following.
    - All teachers are encouraged to “stretch” and “grow”
    - In this school, teachers are continually learning and seeking new ideas
    Strongly disagree, disagree, agree, strongly agree

H. TRPA

12. How many teachers at this school:
    - Feel good about parent’s support for their work
    None, some, about half, most, nearly all
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13. For the students you teach this year, how many of their parents:
   - Support your teaching efforts
   - Do their best to help their children learn
   *none, some, about half, most, all*

14. To what extent do you feel respected by the parents of your students?
   *Not at all, a little, some, to a great extent*

15. Please mark the extent to which you disagree or agree with each of the following statements about your school:
   - Teachers and parents think of each other as partners in educating children.
   - Staff at this school work hard to build trusting relationships with parents.
   *Strongly disagree, disagree, agree, strongly agree*

I. TSAF

16. To what extent is each of the following a problem at your school:
   - Physical conflicts among students
   - Robbery or theft
   - Gang activity
   - Disorder in classrooms
   - Disorder in hallways
   - Student disrespect of teachers
   - Threats of violence toward teachers
   *Not at all, a little, some, to a great extent*

J. TRPR

17. To what extent do you feel respected by your principal?
   *Not at all, a little, some, to a great extent*

18. Please mark the extent to which you disagree or agree with each of the following.
   - The principal has confidence in the expertise of the teachers
   - I trust the principal at his or her word
   - It’s OK in this school to discuss feelings, worries, and frustrations with the principal
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- The principal takes a personal interest in the professional development of teachers
- The principal looks out for the personal welfare of the faculty members
- The principal places the needs of children ahead of personal and political interests
- The principal at this school is an effective manager who makes the school run smoothly

*Strongly disagree, disagree, agree, strongly agree*

**K. TRTE**

19. To what extent do you feel respected by other teachers?
*Not at all, a little, some, to a great extent*

20. Please mark the extent to which you disagree or agree with each of the following.
- Teachers in this school trust each other.
- It’s OK in this school to discuss feelings, worries, and frustrations with other teachers.
- Teachers respect other teachers who take the lead in school improvement efforts.
- Teachers at this school respect those colleagues who are expert at their craft.

*Strongly disagree, disagree, agree, strongly agree*

**L. SCMT**

21. Please mark the extent to which you disagree or agree with each of the following:
- I usually look forward to each working day at this school.
- I wouldn’t want to work in any other school.
- I feel loyal to this school.
- I would recommend this school to parents seeking a place for their child.

*Strongly disagree, disagree, agree, strongly agree*

**M. PART**

22. For the students you teach this year, how many of their parents:
- Attended parent-teacher conferences when you requested them
- Volunteered to help in the classroom
- Picked up their child’s last report card

*none, some, half, most, all*
N. INST

23. Please mark the extent to which you disagree or agree with each of the following. The principal at this school:
   - Makes clear to the staff his or her expectations for meeting instructional goals
   - Communicates a clear vision for our school
   - Understands how children learn
   - Sets high standards for student learning
   - Presses teachers to implement what they have learned in professional development
   - Carefully tracks student academic progress
   - Knows what’s going on in my classroom
   - Participates in instructional planning with teams of teachers

   Strongly disagree, disagree, agree, strongly agree

O. INFL

24. How much influence do teachers have over school policy in each of the areas below:
   - Hiring new professional personnel
   - Planning how discretionary school funds should be used
   - Determining books and other instructional materials used in classrooms
   - Establishing the curriculum and instructional program
   - Determining the content of in-service programs
   - Setting standards for student behavior

   None, a little, some, to a great extent

P. PGMC

25. To what extent do you disagree or agree with the following:
   - Once we start a new program, we follow up to make sure that it’s working.
   - We have so many different programs in this school that I can’t keep track of them all.
   - Many special programs come and go at this school.
   - Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.
   - There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.

   Strongly disagree, disagree, agree, strongly agree

Q. QPD2
26. Overall, my professional development experiences this year have:
   - Been sustained and coherently focused, rather than short-term and unrelated
   - Included enough time to think carefully about, try, and evaluate new ideas
   - Been closely connected to my school’s improvement plan
   - Included opportunities to work productively with colleagues in my school
   - Included opportunities to work productively with teachers from other schools

   Strongly disagree, disagree, agree, strongly agree

27. To what extent do you disagree or agree with each of the following statements:
   - Teacher evaluation at this school is fair.
   - The criteria on which I am evaluated are clear.
   - The teacher evaluation process at this school encourages my professional growth.
   - I have professional conversations with my principal that are focused on instruction.
   - Overall, I am satisfied with the teacher evaluation process at this school.

   Strongly disagree, disagree, agree, strongly agree

28. Is your school participating in the following teacher evaluation pilots:
   - Excellence in Teaching Pilot (EITP) or Charlotte Danielson Framework for Learning
   - Chicago Public Schools Teaching for Learning Framework (TFL)

   Yes, no

29. To what extent do you disagree or agree with each of the following statements. The evaluation framework:
   - Has improved my administrator’s ability to evaluate my instructional practice.
   - Allows my administrator the ability to identify areas where I can improve.
   - Helps my administrator to think about what supports I need to improve.
   - Is too complex to be useful.
   - Has improved the quality of my conversations with my administrator about instruction.
   - Provides a common definition of high quality teaching in my school.
   - Is an improvement over the traditional CPS teacher evaluation checklist.

   Strongly disagree, disagree, agree, strongly agree
T. Teacher supports

30. How helpful did you find the following supports this year:
   - Regularly scheduled collaborations with other teachers in your subject area or grade level
   - Participation in a network of teachers
   - Release time to observe other teachers teaching
   - Observation of your teaching with feedback from other teachers
   - Assistance from your school principal
   - A mentor, coach, or master teacher
   - Suggestions or advice from other teachers in my school

   Did not receive, not helpful, somewhat helpful, very helpful

[U]

U. UEXP

31. Please mark the extent to which you disagree or agree with each of the following:
   - Teachers expect most students in this school to go to college
   - Teachers at this school help students plan for college outside of class time
   - The curriculum at this school is focused on helping students get ready for college
   - Most of the students in this school are planning to go to college
   - Teachers in this school feel that it is a part of their job to prepare students to succeed in college

[V]

V. Selecting a target class

The next questions are based on the GRADE and SUBJECT that you teach in a single class.

32. What subjects do you teach on [TDAY]? (select all that apply):
   - English language arts (English, reading, writing)
   - Mathematics
   - Science
   - Social studies, history, government
   - World language
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- Special education
- Art, music, drama
- Computer science, technology
- Physical education
- Vocational, business

[GENERATE SUBJECT FILTERS:
  ✓ IF RESPONDENT TEACHES ENGLISH LANGUAGE ARTS, ESFILTER=1. ELSE ESFILTER=0.
  ✓ IF RESPONDENT TEACHES MATH, MSFILTER=1. ELSE MSFILTER=0.
  ✓ IF RESPONDENT TEACHES SCIENCE, SSFILTER=1. ELSE SSFILTER=0.
]

[IF NONE OF THE FOLLOWING ARE SELECTED, SKIP TO II:
ENGLISH LANGUAGE ARTS, MATHEMATICS, SCIENCE, SOCIAL STUDIES, SPECIAL ED, WORLD LANGUAGE.]

[SELECT FIRST OPTION CHOSEN AND FILL IN FOR TSUBJECT.]

[ASK IF TFILTER=1]
33. What is the primary subject you teach?

Art, music, drama; Computer science, technology; English language arts (English, reading, writing); Mathematics;
Physical education; science; social studies, history, government; special education; vocational, business; world language.

[ASK IF TFILTER=1]
What periods do you teach [TSUBJECT] on [TDAY]? Check all that apply.
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

[SELECT SECOND OPTION CHOSEN AND FILL IN FOR TPERIOD.]

[FILL IN TPERIOD, TSUBJ, AND TDAY FOR [TARGET CLASS] (E.G., “2nd period English language arts class on Mondays”) FOR “[TARGET CLASS]” BELOW.]
[IF TFILTER=0, FILL IN “self-contained class” FOR [TARGET CLASS].]
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34. Mark the grade level(s) of your [TARGET] CLASS: (SELECT ALL THAT APPLY.)
   - Pre-K
   - Kindergarten
   - 1st
   - 2nd
   - 3rd
   - 4th
   - 5th
   - 6th
   - 7th
   - 8th
   - 9th
   - 10th
   - 11th
   - 12th

[ASK IF TFILTER=1 AND HSFILTER=1]

35. How many of the students in your [TARGET CLASS]:
   - Are in the 9th grade
   - Are in the 10th grade
   - Are in the 11th grade
   - Are in the 12th grade

None, a few, some, about half, most/all

[GENERATE GRADE LEVEL FILTERS FOR TARGET CLASS:
   - IF THERE ARE PRE-K THROUGH 2ND GRADE STUDENTS, GFILTER1=1. ELSE GFILTER1=0.
   - IF THERE ARE STUDENTS GRADES 3-7, GFILTER2=1. ELSE GFILTER2=0.
   - IF THERE ARE 8TH GRADERS, GFILTER3=1. ELSE GFILTER3=0.
   - IF THERE ARE 9TH-12TH GRADERS, GFILTER4=1. ELSE GFILTER4=0.

[GENERATE SUBJECT FILTERS FOR TARGET CLASS:
   - IF TARGET CLASS=ENGLISH LANGUAGE ARTS, SBTFILTER=1.
   - IF TARGET CLASS=MATH, SBTFILTER=2.
   - IF TARGET CLASS=SCIENCE, SBTFILTER=3.
   - IF TARGET CLASS=SOCIAL STUDIES, SBTFILTER=4
   - IF TFILTER=0 (SELF-CONTAINED CLASSROOM), SBTFILTER=5.
]
W. Types of assessment strategies

36. How important is each of these strategies in guiding instruction for your current students in your [TARGET CLASS]?  
   - Standardized tests given for practice  
   - Student assignments  
   - Your own observation  
   - Student grades

   DO NOT USE, Not useful, somewhat useful, useful, very useful

37. How important is each of these strategies in guiding instruction for your current students in your [TARGET CLASS]?  
   - ISEL, DIBELS, and/or other published early literacy assessments  
   - STEP or Benchmark assessments  
   - NWEA/MAPS or Scantron assessments  
   - In-class tests or quizzes

   DO NOT USE, Not useful, somewhat useful, useful, very useful

[P]

X. PRTI

38. How many of the students in your [TARGET CLASS]:  
   - Come to class on time  
   - Attend class regularly  
   - Come to class prepared with the appropriate supplies and books  
   - Regularly pay attention in class  
   - Actively participate in class activities  
   - Always turn in their homework

   None, some, about half, most, nearly all

[P]

Y. Orphans

39. How many of the students in your [TARGET CLASS]:  
   - Create serious behavior problems in your class  
   - Lack knowledge and skills to learn what you are trying to teach  
   - Have serious reading difficulties  
   - Are in special education (i.e., have an IEP)  
   - Are currently enrolled in your school’s bilingual program
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- Work cooperatively with other students
- Remain on-task most of the time

None, some, about half, most, nearly all

Z. SDIS

40. To what extent do the following characteristics describe discussions that occur in your [TARGET CLASS]:

- Students build on each other’s ideas during discussion.
- Students use data and text references to support their ideas.
- Students show each other respect.
- Students provide constructive feedback to their peers/teachers.
- Most students participate in the discussion at some point.
- Students draw on relevant knowledge learned outside of class.
- Students generate topics for class discussions

Never, rarely, sometimes, almost always

AA. Classroom disorder

41. How many of the students in your [TARGET CLASS] regularly:

- Refuse to respond when addressed.
- Use inappropriate language during class.
- Act disrespectfully toward you.
- Do not sit at their desks when required.
- Threaten you verbally.
- Talk back to you.
- Do off-task things (e.g., play games, text, talk on cell phone) during instructional time

None, a few, a lot, almost all

BB. Cultural relevance

How often does the following occur?

42. In my [TARGET CLASS]:

- [ASK IF SBTFILTER=1 OR SBTFILTER=5] I select reading material that is culturally relevant to my students
- [ASK IF SBTFILTER=2 OR SBTFILTER=3 OR SBTFILTER=5] I include examples that are culturally relevant to my students

Comment [RML1]: English language arts/reading teachers only
Comment [RML2]: Math or science teachers only
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- [ASK IF SBTFILTER=4 OR SBTFILTER=5] Students learn about historical events or people that are culturally significant to my students.

Never, once in awhile, often, always

[P]
[IF GFILTER4=1, ASK CC. ELSE GO TO DD.]

CC.  ADMD

43. How often do you require students in your [TARGET CLASS] to do the following:
- Short writing assignments of 1 or 2 pages
- Long writing assignments of 3 or more pages
- Revisions of assignments after they receive feedback or corrections

Never, rarely, sometimes, almost always

[P]
[IF GFILTER3=1 OR GFILTER4=1, ASK DD. ELSE GO TO EE.]

DD.  WDMD

44. How often do students in your [TARGET CLASS] turn in written assignments that:
- Use evidence to support their ideas
- Demonstrate original thought, ideas, or analysis
- Consider multiple solutions or perspectives
- Synthesize information from multiple sources

Never, rarely, sometimes, almost always

[P]

EE.  Homework and tests

[ASK IF GFILTER4=1.]

45. How many hours do you expect an average student to spend doing homework and studying EACH WEEK for your [TARGET CLASS]?

None, 1-2 hours, 3-5 hours, 6-9 hours, 10-14 hours, 15 or more hours

[ASK IF GFILTER2=1 OR GFILTER3=1 OR GFILTER4=1]

46. Since January, approximately what percentage of classroom time have you spent in your [TARGET CLASS] having students practice taking standardized tests and learning test-taking skills?

None, about 5%, about 10%, about 20%, about 30%, about 40%, 50% or more

[P]
47. What percentage of course work involves the following:
   - Drawing inferences from text that are not explicitly stated
   - Proposing an argument and supporting it using text references
   - Debating interpretations about a text
   - Gathering information on a topic from primary sources (besides the textbook)

   None, about 5%, about 10%, about 20%, About 30%, about 40%, 50% or more

48. How often do your students do the following:
   - Solve a multi-step problem that takes more than 20 minutes
   - Discuss possible solutions to math problems with each other
   - Debate different ways to approach a problem
   - Apply math to situations in life outside of school (other than doing textbook word problems)

   Never, once or twice a semester, once or twice a month, once or twice a week, almost every day

49. What percentage of in-class and homework questions require students to:
   - Draw conclusions from graphs and tables
   - Develop equations or diagrams based on word problems
   - Write sentences to explain how they solved a problem

   None, about 5%, about 10%, about 20%, About 30%, about 40%, 50% or more

50. How often do students do the following in your class:
   - Make observational notes on a natural phenomenon or experiment
   - Test hypotheses through experiments/investigations
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- Develop their own hypotheses
- Plan their own investigation/experiment
- Determine whether data is consistent with a hypothesis
- Consider alternative explanations

Never, once or twice a semester, once or twice a month, once or twice a week, almost every day

II. Teacher background

51. Are you:
   Male, female

52. Are you:
   Hispanic or Latino, Not Hispanic or Latino

53. What is your race? Select all that apply.
   - American Indian or Alaska Native
   - Asian
   - Black or African American
   - White

JJ. Traditional pathway to profession

54. Are you a graduate of a CPS high school?
   Yes, no

55. What is the highest level of formal education you have completed?
   Bachelor’s degree, master’s degree, master’s degree plus 15 credits or doctorate

56. From what college or university did you obtain your bachelor’s degree?
   Response categories:
   Chicago State University
   DePaul University
   Illinois State University
   Loyola University
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*National-Louis University*
*Northeastern University*
*Northern Illinois University*
*Northwestern University*
*Roosevelt University*
*St. Xavier University*
*Southern Illinois University*
*University of Chicago*
*University of Illinois at Chicago*
*University of Illinois at Urbana-Champaign*
*Western Illinois University*
*Other Illinois-based university*
*Other university OUTSIDE OF ILLINOIS*

57. Is this where you got your teacher training? yes, no

[IF YES, TRFILTER=1. ELSE TRFILTER=0.]

58. In what field of study was your undergraduate major?

- Business
- Early childhood/pre-K education
- Elementary education
- English (such as journalism, communication)
- Fine arts (such as music, art, theater)
- Foreign languages
- Mathematics (such as statistics, computer science)
- Natural sciences (such as biology, physics, engineering)
- Other education (such as administration, counseling)
- Secondary education
- Social sciences (such as history, economics, psychology)
- Special education
- Other __________________________

[IF TRFILTER=1 THEN GO TO LL].

**KK. Alternative pathways to profession**

59. Did you enter teaching through an alternative certification program, teaching residency, or other non-traditional route?

- Yes
- no

[IF NO, SKIP TO LL]

Please select which one:
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Academy for Urban School Leadership (AUSL)
Associated Colleges of Illinois (ACI)
Bilingual Transitions to Teaching Program
Chicago State University
Chicago Teaching Fellows
First Class Program
Golden Apple Teacher Education Program (GATE)
Governor’s State University
Inner City Teaching Corps
National Louis University
National Teachers Education Center (NTEC)
Teach for America (TFA)
Teachers for Chicago (TFC)
Troops to Teachers
Urban Teacher Education Program at the University of Chicago (UTEP)
Other Illinois college or university (Please Specify):
Other program (Please Specify):

LL. Experience

60. How many years have you been a teacher (at CPS or somewhere else)?

None, less than 1 year, 1 to 3 years, 4 to 5 years, 6 to 10 years, 11 to 15 years, more than 15 years

61. How many years have you:
   • Taught at this school
   • Taught in a different CPS school, including charter schools
   • Taught in a different public school district
   • Taught in a Catholic or private school
   • Worked full time in a profession other than teaching

None, less than 1 year, 1 to 3 years, 4 to 5 years, 6 to 10 years, 11 to 15 years, more than 15 years

MM. Awards

Have you received any of the following recognition awards (Select all that apply):

Chicago Foundation for Education Fund
Disney Teacher of the Year
DRIVE award winner
Golden Apple Award for Excellence in Teaching
Golden Apple Teachers of Distinction
Kathy Osterman Award
Kohl McCormick Early Childhood
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Milken Educator Award winner
National Board Certification
National Teacher of the Year
Rochelle Lee Teacher Award

NN. OUTR

62. Please mark the extent to which you disagree or agree with each of the following statements about your school:

- Parents are invited to visit classrooms to observe the instructional program.
- The principal pushes teachers to communicate regularly with parents.
- We encourage feedback from parents and the community.
- Teachers really try to understand parents’ problems and concerns.
- Parents are greeted warmly when they call or visit the school.
- Teachers work closely with parents to meet students’ needs.
- We work at communicating to parents about support needed to advance the school mission.
- This school regularly communicates with parents about how they can help their children learn.

Strongly disagree, disagree, agree, strongly agree

63. At your school, who is most likely to observe your teaching?

Principal, assistant principal, department chair, instructional coach, someone else

Please answer the following questions about the person you named above.

64. How often does the following occur:

- This person is able to accurately assess teachers’ instruction.
- This person knows my strengths and weaknesses as a teacher.
- I believe this person has a good idea of how well I teach.
- This person gives me feedback on my instruction.
- This person’s feedback is helpful

Never, once in awhile, often, always

65. How often has this person sat in on classes to observe your teaching?

Never, 1-2 times per school year, 3-4 times per school year, 5 or more times per school year

[PP]

PP. School disorder
66. Think about the common areas of your school (e.g., in the halls, on the playground, in the lunch room, etc.) In these common areas, how often do:
- Students run in the halls.
- Students yell in the halls.
- Students get in fights.
- Students bully other students.
- Student use inappropriate language.
- Students put on inappropriate displays of affection.

*Never, occasionally, often, always or almost always*

**QQ. Instructional teams**

The next few questions will ask about instructional teams at your school.

67. Are you involved in any of the following instructional teams: (Select all that apply)
- The Instructional Leadership Team
- A grade level team
- A subject area team
- A course team
- A cluster team (e.g., K-2nd grade)
- Another kind of teacher team
- I am not a member of any team

*[P]*

*[IF NOT A MEMBER OF ANY TEAM, GO TO RR]*

*[PROGRAM SELECTS ONE OF THESE TEAMS AT RANDOM AND FILLS IN FOR THE NEXT QUESTION BANKS ("[TEAM NAME]")]*

68. You reported that you are a member of [TEAM NAME]. How often does the following occur in this team?
- We are good at using data to help us identify problems.
- We are improving the way we are working together to solve problems.
- We identify actions to help address problems
- We assign responsibility for each of these actions.
- We execute these actions.
- We monitor our progress on these actions.
- We determine the effects of our actions.

*Never, rarely, sometimes, often, always*

*[P]*

69. As a result of working on [TEAM NAME]:
- I have become better at using data to identify students’ needs.
- I am better able to collaborate with colleagues
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- I have tried different teaching strategies
- I am becoming a more effective teacher

Strongly disagree, disagree, agree, strongly agree

RR. ILT

70. We would like to get an idea about how the Instructional Leadership Team (ILT) at your school functions. Please indicate the extent to which you agree or disagree with the following statements. My school’s ILT:
   - Communicates a clear vision for the school.
   - Is aware of the activities of teacher teams (e.g., grade teams, course teams).
   - Presses teacher teams to implement their plans.

Strongly disagree, disagree, agree, strongly agree

SS. Digital Media (TECT)

71. Please indicate the degree to which:
   - Your school is preparing its students to be proficient in the use of technology.
   - Your school’s culture encourages technology usage for instruction.
   - Your school’s culture encourages technology usage for communication with students.
   - Your school’s culture encourages technology usage for communication with students’ families.
   - You feel comfortable creating something new using applications such as PowerPoint, Excel, or Publisher

I don’t think my students have access to these technologies, not at all, a little, somewhat, very much

72. How often do you:
   - Expect students to use computers or other technologies in completing their class work or assignments?
   - Use a computer and/or the internet outside of class for such activities as lesson preparation, getting ideas, or examples of best practice?
   - Incorporate software beyond word processors (such as PowerPoint, video clips, live internet searches, music or audio clips, or similar media) when you deliver lessons?

I don’t have access to these technologies, Never, once or twice a semester, once or twice a month, weekly, almost daily or more

73. This year, how often have you participated in professional development to increase your skill in using technology in your teaching?

not offered, never, 1 – 2 times, more than 2 times

TT. New teachers
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[IF TEACHING FOR MORE THAN TWO YEARS (PER #60), GO TO END]

74. Are you participating in a formal induction program for new teachers (which provides a mentor, coach, training, and/or network) this year? (Check all that apply.)
   - AUSL (Academy of Urban School Leadership)
   - ACI (Associated Colleges of Illinois)
   - AMPS (Program provided by my Autonomous Management Performance School)
   - CNTC (Chicago New Teacher Network)
   - Chicago TAP (The Chicago Teacher Advancement Program)
   - The Fresh Start Initiative
   - UTEP (Urban Teacher Education Program at the University of Chicago)
   - TFA (Teach for America)
   - Other (Please Specify): _______________________________________________
   - No, I am not participating in an induction program

75. Are you currently teaching in the same school in which you did your student teaching?
   Yes, no

(P)

UU. Employee engagement

76. To what extent do you agree or disagree with the following statements:
   - I would recommend CPS as a great place to work to my friends
   - If I were offered a comparable teaching position with similar pay and benefits at another district, I would stay with CPS.
   - My school leader encourages me to come up with new and better ways of doing things.
   - I am satisfied with the recognition I receive for doing a good job.
   - The people I work with at my school cooperate to get the job done.
   - My school, the Area Office, and Central Office cooperate effectively.
   - I have access to the resources (materials, equipment, technology, etc) I need in order to effectively teach my students.

   Strongly disagree, disagree, agree, strongly agree

VV. Thank you

You have completed the survey. Thank you!