

Report for NC TWC 2016

North Carolina Department of Public Instruction 85.46% responded

Durham Public Schools 93.27% responded

North Carolina Middle Schools 84.25% responded

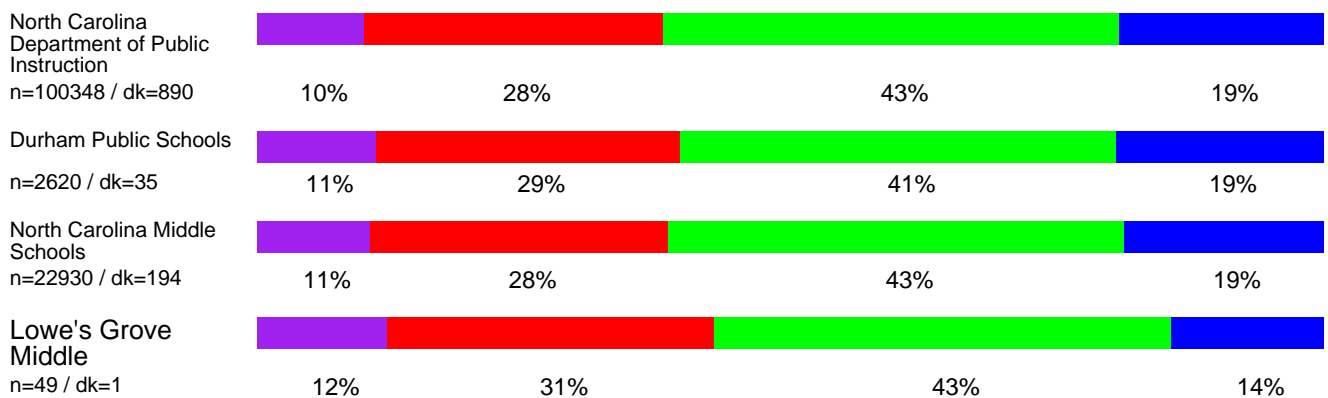
Lowe's Grove Middle 87.72% responded

Time

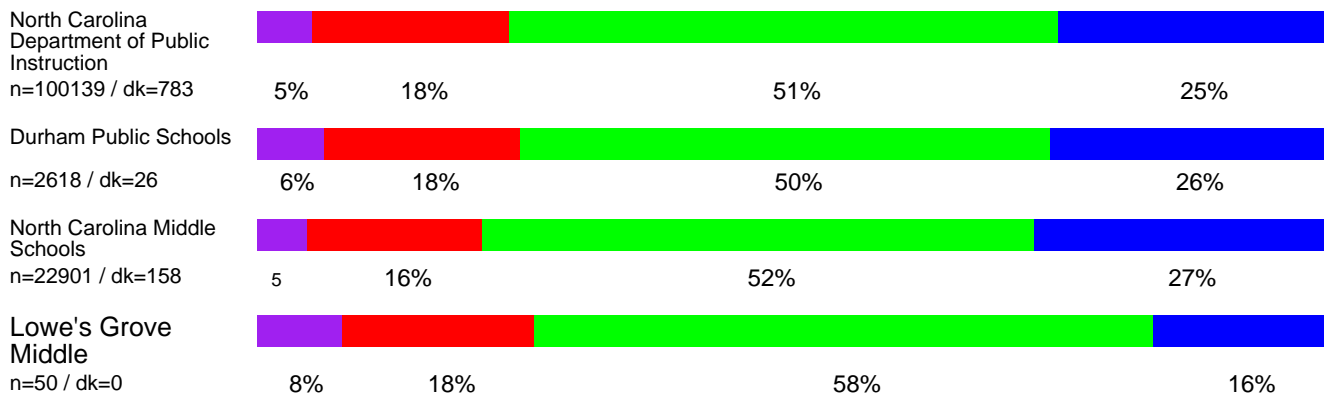
Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

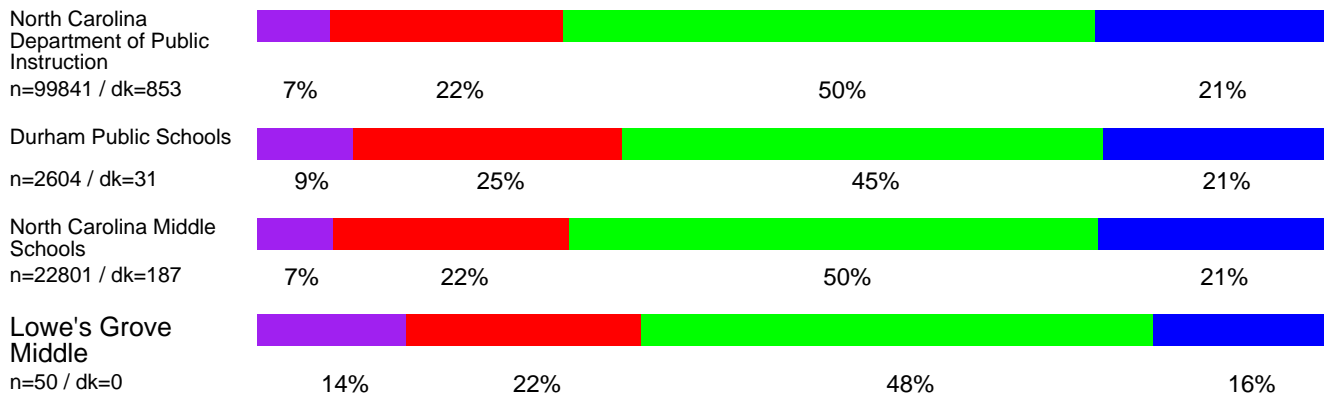
a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.



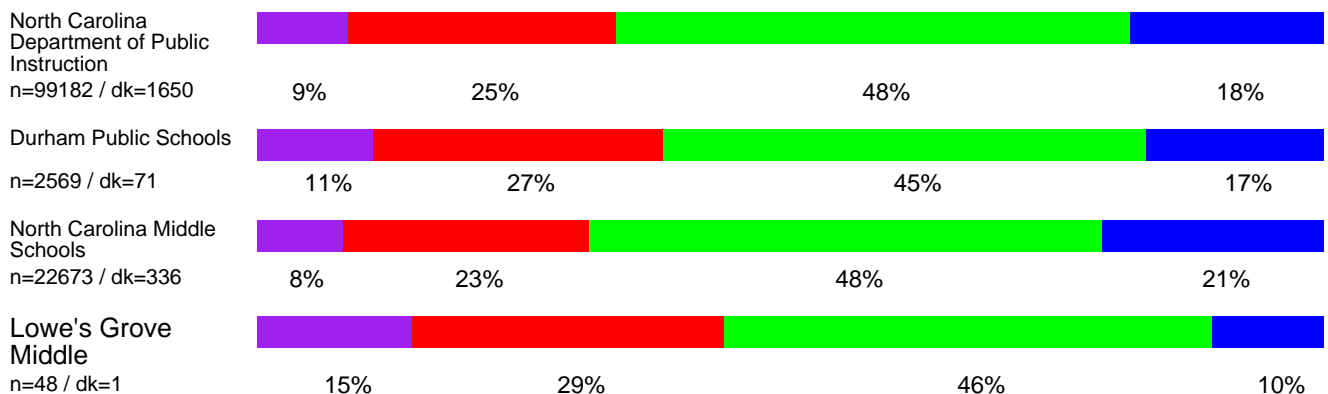
b. Teachers have time available to collaborate with colleagues.



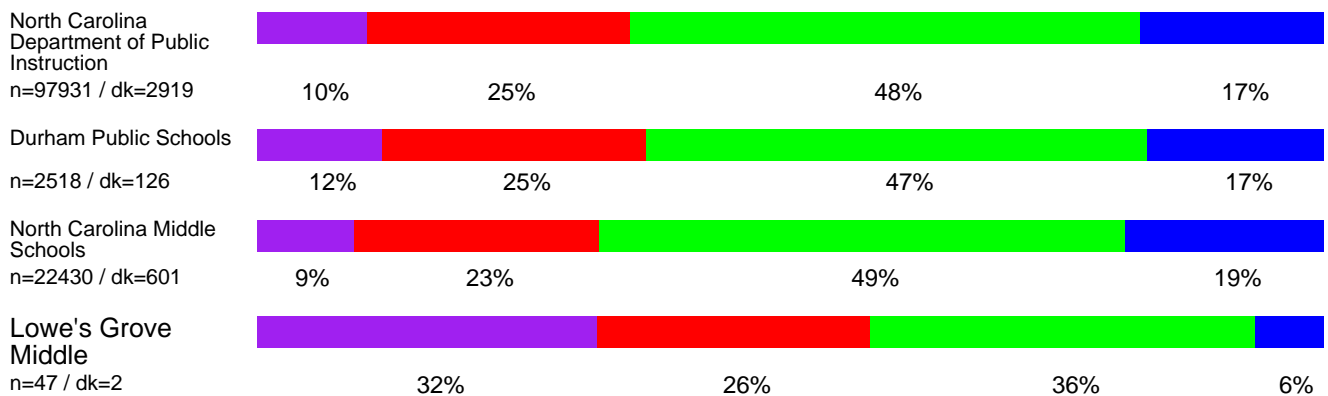
c. Teachers are allowed to focus on educating students with minimal interruptions.



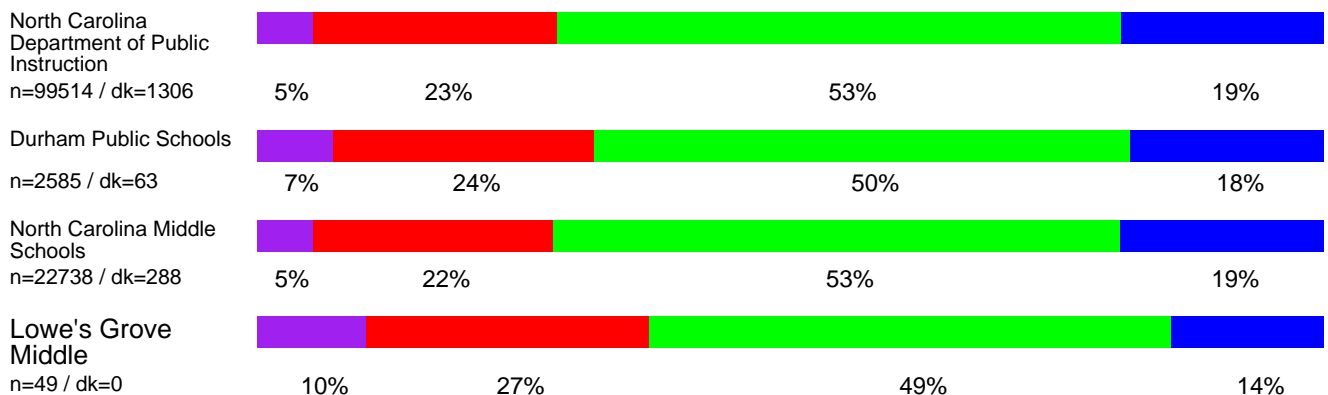
d. The non-instructional time provided for teachers in my school is sufficient.



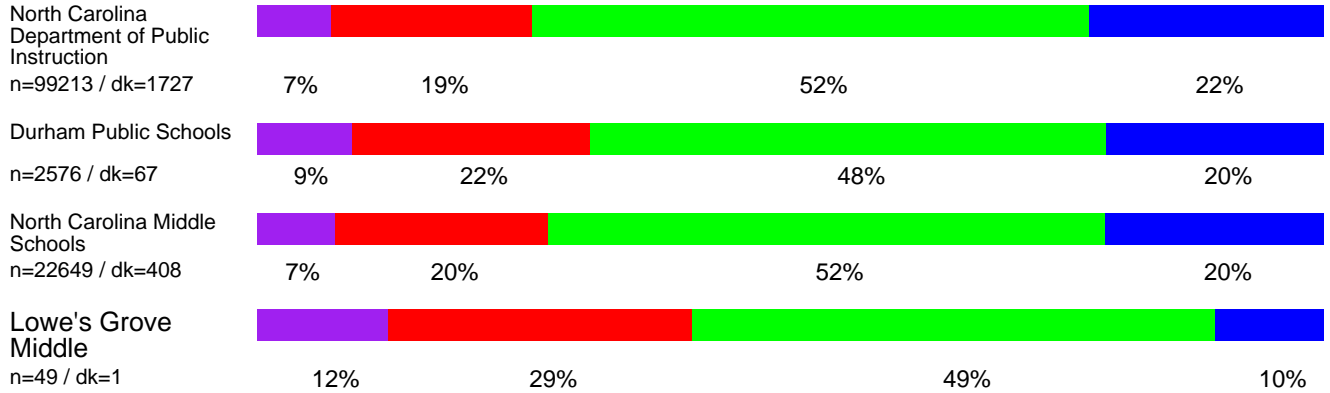
e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.



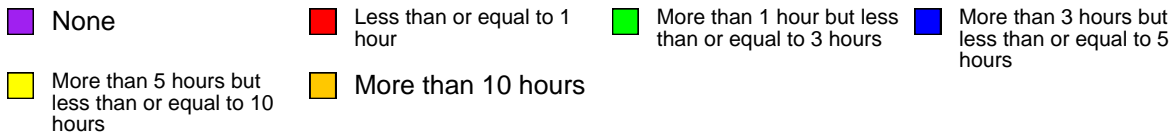
f. Teachers have sufficient instructional time to meet the needs of all students.



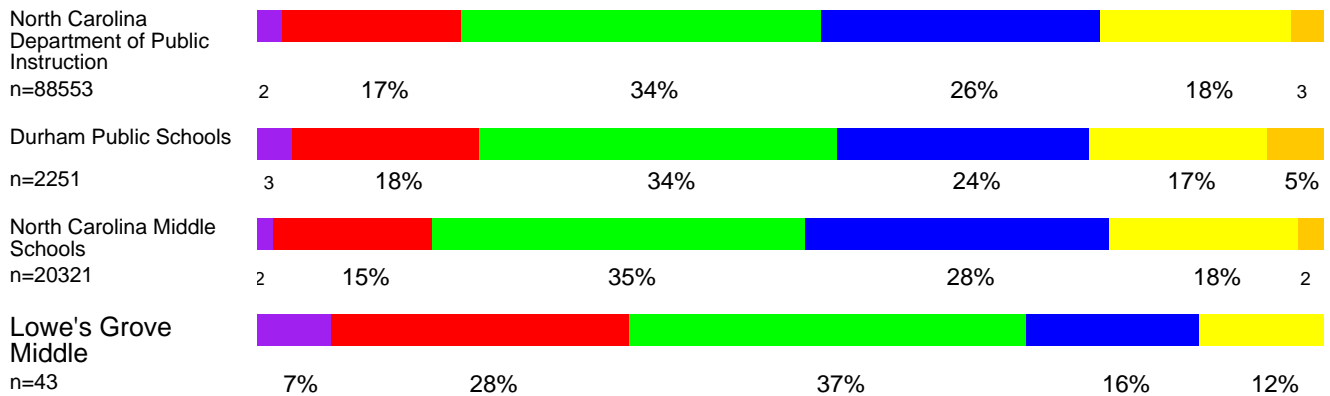
g. Teachers are protected from duties that interfere with their essential role of educating students.



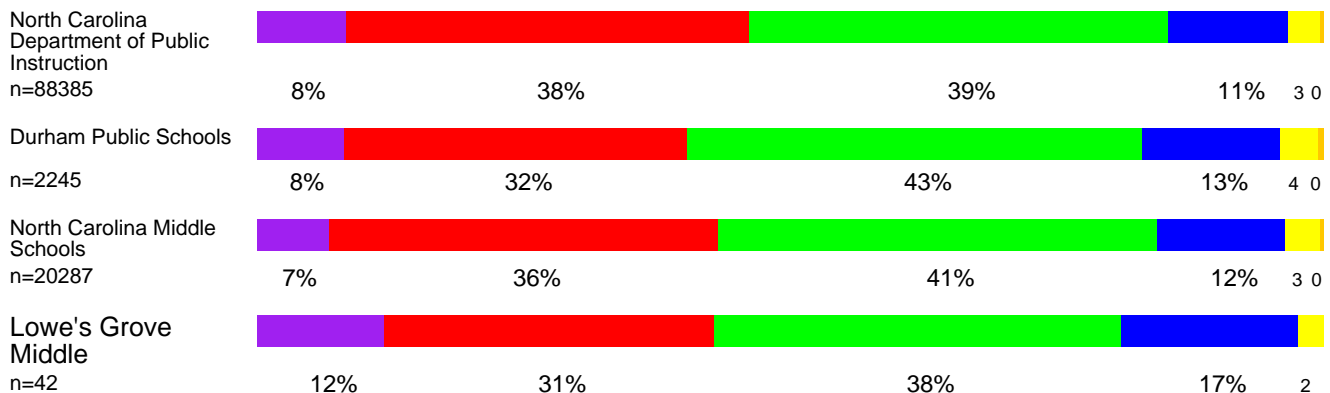
Q2.2 In an AVERAGE WEEK, how much time do you devote to the following activities during the school day (i.e., time for which you are under contract to be at the school)?



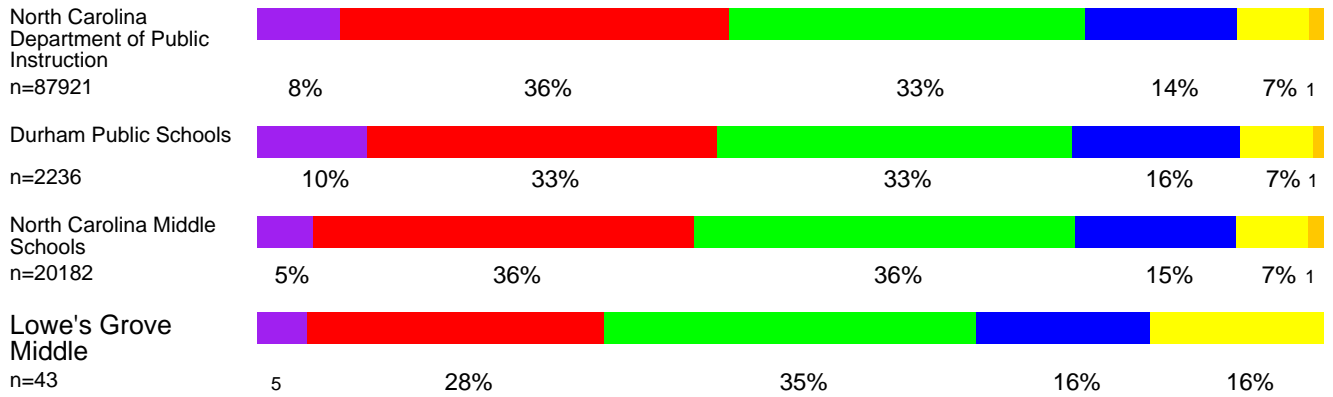
a. Individual planning time



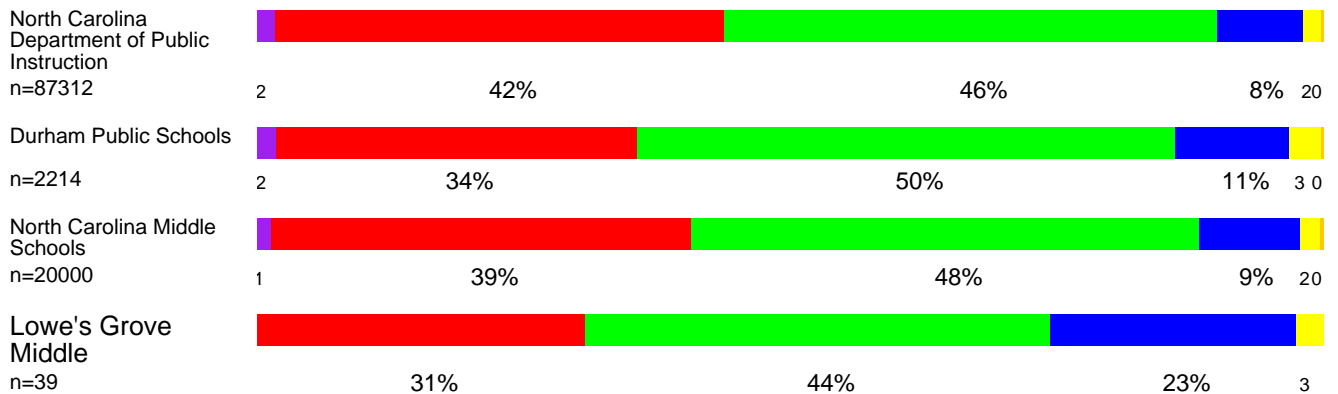
b. Collaborative planning time



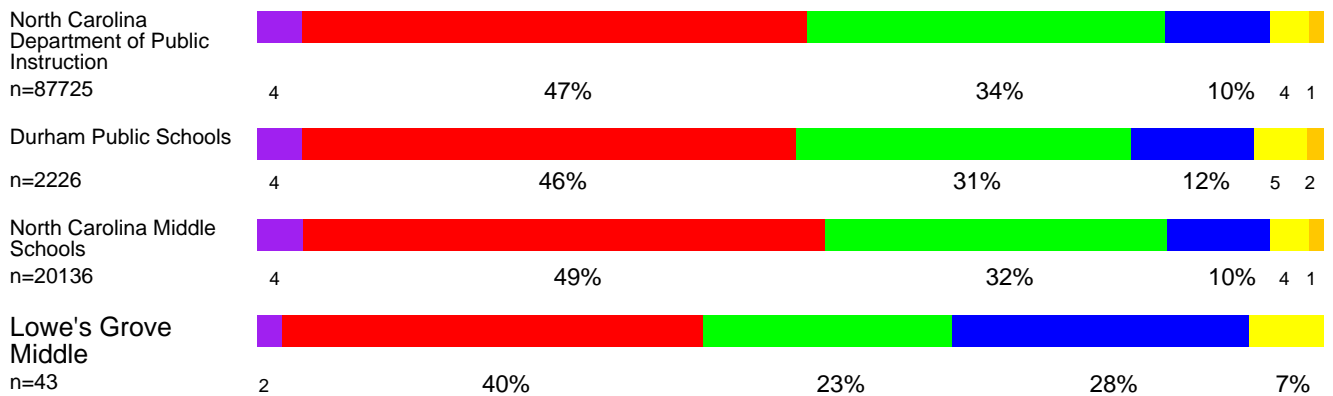
c. Supervisory duties



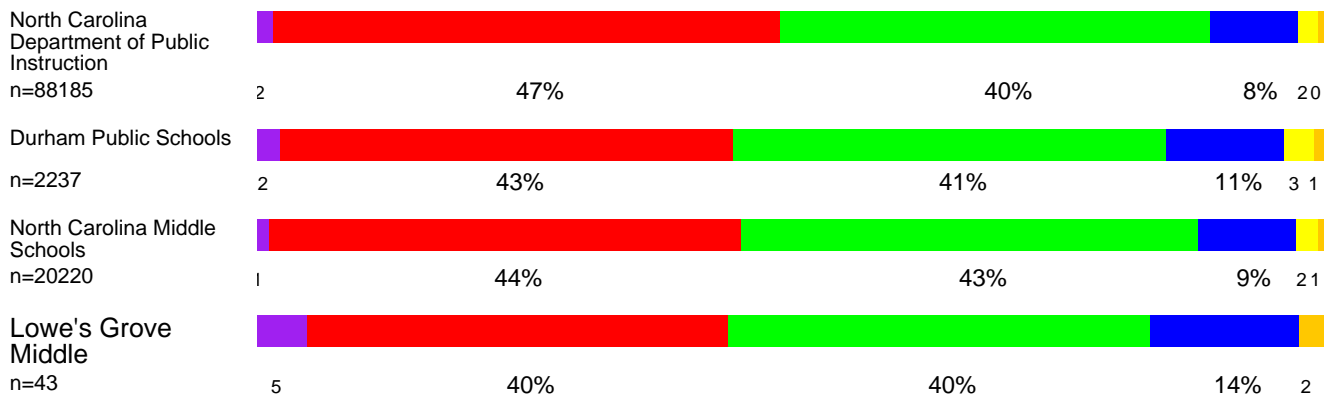
d. Required committee and/or staff meetings



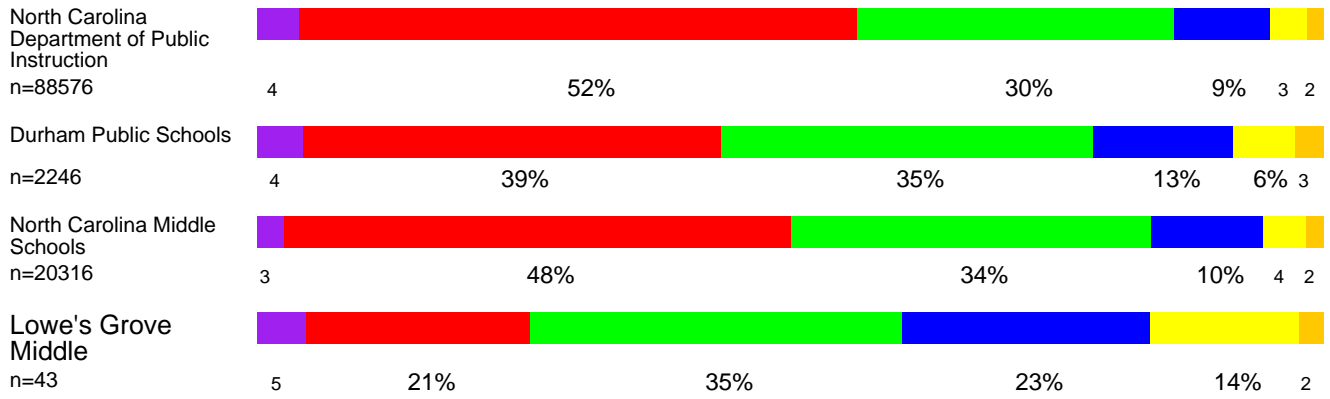
e. Completing required administrative paperwork



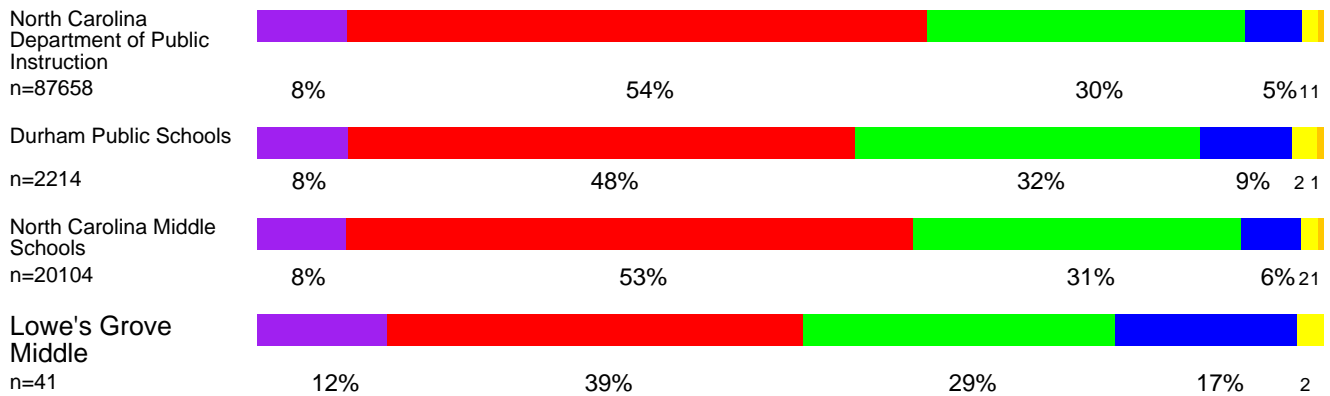
f. Communicating with parents/guardians and/or the community



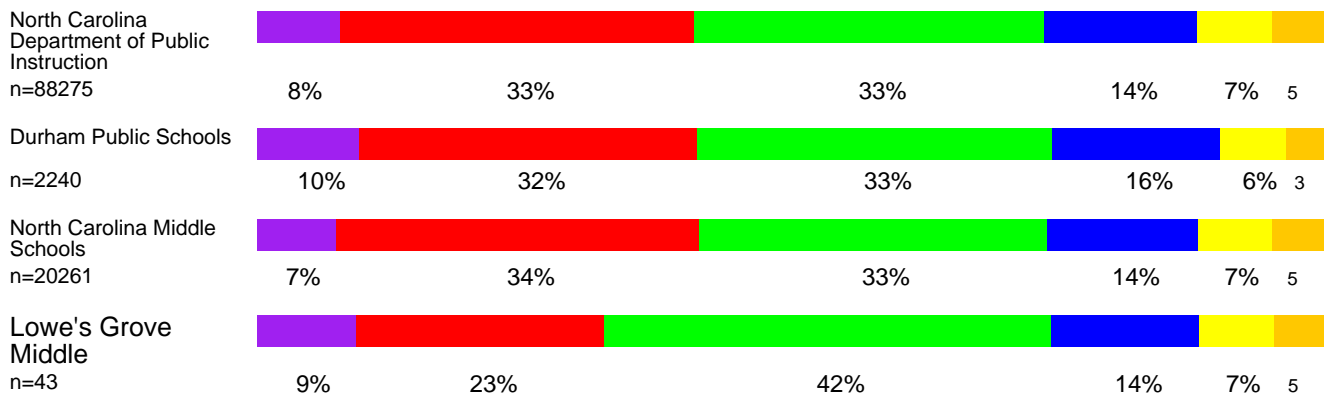
g. Addressing student discipline issues



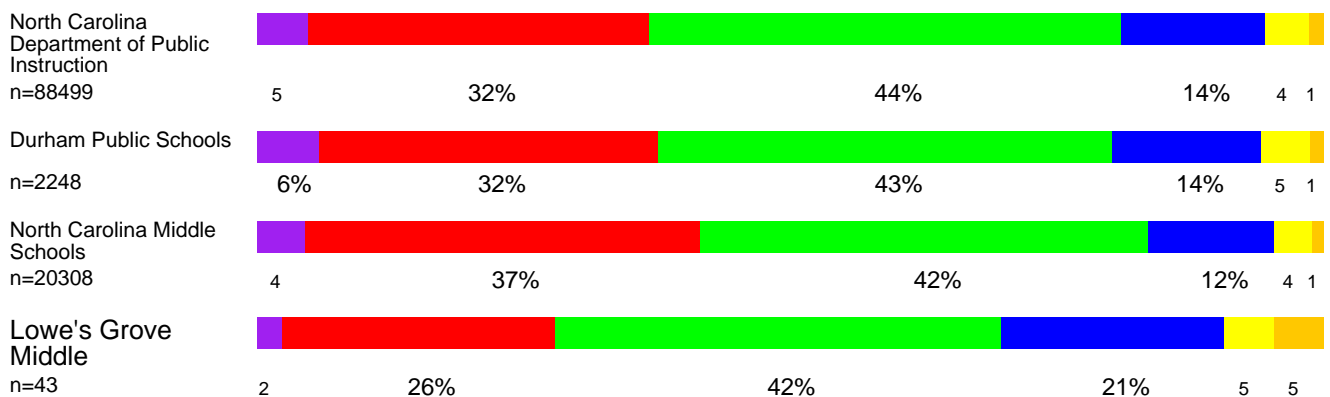
h. Professional development



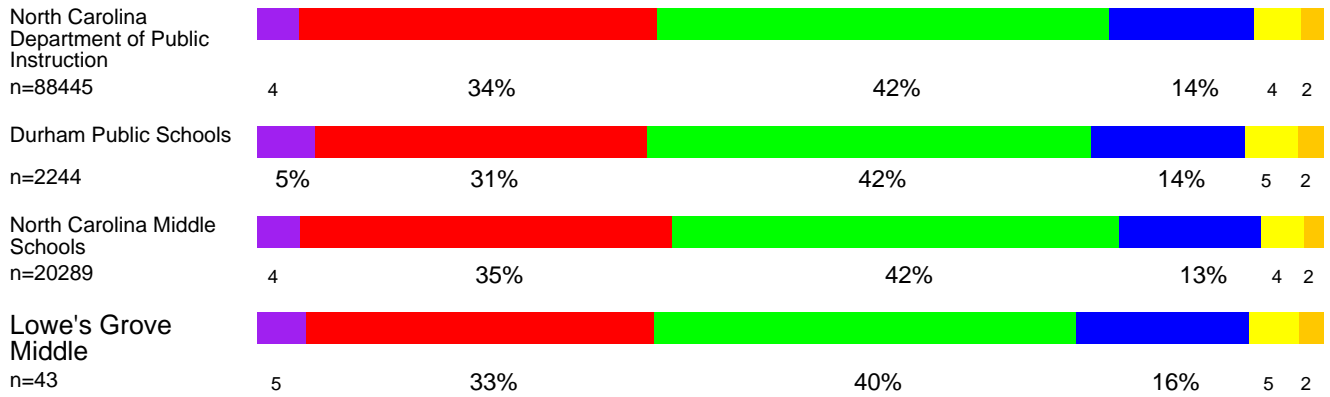
i. Preparation for required federal, state, and local assessments



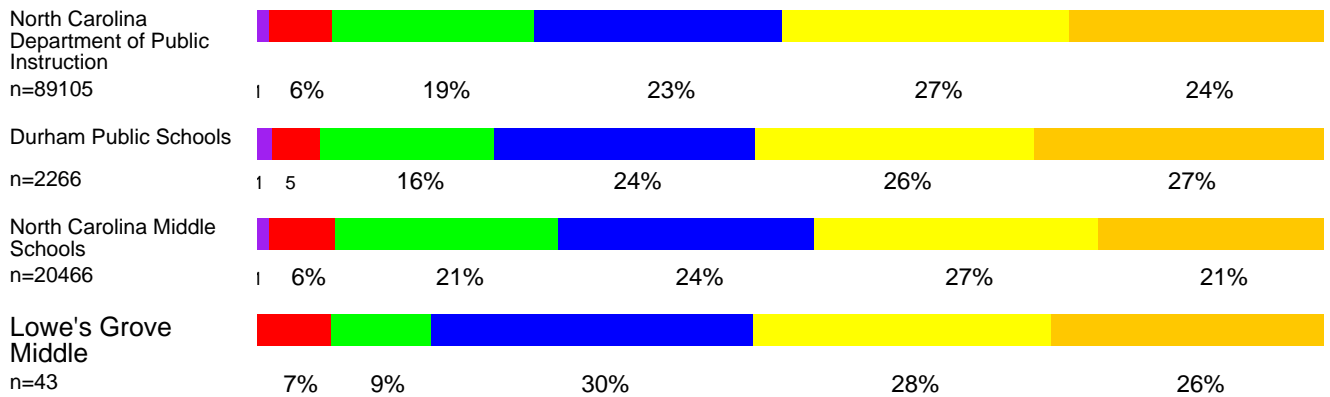
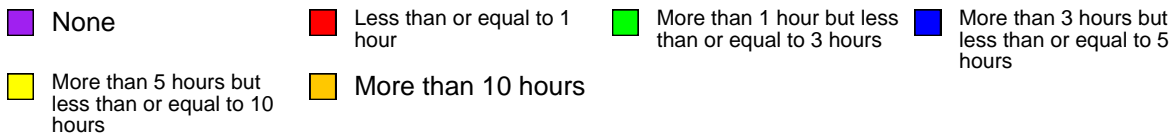
j. Delivery of assessments



k. Utilizing results of assessments



Q2.4 In an AVERAGE WEEK of teaching, how many hours do you spend on school-related activities outside of the regular school work day (before or after school, and/or on weekends)?

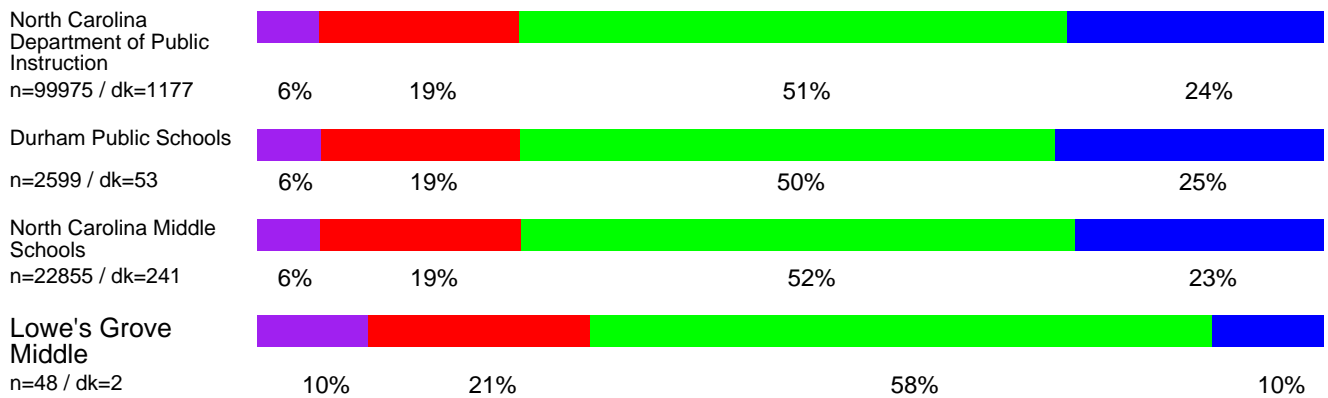


Facilities and Resources

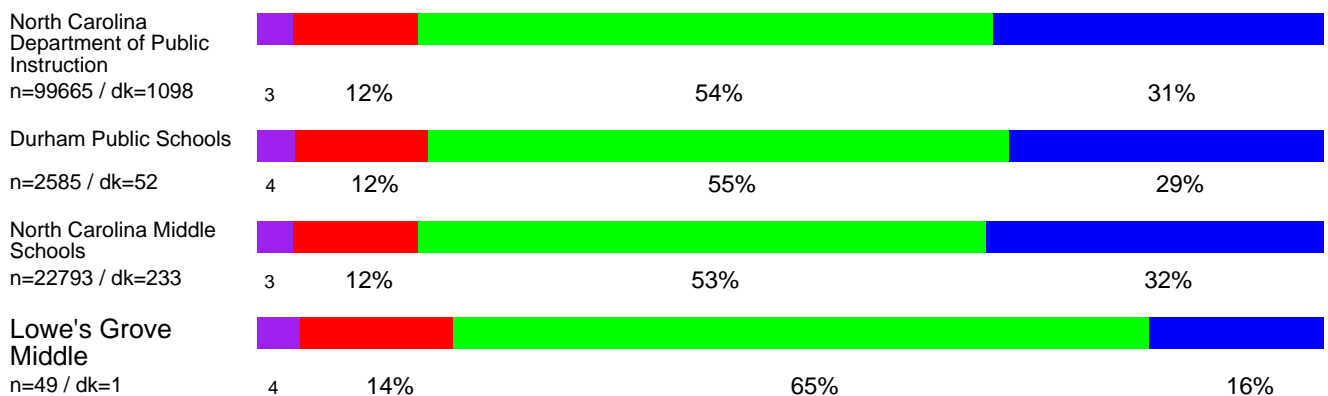
Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

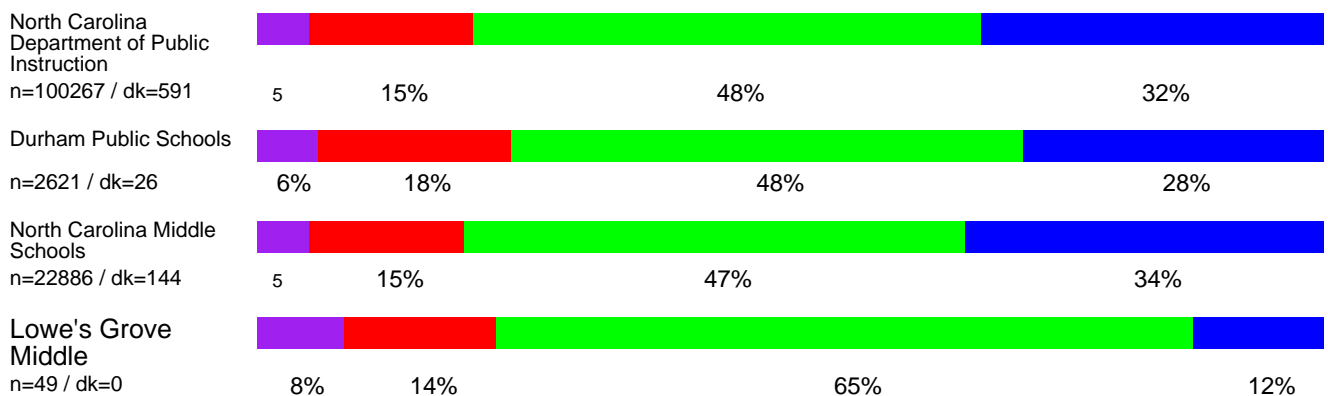
a. Teachers have sufficient access to appropriate instructional materials.



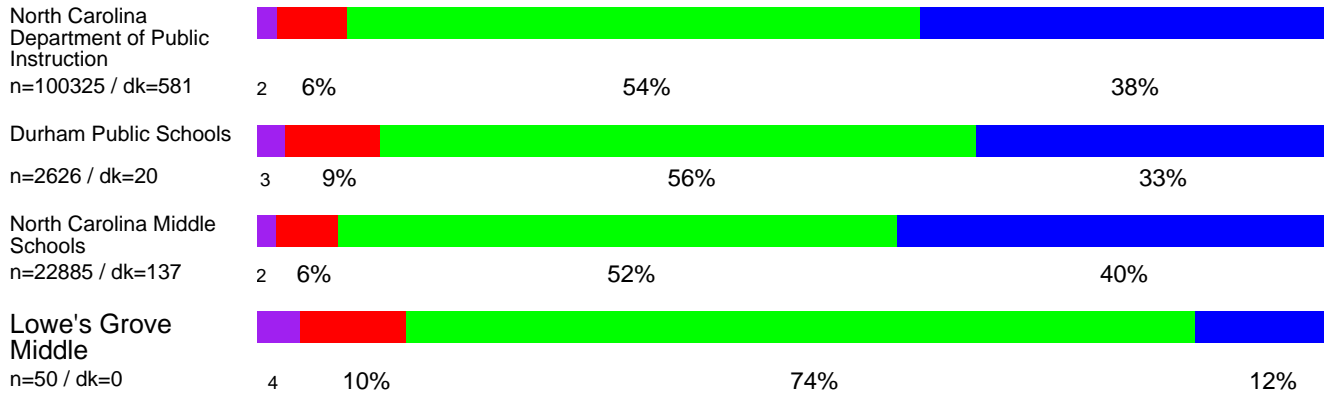
b. Teachers have sufficient access to digital content and resources.



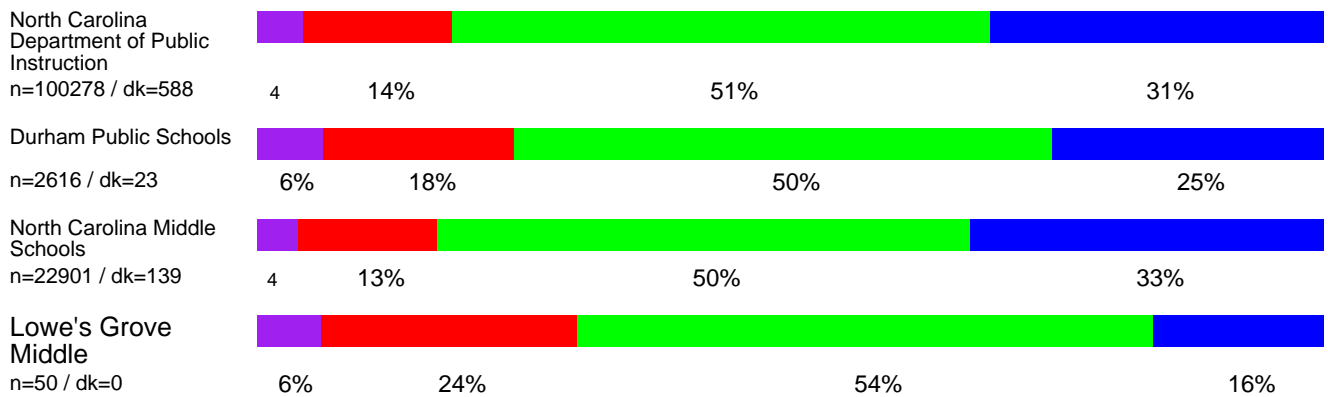
c. Teachers have sufficient access to instructional technology, including computers, devices, printers, software and internet access.



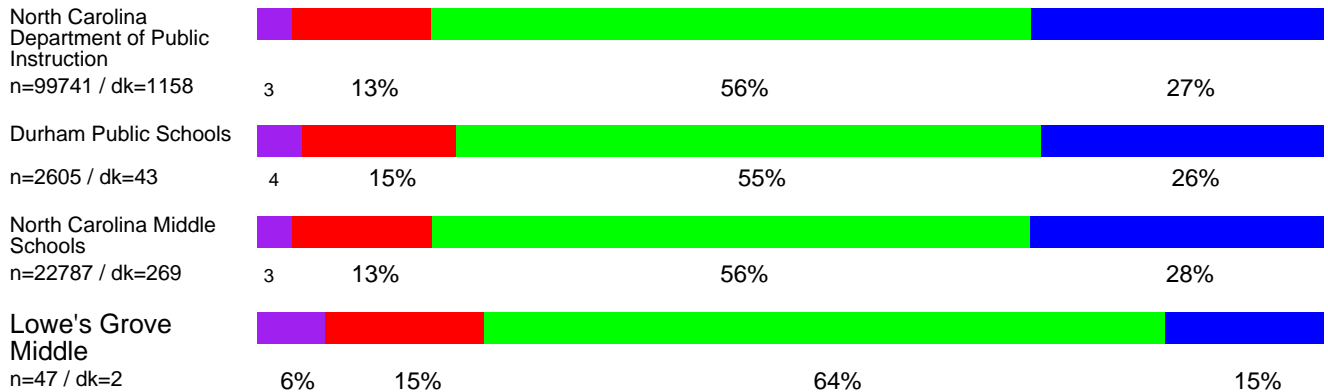
d. Teachers have access to reliable communication technology, including phones, faxes and email.



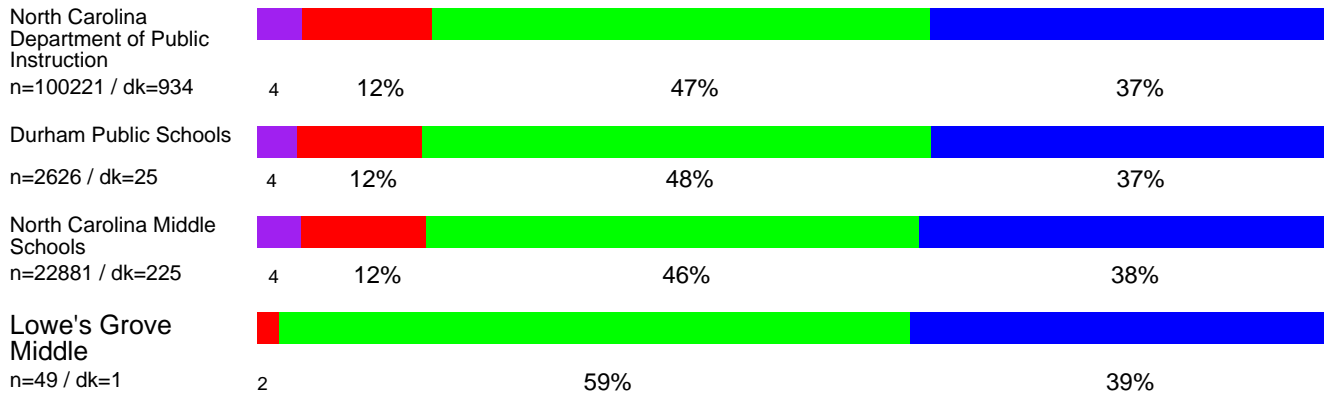
e. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.



f. Teachers have sufficient access to a broad range of professional support personnel.



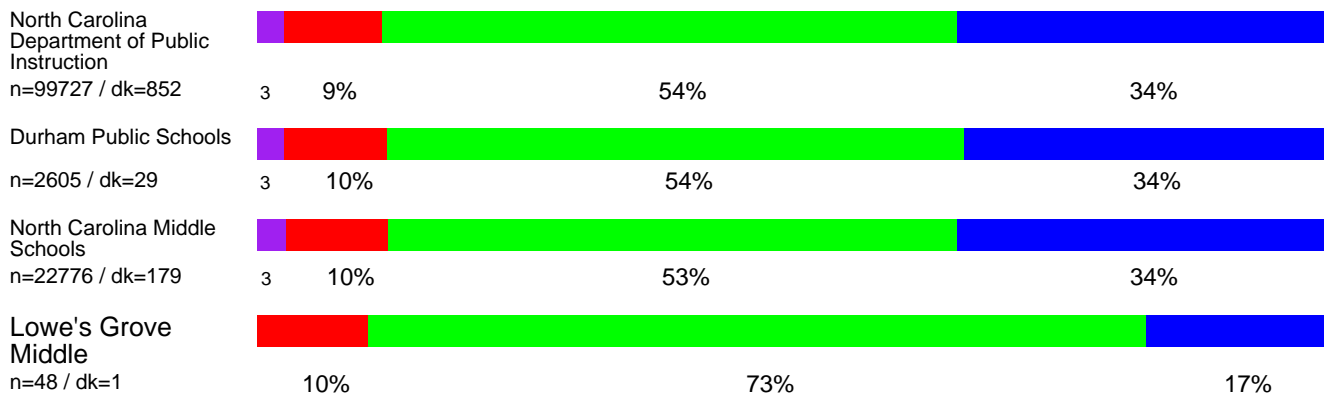
g. The school environment is clean and well maintained.



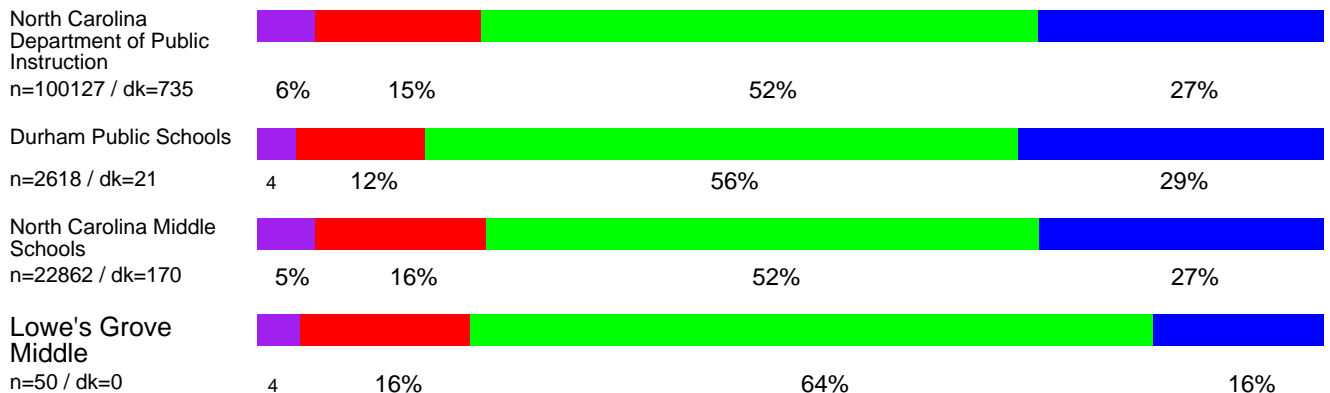
h. Teachers have adequate space to work productively.



i. The physical environment of classrooms in this school supports teaching and learning.



j. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.

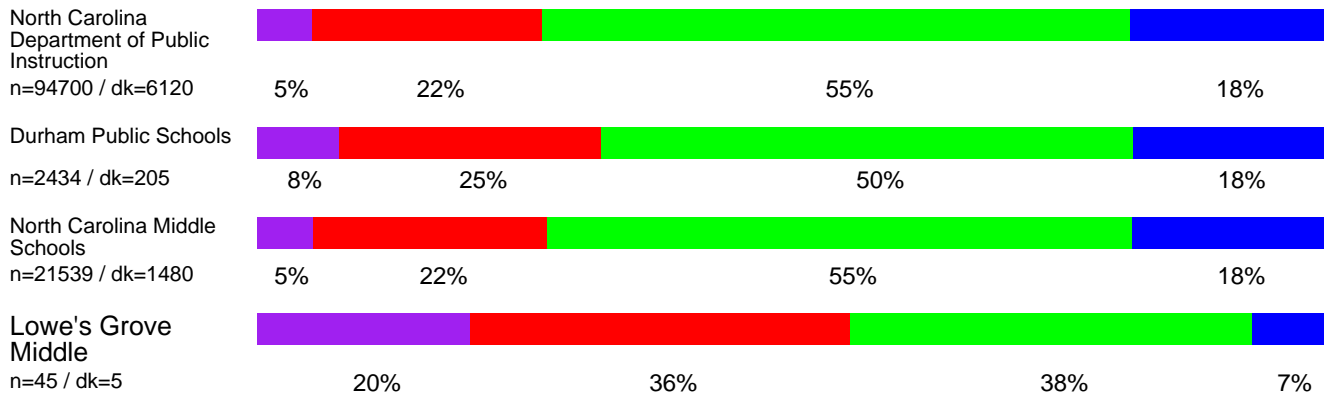


Community Support and Involvement

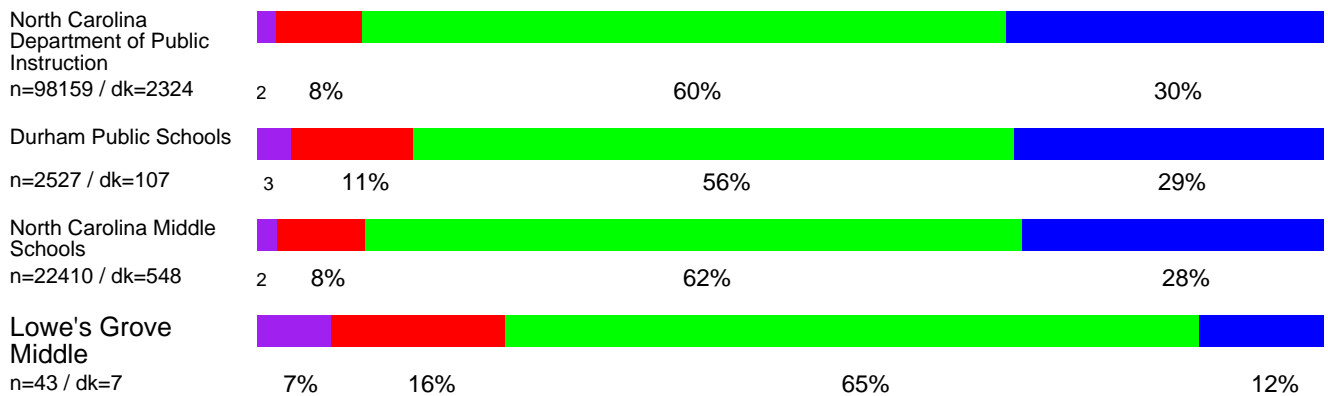
Q4.1 Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

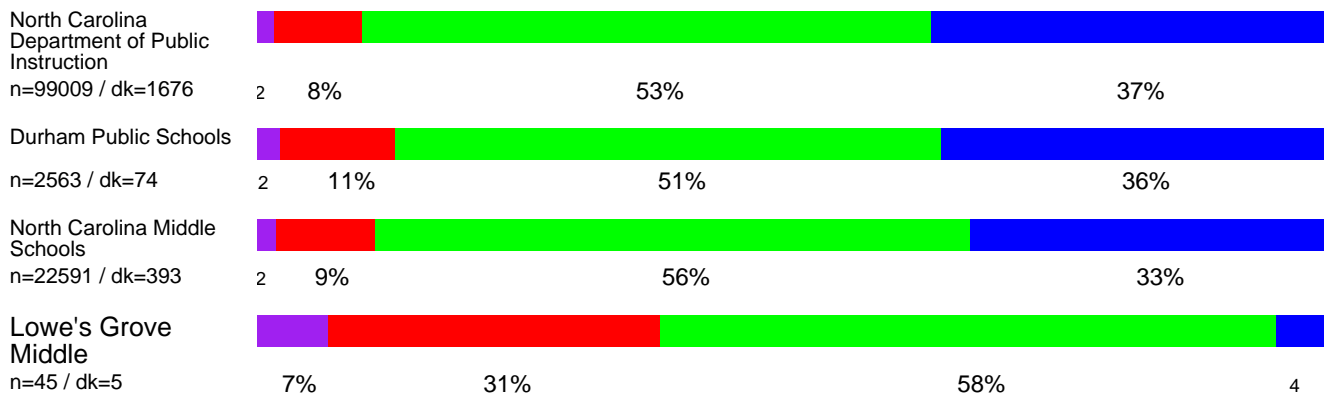
a. Parents/guardians are influential decision makers in this school.



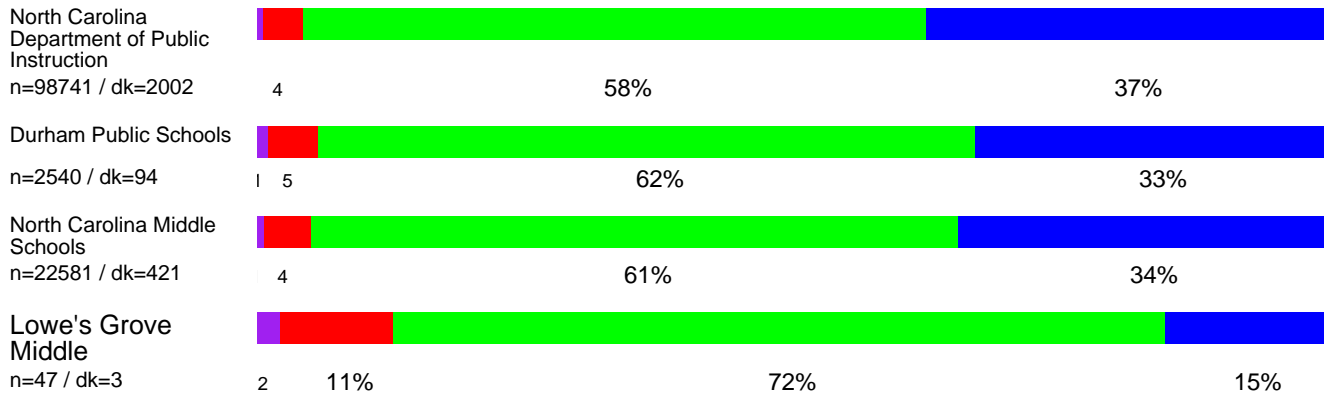
b. This school maintains clear, two-way communication with the community.



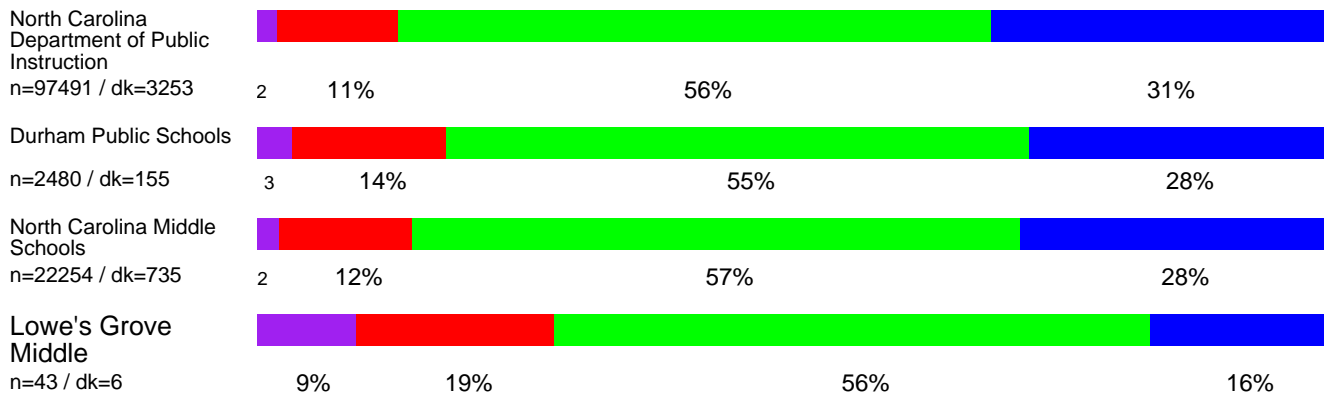
c. This school does a good job of encouraging parent/guardian involvement.



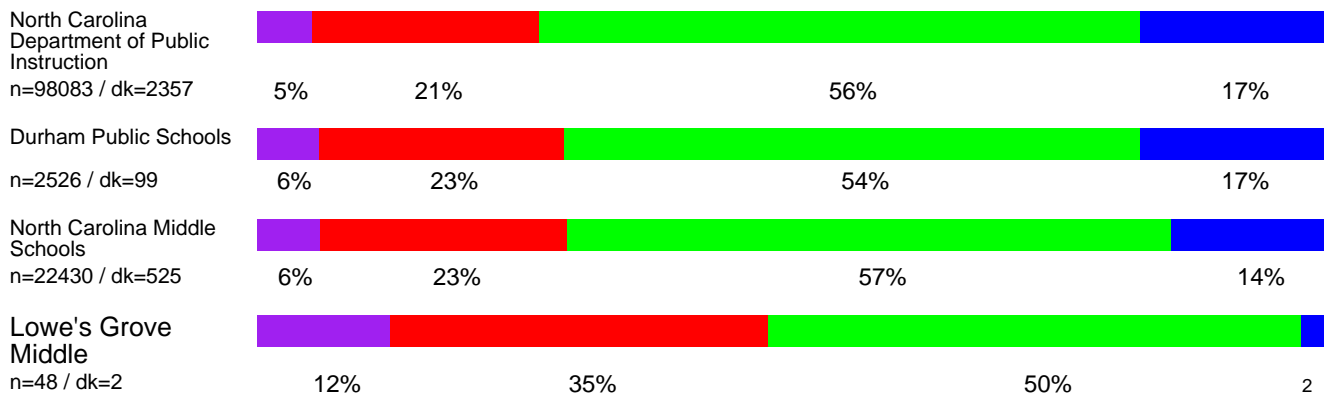
d. Teachers provide parents/guardians with useful information about student learning.



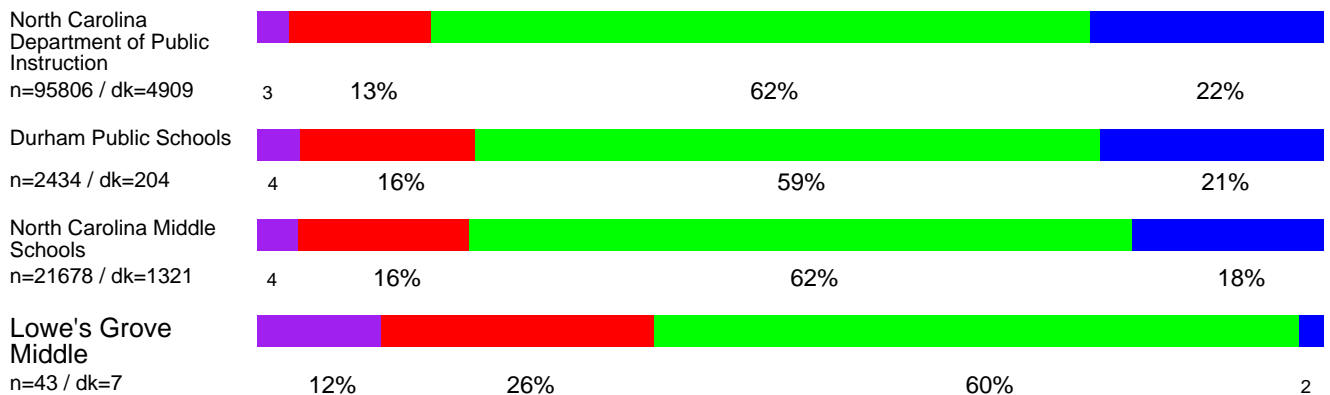
e. Parents/guardians know what is going on in this school.



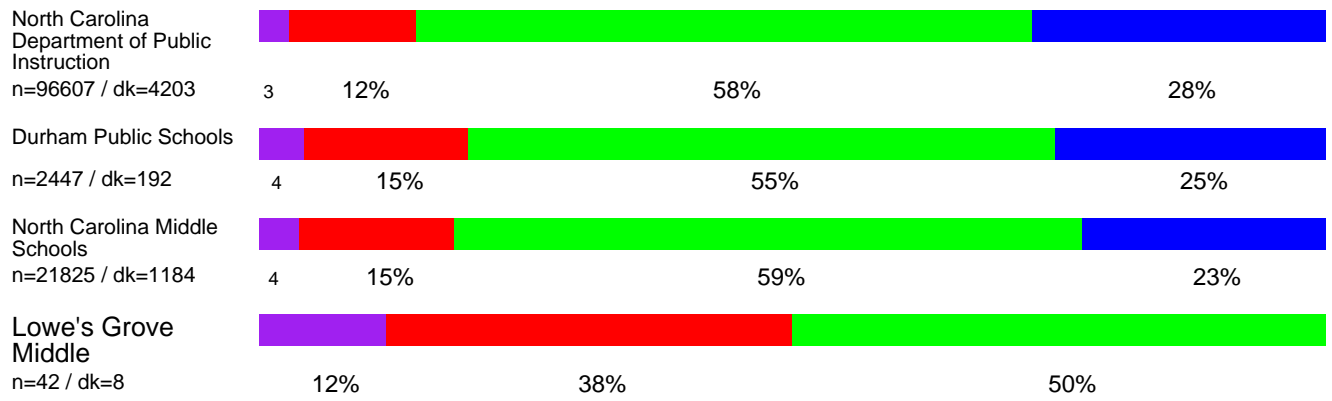
f. Parents/guardians support teachers, contributing to their success with students.



g. Community members support teachers, contributing to their success with students.



h. The community we serve is supportive of this school.

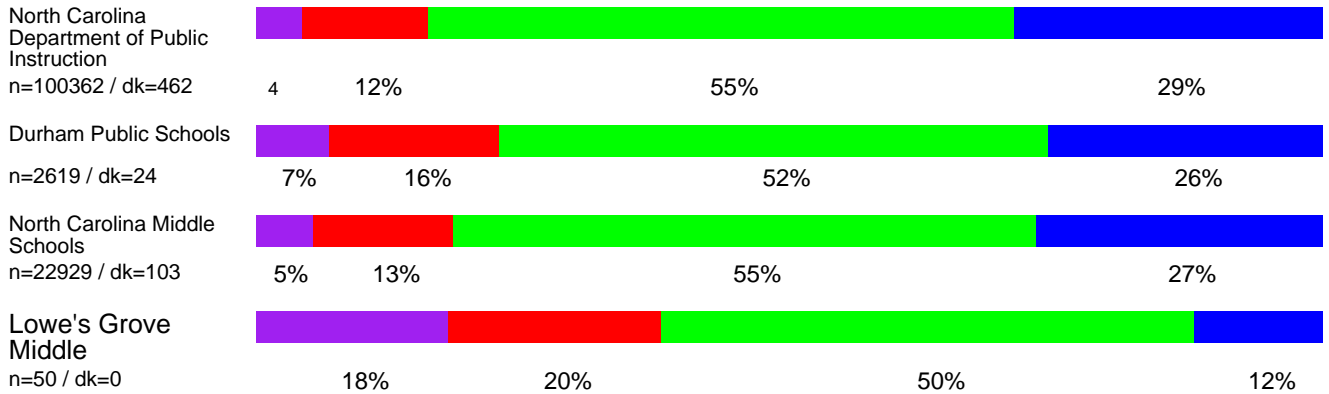


Managing Student Conduct

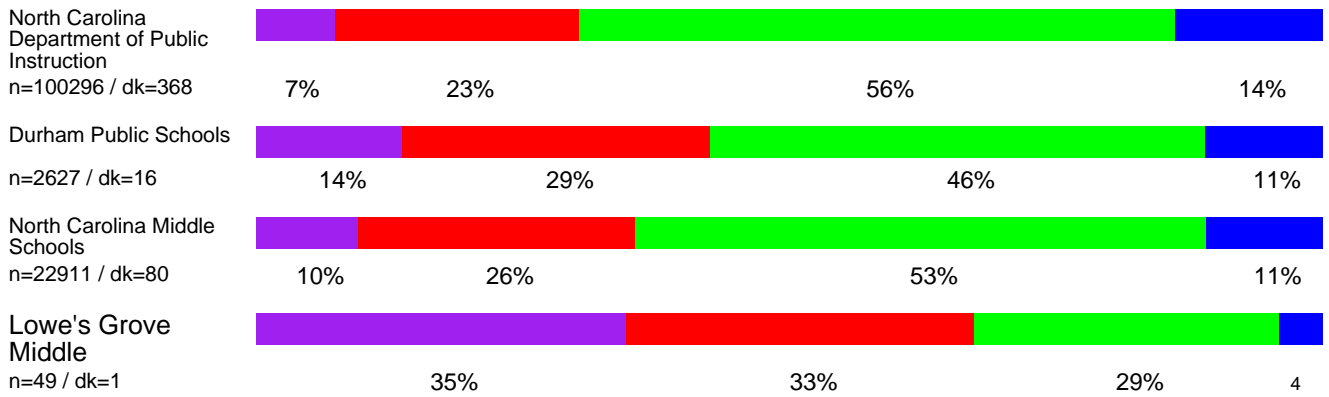
Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

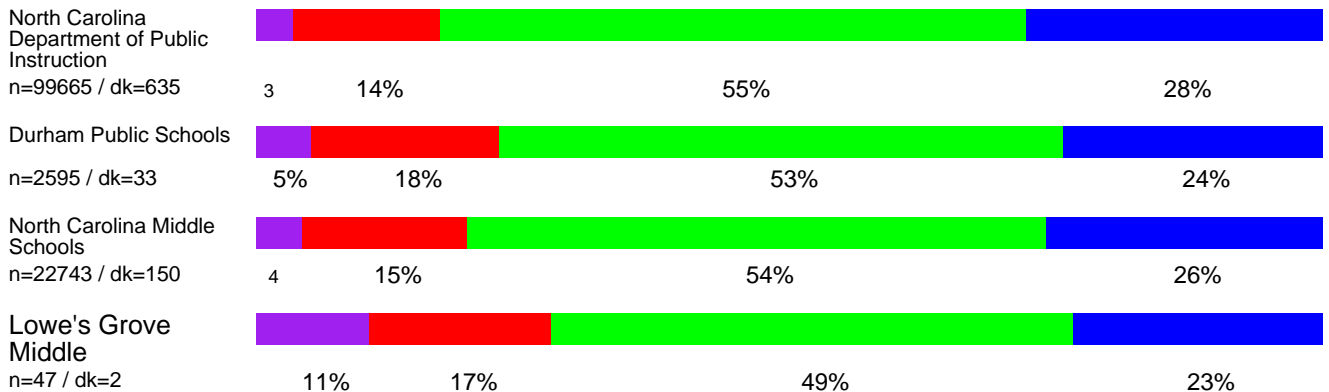
a. Students at this school understand expectations for their conduct.



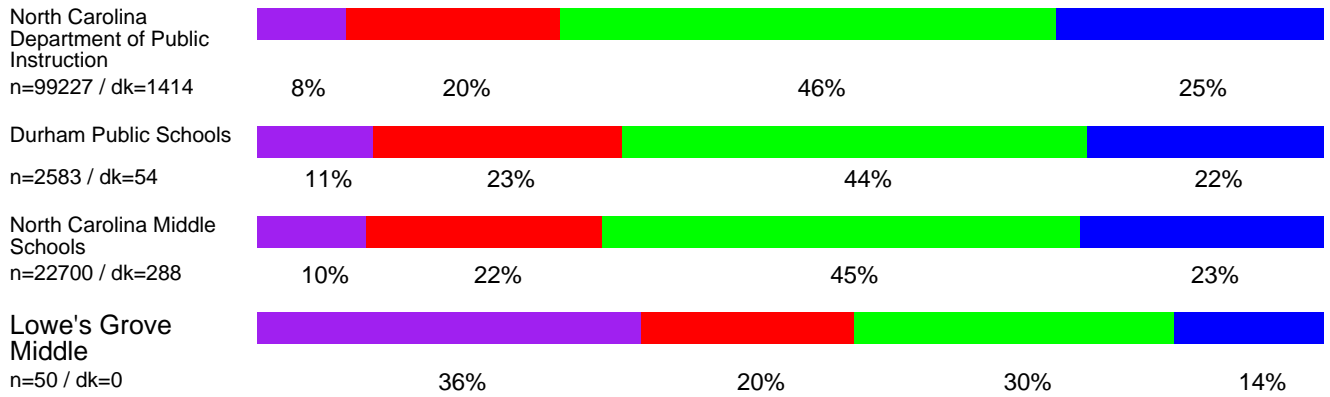
b. Students at this school follow rules of conduct.



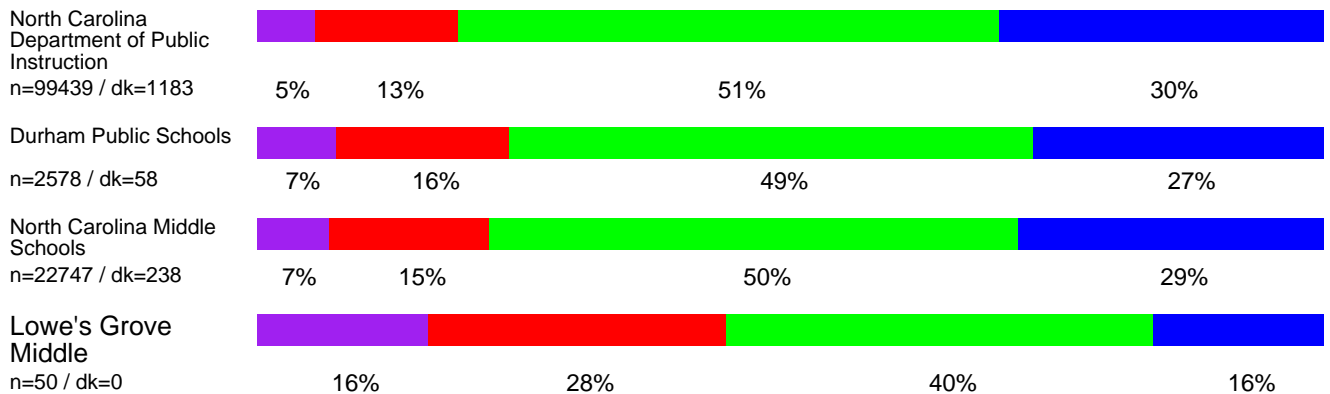
c. Policies and procedures about student conduct are clearly understood by the faculty.



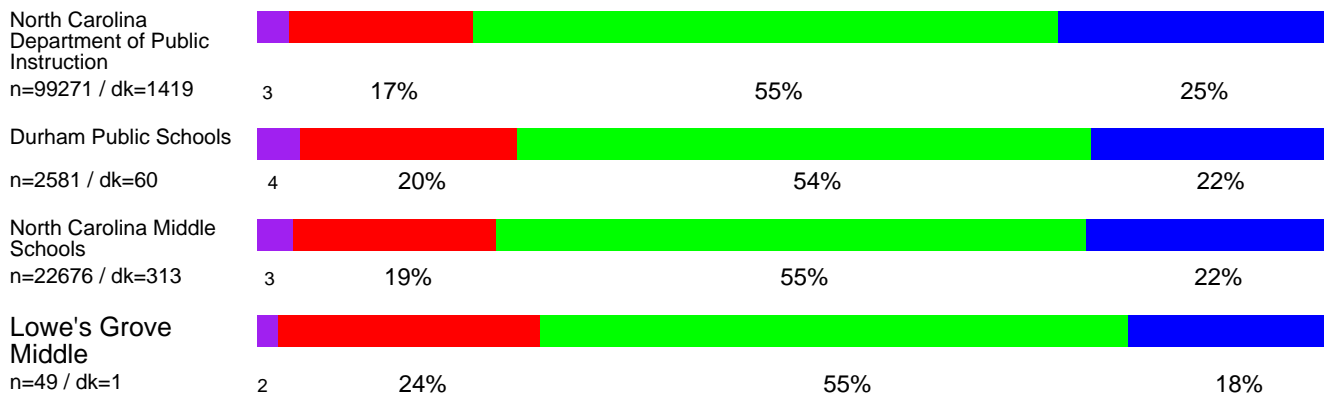
d. School administrators consistently enforce rules for student conduct.



e. School administrators support teachers' efforts to maintain discipline in the classroom.



f. Teachers consistently enforce rules for student conduct.



g. The faculty work in a school environment that is safe.

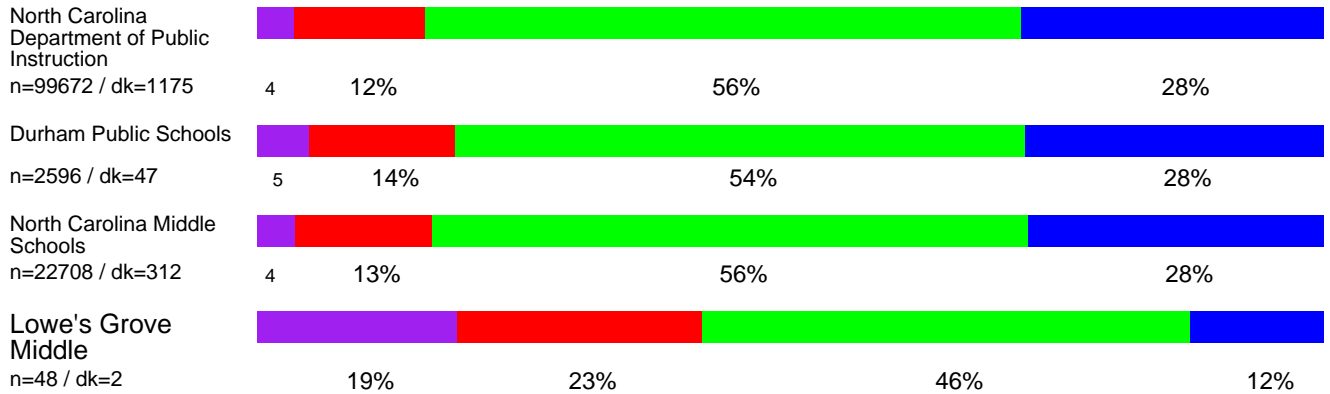


Teacher Leadership

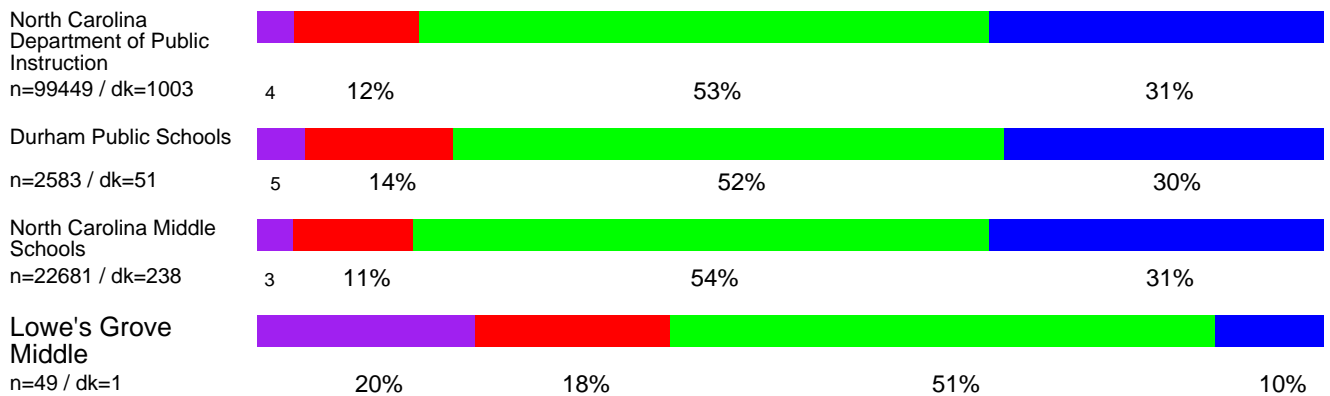
Q6.1 Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

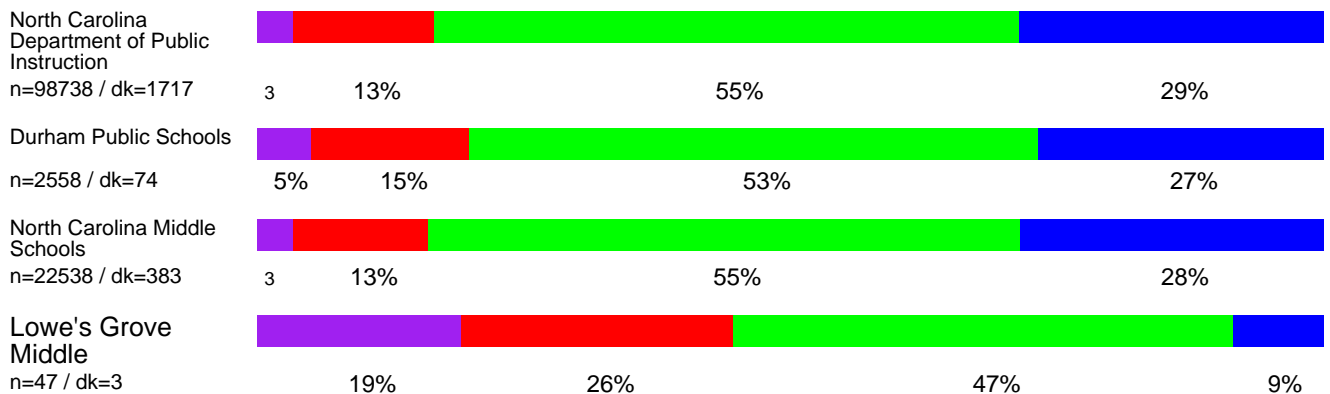
a. Teachers are recognized as educational experts.



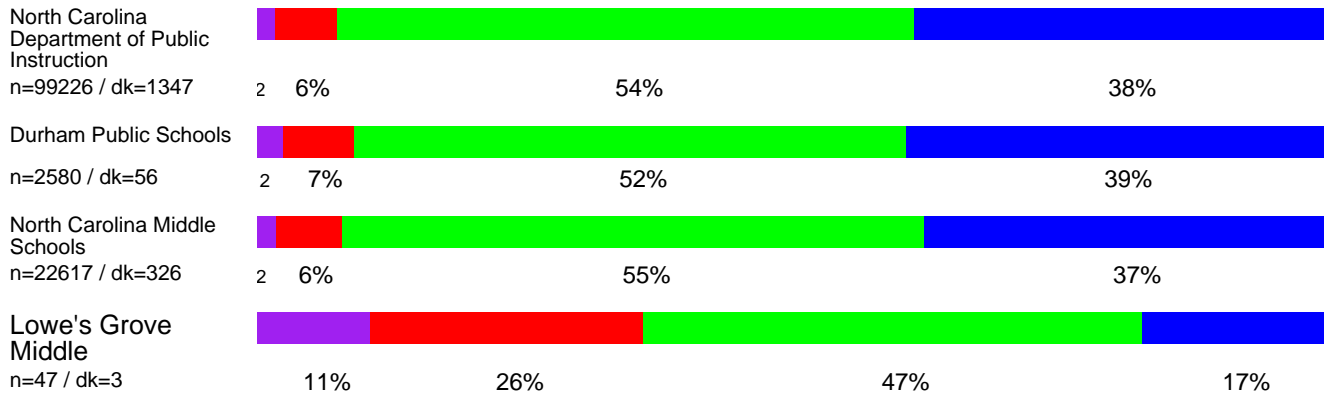
b. Teachers are trusted to make sound professional decisions about instruction.



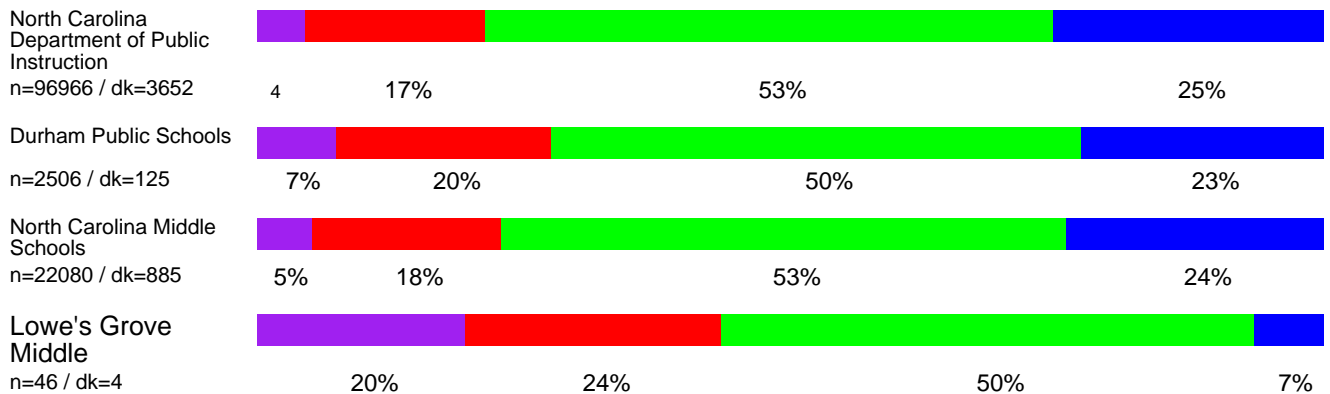
c. Teachers are relied upon to make decisions about educational issues.



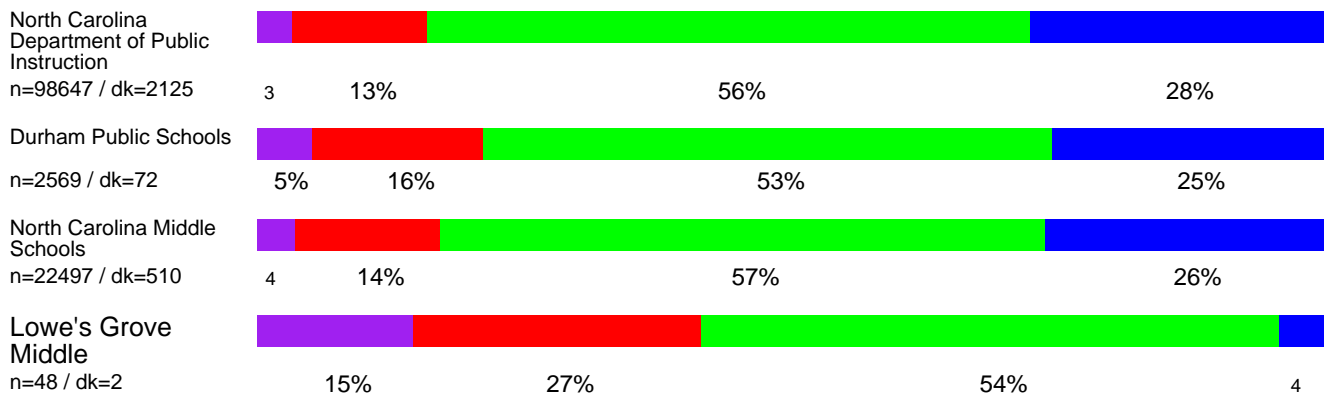
d. Teachers are encouraged to participate in school leadership roles.



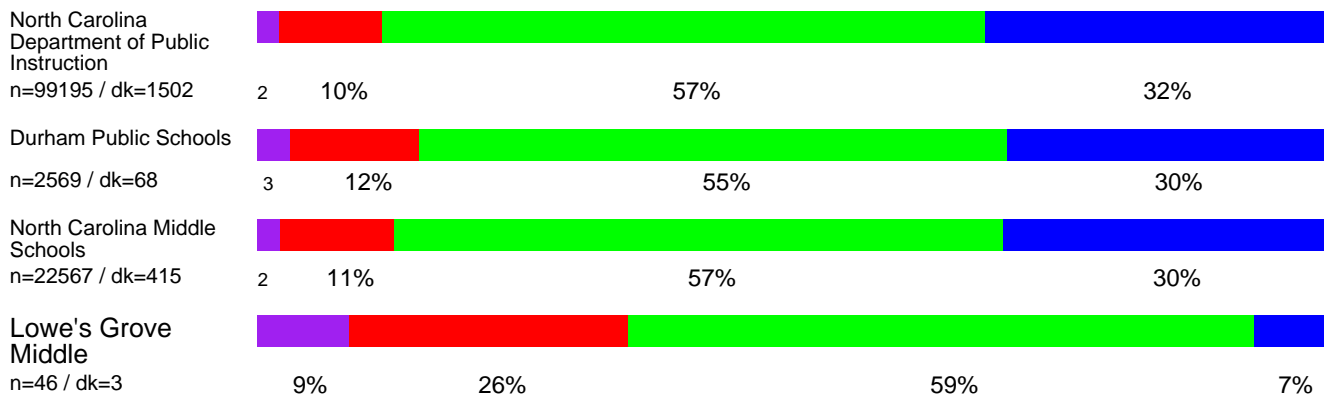
e. The faculty has an effective process for making group decisions to solve problems.



f. In this school we take steps to solve problems.



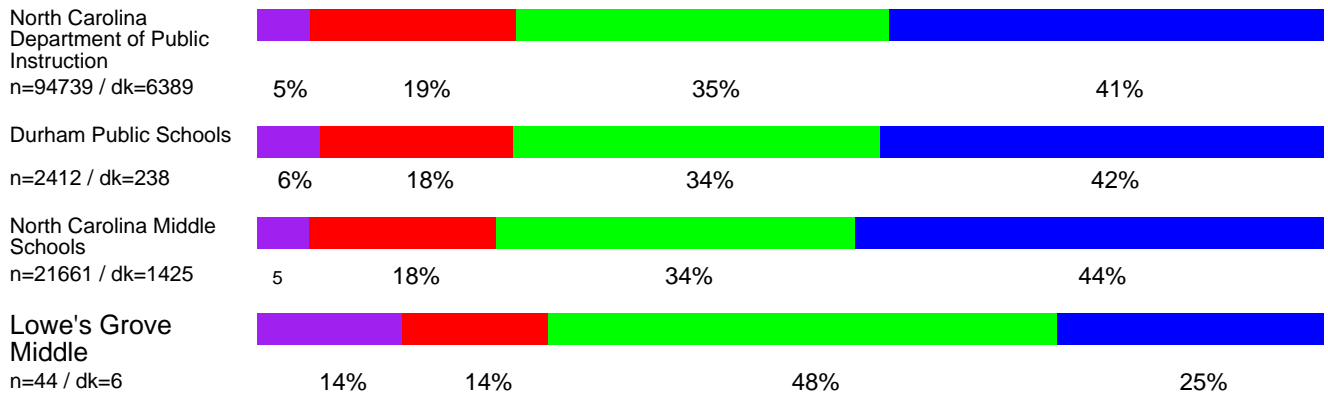
g. Teachers are effective leaders in this school.



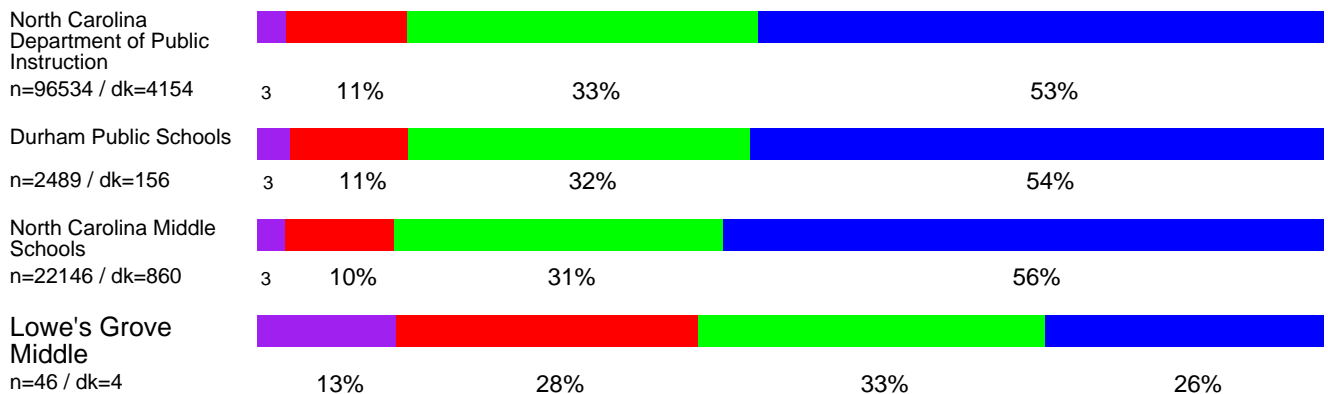
Q6.2 Please indicate the role teachers have in each of the following areas in your school.

■ No role at all
 ■ Small role
 ■ Moderate role
 ■ Large role

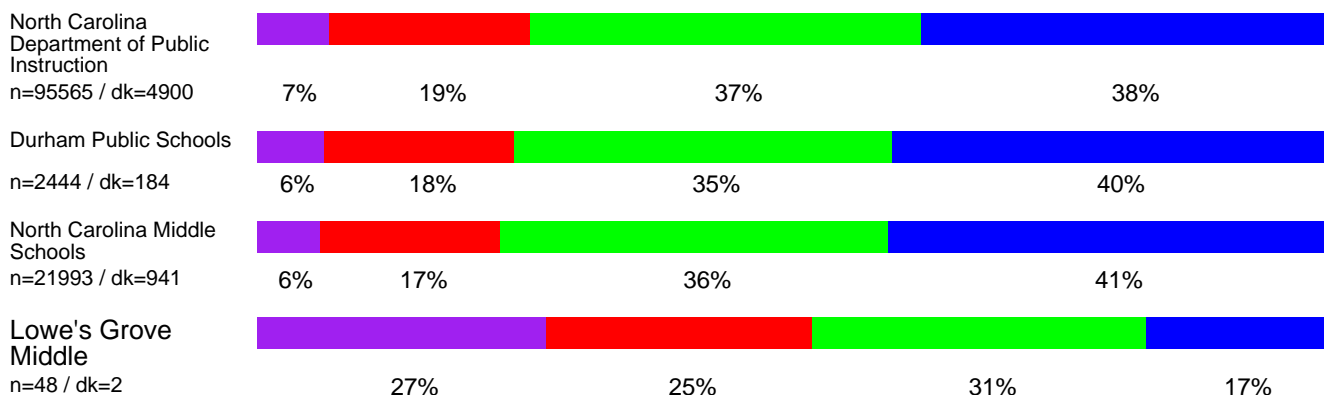
a. Selecting instructional materials and resources



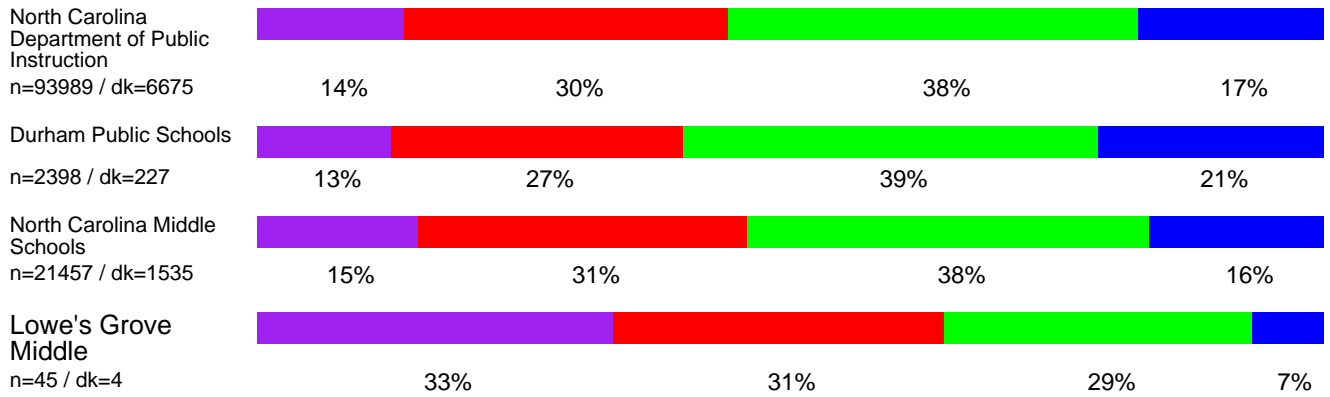
b. Devising teaching techniques



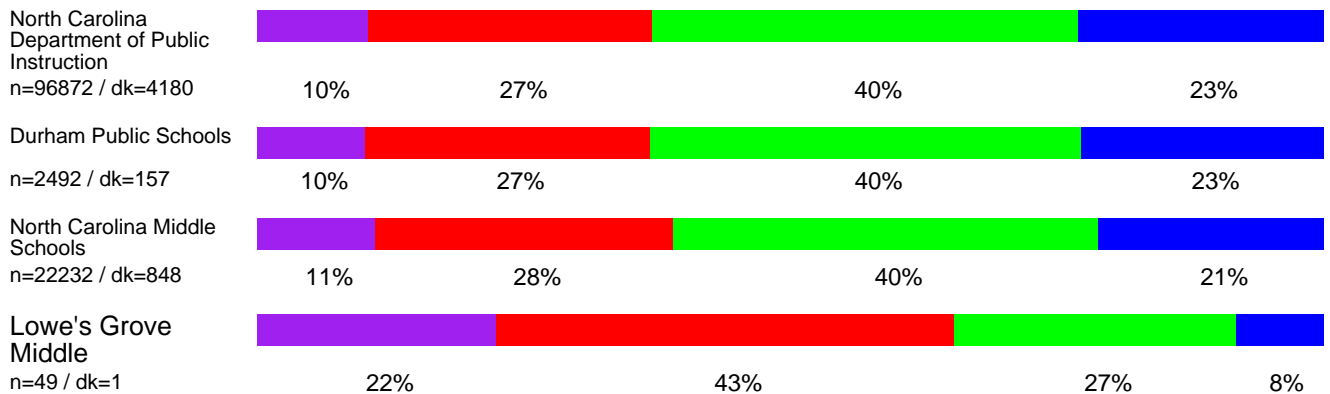
c. Setting grading and student assessment practices



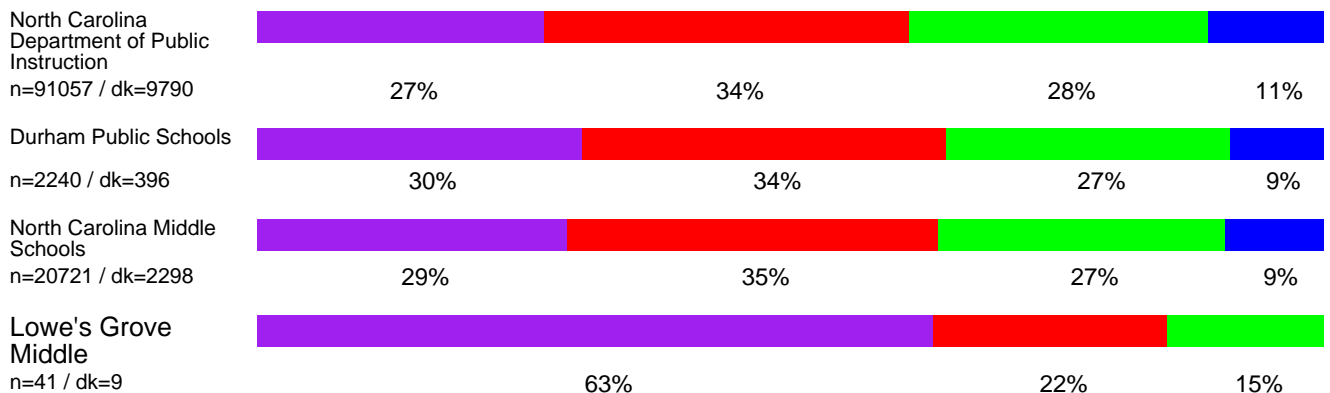
d. Determining the content of in-service professional development programs



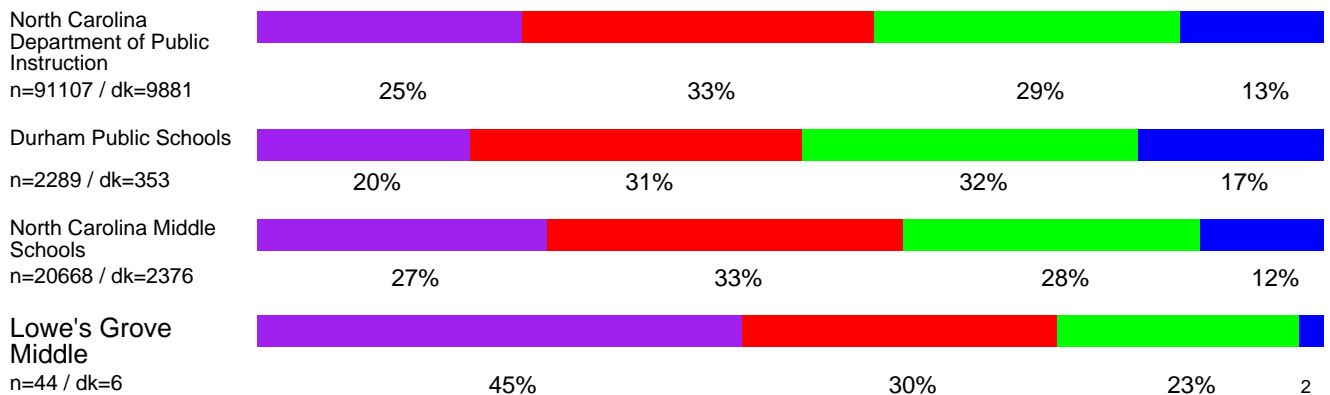
e. Establishing student discipline procedures



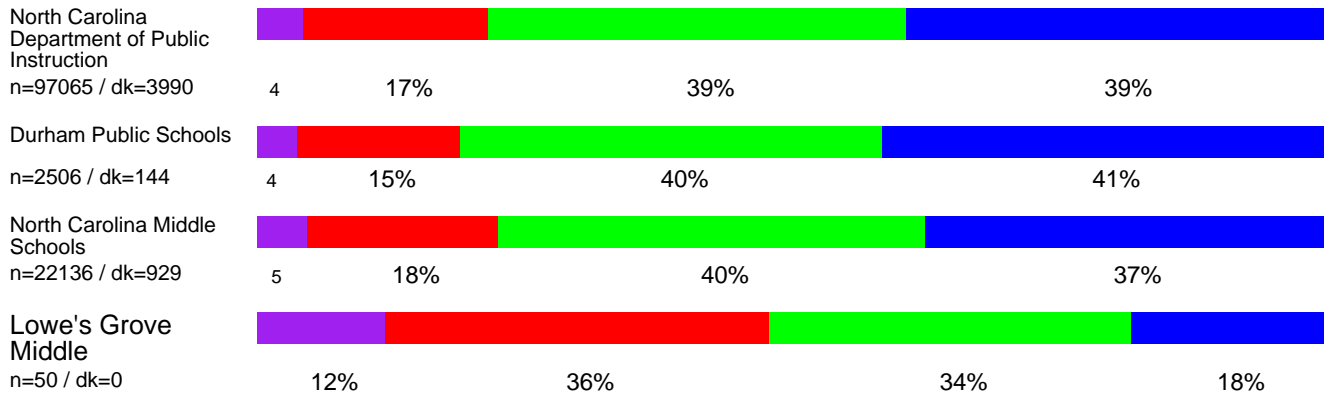
f. Providing input on how the school budget will be spent



g. The selection of teachers new to this school

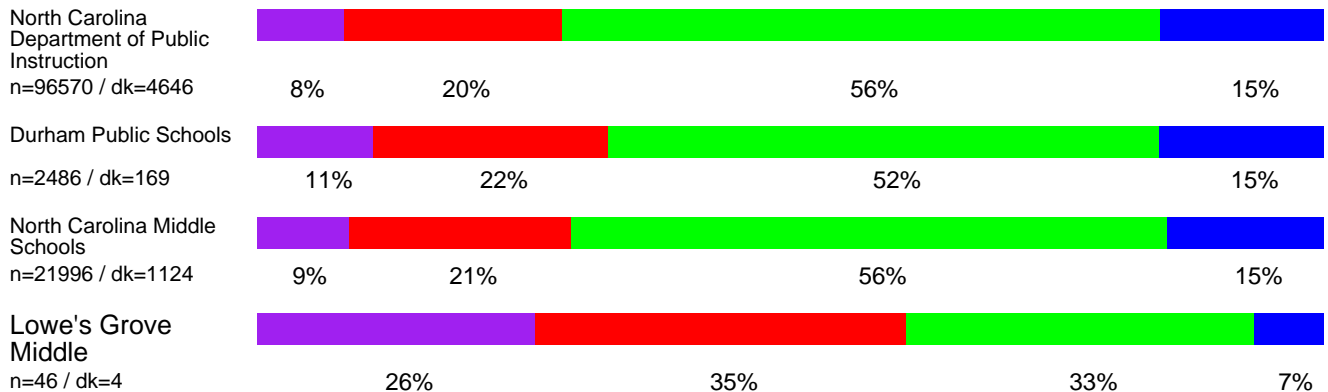


h. School improvement planning



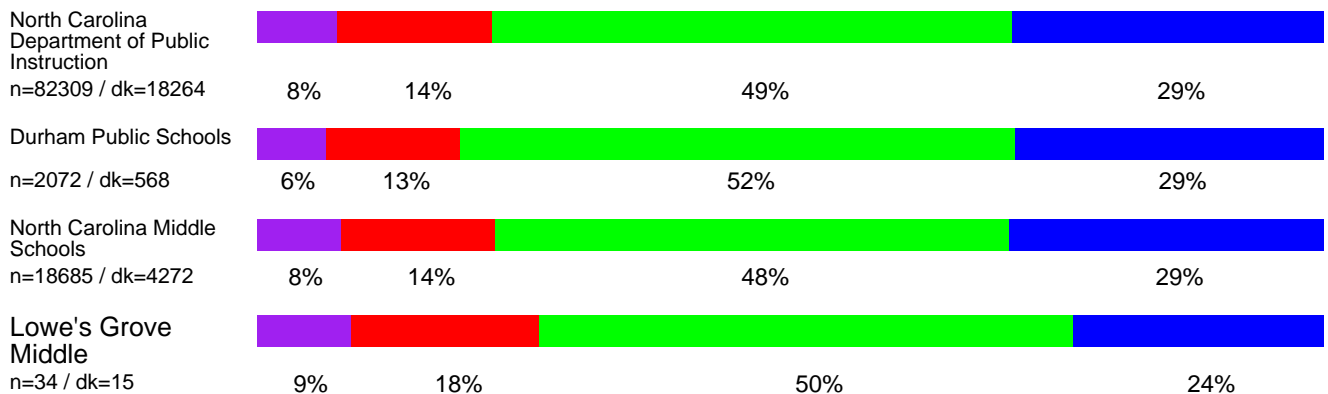
Q6.5 Teachers have an appropriate level of influence on decision making in this school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree



Q6.6 Members of the school improvement team are elected.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

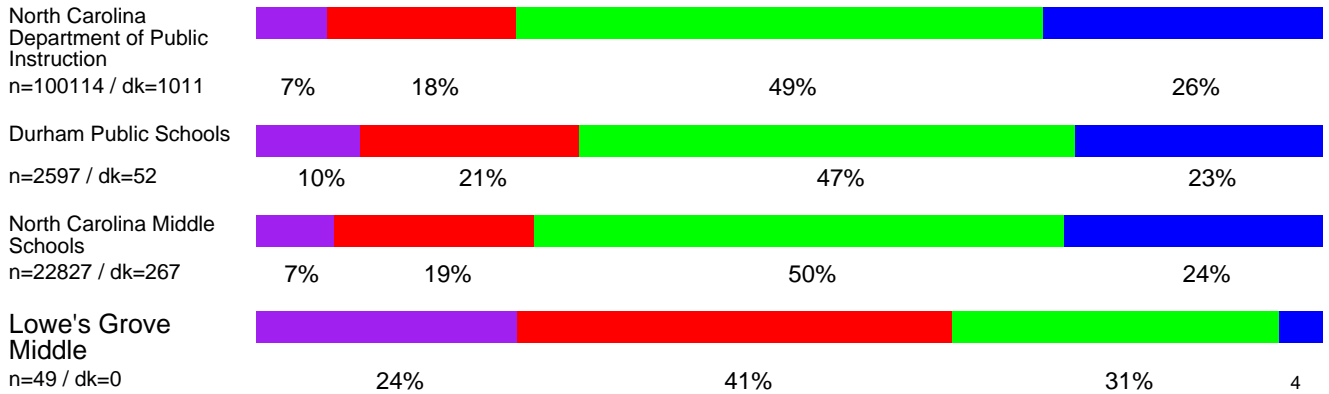


School Leadership

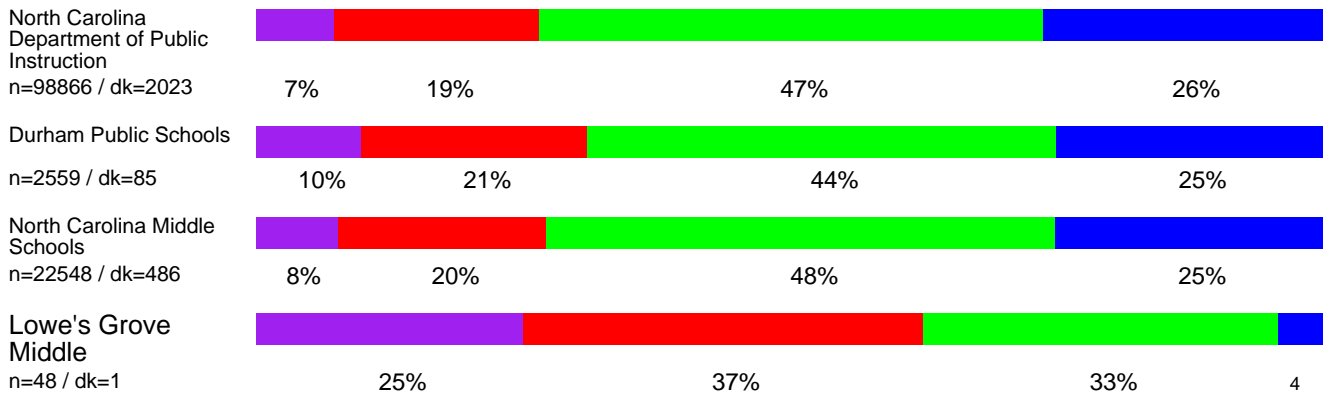
Q7.1 Please rate how strongly you agree or disagree with statements about leadership in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

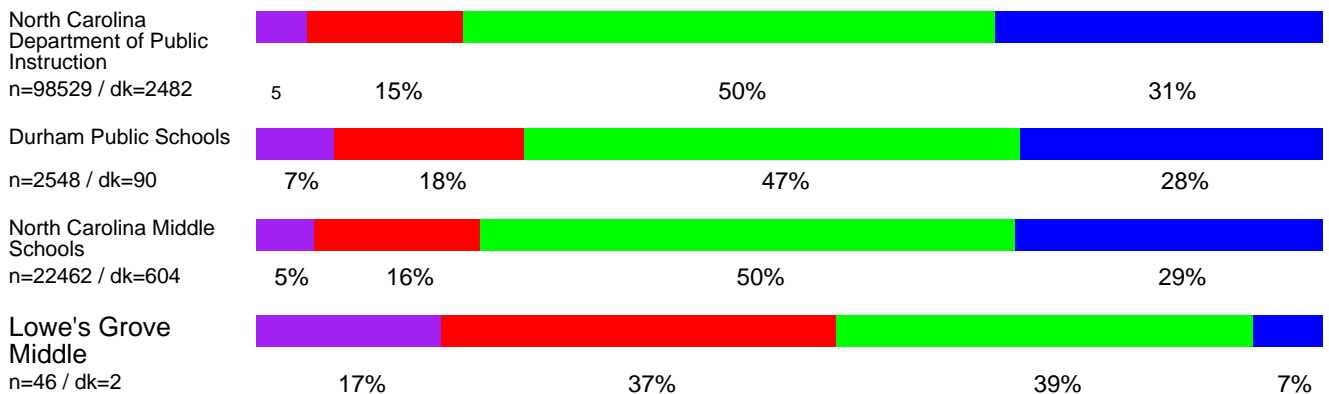
a. There is an atmosphere of trust and mutual respect in this school.



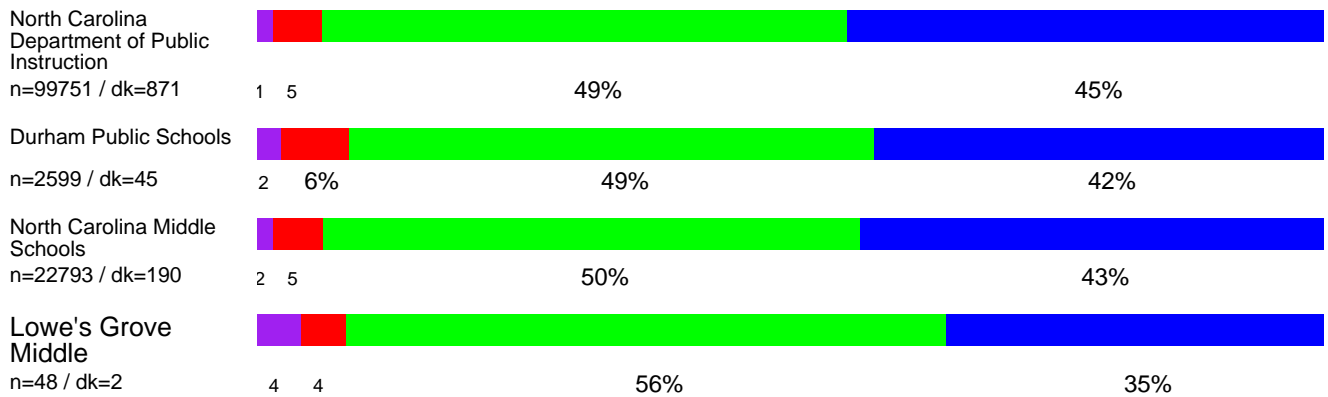
b. Teachers feel comfortable raising issues and concerns that are important to them.



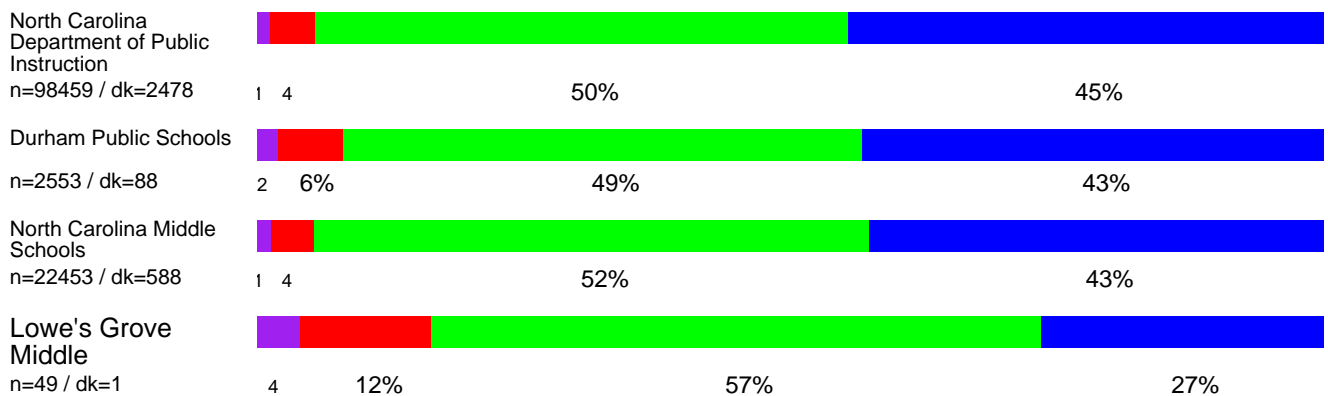
c. The school leadership consistently supports teachers.



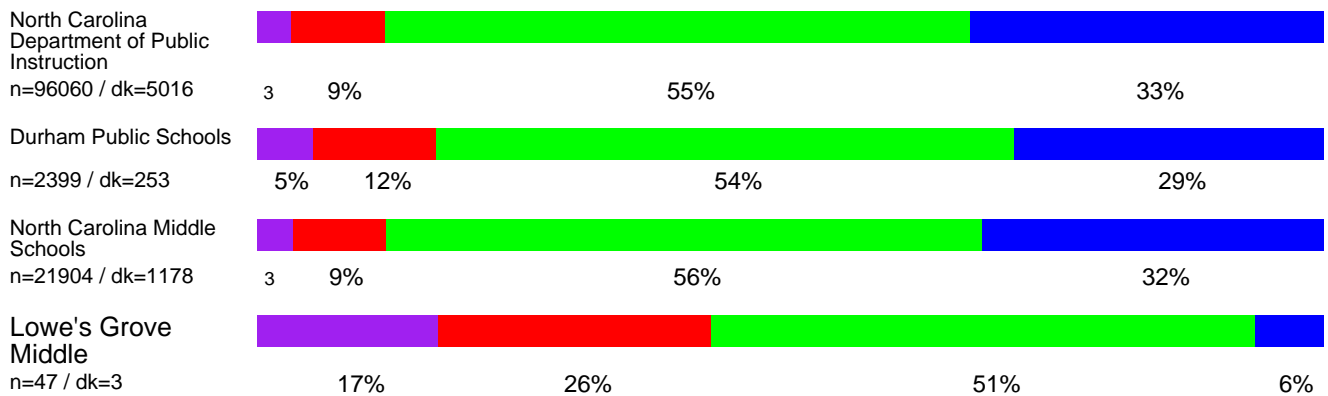
d. Teachers are held to high professional standards for delivering instruction.



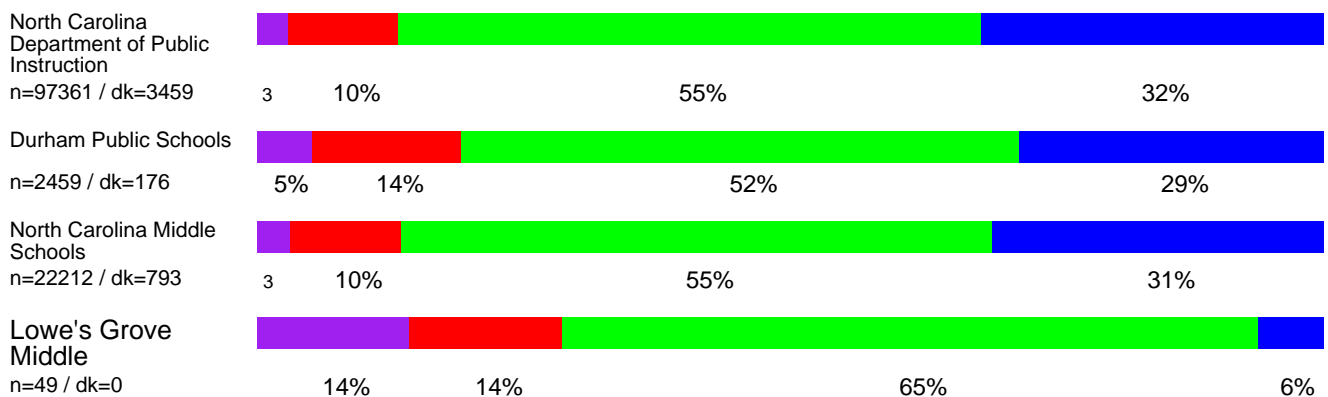
e. The school leadership facilitates using data to improve student learning.



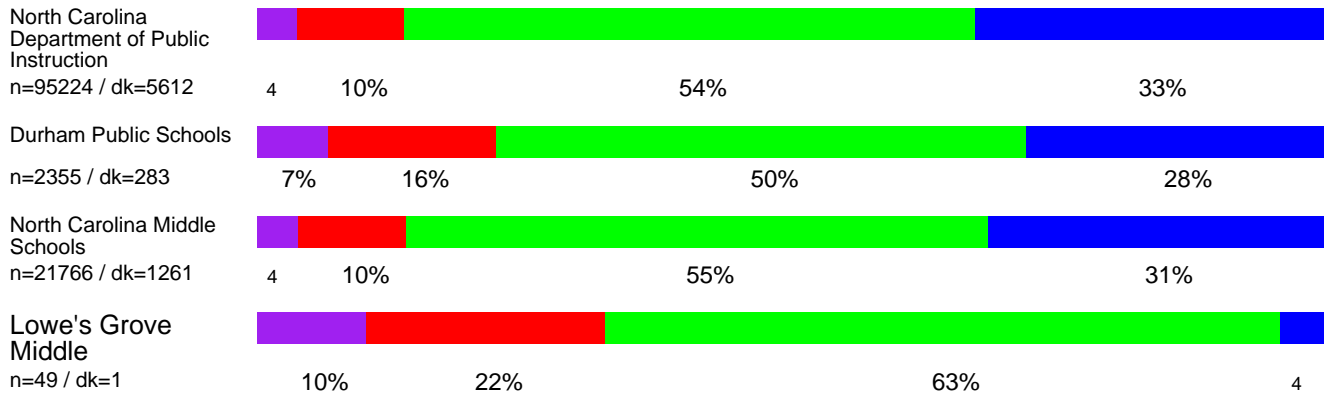
f. Teacher performance is assessed objectively.



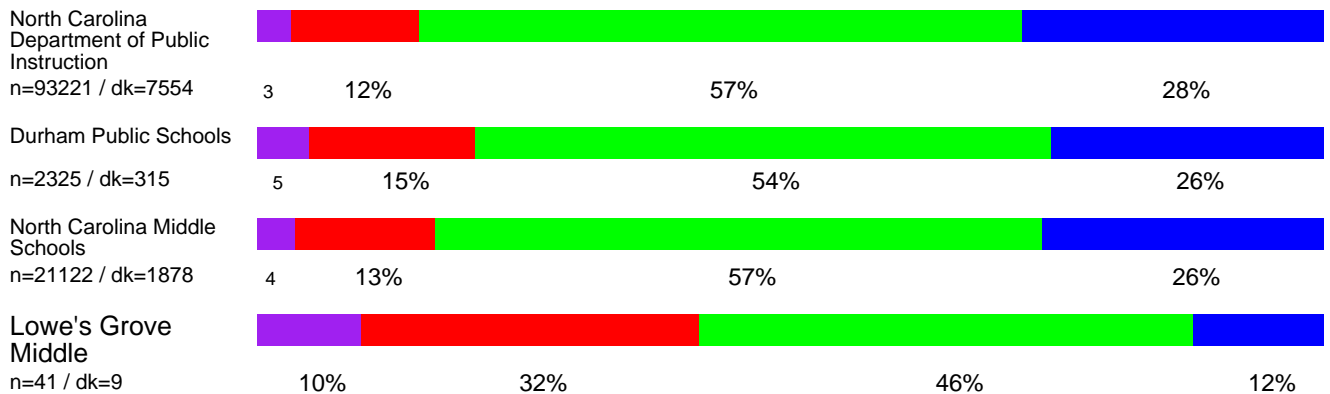
g. Teachers receive feedback that can help them improve teaching.



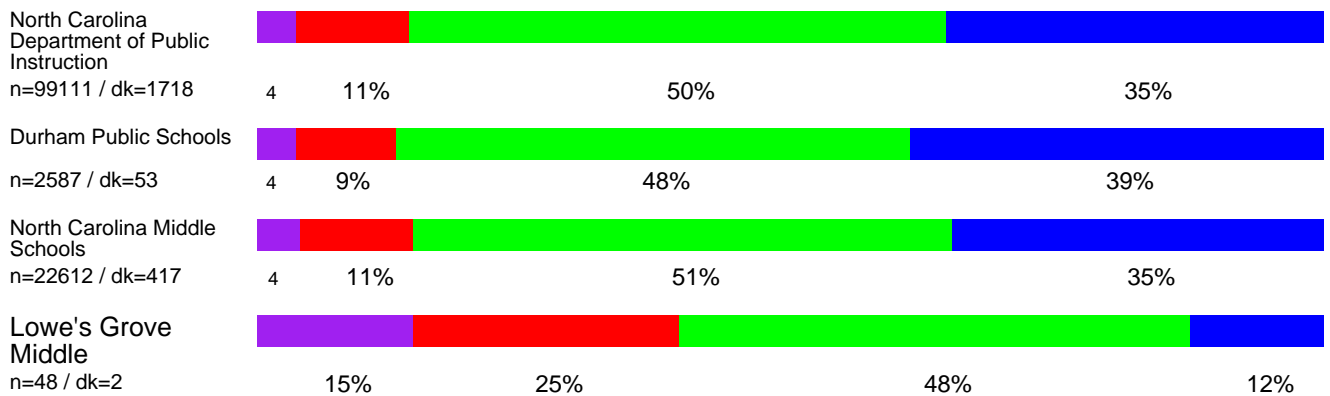
h. The procedures for teacher evaluation are consistent.



i. The school improvement team provides effective leadership at this school.



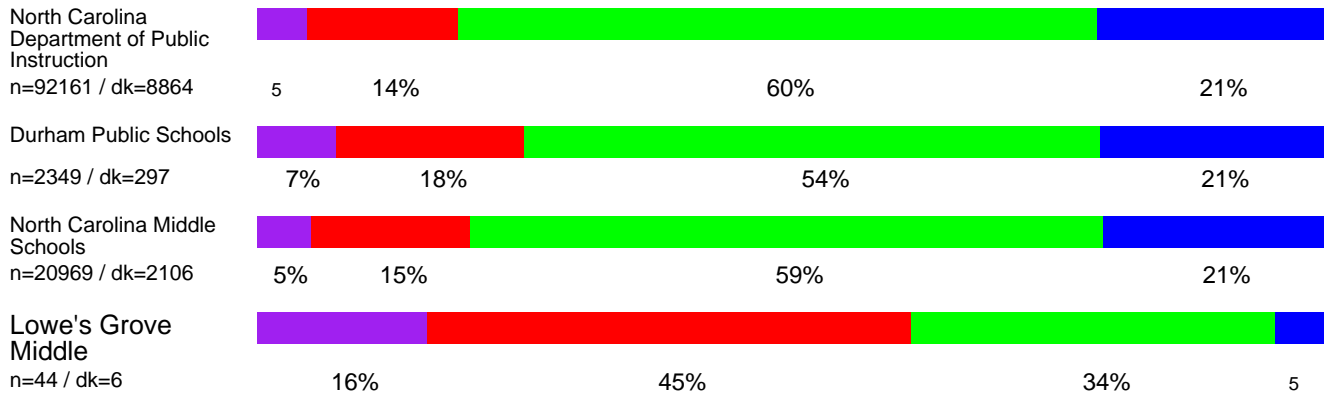
j. The faculty are recognized for accomplishments.



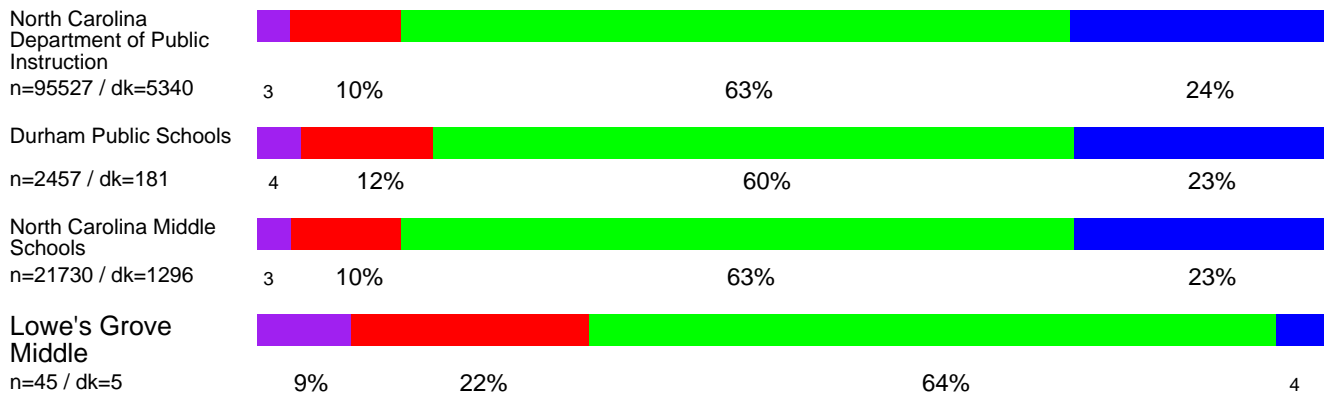
Q7.3 The school leadership makes a sustained effort to address teacher concerns about:



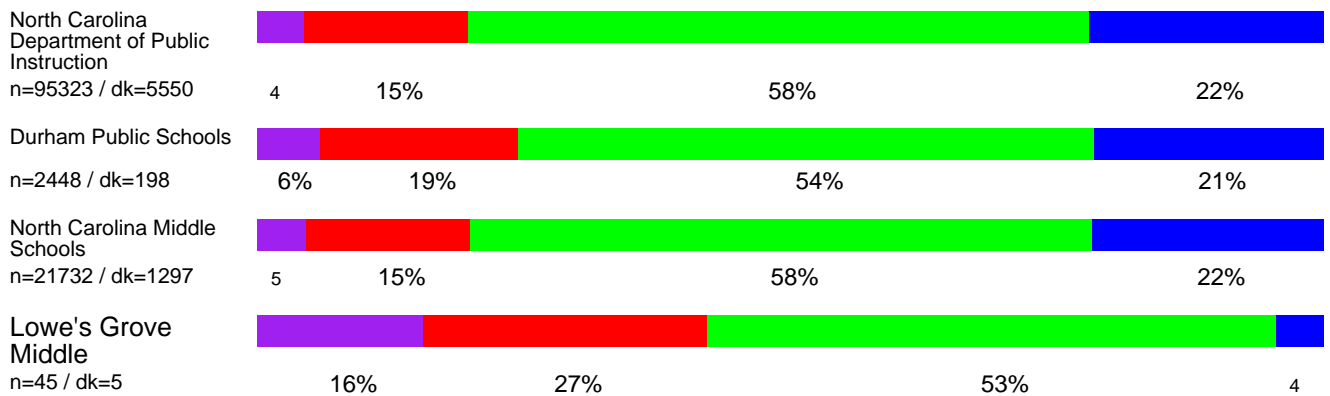
a. Leadership issues



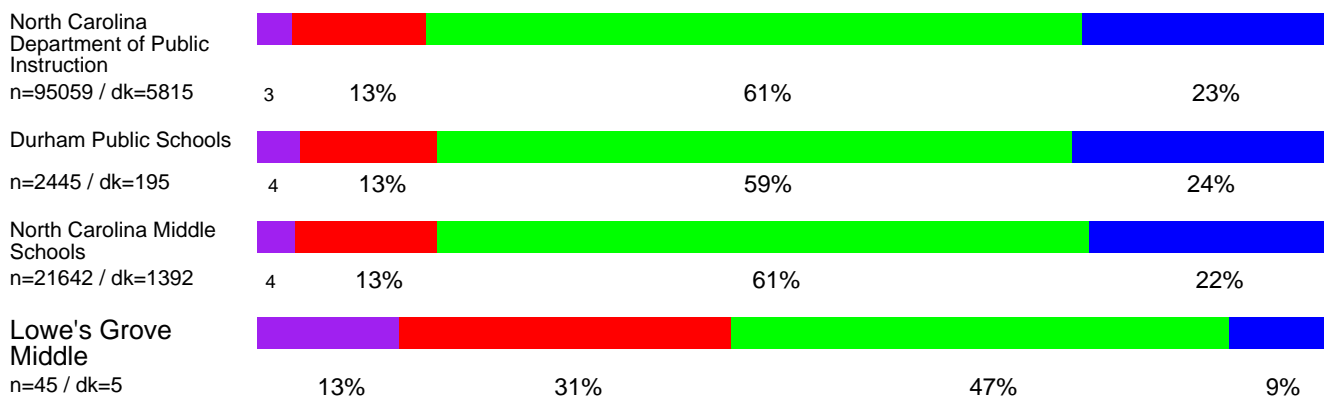
b. Facilities and resources



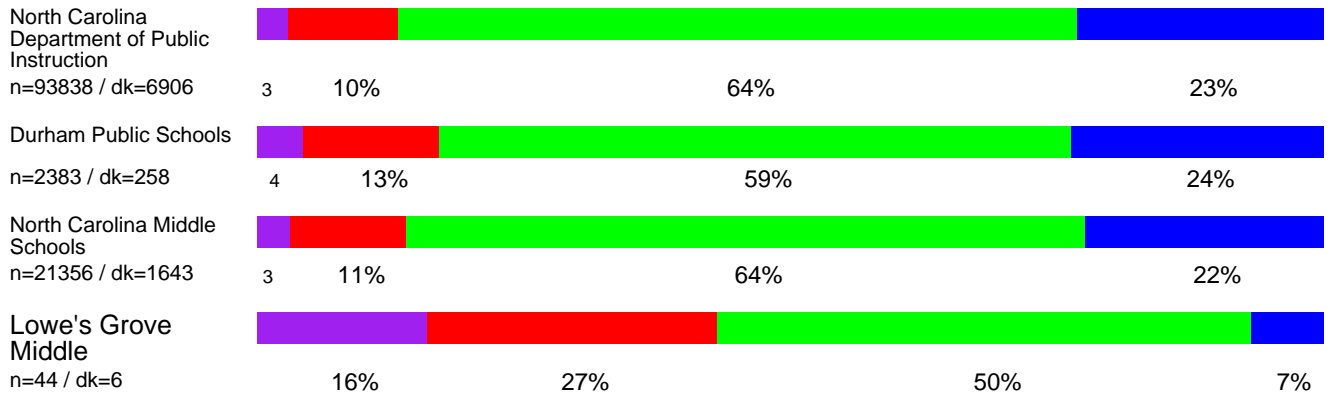
c. The use of time in my school



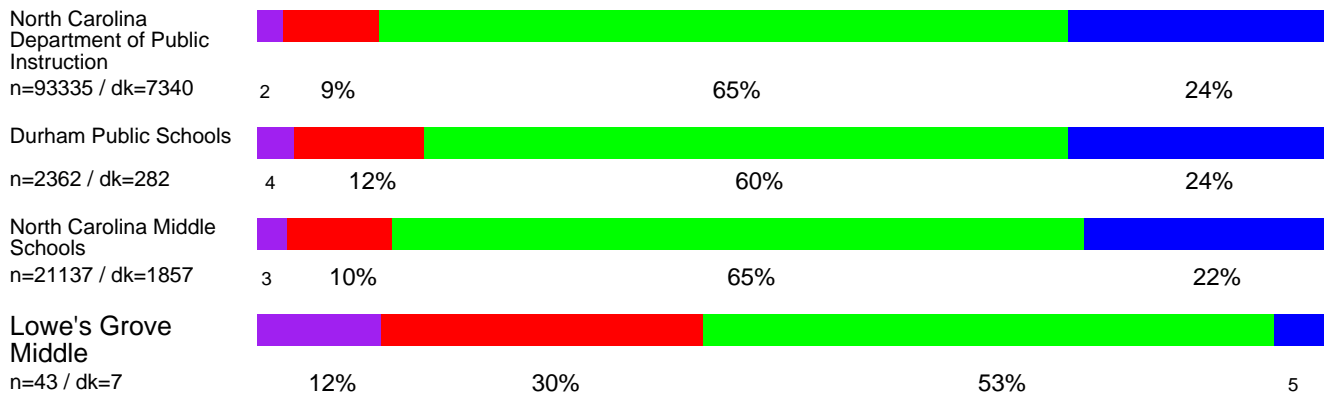
d. Professional development



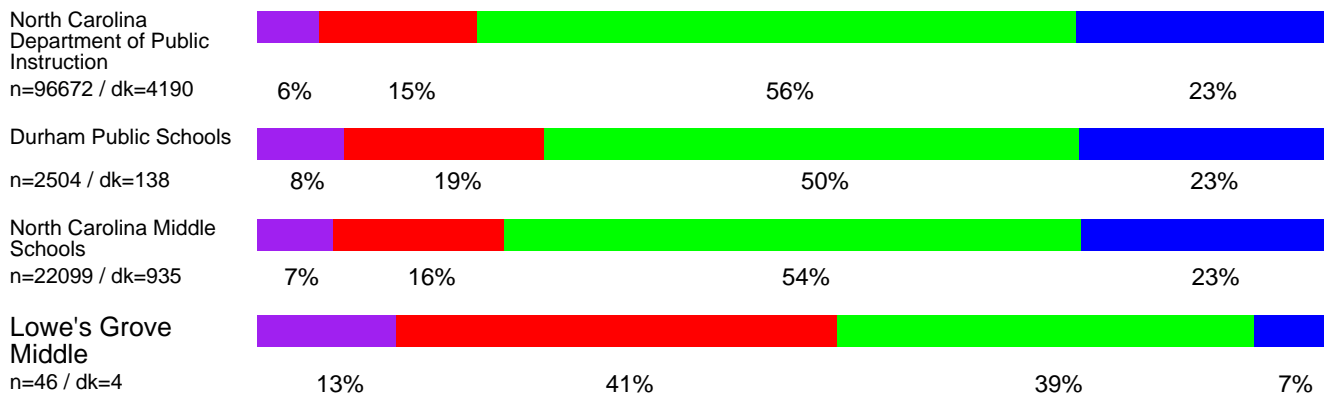
e. Teacher leadership



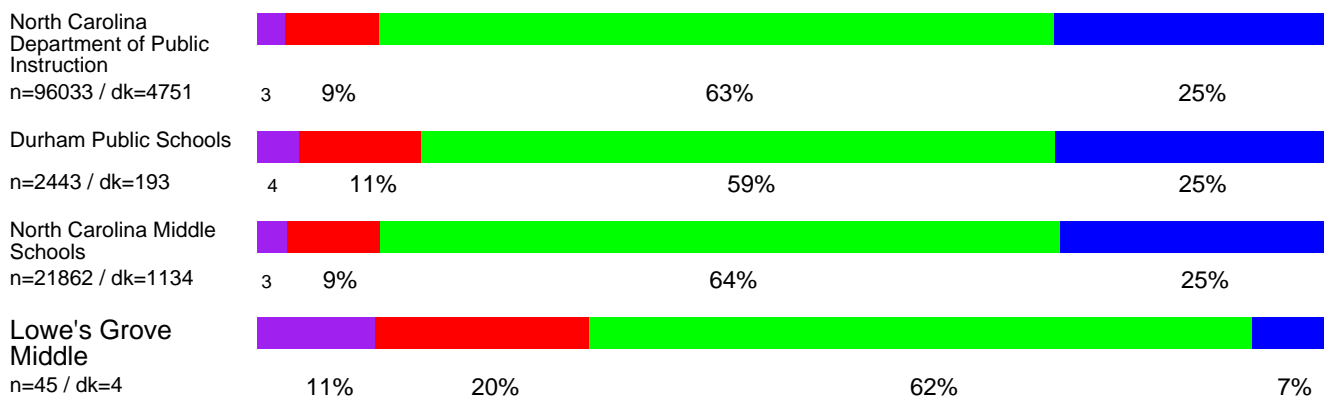
f. Community support and involvement



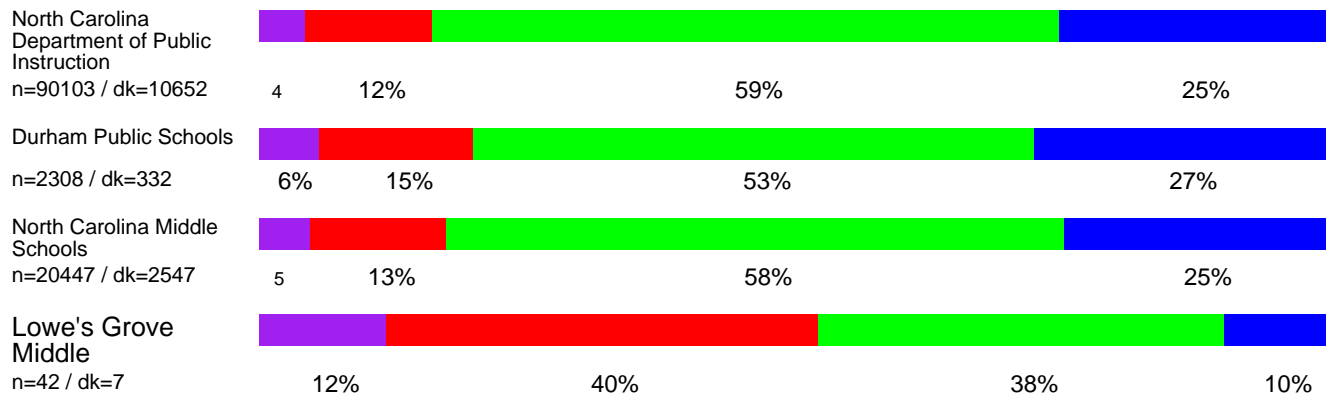
g. Managing student conduct



h. Instructional practices and support



i. New teacher support

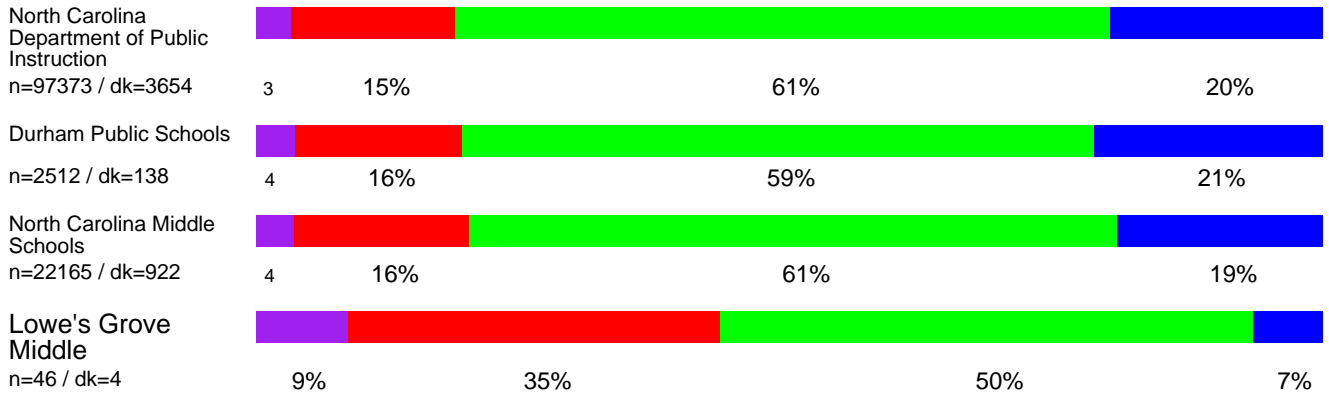


Professional Development

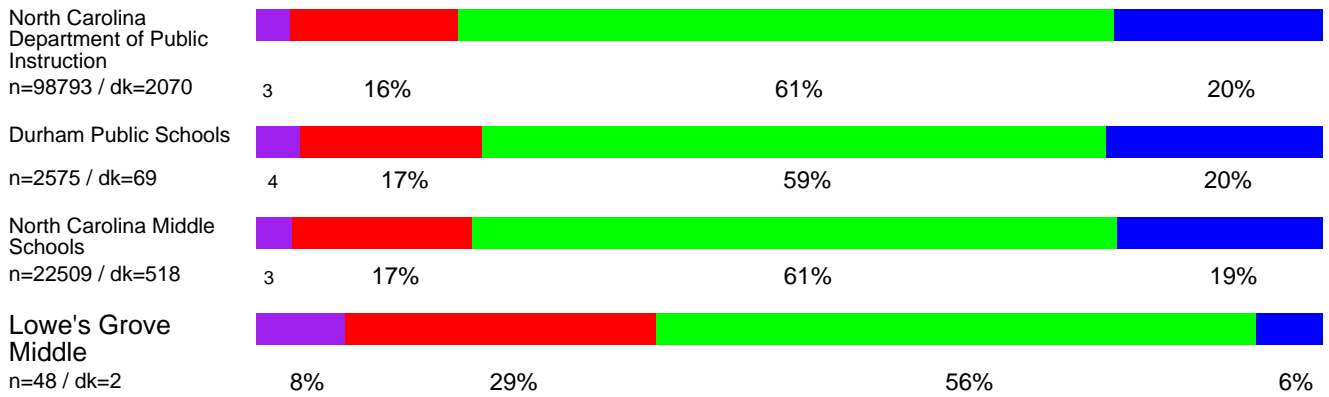
Q8.1 Please rate how strongly you agree or disagree with statements about professional development in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

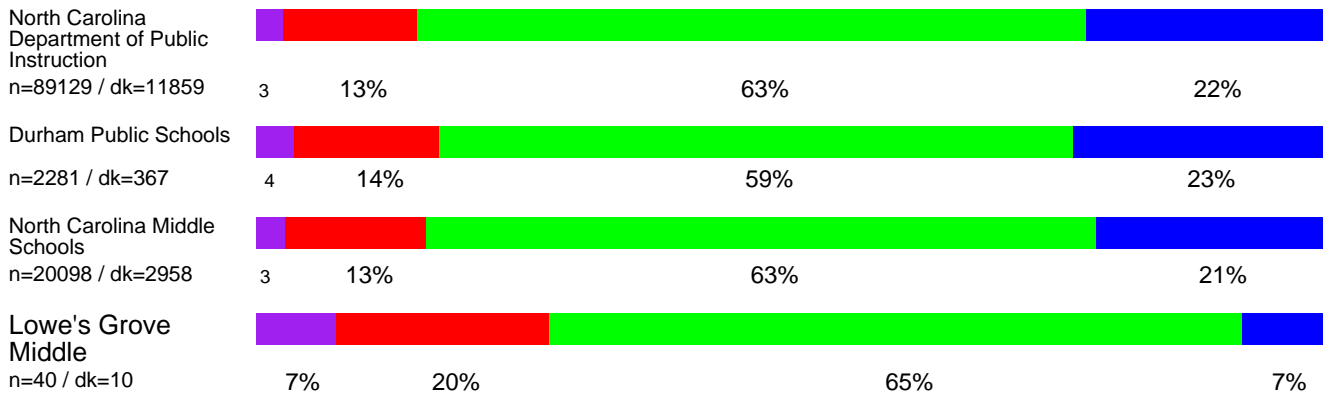
a. Sufficient resources are available for professional development in my school.



b. An appropriate amount of time is provided for professional development.



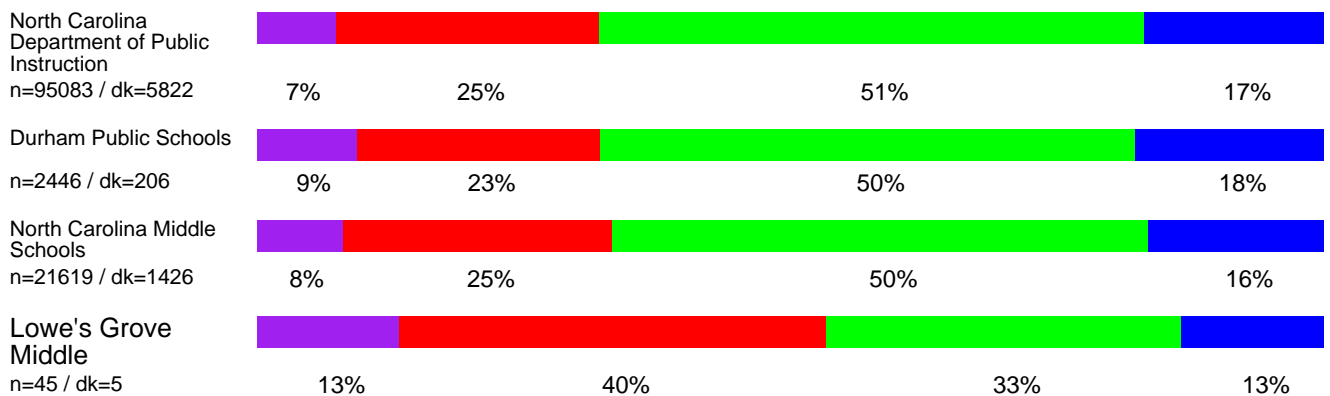
c. Professional development offerings are data driven.



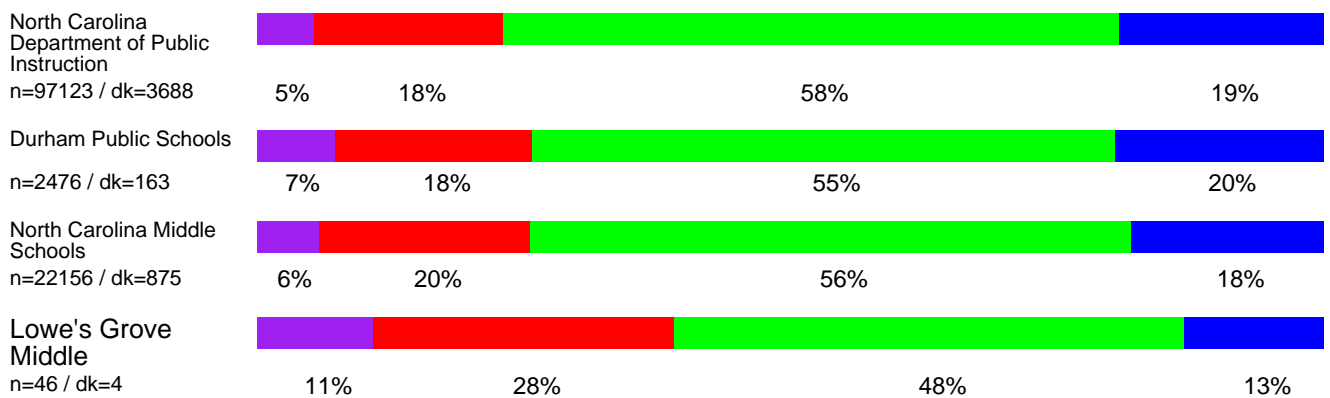
d. Professional learning opportunities are aligned with the school's improvement plan.



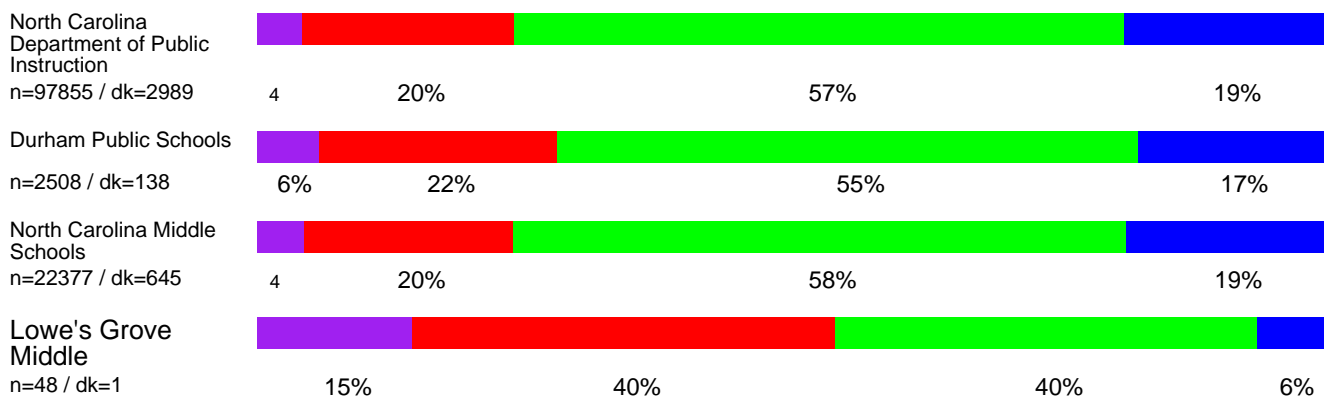
e. Professional development is differentiated to meet the individual needs of teachers.



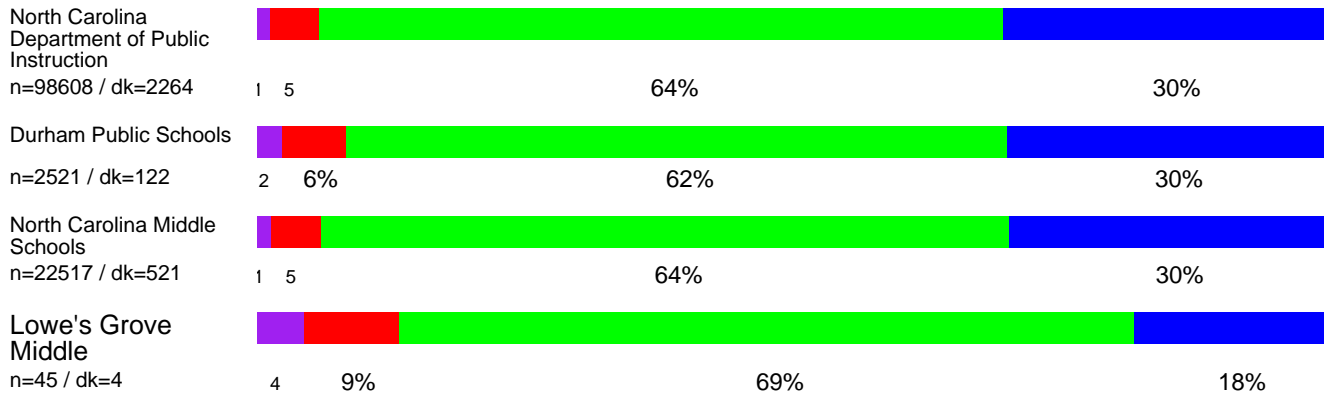
f. Professional development deepens teachers' content knowledge.



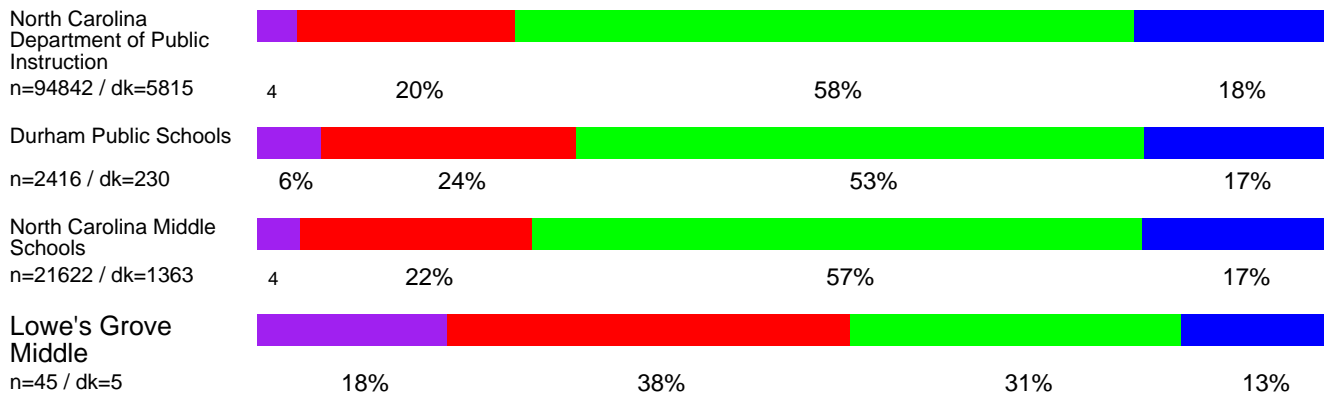
g. Teachers have sufficient training to fully utilize instructional technology.



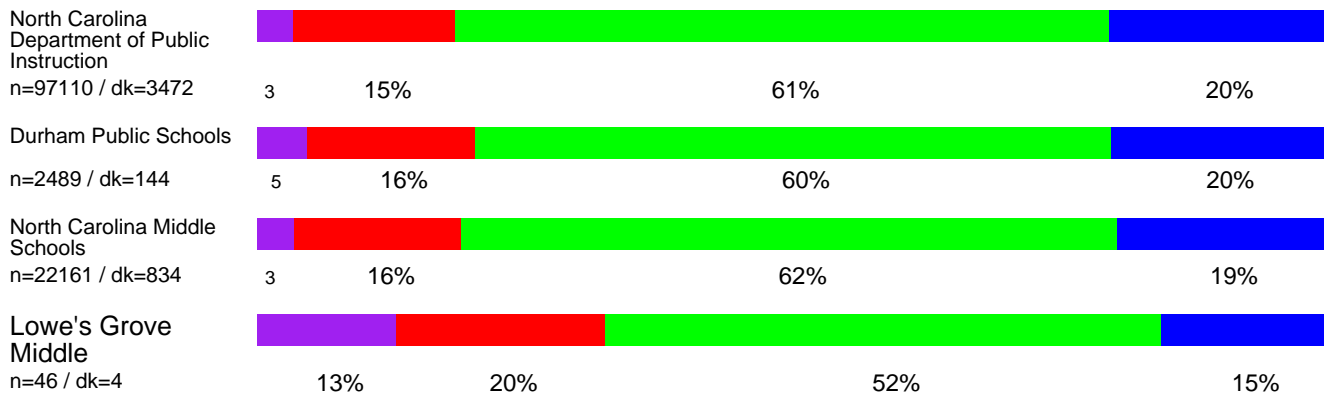
h. Teachers are encouraged to reflect on their own practice.



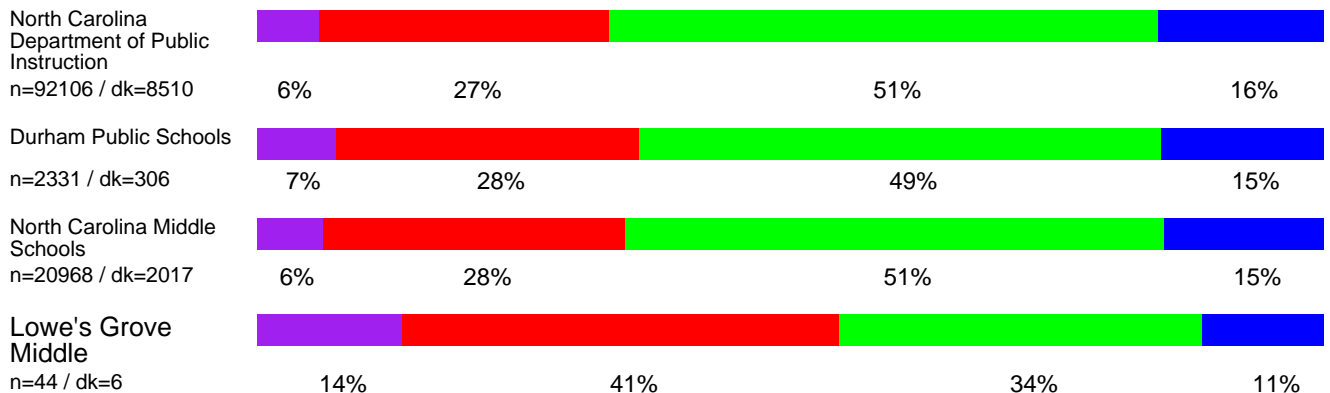
i. In this school, follow up is provided from professional development.



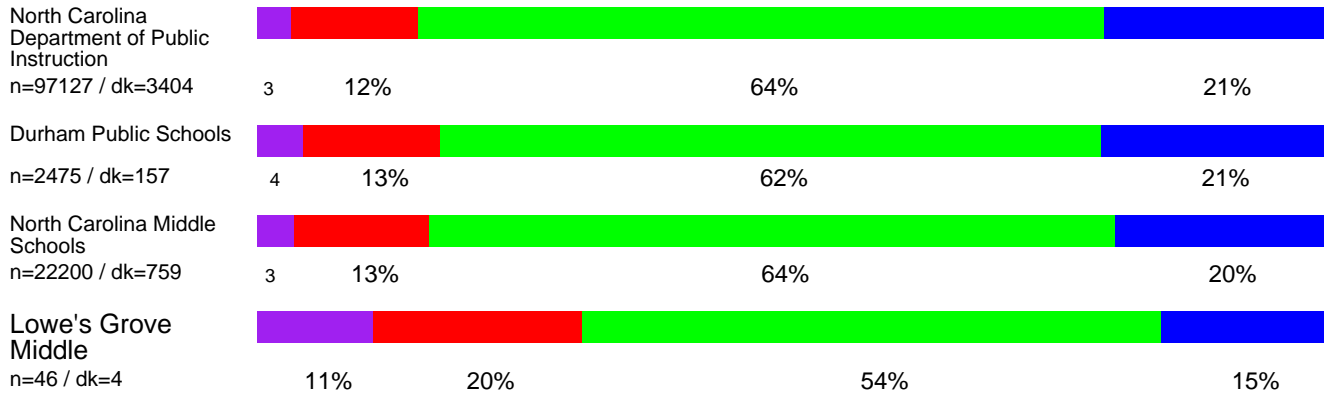
j. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.



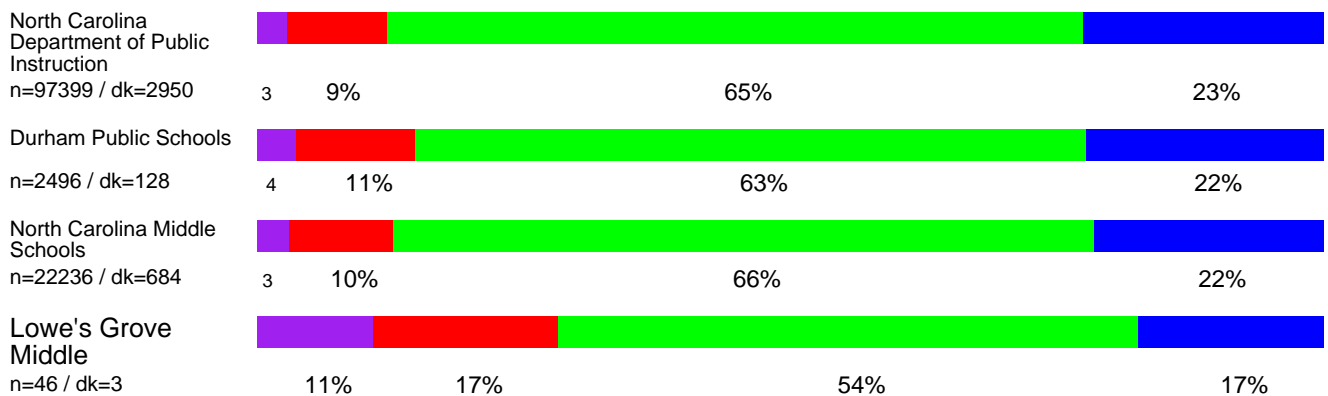
k. Professional development is evaluated and results are communicated to teachers.



I. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.



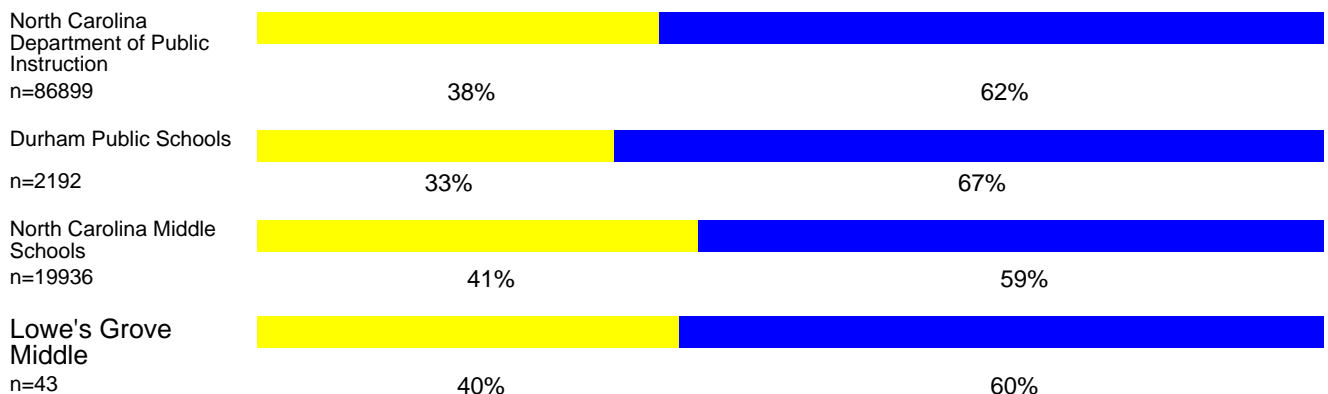
m. Professional development enhances teachers' abilities to improve student learning.



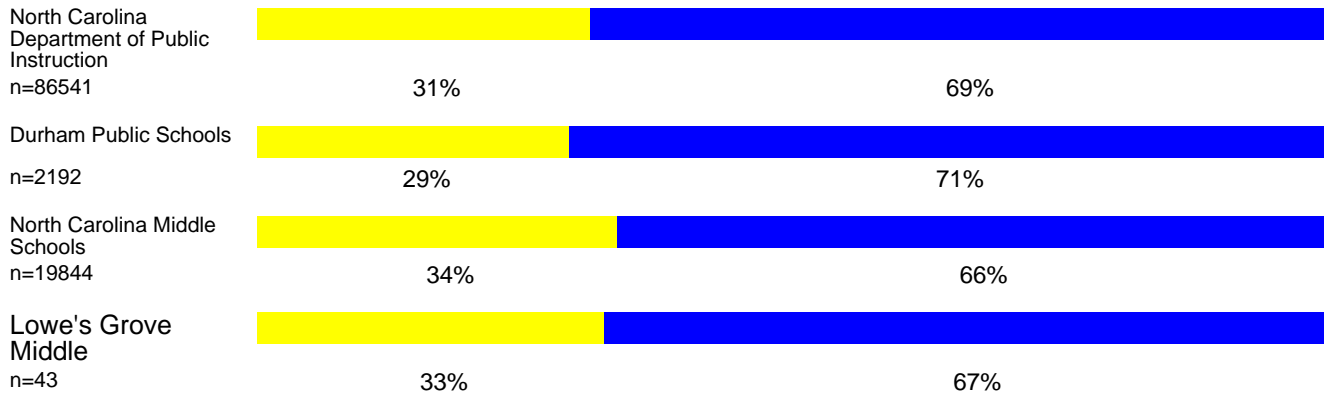
Q8.2 In which of the following areas (if any) do you need professional development to teach your students more effectively?

Yes No

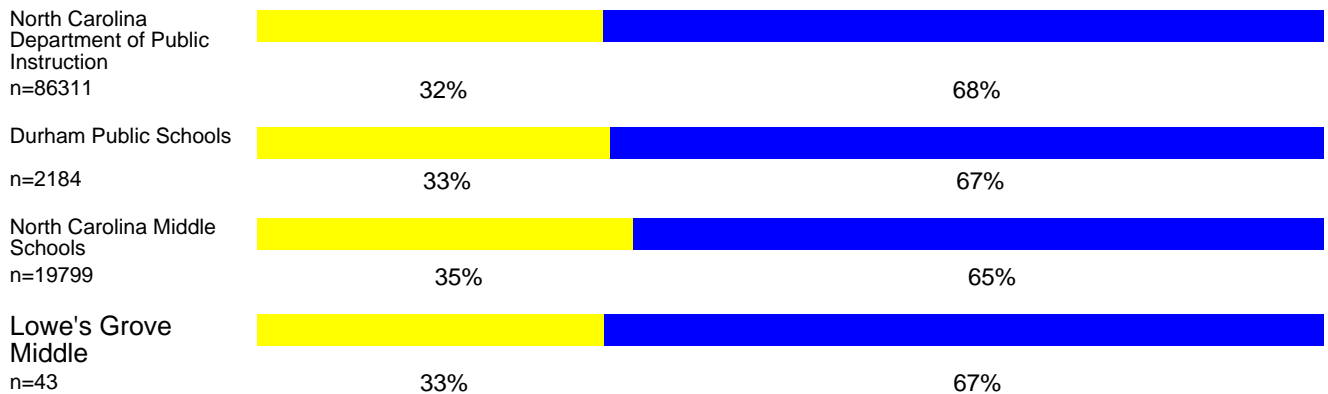
a. Your content area



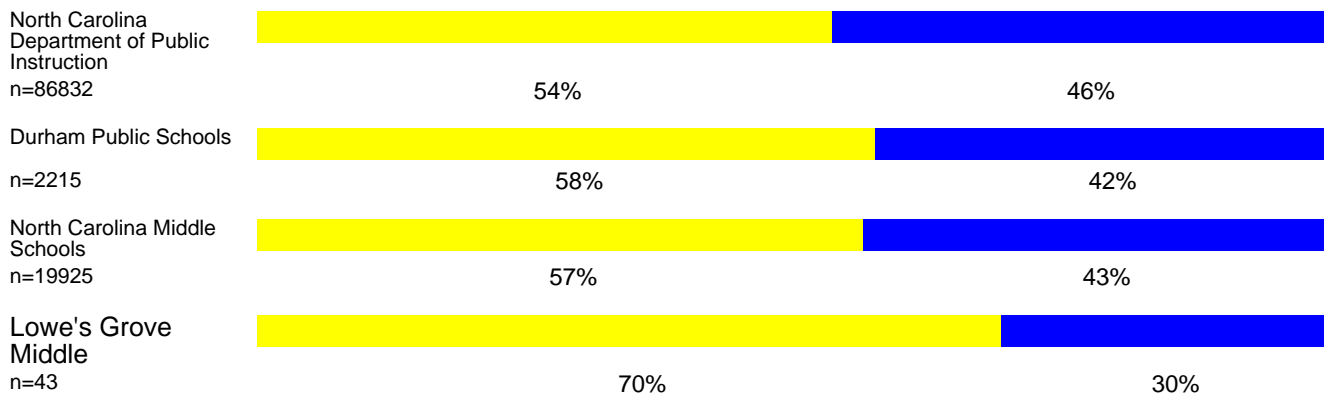
b. Common core and essential standards



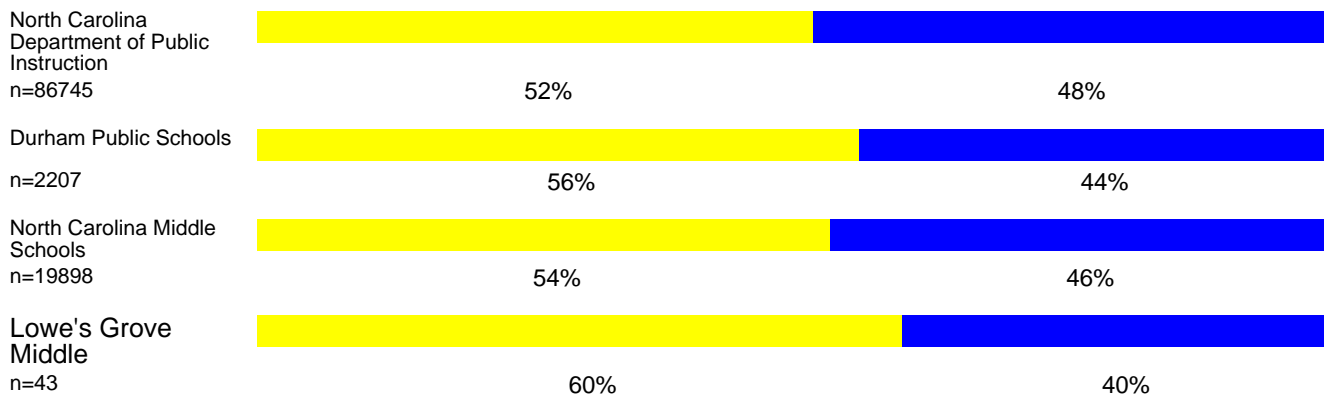
c. Student assessment



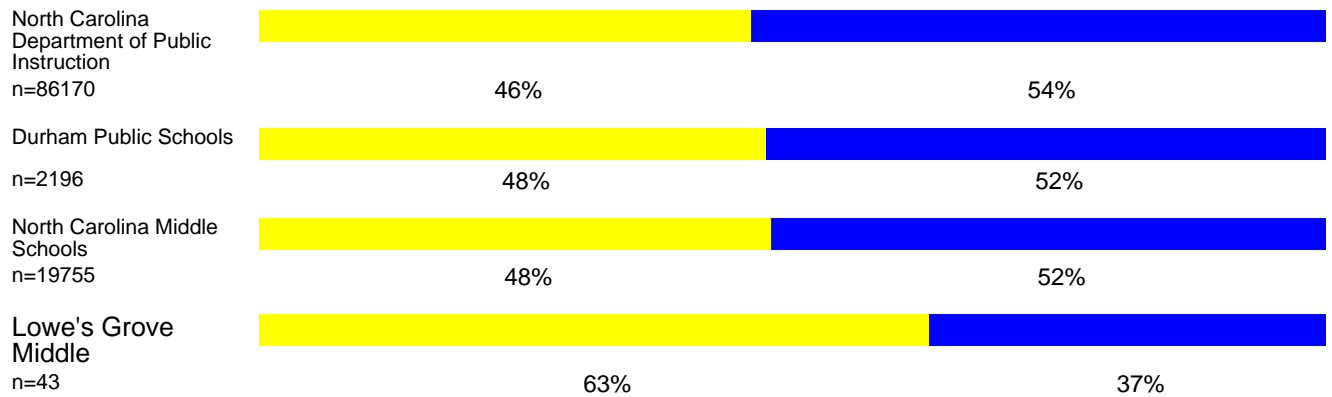
d. Differentiating instruction



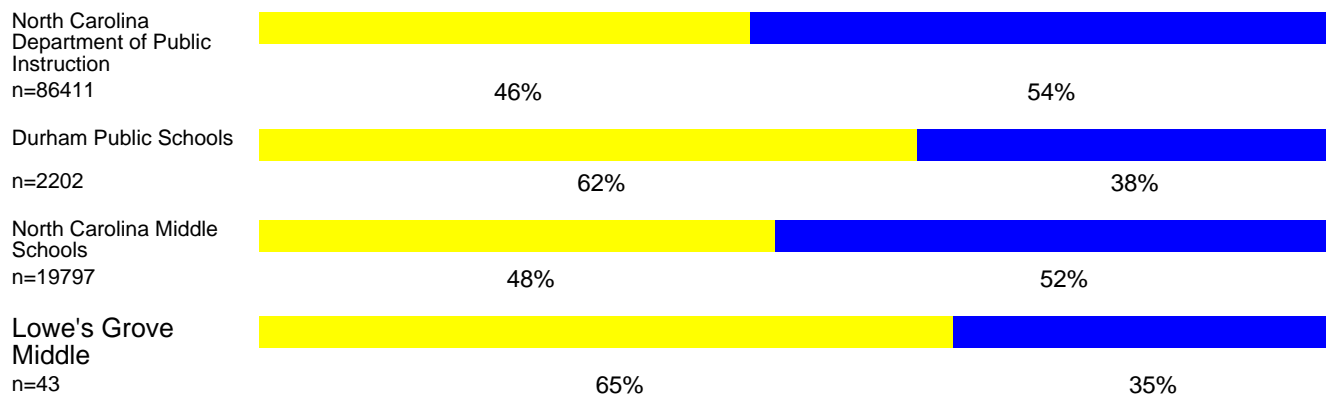
e. Special education (students with disabilities)



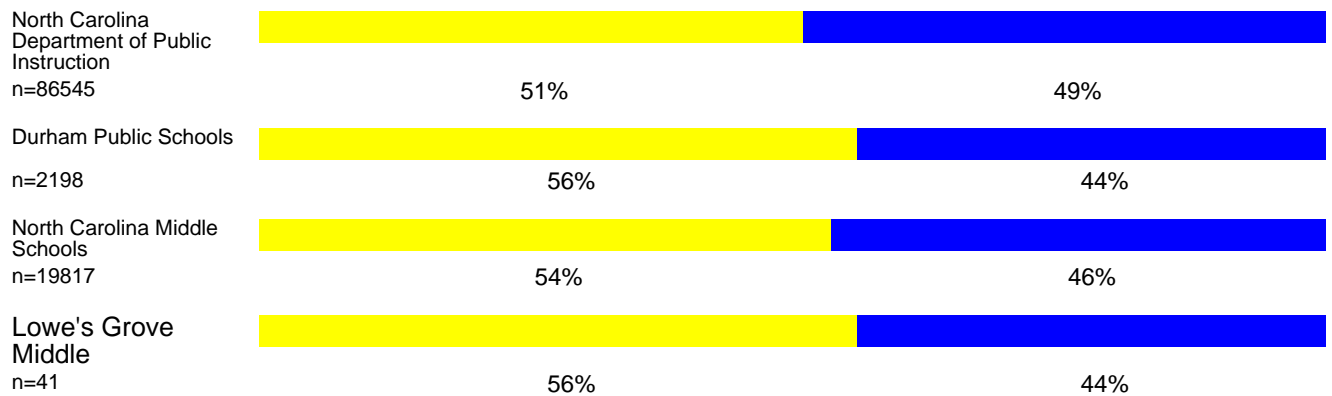
f. Special education (gifted and talented)



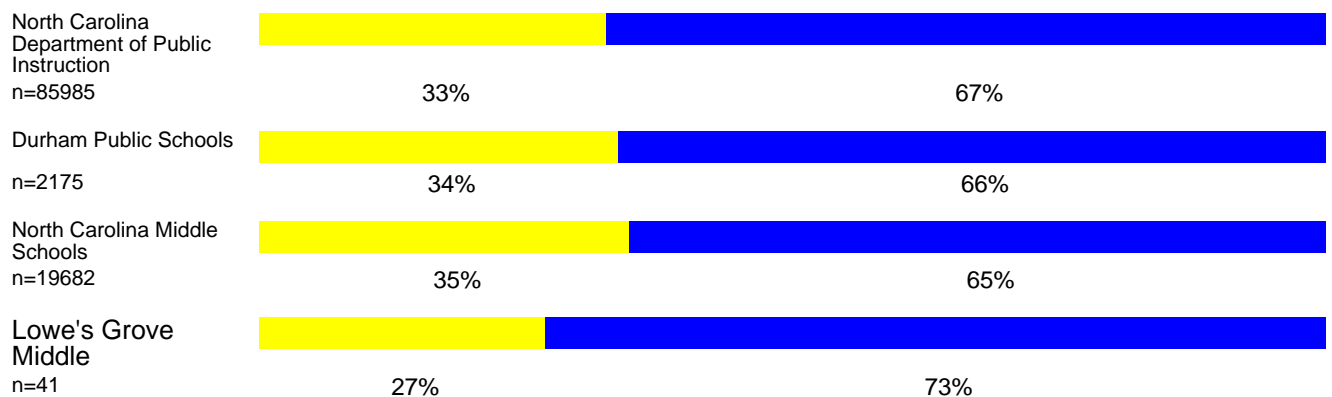
g. English Language Learners



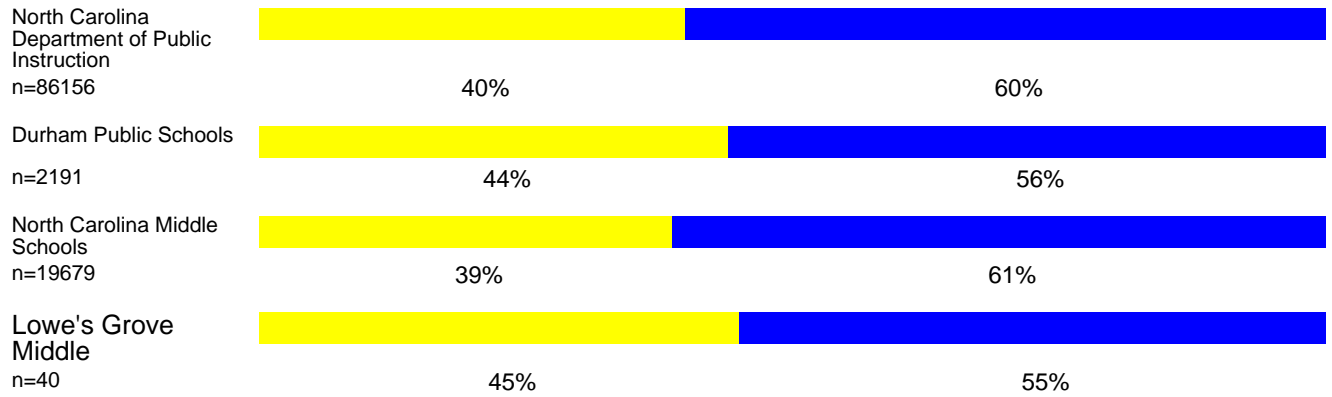
h. Closing the Achievement Gap



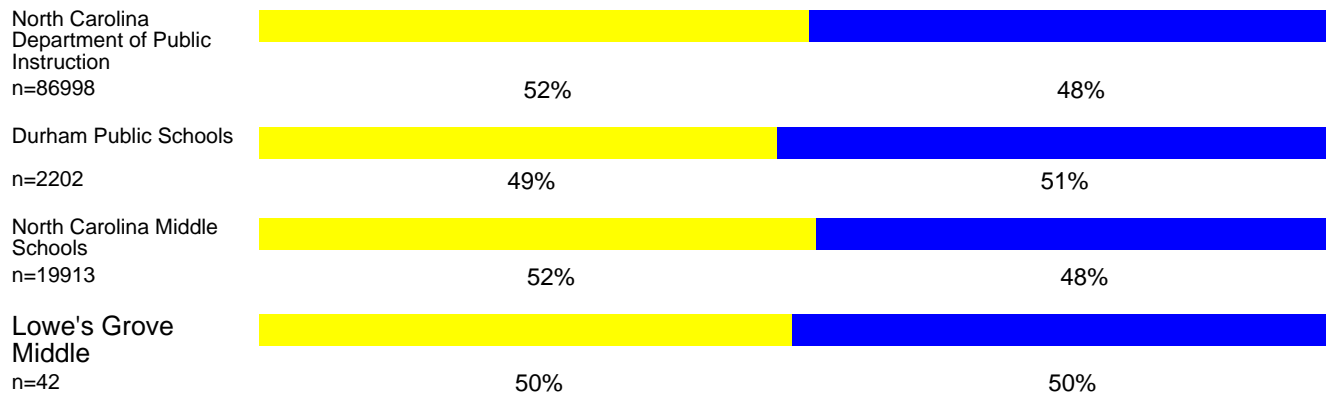
i. Methods of teaching



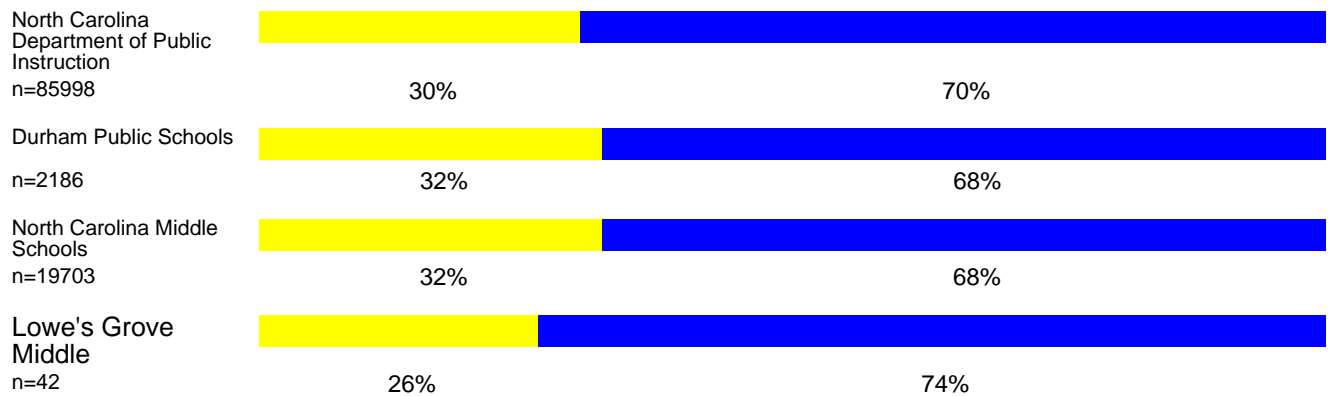
j. Reading strategies



k. Integrating technology into instruction



l. Classroom management techniques

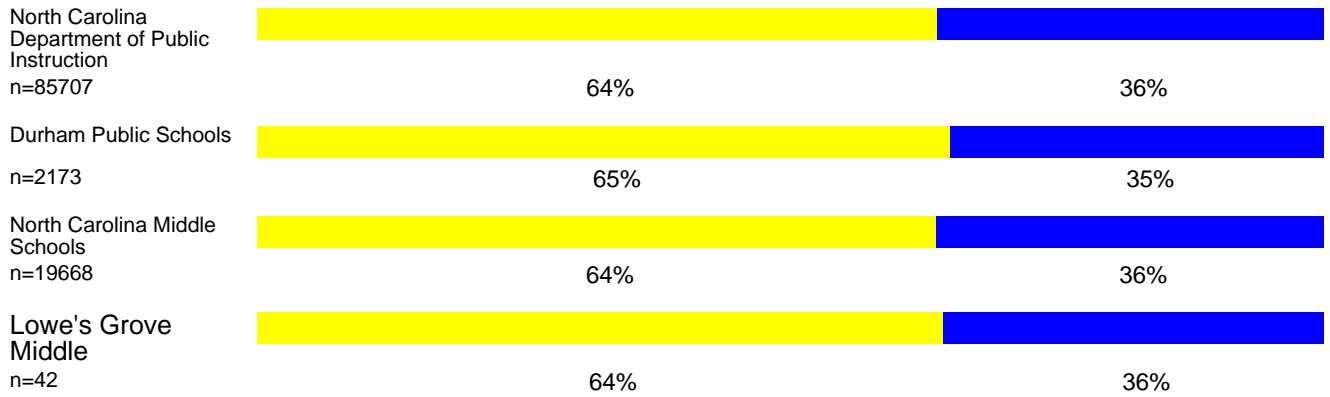


Q8.3 In the past 2 years, have you had 10 clock hours or more of professional development in any of the following areas?

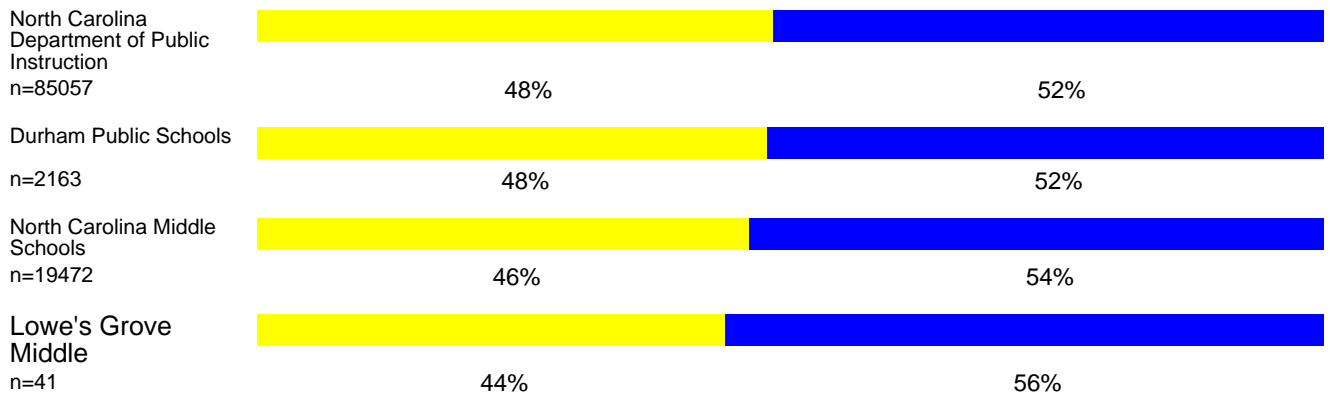
■ Yes

■ No

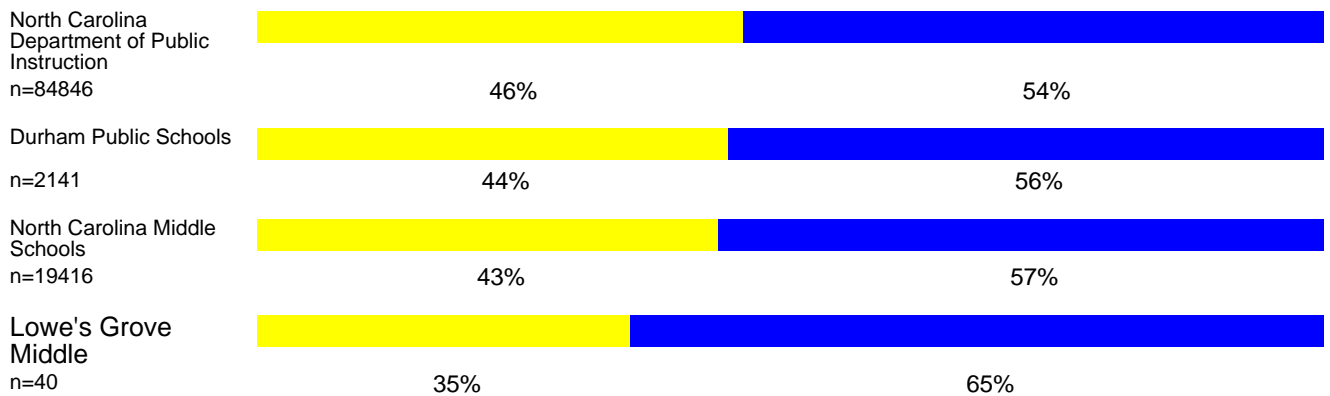
a. Your content area



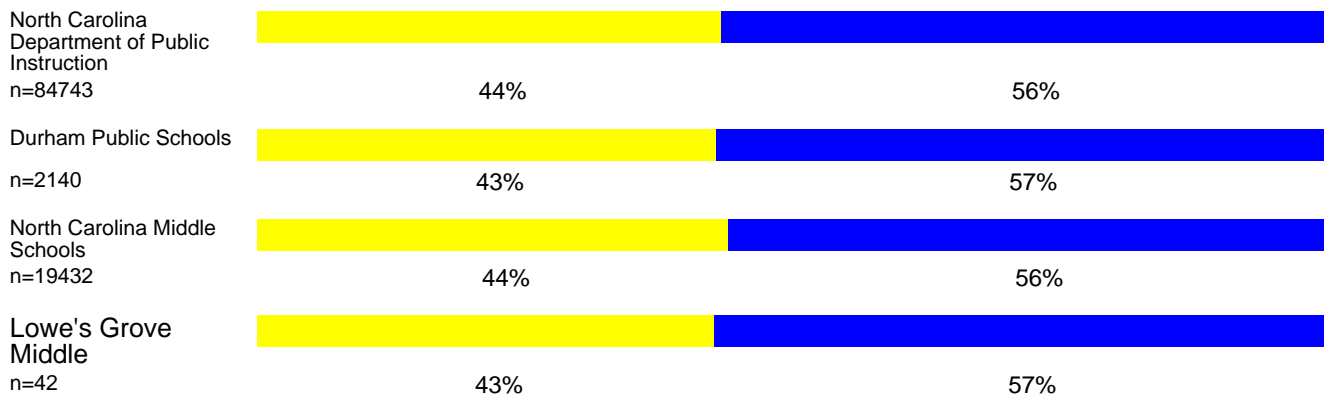
b. Common core and essential standards



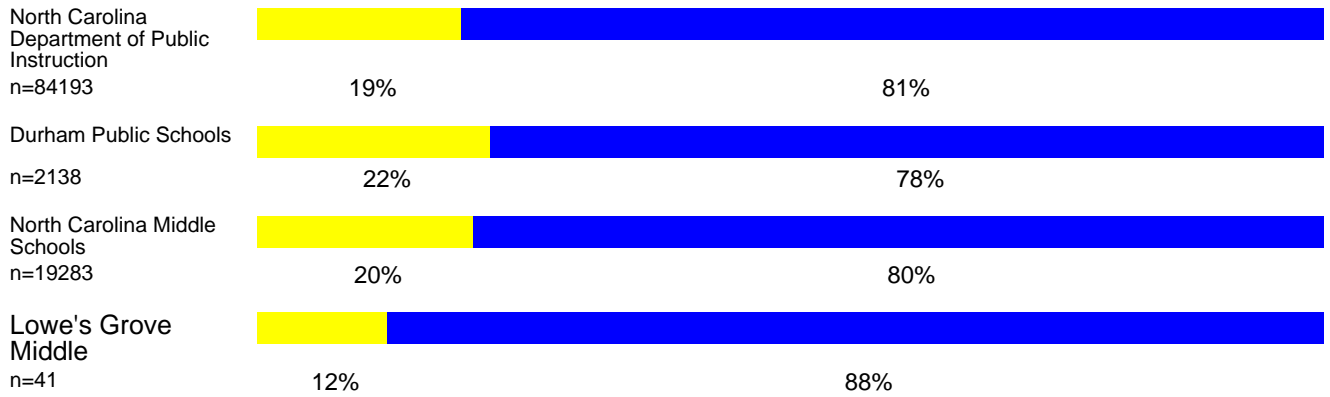
c. Student assessment



d. Differentiating instruction



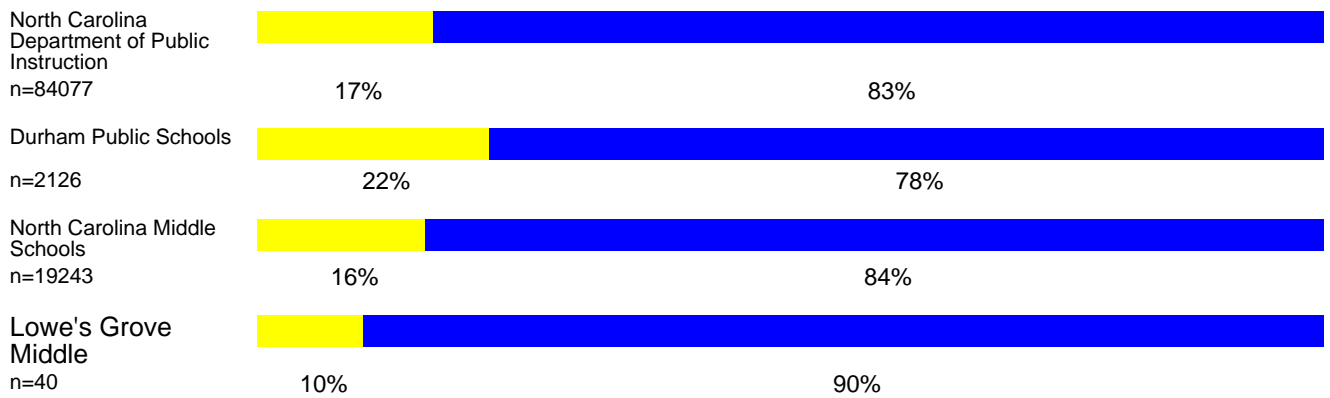
e. Special education (students with disabilities)



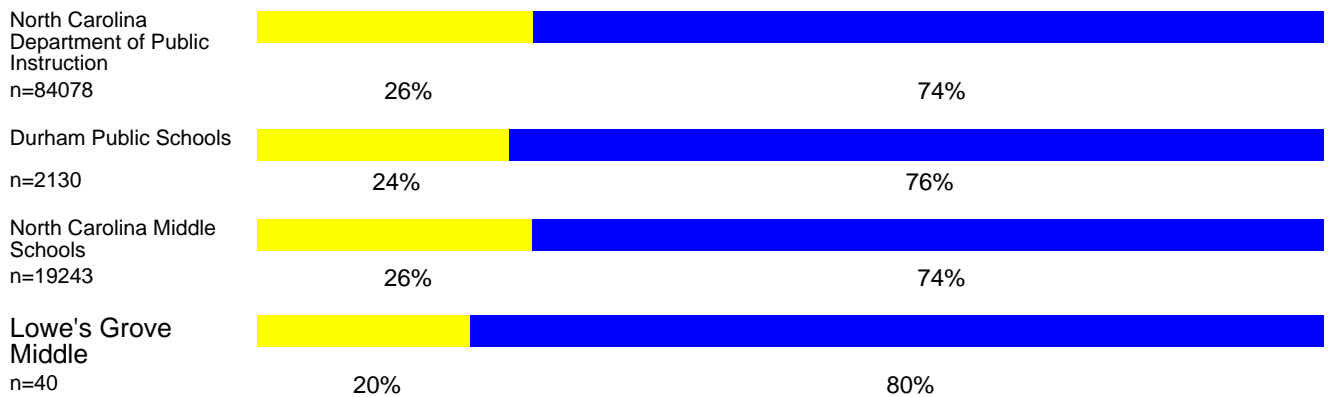
f. Special education (gifted and talented)



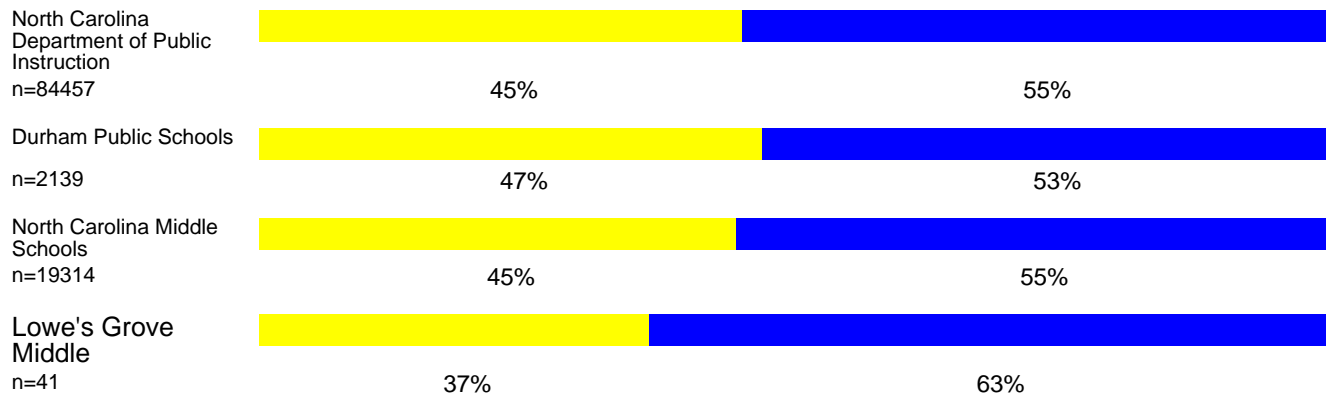
g. English Language Learners



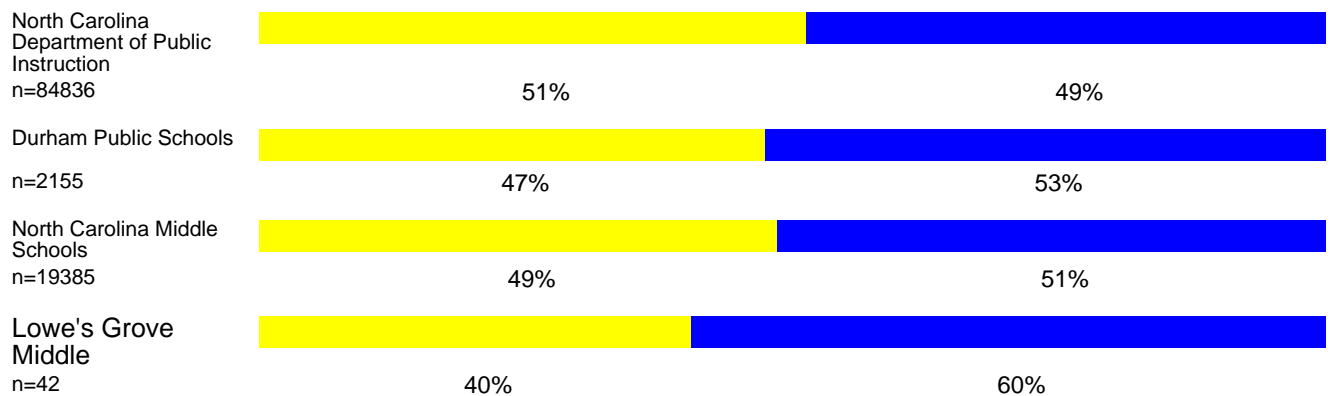
h. Closing the Achievement Gap



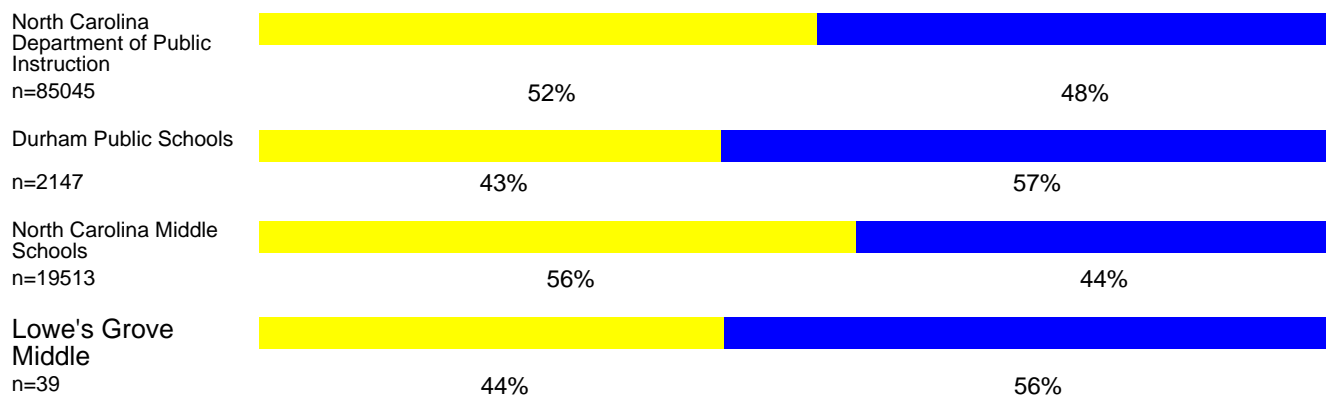
i. Methods of teaching



j. Reading strategies



k. Integrating technology into instruction



l. Classroom management techniques

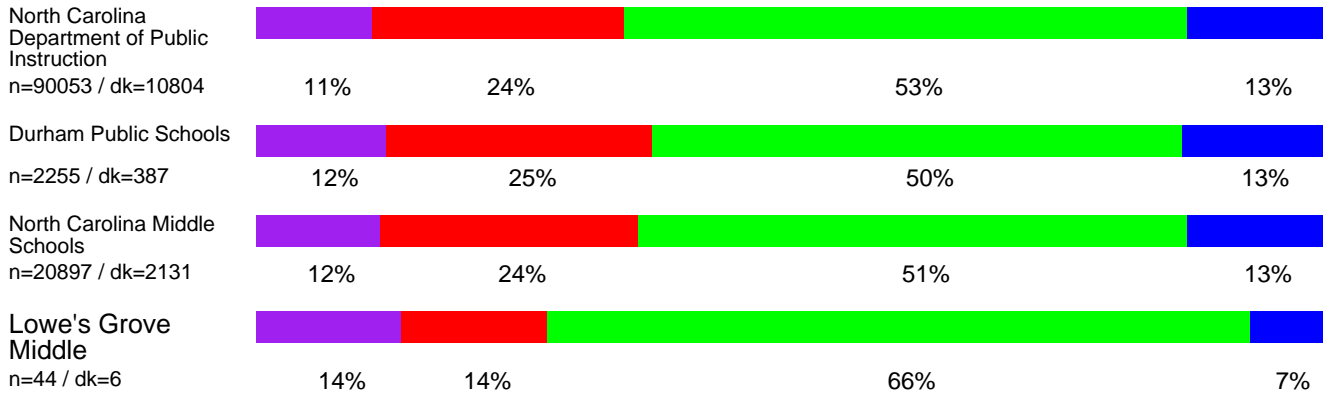


Instructional Practices and Support

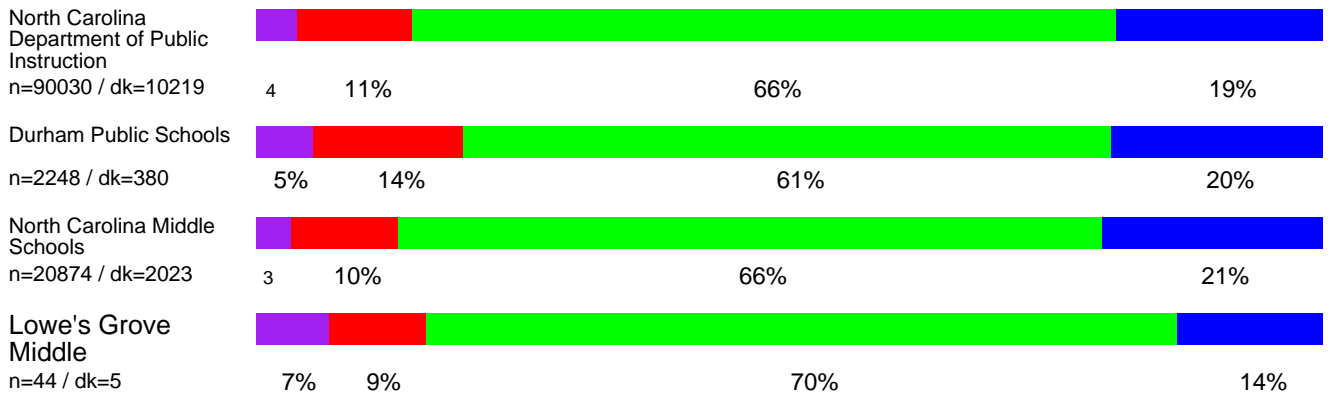
Q9.1 Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

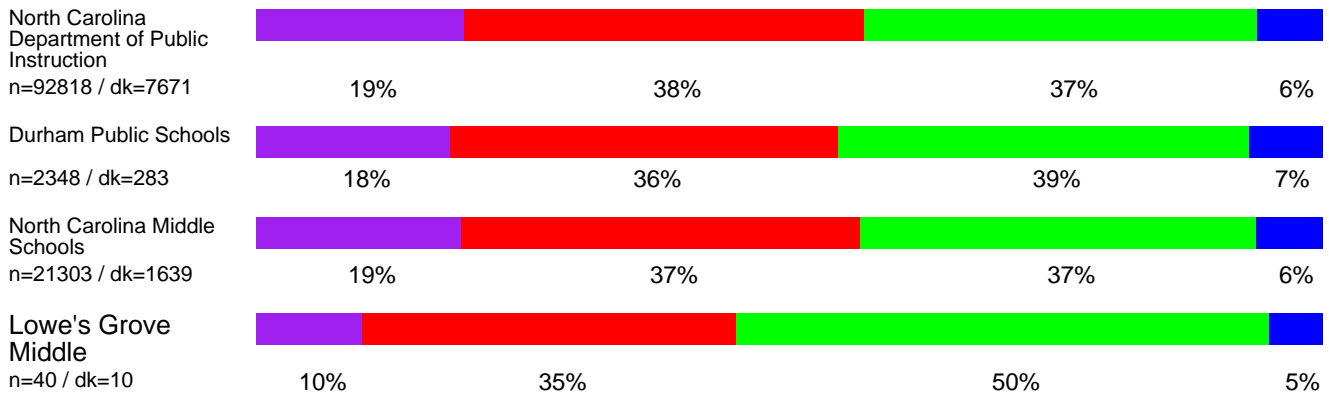
a. State assessment data are available in time to impact instructional practices.



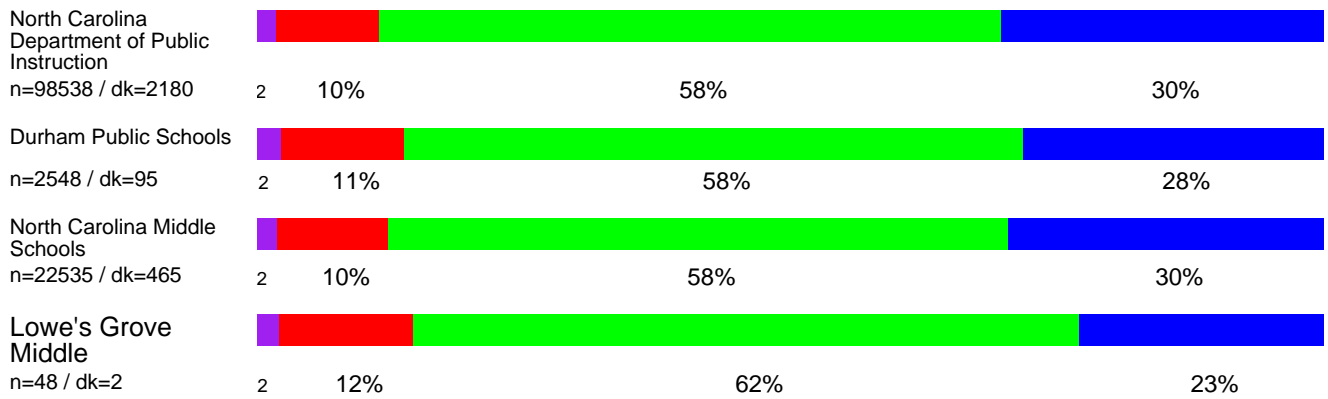
b. Local assessment data are available in time to impact instructional practices.



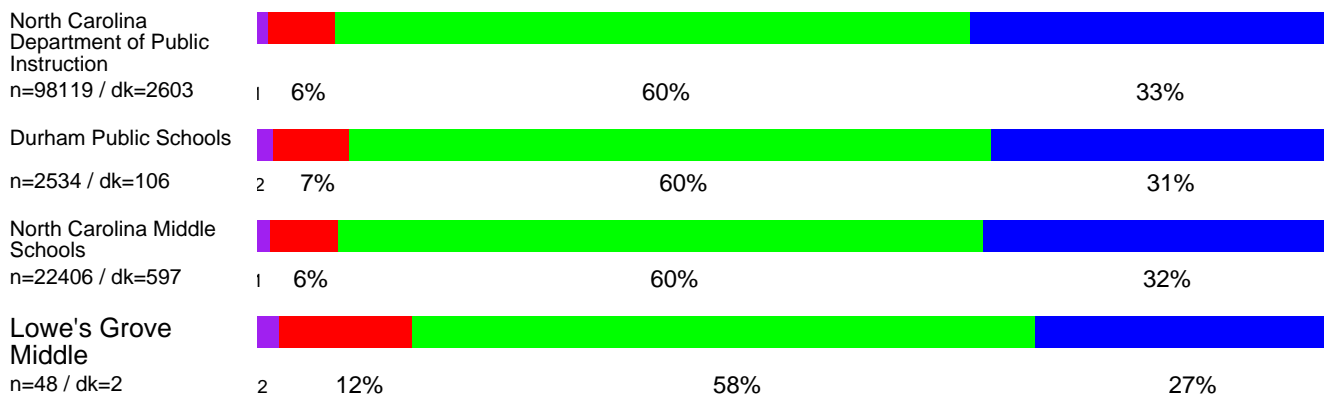
c. State assessments accurately gauge students' understanding of standards.



d. Teachers believe almost every student has the potential to do well on assignments.



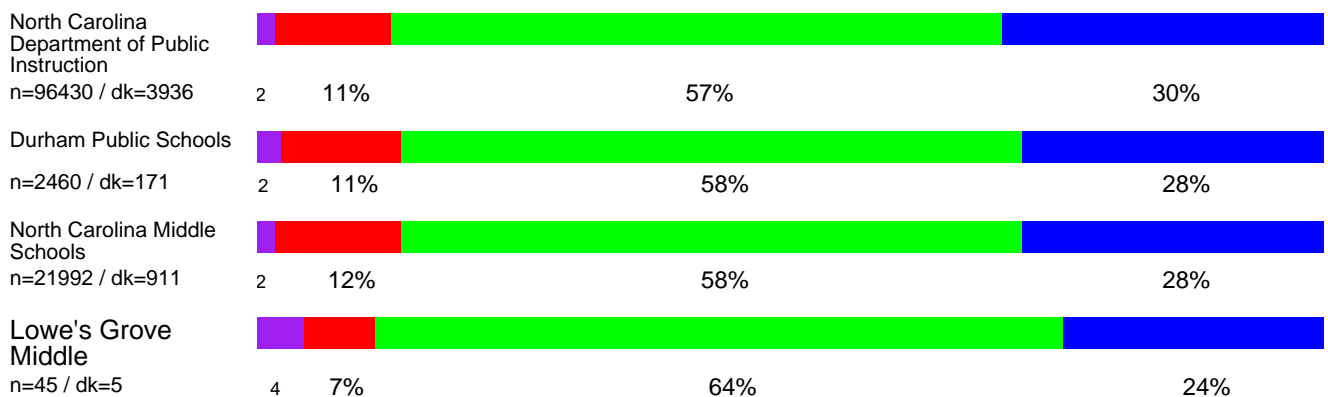
e. Teachers believe what is taught will make a difference in students' lives.



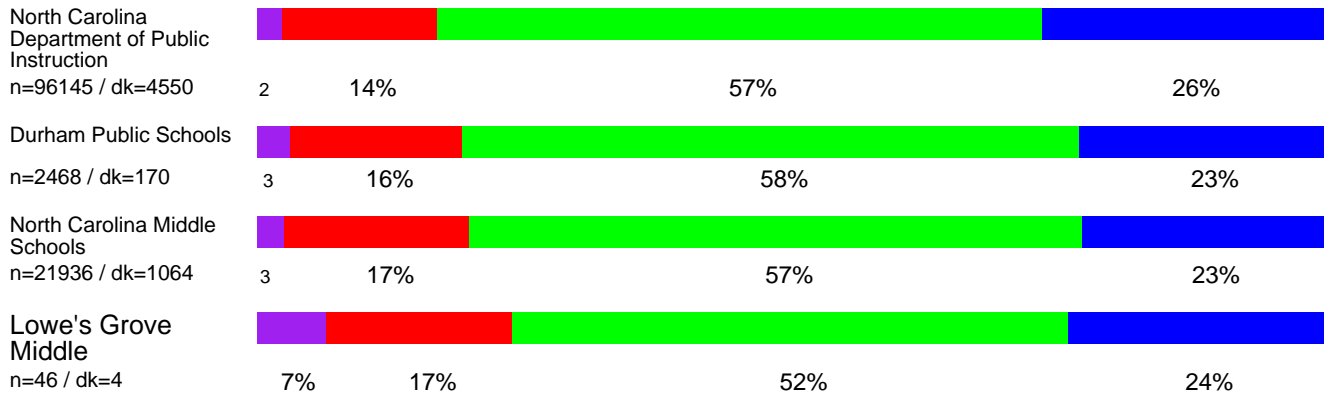
f. Teachers require students to work hard.



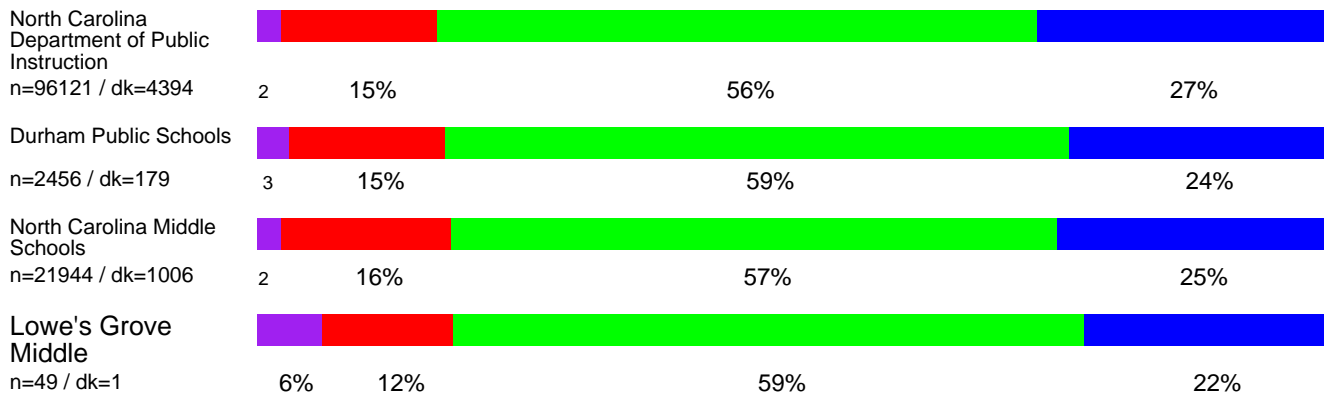
g. Teachers collaborate to achieve consistency on how student work is assessed.



h. Teachers know what students learn in each of their classes.



i. Teachers have knowledge of the content covered and instructional methods used by other teachers at this school.



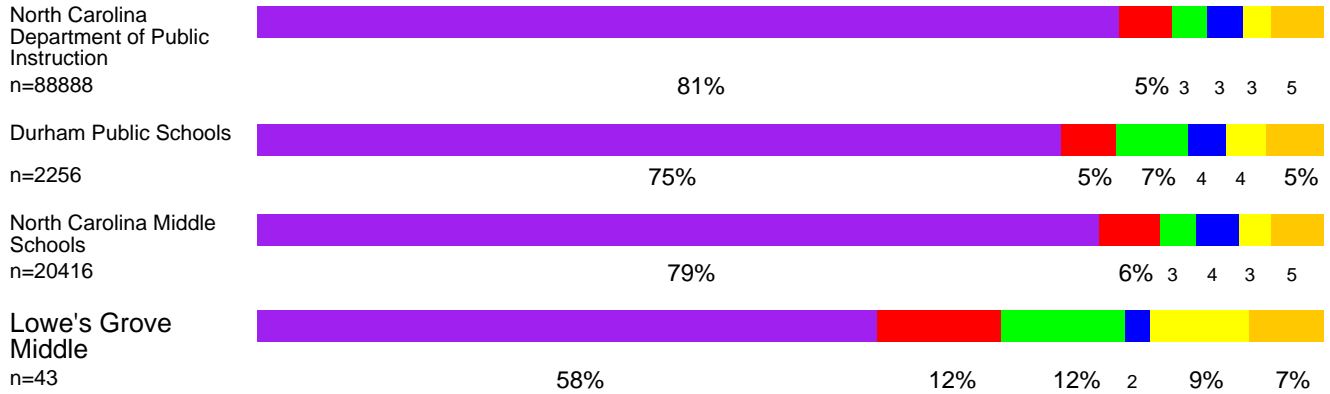
j. Teachers use digital content and resources in their instruction.



Overall

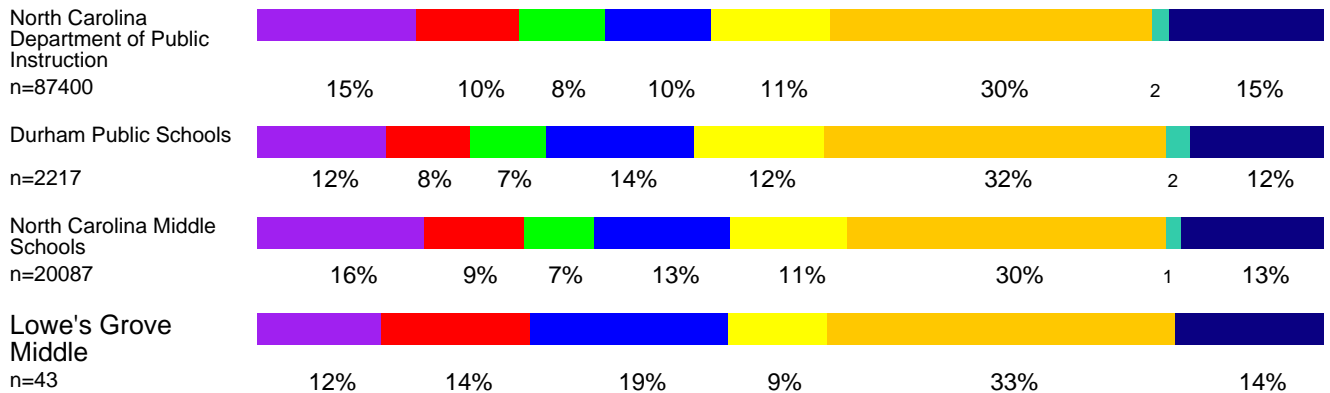
Q10.1 Which of the following best describes your immediate professional plans?

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



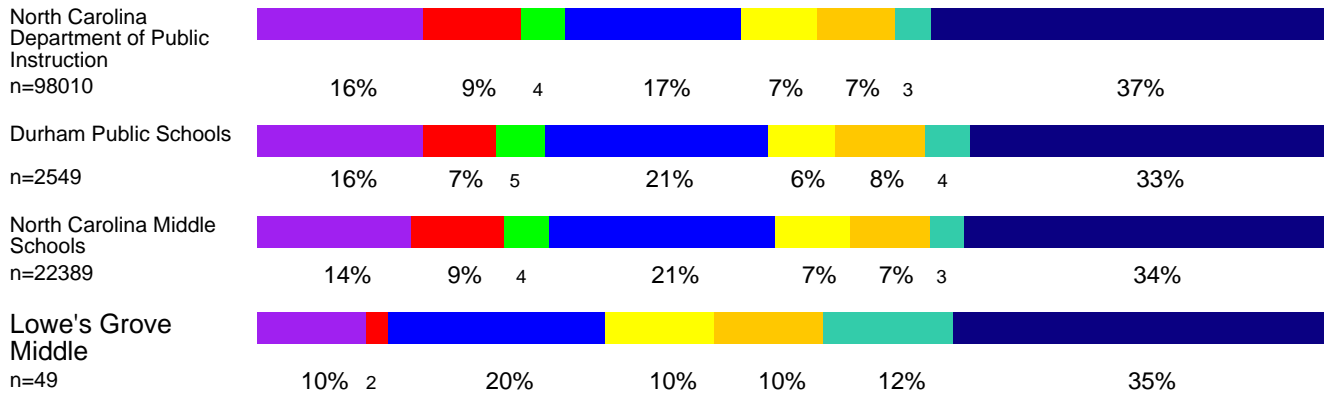
Q10.3 Which aspect of your teaching conditions most affects your willingness to keep teaching at your school?

- Time during the work day
- Facilities and resources
- Community support and involvement
- Managing student conduct
- Teacher leadership
- School leadership
- Professional development
- Instructional practices and support



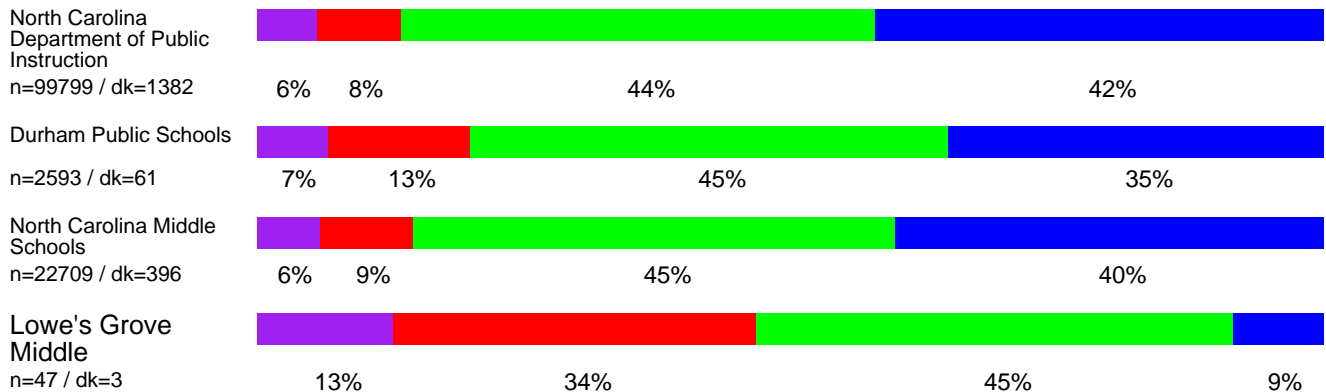
Q10.5 Which aspect of your teaching conditions is most important to you in promoting student learning?

- Time during the work day
- Facilities and resources
- Community support and involvement
- Managing student conduct
- Teacher leadership
- School leadership
- Professional development
- Instructional practices and support



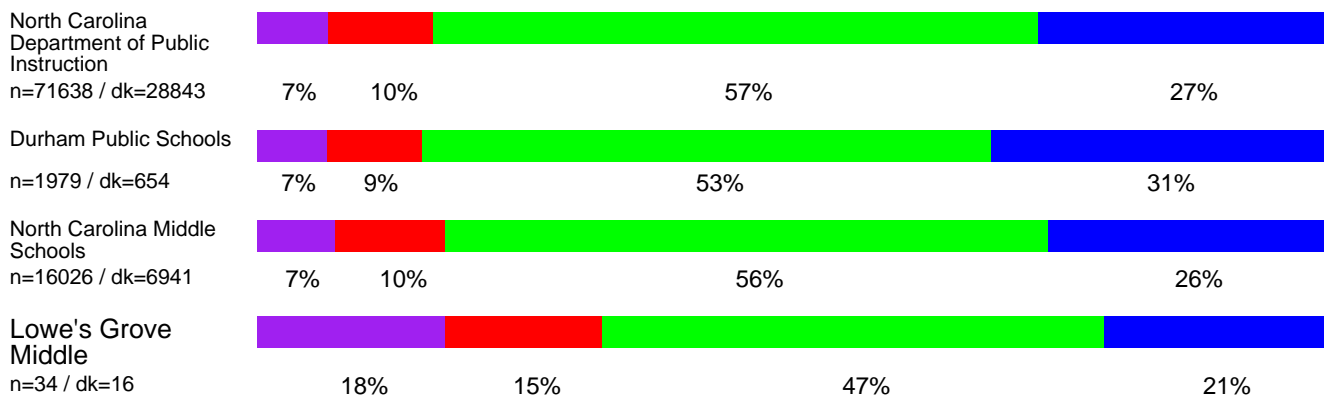
Q10.6 Overall, my school is a good place to work and learn.

- Strongly disagree
- Disagree
- Agree
- Strongly agree



Q10.7 At this school, we utilize the results from the 2014 North Carolina Teacher Working Conditions Survey as a tool for school improvement.

- Strongly disagree
- Disagree
- Agree
- Strongly agree

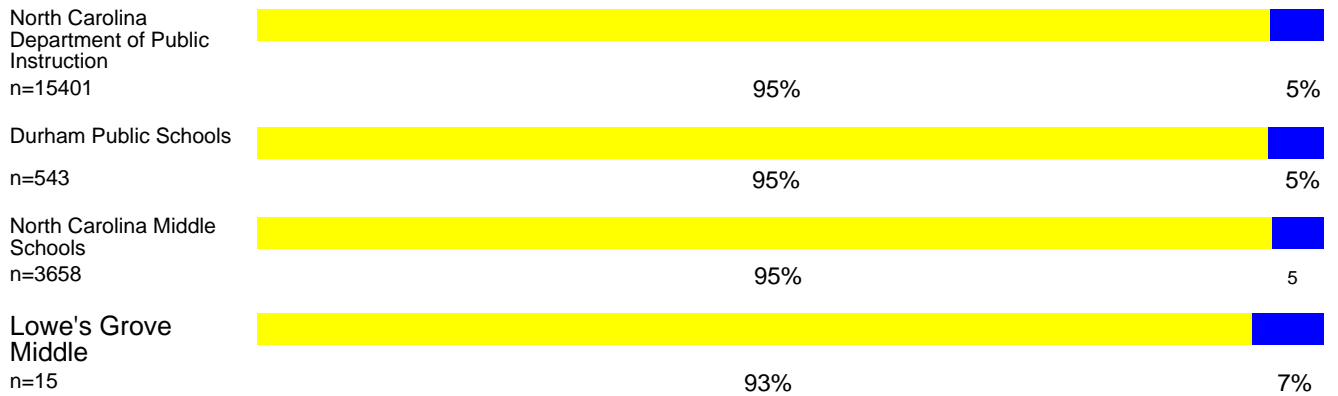


New Teacher Support

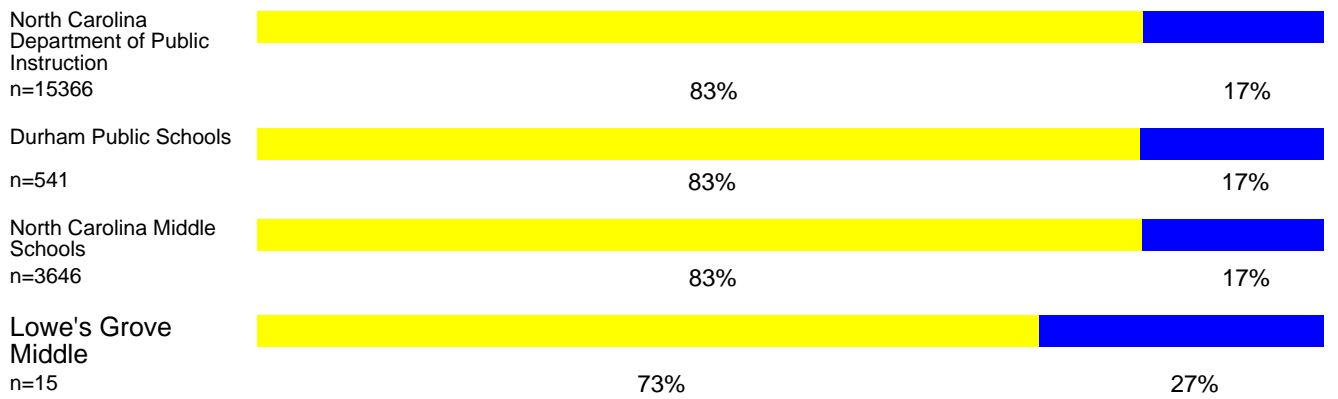
Q11.1 As a beginning teacher, I have received the following kinds of support.

■ Yes
 ■ No

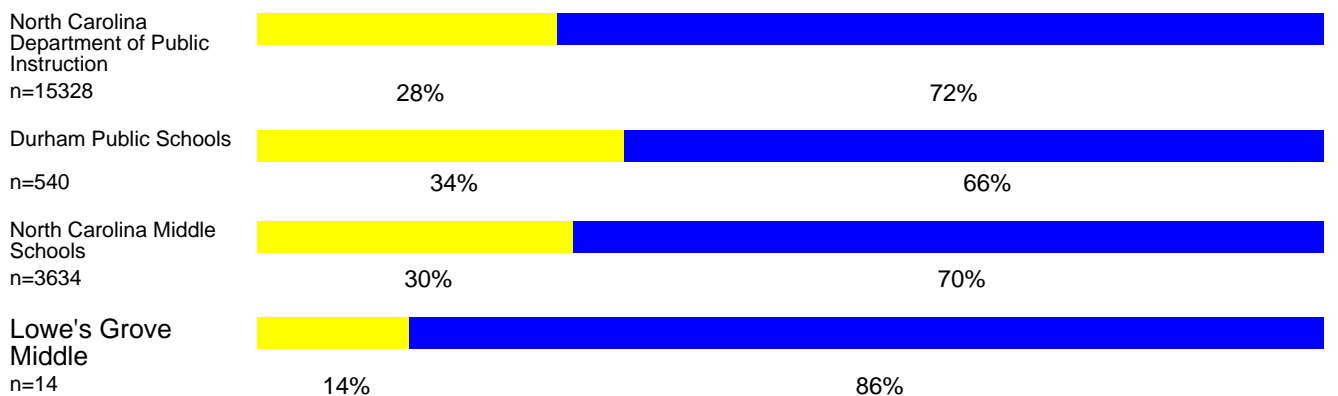
a. Formally assigned mentor



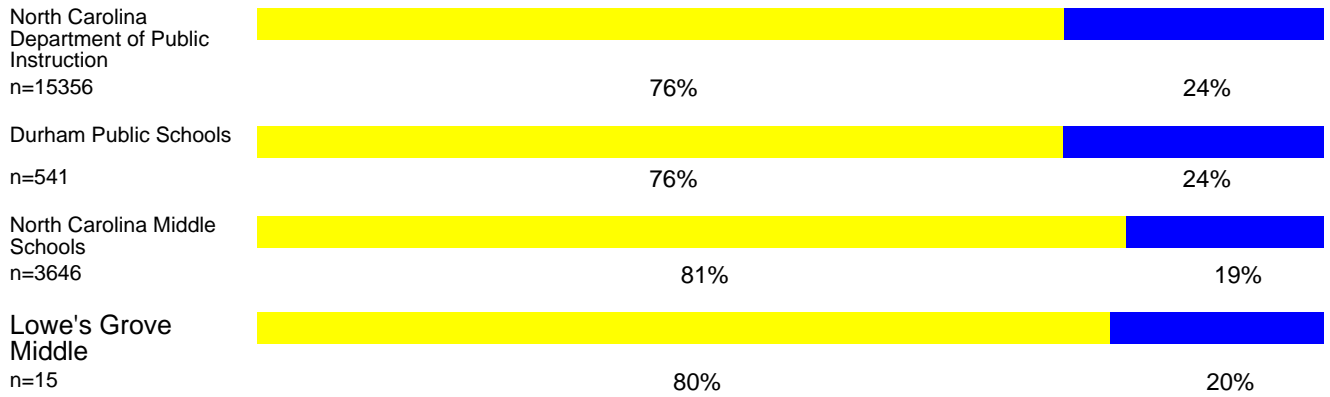
b. Seminars specifically designed for new teachers



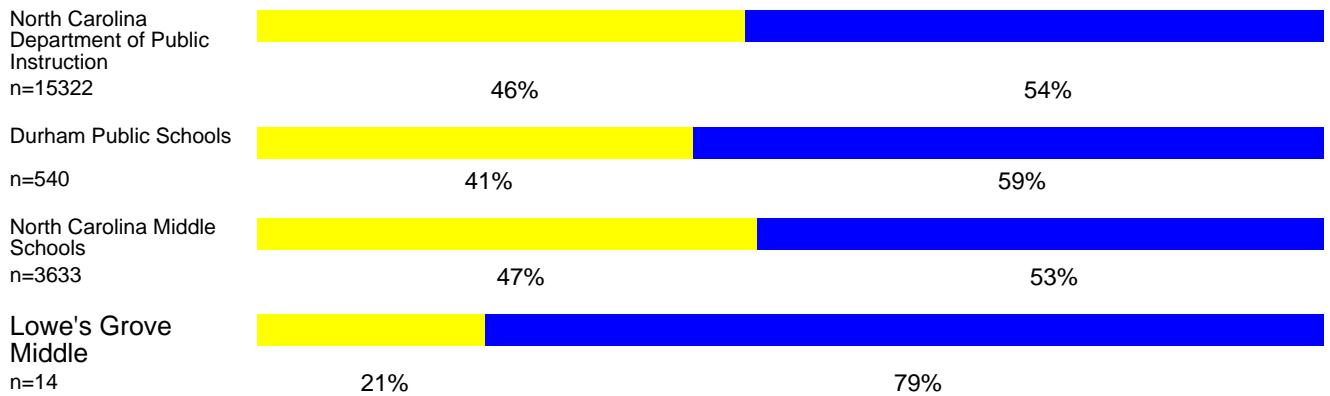
c. Reduced workload



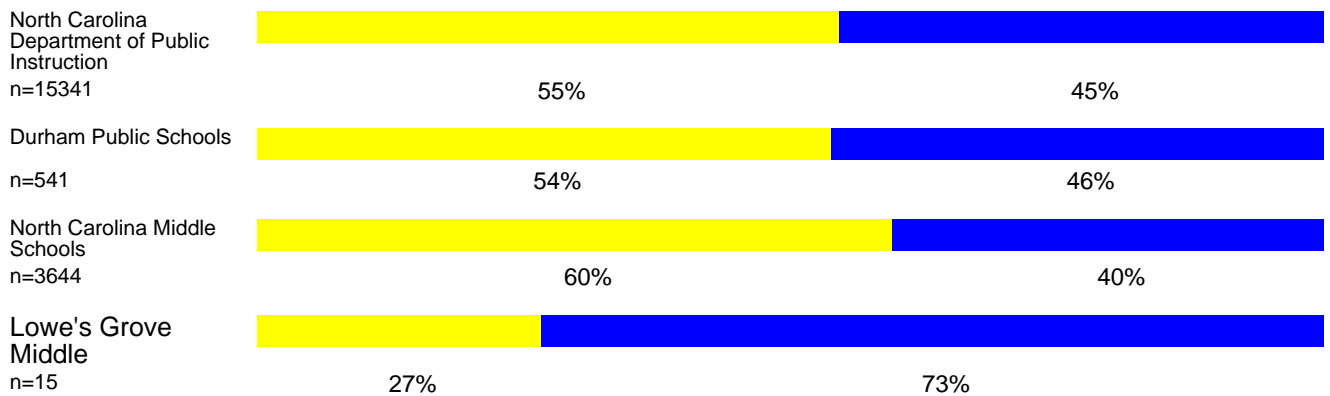
d. Common planning time with other teachers



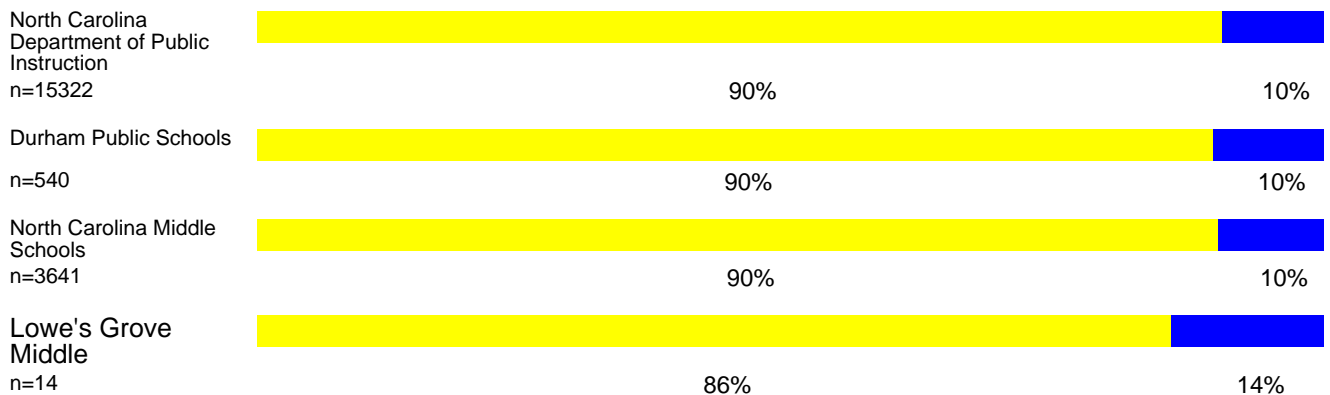
e. Release time to observe other teachers



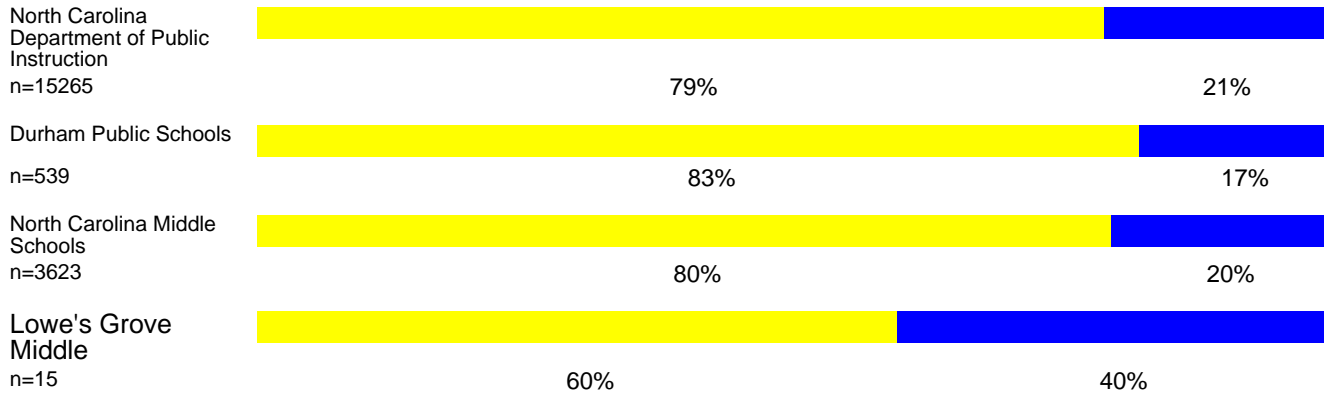
f. Formal time to meet with mentor during school hours



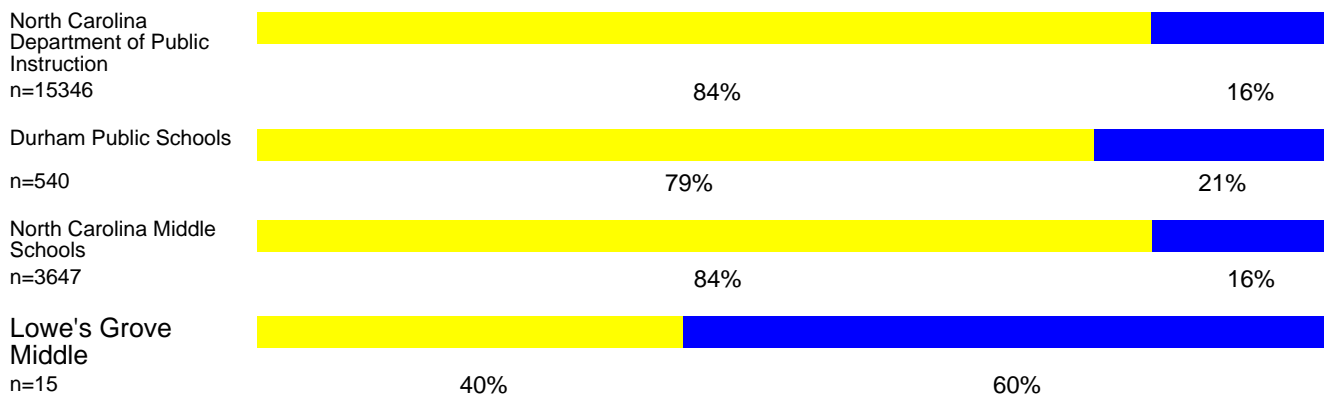
g. Orientation for new teachers



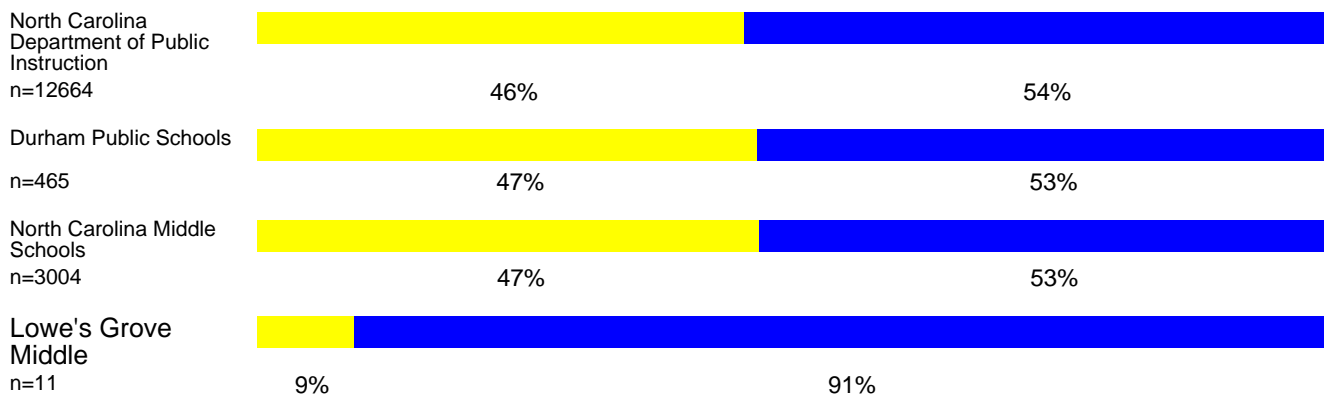
h. Access to professional learning communities where I could discuss concerns with other teacher(s)



i. Regular communication with principals, other administrator or department chair



j. Other



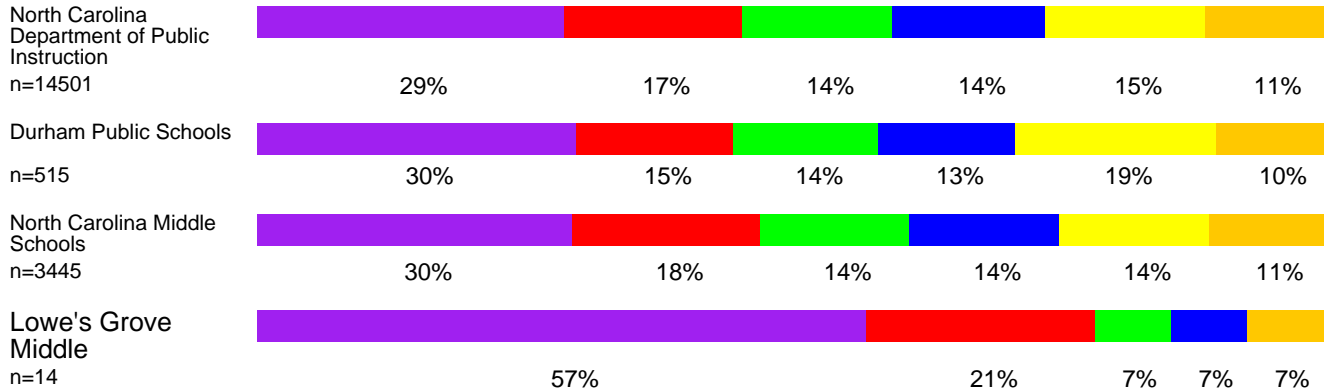
k. I received no additional support as a new teacher.



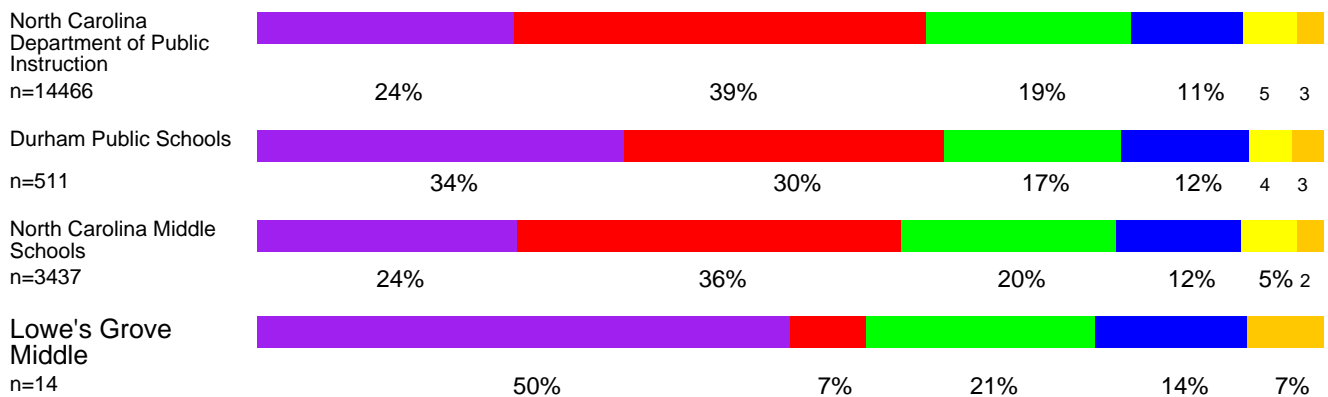
Q11.2 On average, how often did you engage in each of the following activities with your mentor?



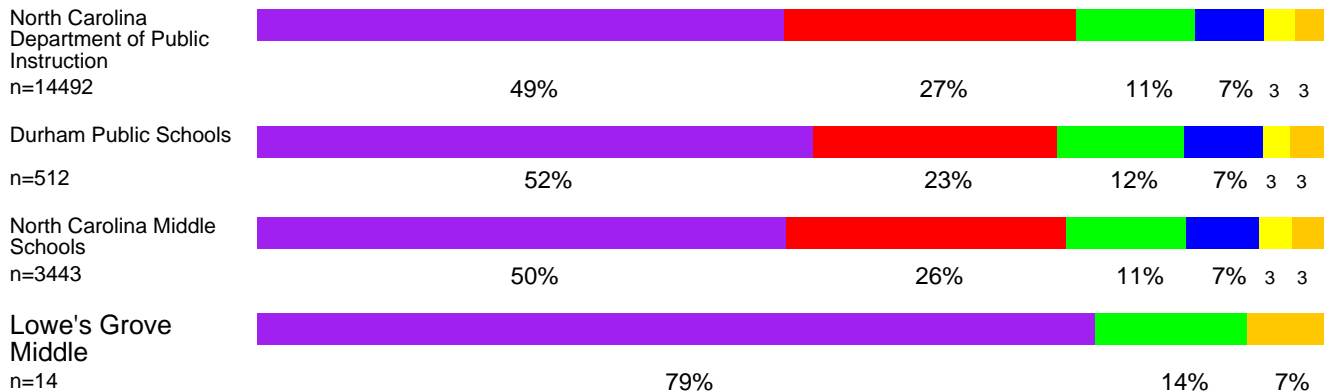
a. Developing lesson plans



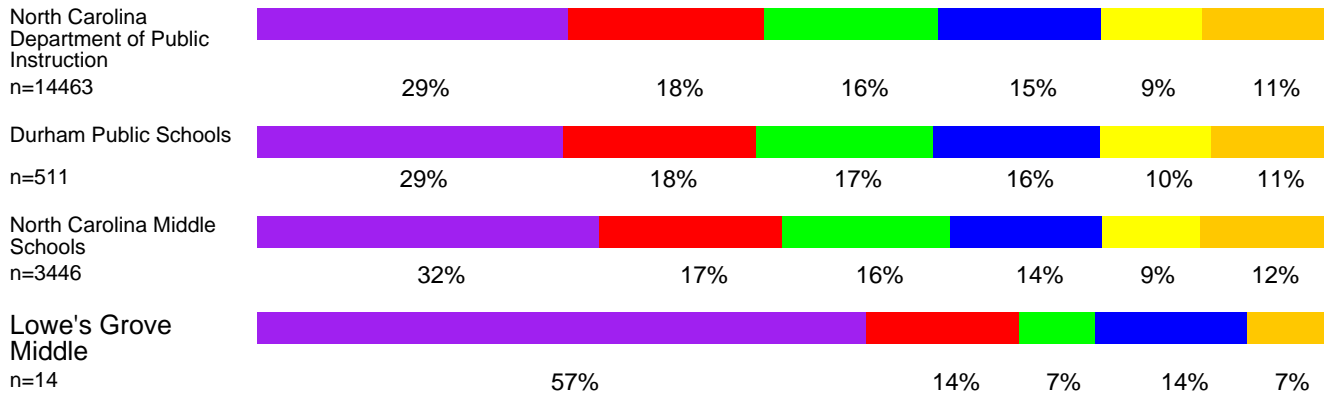
b. Being observed teaching by my mentor



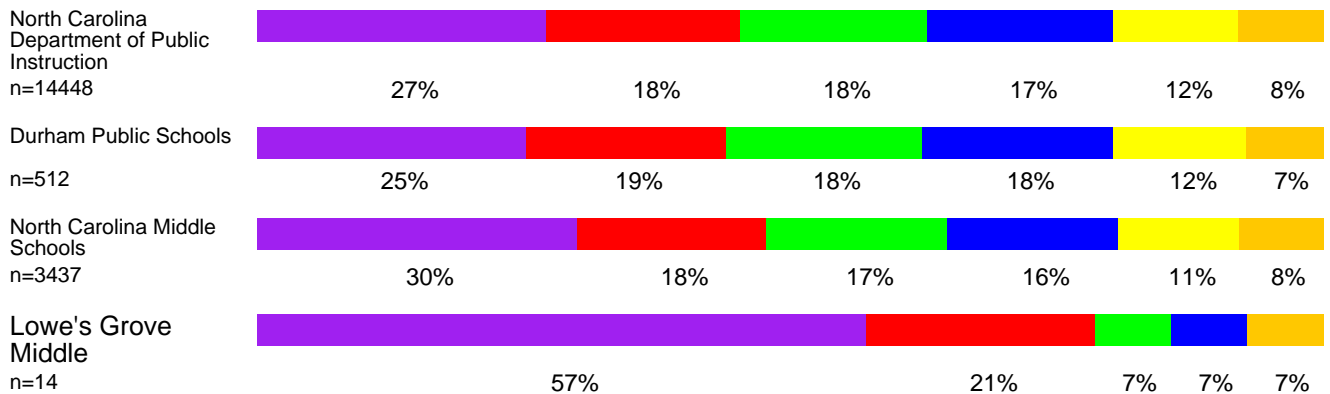
c. Observing my mentor's teaching



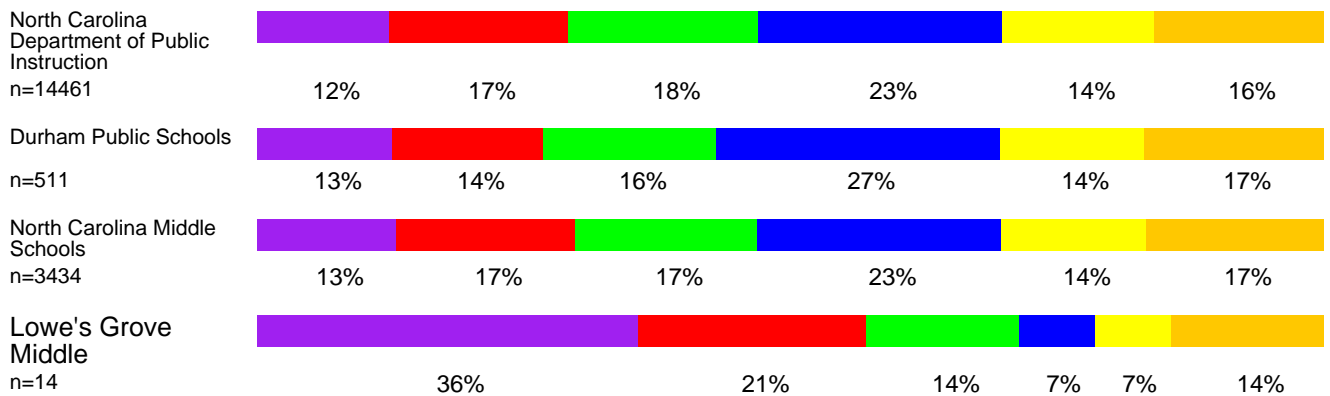
d. Analyzing student work



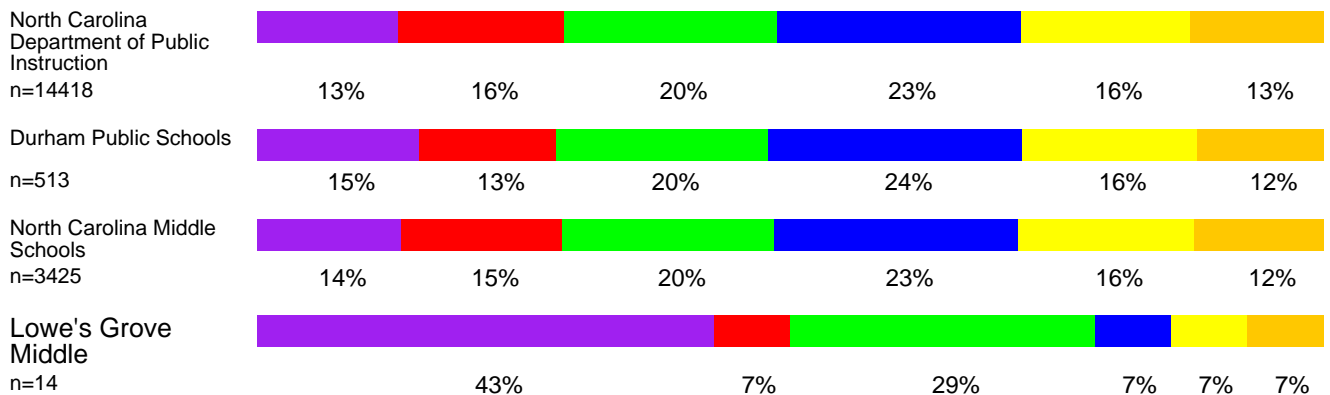
e. Reviewing results of students' assessments



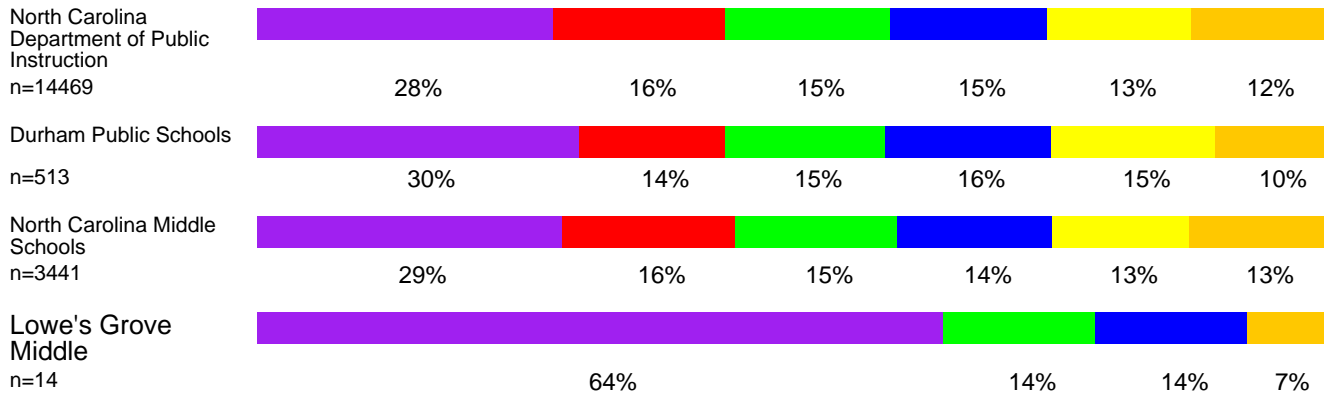
f. Addressing student or classroom behavioral issues



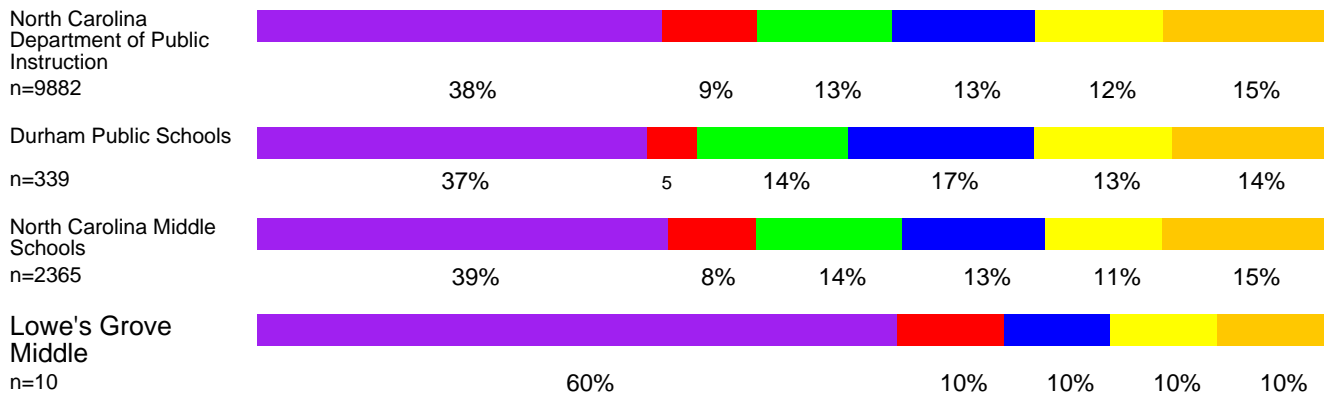
g. Reflecting on the effectiveness of my teaching together



h. Aligning my lesson planning with the state curriculum and local curriculum



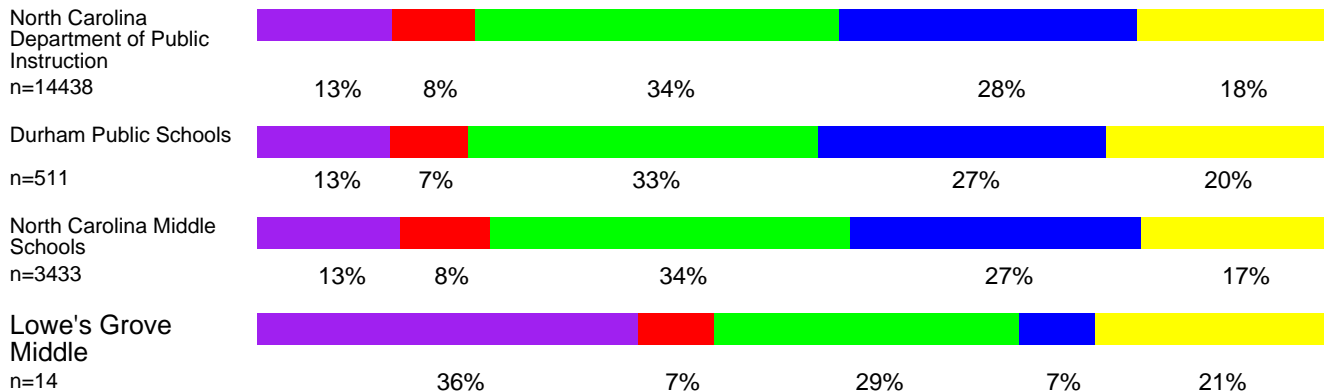
i. Other



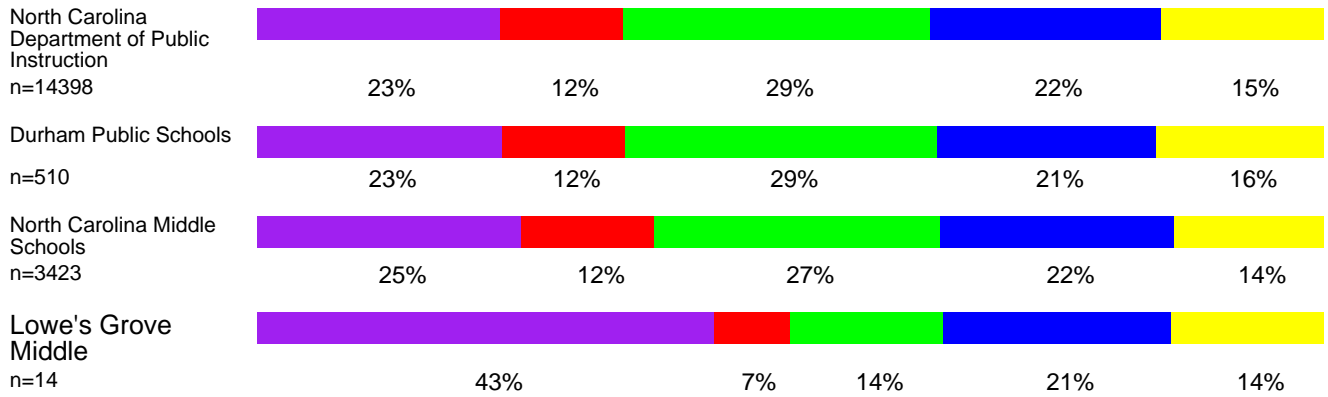
Q11.3 How much did the support you received from your mentor influence your practice in the following areas?



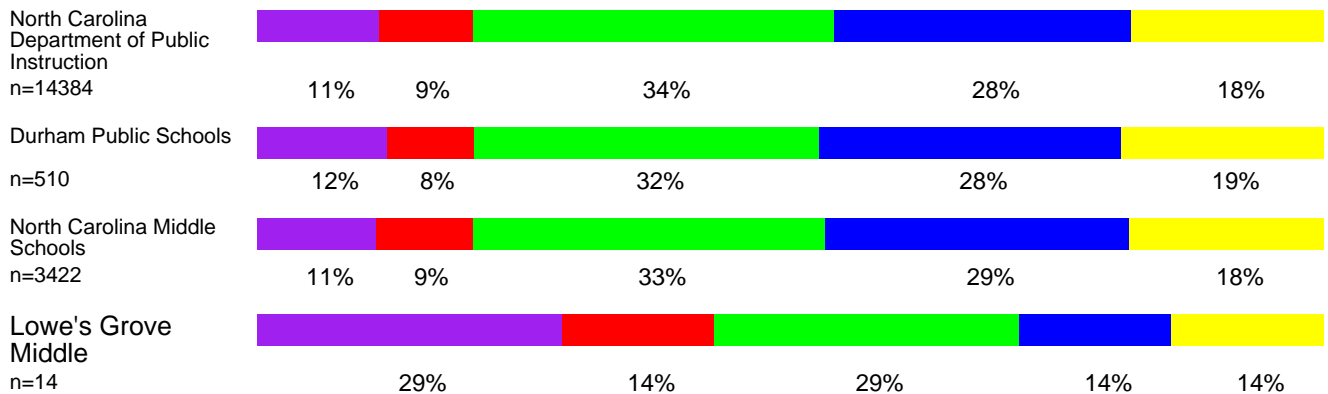
a. Instructional strategies



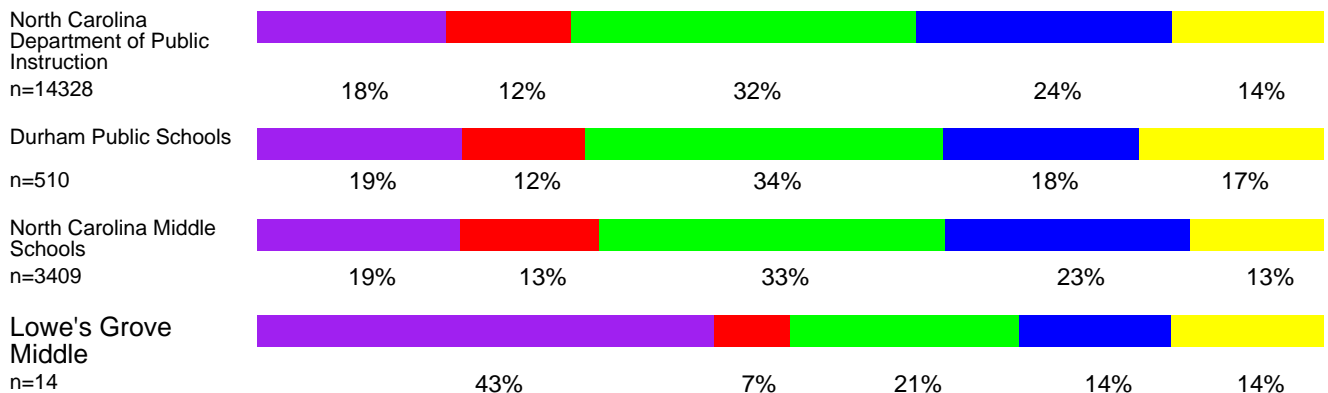
b. Subject matter I teach



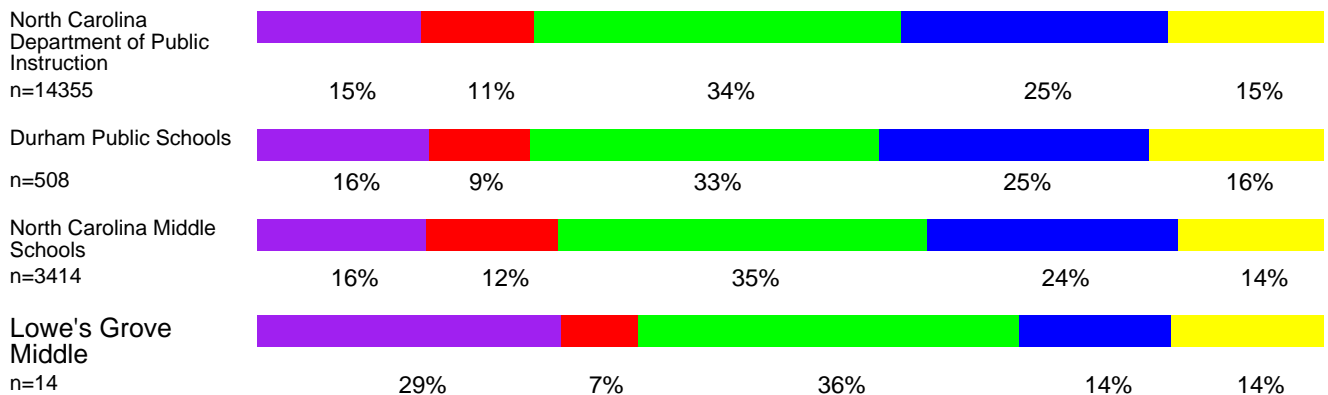
c. Classroom management strategies



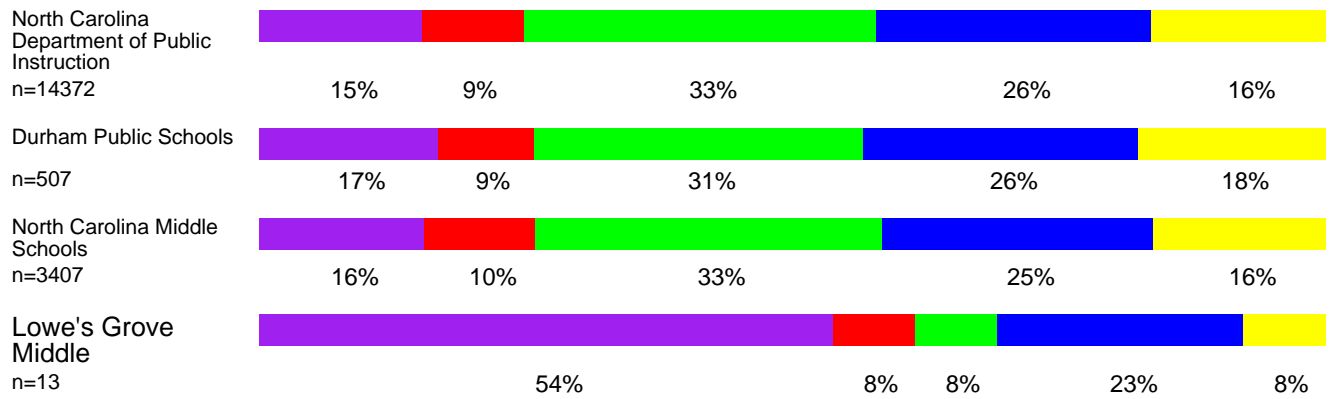
d. Using data to identify student needs



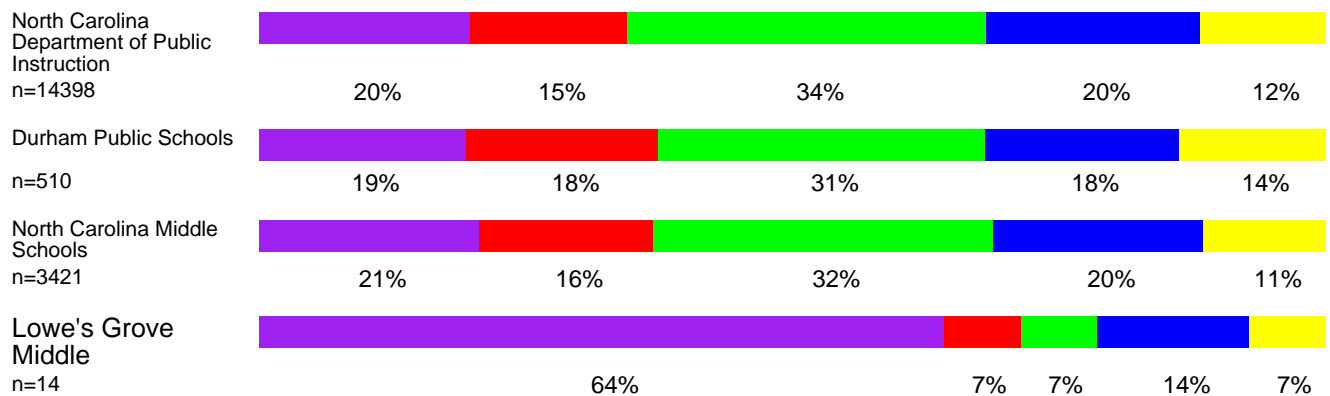
e. Differentiating instruction based upon individual student needs and characteristics



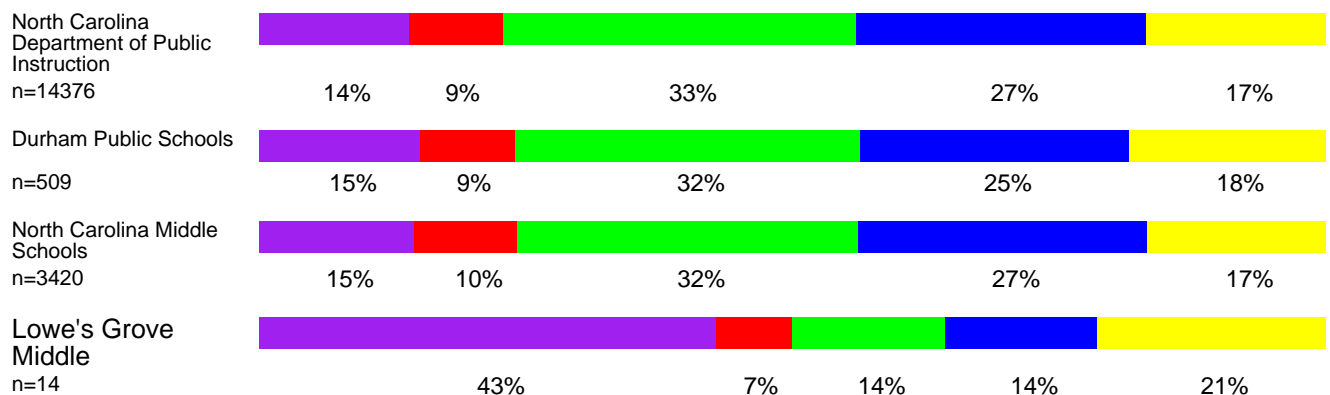
f. Creating a supportive, equitable classroom where differences are valued



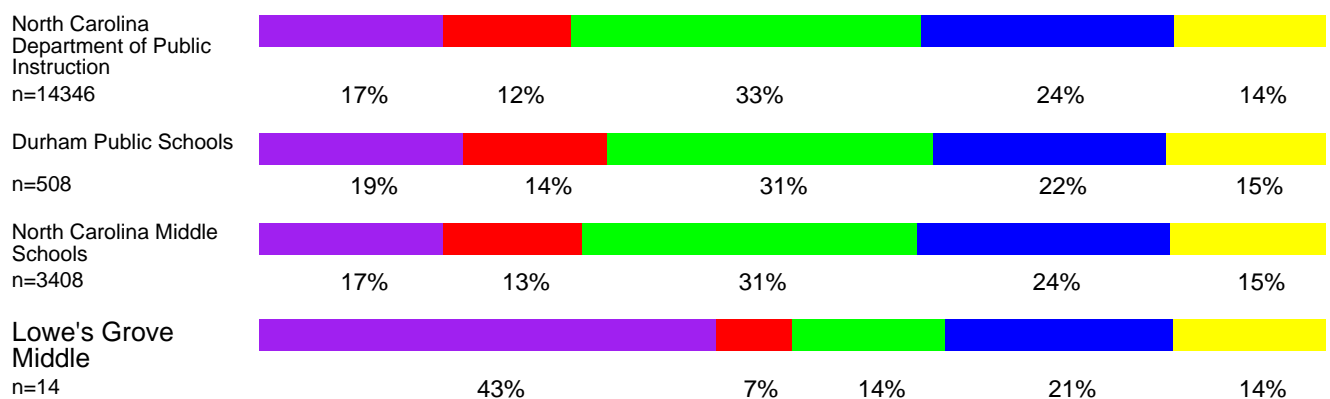
g. Enlisting the help of family members, parents and/or guardians



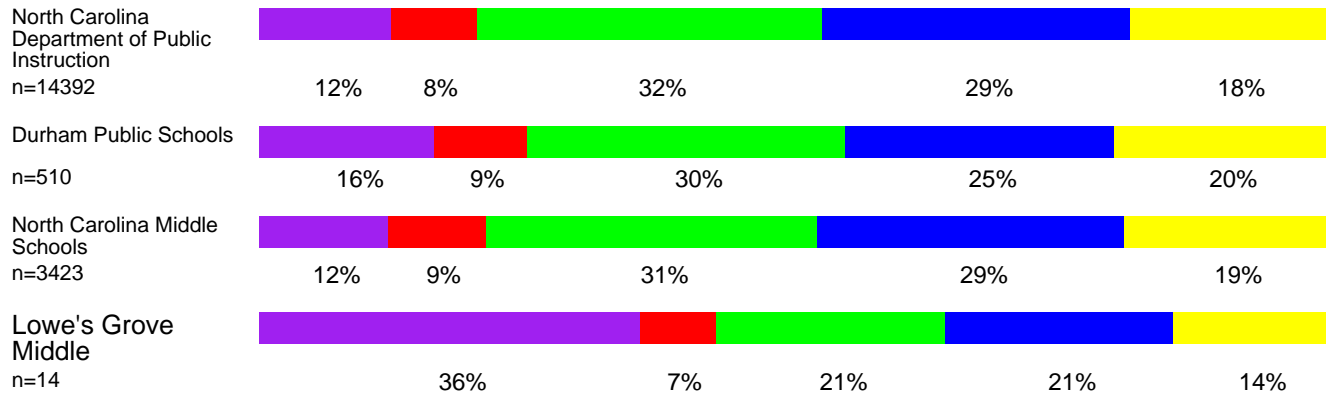
h. Working collaboratively with other teachers at my school



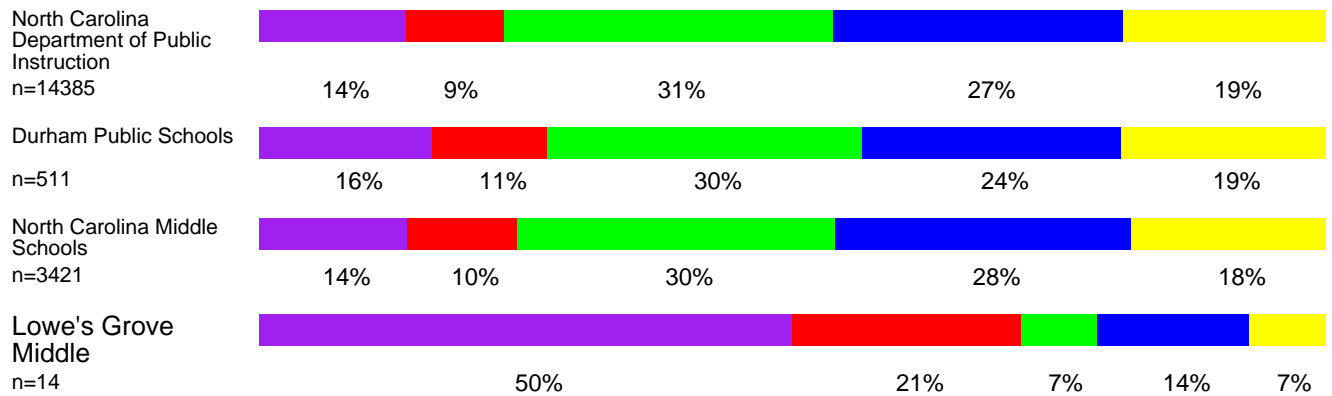
i. Connecting with key resource professionals (e.g., coaches, counselors, etc.)



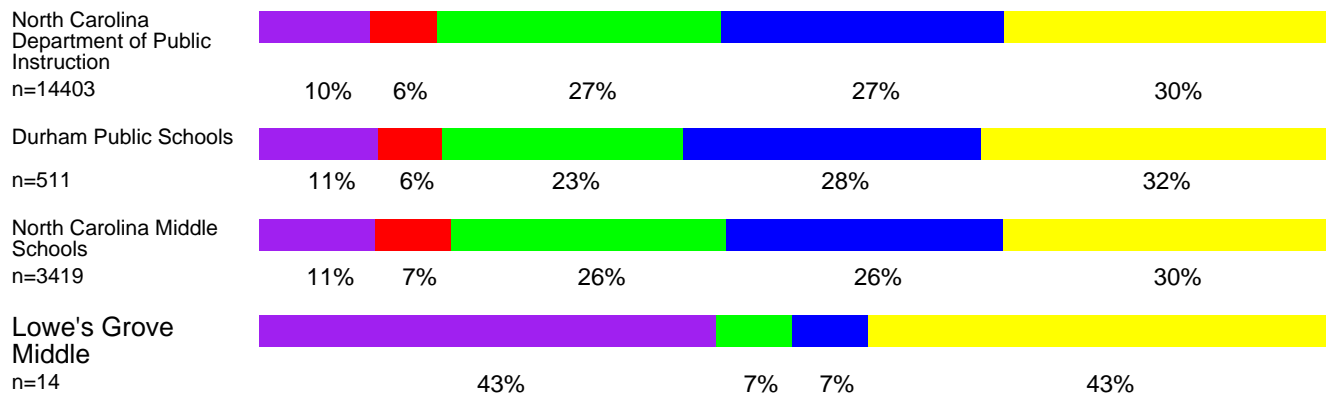
j. Complying with policies and procedures



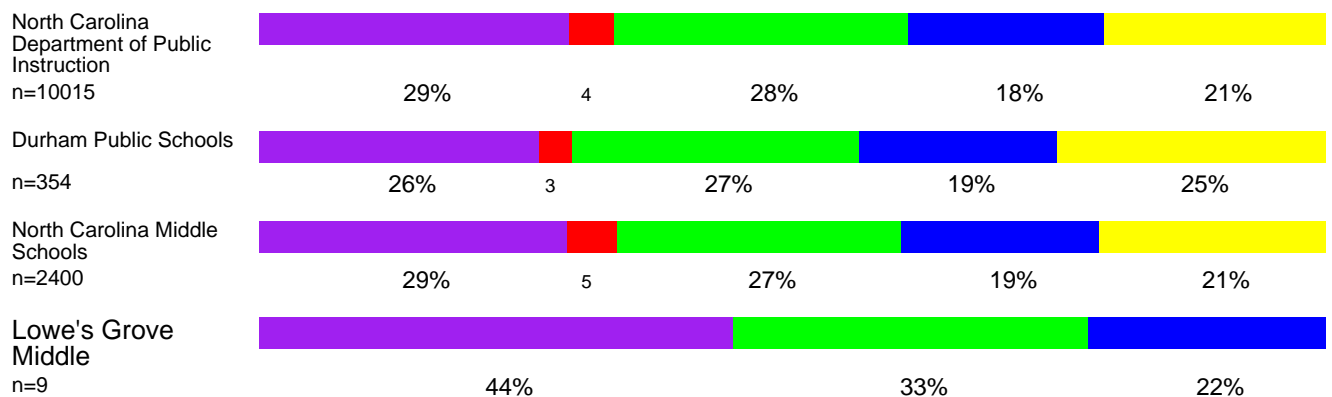
k. Completing administrative paperwork



l. Providing emotional support



m. Other

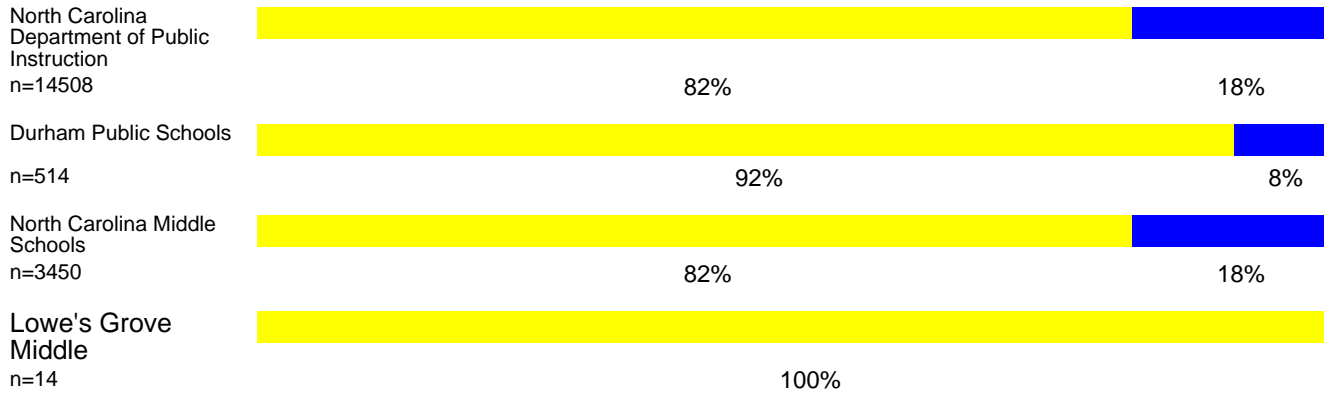


Q11.4 Please indicate whether each of the following were true for you and your mentor.

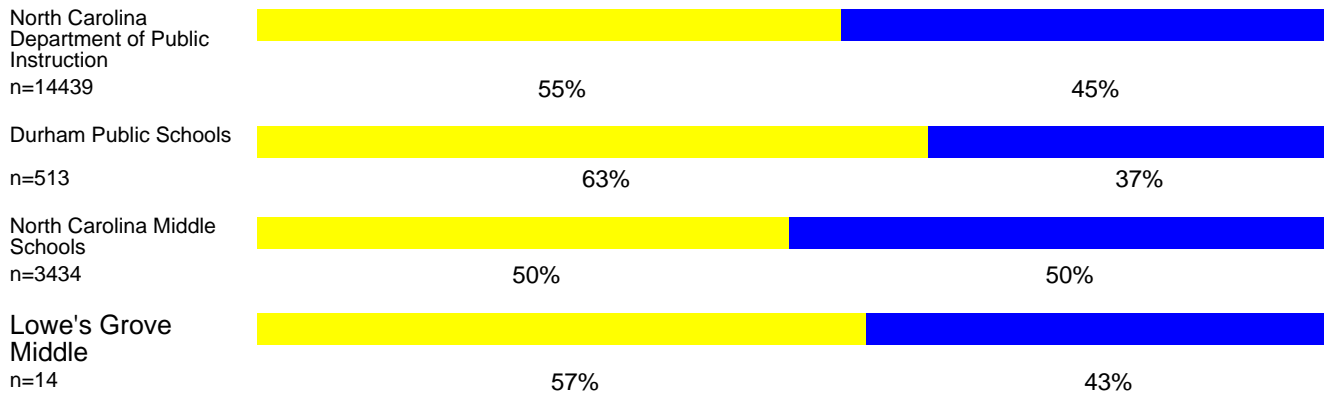
■ Yes

■ No

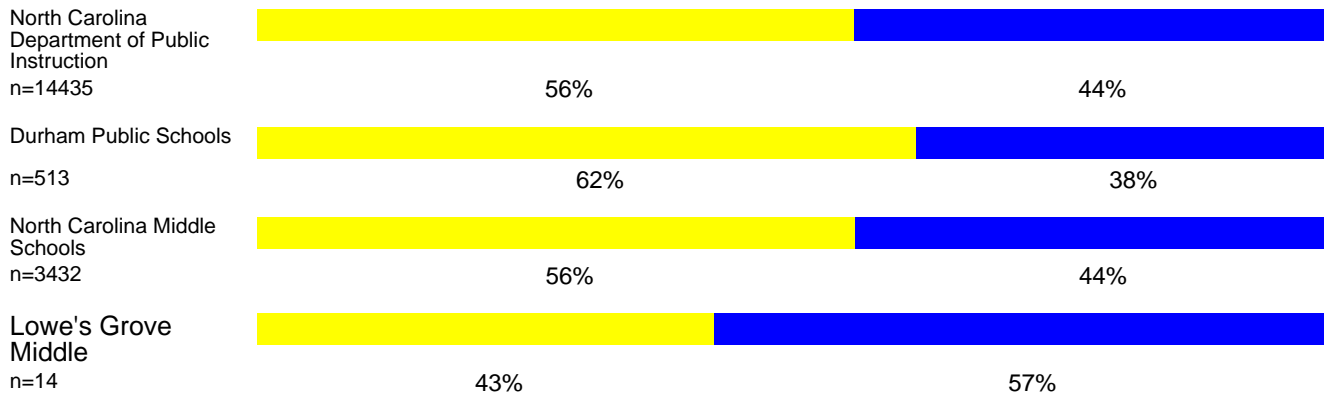
a. My mentor and I were in the same building.



b. My mentor and I taught in the same content area.

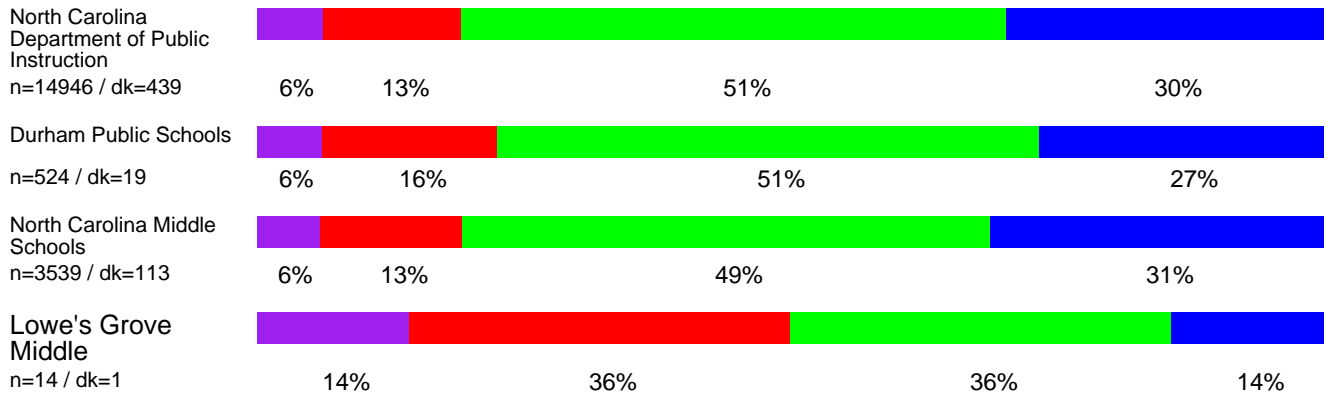


c. My mentor and I taught the same grade level.



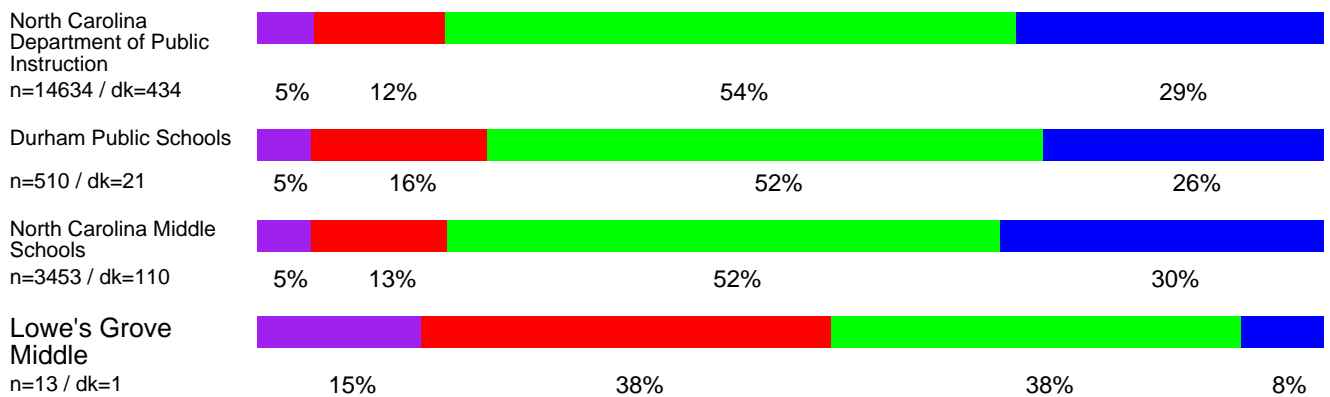
Q11.5 Overall, the additional support I received as a new teacher improved my instructional practice.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree



Q11.6 Overall, the additional support I received as a new teacher has helped me to impact my students' learning.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree



Q11.7 Overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

