A. Initial teacher info

1. Are you a:

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

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

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

   [GENERATE GRADE LEVEL FILTER VARIABLES:
   ✓ IF RESPONDENT TEACHES PREK, FTCHPK=1. ELSE FTCHPK=0.
   ✓ IF RESPONDENT TEACHES PRIMARY SCHOOL, FTCHPS=1. ELSE FTCHPS=0.
   ✓ IF RESPONDENT TEACHES EL, FTCHEL=1. ELSE FTCHEL=0.
   ✓ IF RESPONDENT TEACHES HS, FTCHHS=1. ELSE FTCHHS=0.]

   [P]
B. REFD/SOCZ

4. 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

5. 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. COLB

6. 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
7. 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

8. 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

9. 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

10. 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. OUTR

11. 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

I. TRPA

12. How many teachers at this school:
   - Feel good about parent’s support for their work

None, some, about half, most, nearly all

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

J. 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
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- Threats of violence toward teachers

   Not at all, a little, some, to a great extent

K. 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
   - 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

L. 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

M. 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.
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- I would recommend this school to parents seeking a place for their child.

*Strongly disagree, disagree, agree, strongly agree*

[P]

**N. Teacher evaluation**

22. 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*

[P]

**O. PART**

23. For the students you teach this year, how many of their parents:
- Attended parent-teacher conferences when you requested them
- Volunteered time to support the school (e.g., volunteer in classrooms, help with school-wide events, etc.)
- Contacted me about their child’s performance
- Picked up their child’s last report card

*none, some, half, most, all*

[P]

**P. INST**

24. 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*

[P]

**Q. INFL**
25. 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]

   **R. PGMC**

   26. 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*

   [P]

   **S. QPD2**

   27. 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*

   [P]
T. UEXP

28. 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

[P]
[IF FTCHPOS>1 (others who don’t get target class questions), SKIP TO EE
IF FTCHPK=0 (non-pre-K teachers) SKIP TO V.]

U. Pre-K items

29. Please check all of the grade levels in your school (check all that apply):
   - Pre-K
   - Kindergarten
   - Grades 1-3
   - Grades 3-5
   - Grades 9-12

[IF ANY GRADES OLDER THAN KINDERGARTEN PRESENT, PKUPP=1. ELSE PKUPP=0.
IF BOTH PRE-K AND K PRESENT, PKPKK=1. ELSE PKPKK=0.]

30. [IF PKUPP=1]: How much does your preschool program feel like a part of your larger elementary school?
Not at all, a little, somewhat, very much

31. [IF PRE-K AND K]: How much do agree or disagree with the following statement: My school supports collaboration between preschool and kindergarten teachers to align learning goals for children across the years.
Strongly disagree, Disagree, Agree, Strongly Agree

32. How much do agree or disagree with the following statement: My role as a preschool teacher is more about educating children to become “school-ready” for kindergarten and less about providing child care.
Strongly disagree, Disagree, Agree, Strongly Agree

33. How often do you communicate with parents/guardians about their child’s progress in school?
Rarely, 1-2 times a month, 1-2 times a week, every day or almost every day

34. How often are parents involved in your classroom activities (for example, volunteering time in the classroom or accompanying class trips)?
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Less than once a month, once or twice a month, once or twice a week, more than twice a week)

35. How many of your parents regularly initiate conversations with you about how their child is doing in preschool?
Less than 25%, 26-50%, 51-75%, more than 75%

36. Does your school have a policy about what to do when children are absent from preschool?
yes, no

37. How often do you contact a parent/guardian when a child is absent from preschool?
Every time a child is absent; after a child is absent for a couple of days; rarely; never

38. How important do you think regular attendance is for preschool students?
not important, a little important, somewhat important, very important)

V. Selecting a target class

[IF FTCHPOS=0 (self-contained), SKIP TO 41.]

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

We will ask you questions about the subject, period, and grade level of the class in order to show you questions that are relevant to that particular class.

We’d like to remind you that all individual-level responses are completely confidential, and we will not report any results that might identify a particular teacher.

[P]

39. What is the primary subject you teach?

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

[GENERATE SUBJECT FILTERS:

✓ IF RESPONDENT TEACHES ENGLISH LANGUAGE ARTS, FSUBJECT=1.
✓ IF RESPONDENT TEACHES MATH, FSUBJECT=2.
✓ IF RESPONDENT TEACHES SCIENCE, FSUBJECT=3.
✓ IF RESPONDENT DOESN’T TEACH ANY OF THE ABOVE, FSUBJECT=4.
]

[P]

Think about the second class you teach on Mondays in [PRIMARY SUBJECT]. If you don’t teach [PRIMARY SUBJECT] on Mondays, think about the second class you teach in [PRIMARY SUBJECT] on Tuesdays.
40. What period is this class?

2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th

[FILL IN PERIOD AND PRIMARY SUBJECT FOR [TARGET CLASS] (E.G., “2nd period English language arts class on Mondays”) FOR “[TARGET CLASS]” BELOW.]

[IF FTCHPOS=0 (self-contained), FILL IN “self-contained class” FOR [TARGET CLASS].]

[P]

[ALL SUBJECT-SPECIFIC AND SELF-CONTAINED SHOULD GET THIS QUESTION.]

41. Mark the PREDOMINANT grade level of your [TARGET] class. If no single grade level is predominant, check all grade levels in your class.

- Pre-K-2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

✓ [GENERATE TARGET CLASS LEVEL: IF TARGET CLASS STUDENTS INCLUDE..]
✓ PRIMARY GRADES : FTGTPS=1.
✓ ELEMENTARY GRADES (3-7): FTGT37=1.
✓ PRE-K THROUGH 5: FTGTP5=1.
✓ 8th GRADE: FTGT8=1.
✓ HIGH SCHOOL GRADES (9-12): FTGTHS=1.

[P]

W. PRTI

42. 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
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- Always turn in their homework

*None, some, about half, most, nearly all*

[X]

**X. Orphans**

43. How many of the students in your [TARGET 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

*None, some, about half, most, nearly all*

[Y]

**Y. SDIS**

44. 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*

[Z]

**Z. CDIS (Classroom disruption)**

45. 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
- Create serious behavior problems in your class

*None, a few, a lot, almost all*
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[IF FSUBJECT=1 (teachers of English target class), ASK AA. ELSE GO TO BB.]

AA. ENG2 (English pedagogy 2)

How much emphasis do you give to each of the following in language arts instruction:
- Learning to differentiate fact from opinion.
- Learning to draw inferences.
- Integrating reading and writing instruction.
- Analyzing non-fiction.

None, a little, some, very much

[IF FSUBJECT=2 (teachers of Math target class), ASK BB. ELSE GO TO CC.]

BB. MTH2 (Math pedagogy 2)

- How important are the following in judging how well students are learning in math:
  - Student work on open-ended problems
  - Portfolio of student work
  - Group projects
  - Individual student projects

Not important, somewhat important, important, very important

46. How often do you use each of the following instructional strategies?
- Assign projects of at least one week’s duration
- Have students develop technical or scientific writing skills
- Have students play math games
- Have students work with objects like rulers, counting blocks, or geometric shapes
- Have students debate ideas

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

[IF FTGTHS =1 AND FSUBJECT=1 (target class is HS and English)]

CC. ADMD

47. 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 FTCH8=1 OR FTGTHS =1 (target class is 8th grade or older), ASK DD. ELSE GO TO EE.]

DD.  WDMD

48. 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

[PP]

EE.  Homework and tests

[ASK IF FTGTHS=1 (target class has HS students).]

49. 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 FTGT37=1 OR FTGT8=1 OR FTGTHS=1 (target class has grades 3 and older)]

50. 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

[PP]

FF.  Traditional pathway to profession

51. Are you a graduate of a CPS high school?

Yes, no

52. What is the highest level of formal education you have completed?

Bachelor’s degree, master’s degree or higher

[IF MASTERS OR HIGHER, TCHEDU=1. IF BACHELOR’S, TCHEDU=0.]
53. From what college or university did you obtain your bachelor’s degree?

Response categories:
Chicago State University
DePaul University
Illinois State University
Loyola University
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

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

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

[IF TCHEDU=1 AND TRFILTER=0 (Masters + AND did not get teacher training at bachelors) THEN ASK 55 and 56. OTHERWISE, SKIP TO GG. IF TCHEDU=0 AND TRFILTER=1 (bachelor’s and did get teacher training at bachelor’s), SKIP TO HH]

55. From what college or university did you receive your master’s degree?

Response categories:
Chicago State University
DePaul University
Illinois State University
Loyola University
National-Louis University
Northeastern University
Northern Illinois University
Northwestern University
Roosevelt University
St. Xavier University
Southern Illinois University
University of Chicago
56. Is this where you got your teacher training?

Response categories: yes, no
[IF YES, TRFILTER2=1. ELSE TRFILTER2=0].

[P]
[IF TRFILTER=0 AND TCHEDU=0 (Bachelor’s AND did not get teacher training at bachelors) THEN GO TO HH
IF TRFILTER2=1 (did teacher training at masters)) go to GG].

GG. Alternative pathways to profession

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

Yes, no

[P]
[IF NO, SKIP TO HH]
Please select which one:

Academy for Urban School Leadership (AUSL)
Associated Colleges of Illinois (ACI)
Bilingual Transitions to Teaching Program
Chicago Teaching Fellows
Golden Apple Teacher Education Program (GATE)
Governor’s State University
Grow Your Own
Inner City Teaching Corps
Teach for America (TFA)
Teachers for Chicago (TFC)
Troops to Teachers
Urban Teacher Education Program at the University of Chicago (UTEP)
Other program (Please Specify):

[P]

HH. Experience

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

Less than one year, between one and two years, 3 to 5 years, 6 to 10 years, 11 to 15 years, more than 15 years
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[IF LESS THAN 1 YEAR, FEXT=1; IF 1-2 YEARS THEN FEXT=2; ELSE FEXT=0]

59. How many years have you:
- Taught at this school
- Taught in a different CPS school, including charter schools
- 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

II. New Teachers

[ASK IF FEXT=1 OR FEXT=2 (teaching for 1 year or less). ELSE GO TO END]

60. How long was your student teaching experience? (Student teaching is a type of pre-service field experience involving taking full or partial responsibility for the classroom under the guidance of a full-time classroom teacher or supervisor.)

I did not have a student teaching experience, Six weeks or less, more than six weeks to 1 semester, more than 1 semester to 2 semesters, more than 2 semesters

[IF STU TEACHING EXPERIENCE, STUTCH=1. ELSE STUTCH=0.]

[IF STUTCH=0 (no student teaching experience), SKIP TO 65.]

61. Did you student teach in a CPS school?

Response categories: Yes, no

62. Were you hired at the same school where you student taught?

Response categories: Yes, no

63. When you applied for your student teaching position, how much influence did you have on WHERE you would student teach?

Response categories: None, it was completely decided for me; Some, I submitted a request or listed preferences, but someone else made the decision; Complete, I had to arrange the placement on my own;

64. Please indicate your level of satisfaction with the following:
- Your student teaching experience overall
- The overall quality of your teacher preparation program

Very dissatisfied, Somewhat dissatisfied, Somewhat satisfied, Very satisfied
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65. In thinking about your teacher preparation program, rate the extent to which you agree with the following:
   - My program prepared me for the actual job of teaching
   - What I learned in my coursework is applicable to my teaching practice

*Response categories: Strongly disagree, disagree, agree, strongly agree*

66. Was teaching in CPS your first choice?

*Response categories: Yes, no*

[P]

**JJ. SATS (Employee Satisfaction)**

67. 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.
   - 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*

**KK. Thank you**

You have completed the survey. Thank you!