

## Section 0 : Report Information

State: Maine

## Section 1 : Significant Factors

The following results summary is intended to provide a quick snapshot for data analysis and inquiry. Questions included are derived from statistical analyses of the survey meant to pare down the number of questions into averages for common areas across the survey. These factors can help quickly identify broad areas of strengths and those for improvement before delving deeper into each individual question. All averages are on 1 to 5 scale with 1 being the lowest and 5 being the highest.

Leadership: This is the average of the five questions from the leadership and empowerment sections of the survey that were most important in explaining the presence of leadership conditions that contribute to trusting, supportive environments (Q4.1d, Q5.2a, Q5.2c, Q5.4a, Q5.4e)

3.13 

Support for Practice: This is the average of the five questions from the professional development and facilities and resources section of the survey that were most important in explaining the effectiveness of professional development (Q6.1c, Q6.1d, Q6.4a, Q6.4b, Q6.5)

3.12 

Workload and Stress: This is the average of the five questions from the time and overall conditions sections of the survey that were most important in explaining increases in workload and stress for educators (Q2.9b, Q.2.9c, Q2.9i, Q7.3b, Q7.3i)

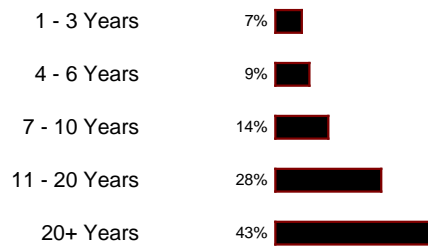
3.99 

---

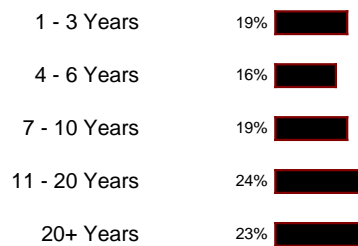
Key:  Maine

## Section 2 : Demographics Part 1

### Q1.2 How many total years have you been employed as an educator?



### Q1.3 How many total years have you been employed in the school in which you are currently working?

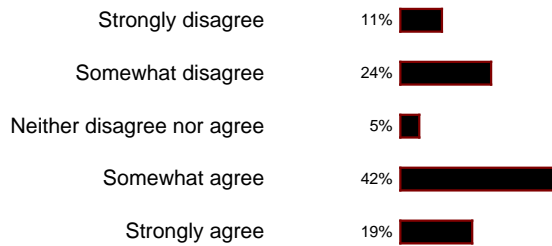


Key:  Maine

## Section 3 : Time

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

**a. Teachers have reasonable class sizes, affording them time to meet the educational needs of all students.**



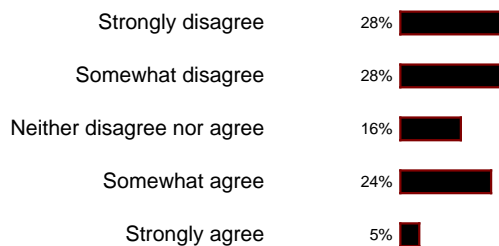
**b. Teachers have time available to collaborate with their colleagues.**



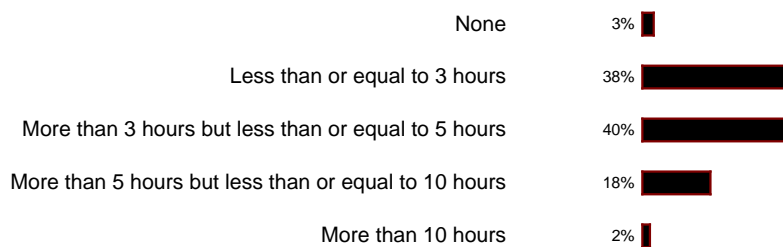
**c. The non-instructional time provided for teachers in my school is sufficient.**



**d. Efforts are made to minimize the amount of routine administrative paperwork that teachers are required to do.**

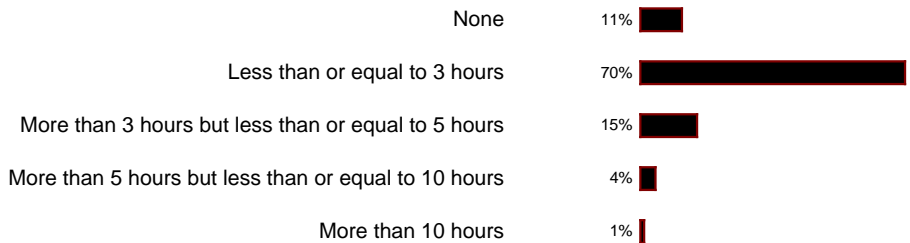


**Q2.3 In an average week of teaching, how much non-instructional time do you have available (not including time spent outside of the normal school day)?**

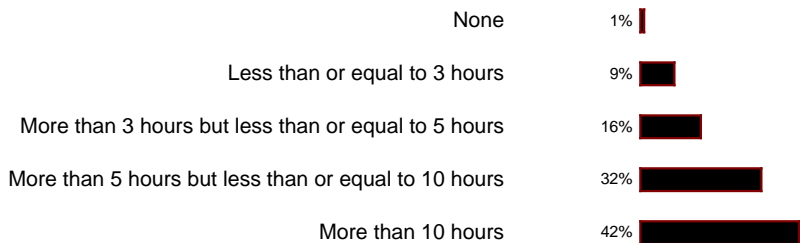


Key: Maine

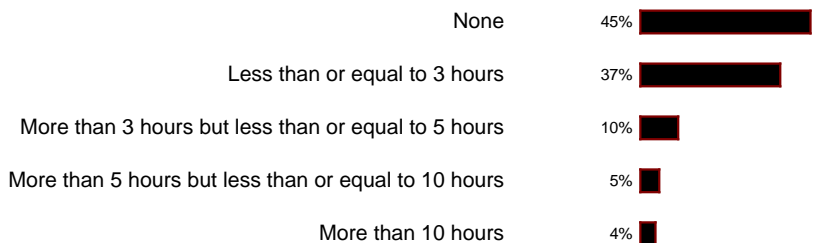
**Q2.3a In an average week of teaching, how much non-instructional time do you spend on supervisory duties?**



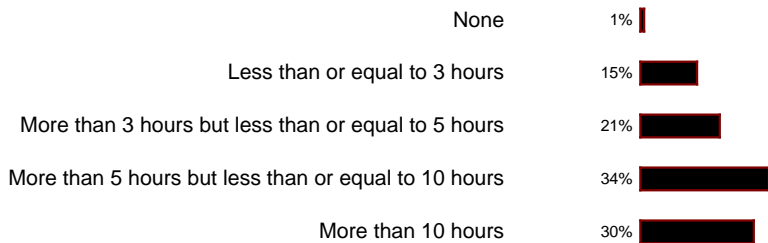
**Q2.4 In an average week of teaching, how many hours do you spend on school-related activities outside the regular school work day (before or after school, and/or on the weekend)?**



**Q2.4a Of these hours, how many are typically spent on school activities involving student interaction (such as coaching, field trips, tutoring, transporting students, club sponsorship, etc.)?**

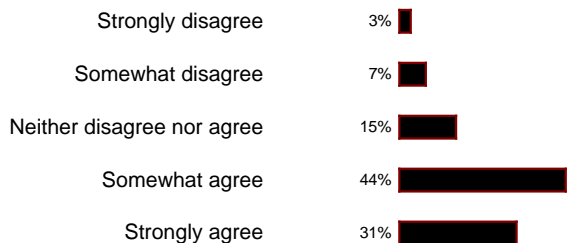


**Q2.4b Of these hours, how many are typically spent on other school-related activities such as preparation, grading, parent conferences, attending meetings?**



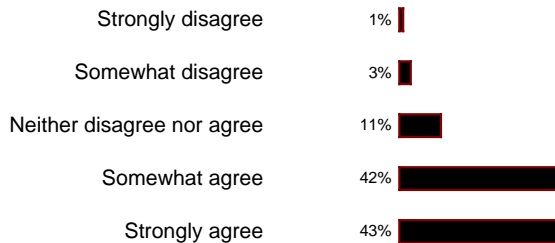
**Q2.9 Please rate how strongly you agree or disagree that the following factors significantly contribute to your overall workload.**

**a. Data management (attendance, report cards, etc.)**



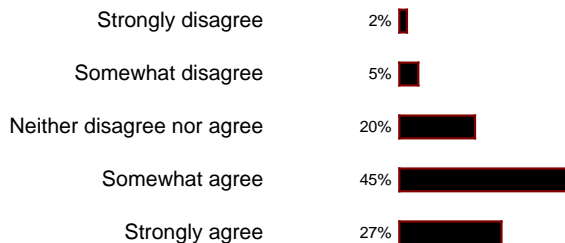
Key:  Maine

**b. Student assessment requirements**



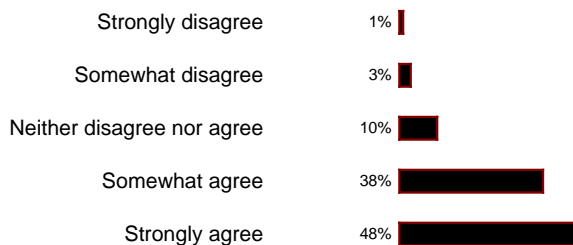
---

**c. Curriculum aligned with the Maine Learning Results**



---

**d. Diverse student learning needs in the classroom**



---

**e. Student behavior**



---

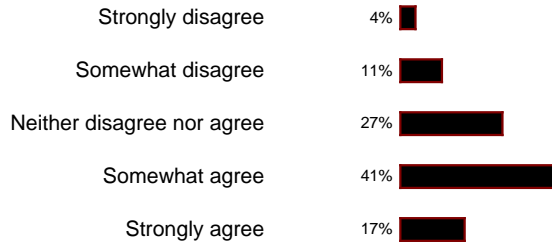
**f. Class size increases**



---

Key:  Maine

### g. Required professional development



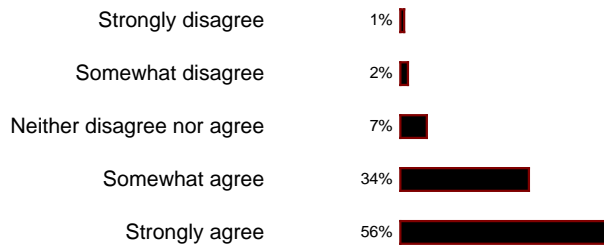
### h. Required committee work



### i. Compliance with No Child Left Behind



### j. Getting students to expected levels of performance



Key:  Maine

## Section 4 : Facilities and Resources

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

**a. Teachers have sufficient access to appropriate instructional materials and resources.**



**b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.**



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



**d. Teachers have sufficient training and support to fully utilize the available instructional technology.**



**e. Teachers have adequate professional space to work productively.**



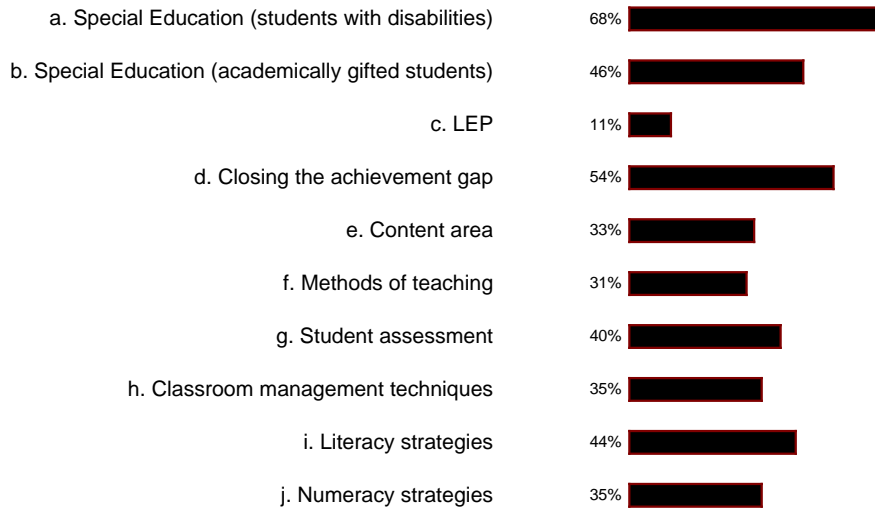
Key:  Maine

**f. Teachers and staff work in a school environment that is safe.**



---

**Q3.3 In which of the following areas (if any) do teachers need additional resources and/or support to effectively teach students in your school? (Check all that apply.)**



---

Key:  Maine

## Section 5 : Empowerment

**Q4.1 Please rate how strongly you agree or disagree with the following statements about empowerment in your school.**

**a. Teachers are centrally involved in decision making about educational issues.**



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



**c. Teachers are recognized as educational experts.**



**d. In this school we take steps to solve problems.**



**e. The faculty has an effective process for making group decisions and solving problems.**



Key:  Maine

**f. Teachers are supported by the community in which they teach.**

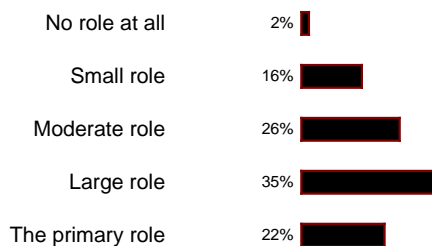


**g. Parents and community members contribute to student success.**

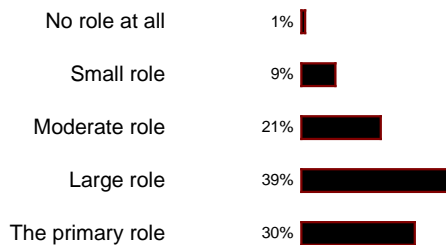


**Q4.3 Please indicate how large a role teachers have at your school in each of the following areas.**

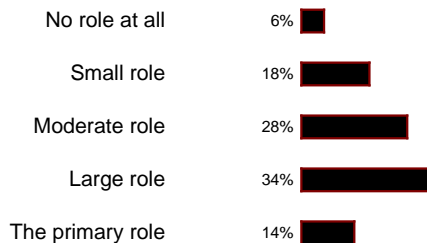
**a. Selecting instructional materials and resources**



**b. Devising teaching techniques**

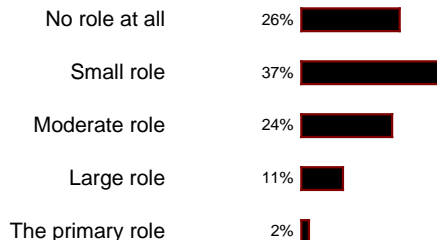


**c. Setting grading and student assessment practices**

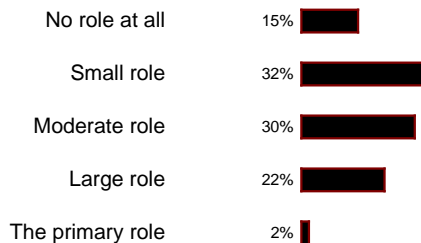


Key:  Maine

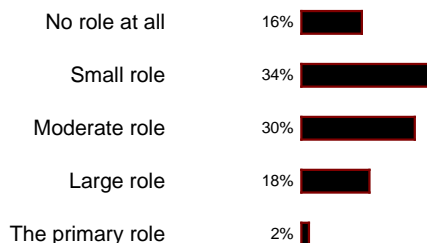
**d. Determining the content of in-service professional development programs**



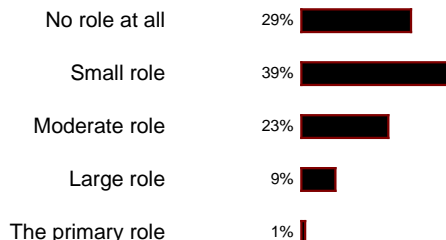
**e. Interviewing and selecting new teachers**



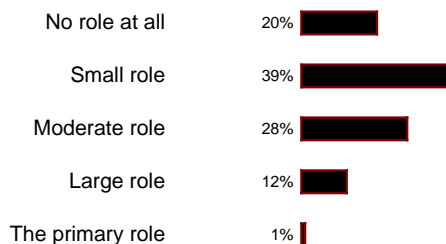
**f. Establishing and implementing policies and student discipline**



**g. Deciding how the school budget will be spent**



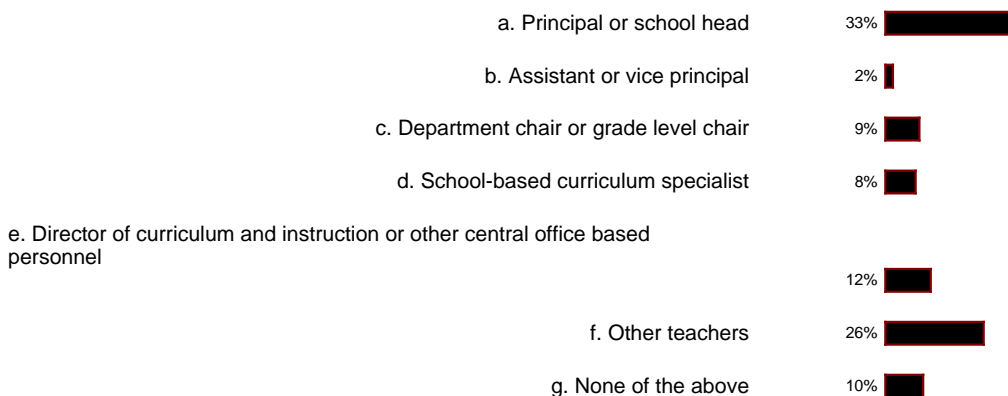
**h. School improvement planning**



Key:  Maine

## Section 6 : Leadership

**Q5.1 Which position best describes the person who most often provides instructional leadership at your school? (Select one.)**



**Q5.2 Please rate how strongly you agree or disagree with the following statements about leadership in your school.**

**a. There is an atmosphere of trust and mutual respect within the school.**



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



**c. School leadership consistently supports teachers when needed.**



**d. Staff members are recognized for accomplishments.**



Key:  Maine

**e. The school leadership communicates clear expectations to students and parents.**



**f. The faculty are committed to helping every student learn.**



**g. The faculty and staff have a shared vision.**



**h. Teachers are held to high professional standards for delivering instruction.**



**i. Teacher performance evaluations are handled in an appropriate manner.**



Key:  Maine

**j. Teachers receive feedback that can help them improve teaching.**



---

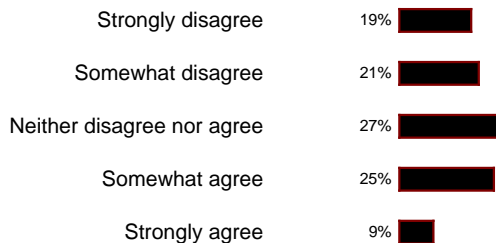
**k. The school improvement team provides effective leadership at this school.**



---

**Q5.4 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.**



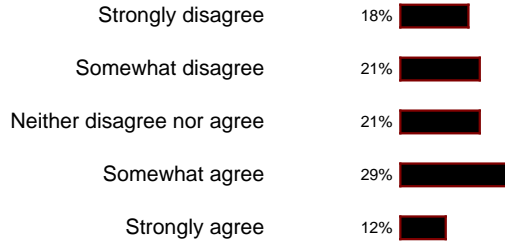
---

Key: Maine

**d. Professional development.**



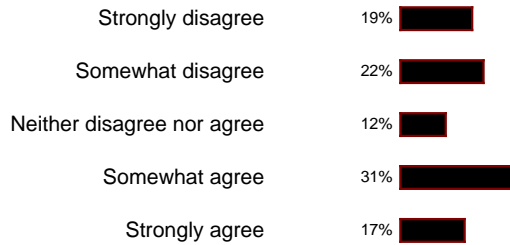
**e. Empowering teachers.**



**f. New teacher support.**



**Q5.5 Overall, the school leadership in my school is effective.**



Key:  Maine

## Section 7 : Professional Development

**Q6.1 Please rate how strongly you agree or disagree with the following statements about professional development in your school.**

**a. Sufficient resources are available to allow teachers to take advantage of professional development activities.**



**b. Teachers are provided opportunities to learn from one another.**



**c. Enhancing teacher knowledge and skills receives priority as a strategy to improve student achievement.**



**d. Professional development provides teachers with the knowledge and skills most needed to teach effectively.**

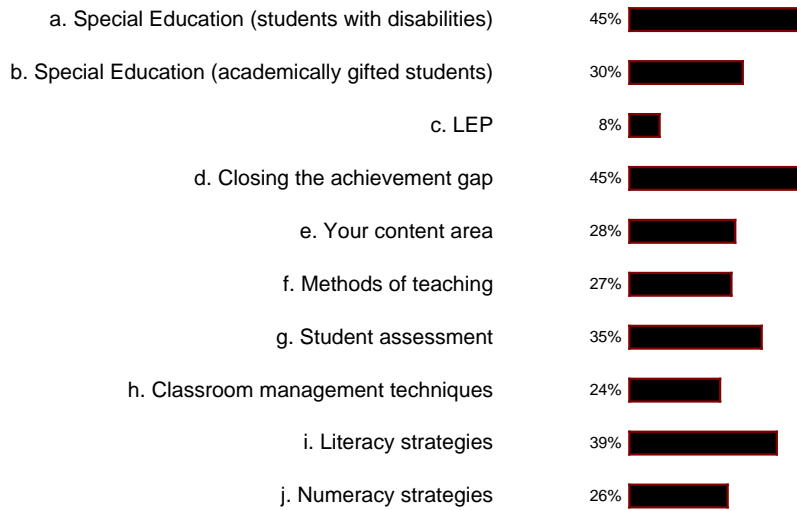


**e. Professional development offerings are data-driven.**

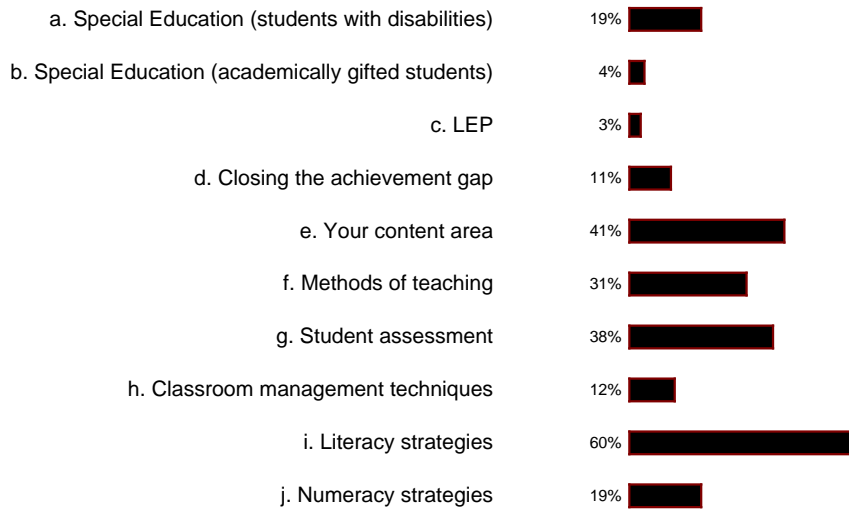


Key:  Maine

**Q6.2a In which of the following areas (if any) do you need professional development to effectively teach your students? (Check all that apply.)**



**Q6.2b In the past 2 years have you had 10 clock hours or more of professional development in any of the following areas? (Check all that apply.)**



**Q6.4a Professional development has provided YOU with strategies that you have incorporated into your instructional delivery methods.**

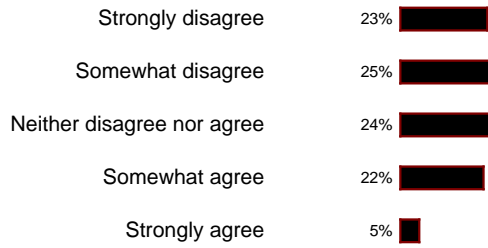


Key:  Maine

**Q6.4b Professional development has proven useful to YOU in your efforts to improve student achievement.**



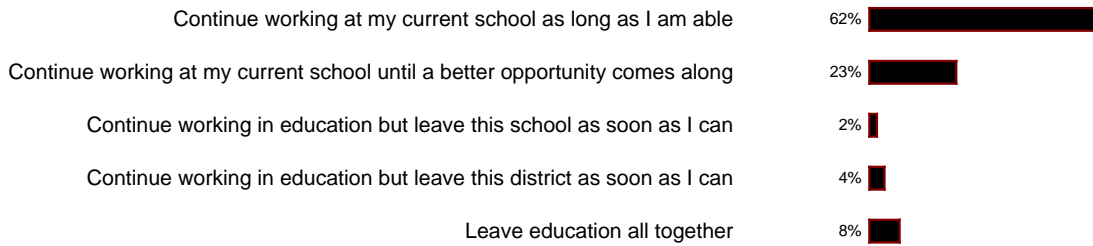
**Q6.5 I have received follow up from professional development opportunities that help me improve my teaching.**



Key:  Maine

## Section 8 : Core Questions

### Q7.1a Which BEST DESCRIBES your future intentions for your professional career?

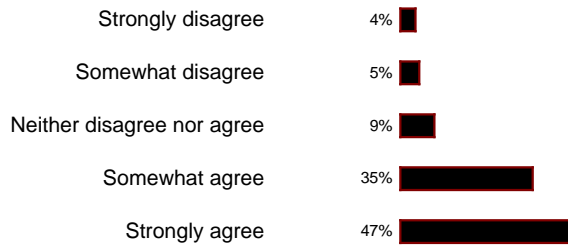


### Q7.2 Please rate how strongly you agree or disagree that the following factors influence your decision making about your professional plans.

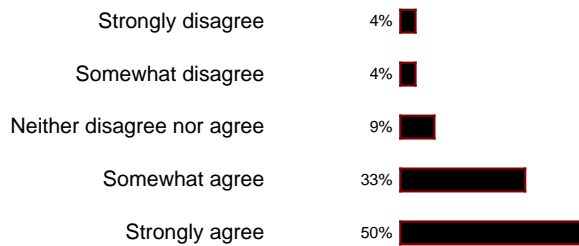
#### a. Adequate facilities and/or resources



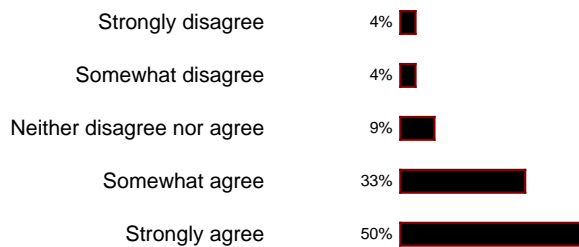
#### b. Adequate support from school leadership



#### c. Collegial atmosphere amongst the staff



#### d. Teaching assignment (subject, students)



Key:  Maine

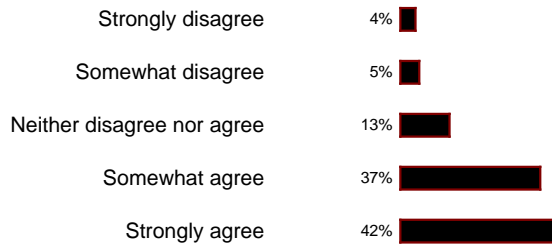
**e. Time during the work day**



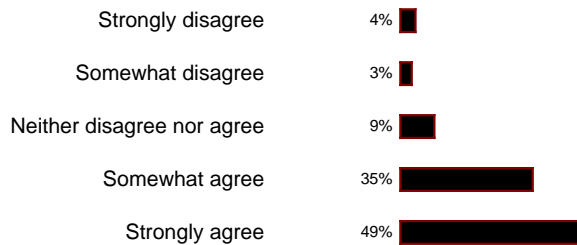
**f. Quality of professional development**



**g. Empowerment to make decisions that affect my school and/or classroom**



**h. Effectiveness with the students I teach**



**i. Salary**



Key:  Maine

**j. Cost of living of the community in which my school is located**



**k. Student behavior**



**l. Degree of testing and accountability**



**m. The community environment where I live**



**n. Retirement options**



Key:  Maine

**o. My district's consolidation plan**



**p. Personal reasons (health, family, etc.)**

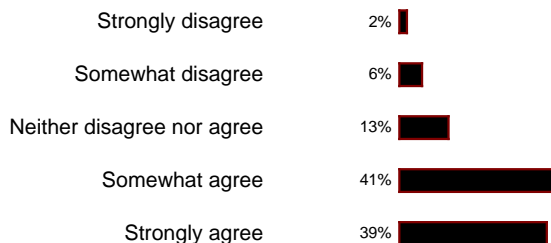


**Q7.3 The following factors contribute to my stress as a teacher:**

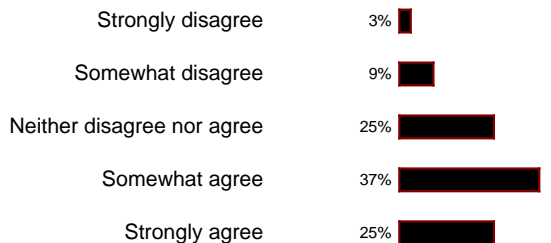
**a. Data management (attendance, report cards, etc.)**



**b. Student assessment requirements**



**c. Curriculum alignment with the Maine Learning Results**



Key:  Maine

**d. Diverse student learning needs in the classroom**



**e. Student behavior**



**f. Mentoring programs (teachers with colleagues)**



**g. Class size increases**



**h. Required committee work**

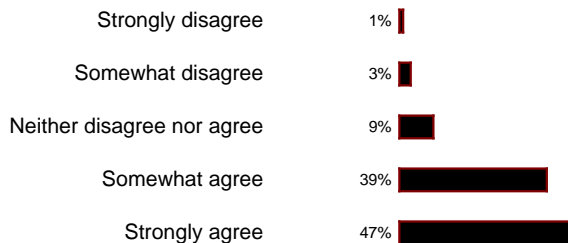


Key:  Maine

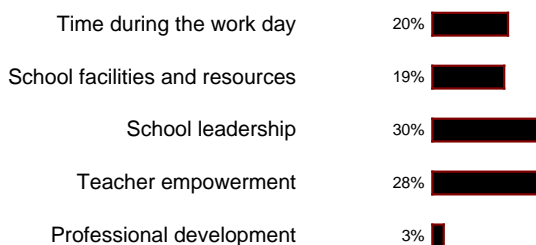
**i. Compliance with No Child Left Behind**



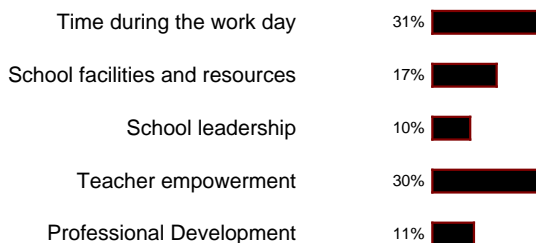
**j. Getting students to expected levels of performance**



**Q7.4a Which aspect of your work environment MOST affects your willingness to keep teaching at your school? (Select one.)**



**Q7.5a Which aspect of working conditions is MOST important to you in promoting student learning? (Select one.)**



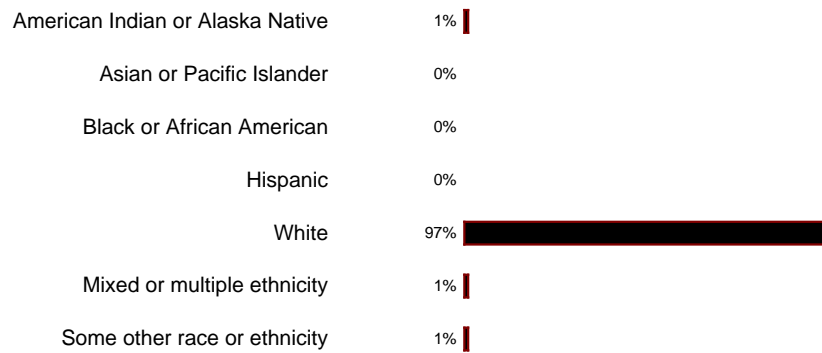
**Q7.6 Overall, my school is a good place to work and learn.**



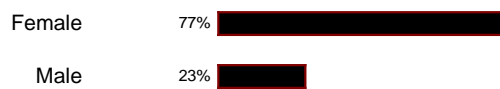
Key:  Maine

## Section 9 : Demographics Part 2

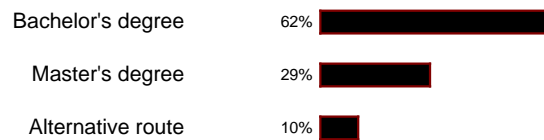
### Q8.1 Please indicate your race/ethnicity. (Select one.)



### Q8.2 Please indicate your gender. (Select one.)



### Q8.3 How did you become a teacher? (Select one.)



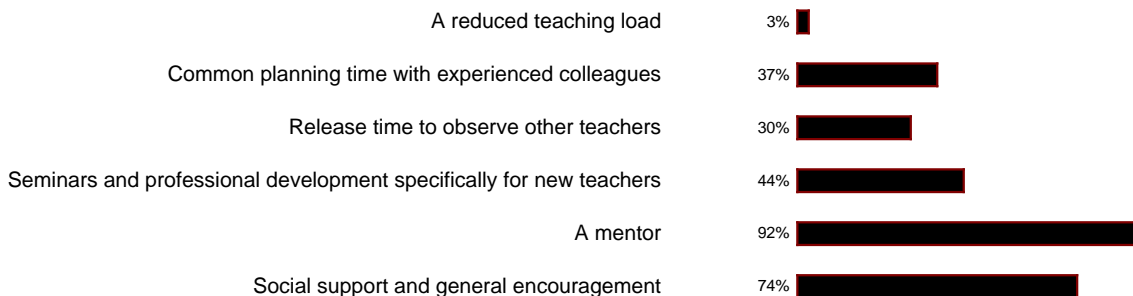
Key:  Maine

## Section 10 : Mentor/Mentee

### Q9.1 Have you received additional support as a new teacher in the past three years?

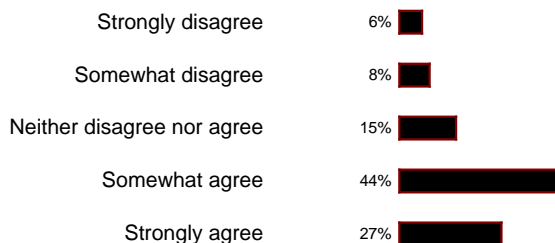


### Q9.2 As a new teacher I received the following kinds of support. (Check all that apply.)



### Q9.3 The additional support I received as a new teacher helped improve my effectiveness in:

#### a. Developing instructional strategies



#### b. Enhancing content knowledge and curriculum in the subject(s) I teach



#### c. Developing and implementing classroom management/discipline strategies

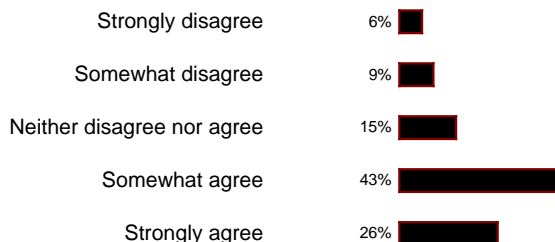


#### d. Understanding and following school and/or district policies and procedures

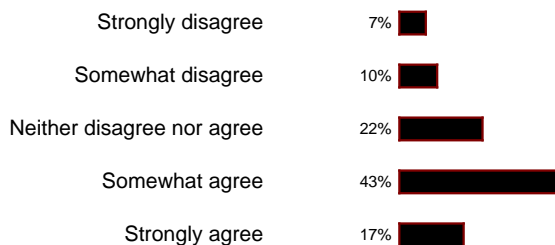


Key:  Maine

**e. Completing products or documentation required of new teachers**



**f. Completing other school or district paperwork**



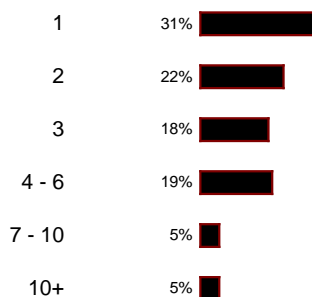
**Q9.4 Of the success you have had as a beginning teacher, what proportion would you attribute to the additional support you received as a new teacher?**



**Q9.5 Overall, this additional support has been important in my decision to remain in teaching.**

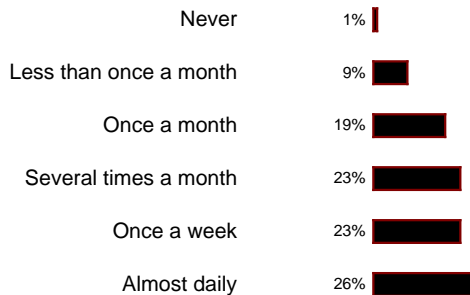


**Q9.6 How many teachers did/do you mentor?**



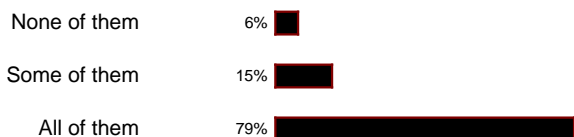
Key:  Maine

**Q9.7 On average, how often did/do you meet with your mentee(s)?**

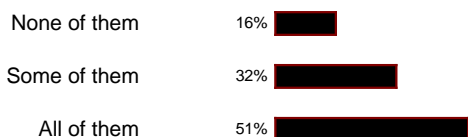


**Q9.8 Please indicate which best describes you and your mentee(s).**

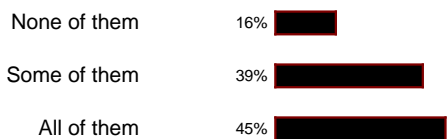
**a. My mentee(s) and I were in the same building.**



**b. My mentee(s) and I taught in the same content area.**

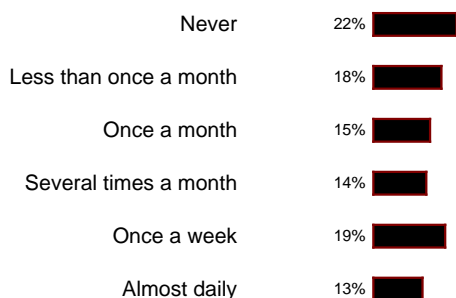


**c. My mentee(s) and I taught the same grade level.**

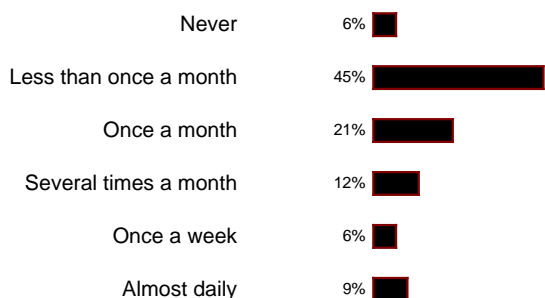


**Q9.9 On average, how often did you engage in each of the following activities with your mentee(s)?**

**a. Planning during the school day with my mentee(s)**



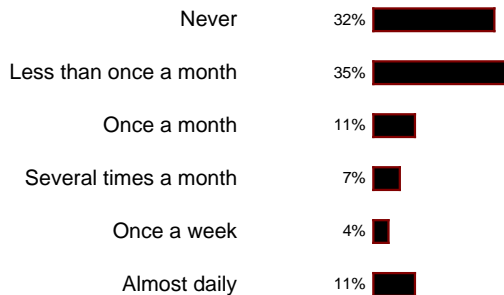
**b. Observing my mentee(s)' teaching**



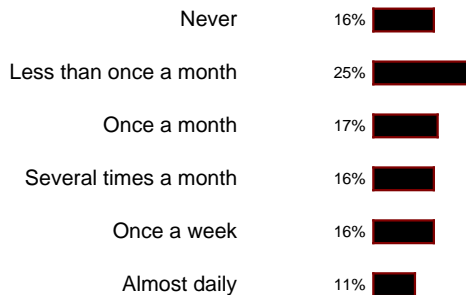
Key:



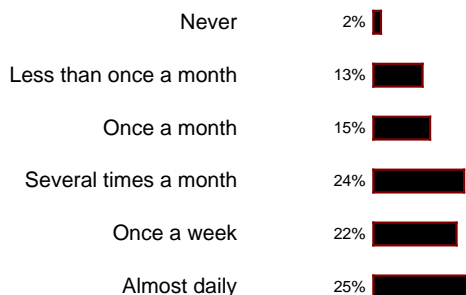
**c. Being observed by my mentee(s)**



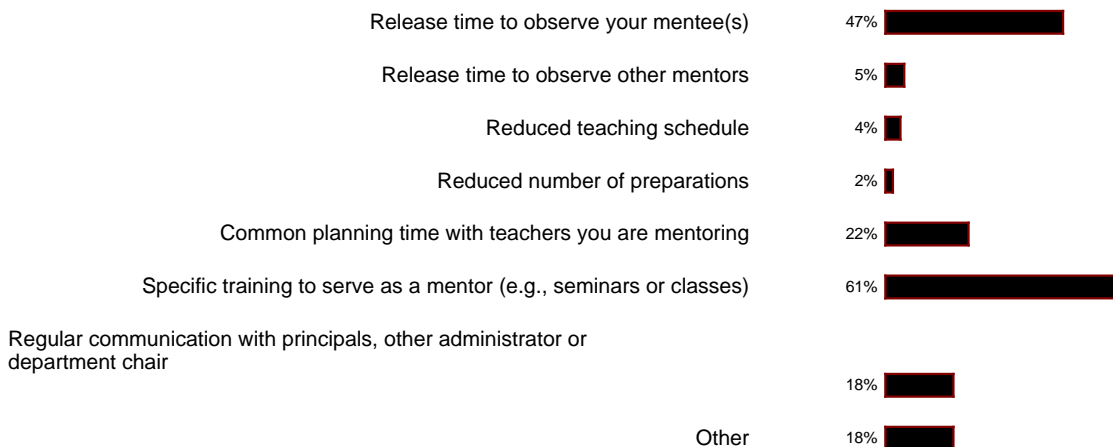
**d. Planning instruction with my mentee(s)**



**e. Having discussions with my mentee(s) about their teaching**



**Q9.10 Please indicate which of the following kinds of support, if any, you received as a formally assigned mentor. (Check all that apply.)**



Key:  Maine