

Charting Reform: The Teachers' Turn

Report No. 1 on a Survey of CPS Elementary School Teachers

Sponsored by the Consortium on Chicago School Research

Views on school reform Page 3

In general, negative developments, positive developments, LSCs, PPACs, school improvement plans. Differences among kinds of schools.

Views on school communities Page 7

Facilities, resources, safety, order, collegiality, teacher influence, teacher voice, shared mission, shared leadership, community relations, parent involvement. Differences among kinds of schools.

Views on instructional change Page 10

Expectations, competency, efficacy, satisfaction, changing practices, professional development. Differences among teacher groups.

Teacher Survey Work Group: Chair, **John Q. Easton**, Chicago Panel on Public School Policy and Finance ♦ **Anthony S. Bryk**, University of Chicago, Center for School Improvement ♦ **Mary Erina Driscoll**, University of Illinois at Chicago, College of Education ♦ **John G. Kotsakis**, Chicago Teachers Union ♦ **Penny A. Sebring**, Consortium on Chicago School Research ♦ **Arie J. van der Ploeg**, Chicago Public Schools, Department of Research, Evaluation and Planning

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Charting Reform: The Teachers' Turn is the result of a collaborative project sponsored by the Consortium on Chicago School Research. In all, 12,708 Chicago Public elementary school teachers voluntarily responded to this survey. Some 401 schools (out of 473) obtained a response rate of 50 percent or greater, and will receive individual school profiles of their results. In a randomly selected sample of 80 schools, all 80 participated with a response rate of 75 percent. The overall response rate for the whole system was 70 percent. (A technical appendix and public use data file will be available in the near future.) Responses of this magnitude are rare in surveys unless respondents are strongly motivated. We provided no tangible incentives, however, for completing the survey. Rather, we interpret the high response rate as indicating teachers' desire to express their views to the general public and provide data for their own schools to help in planning and program development.

Altogether, the survey contained 8 pages of questions that required about 25 to 35 minutes to complete. Because of space limitations, this report discusses only the first five pages of the survey. Responses to questions dealing with reading and math instructional practices will appear in separate reports to be published later in the year.

The survey was administered in late May and June of 1991. In many cases, teachers completed the survey during a staff meeting called jointly by the principal and one or more teachers. In other cases, the principal alone or a group of teachers themselves called a meeting to administer the survey. In yet other schools, the principal or a teacher distributed the surveys which were completed and collected at a later time.

A variety of organizations with different perspectives collaborated in developing this survey to gather representative and objective information about teachers' views on school reform and on their school communities. Throughout this process, the Consortium sought suggestions from those people most knowledgeable about teachers' concerns — the teachers themselves. Many teachers devoted time and energy, offering ideas about what the survey should ask, how it should be administered, and how the results might be best distributed. A group of Chicago principals and administrators also provided much guidance. These same teachers and principals reacted to an earlier formulation of this report, helped us interpret results and improve the presentation of findings. We express sincere thanks to all who generously gave of their time to make this project successful. A partial list of teachers and principals follows.

Thomas Arnieri, Sherman	Harriet Kornit, Darwin
Allen Bearden, Montefiore	Margaret Lebrecht, Lovett
Eileen Camacho, Kosciuszko	Rudy Lubov, Bateman
Cydney Fields, Ray	Karen Morris, Saucedo
Connee Fitch-Blanks, Kohn	Sylvia Peters, Dumas
Marcella Gillie, Bass	Alice Peters, Moos
Rosemary Gonzales, Plamondon	Rosa Ramirez, McCormick Branch
Juris Graudnis, Audubon	Deanna Rattner, Mitchell
Verna Gray, Mark Sheridan	Pamela Samulis, Saucedo
Guadalupe Hamersma, Plamondon	Evelyn Smith, Foster Park
Deanna Jordan, Skinner	Kenneth Staral, Davis
Barbara Kato, Norwood Park	Charles Usher, Fort Dearborn
Patricia Knazze, Hendricks	Alice Vila, Barry

Editor's note: Some survey questions have been shortened in this report because of space limitations. The original survey is available from the Consortium on request.

This report reflects the interpretations of the authors. Although the Consortium Steering Committee provided technical advice and reviewed an earlier version of the report, no formal endorsement by these individuals, organizations or the full Consortium membership should be assumed.

