Evaluation & Research Department

WCPSS Educators' Responses to the
2008 Teacher Working Conditions Survey

Abstract: Results of the most recent survey of Teachers Working Conditions show increased rates of agreement in comparison to a similar survey taken in 2006. Responses on four out of five factors (time, facilities & resources, leadership and professional development) were more positive for WCPSS and for the state as a whole. Particularly noteworthy is the increase in the percent of WCPSS respondents in 2008 choosing "Strongly agree" as opposed to "agree" in the earlier survey.

Introduction

Every two years since 2004, the North Carolina Governor's office has conducted a survey of teachers and other educators to determine opinions about working conditions. The survey invites participants to respond to questions in five main areas: availability and use of time; facilities and resources; decision-making; leadership; and, professional development. The survey is conducted online, with a password for each participant being provided by the Governor's Office. Participation of teachers in WCPSS was actively encouraged by principals, area superintendents, and the district superintendent.

While many of the questions use a 5-point rating scale, where 1 is equal to "Strongly disagree" and 5 is equal to "Strongly agree", other questions use response choices that include ranges of hours, or degrees of efficacy, and so on. This is particularly true of items related to staff development and mentoring. In this report, we will examine differences between the opinions of teachers in Wake County Public Schools and the state of North Carolina as a whole, and we will examine changes in specific response patterns for Wake County Public School System (WCPSS) teachers from the 2006 survey to the 2008 survey.

In some areas, direct comparison is not possible at the item level, since changes in the survey questions were made from the 2006 administration to the present one. However, the bulk of the questions remain the same and, therefore, meaningful comparisons can be made. The confidence readers can place in these interpretations is enhanced because on both surveys, a large percentage of Wake County Public Schools teachers participated. Indeed, for the 2008 survey, participation reached 95%.

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WAKE COUNTY
PUBLIC SCHOOL SYSTEM

www.wcpss.net/evaluation-research

A BRIEF LOOK AT:

Participation Rates

In 2008, 87% of eligible respondents in North Carolina participated in the Teacher Working Conditions survey. As mentioned above, 95% of teachers in Wake County Public School System responded. It should be noted that "teachers" may be interpreted broadly to include classroom and special teachers, as well as principals, assistant principals, and other professionals assigned to schools. Although respondents were asked to identify themselves by one of four categories (teacher, principal, assistant principal, other education professional), results from this identification were not provided and, therefore, it is unclear what percentage of respondents fall into each class.

In WCPSS, 100% of eligible responders from 61 schools participated. In an addition 68 schools had participation rates ranging from 90% to 99%. Finally, 16 schools registered participation of between 80% and 89%. In no school in the district did fewer than 60% of eligible respondents participate. Thus, while levels of inference in data interpretation will be higher for some schools than for others, at the district level, participation is high enough to allow great confidence to be placed in these data.

In Appendix A, the reader will find two lists of Wake County schools. In the first list, schools are shown in alphabetical order, with details of participation included. In the second list, schools are arranged alphabetically, in descending order of participation rate.

Comparison of WCPSS responses to North Carolina

Complete responses by item comparing the responses of WCPSS teachers to all participants in the survey may be found at http://ncteachingconditions.org/reports/. (In addition, Appendix B of this report contains all survey items and the distribution of responses by response choice for WCPSS participants). However, it may be of interest to compare the two responder groups over time and for the five major categories of the survey. It should be noted that the summary does not include calculations based on all questions in a given section of the survey. Rather, the summary combines responses to key questions within each of the five sections. The table below provides average responses to the five categories for the state and the district, showing data from the two most recent survey administrations.

Factor	WCPSS 06	WCPSS 08	N.Carolina 06	N.Carolina 08
Time	3.05	3.33	3.12	3.31
Facilities&Resources	3.75	4.07	3.65	3.94
Decision-Making*	3.45	3.01	3.44	2.91
Leadership	3.58	3.79	3.60	3.82
Profess Development	3.36	3.58	3.41	3.59

It should be noted that somewhat different questions were included in the category analysis in 2006 and 2008. Therefore, caution should be exercised when comparing across years. However, in both cases, inferences about changing and relative strength

and weakness can be made, especially when comparing WCPSS and the State for each of the two administrations.

Definition of the factors is provided at the report Web site. To paraphrase: The "Time" factor results from averaging five questions related to impediments on teachers' time to plan and collaborate. The "Facilities and Resources" factor combines results from eight questions about instructional materials, technology, office equipment, and a clean, safe environment. To derive the average for "Decision-making", eight questions from the Educator Leadership section of the survey that concern the role played by teachers in making decisions about teaching, classroom and school issues. "Leadership" scores were the result of averaging ten questions from both the School Leadership and Educator Leadership sections. Here the emphasis is on conditions of trust, support, empowering environments, and sustained efforts to address teachers' concerns. Finally, the "Professional Development" factor results from averaging responses to five questions related to resources and opportunities available to teachers for participation in professional development activities.

It may be observed that in all categories except one (Decision-making), there was an increase in average response for both WCPSS and for North Carolina from 2006 to 2008. Further, it is clear from the table that WCPSS teachers had a slightly higher average than was true state-wide in three categories (time, facilities and resources and decision-making), while the state as a whole was slightly more favorable on leadership and professional development. In no case did the WCPSS average fall below the mid-point of the scale, while in no case did the average response in the state rise to an average of 4. Because the questions included a neutral mid-point (3="Neither agree nor disagree"), analysis at the individual question level will need to take this into account, since a large number of responses in this neutral zone may influence rates of agreement/disagreement. In summary, then, there was an improvement in four of the categories as assessed by WCPSS teachers from 2006 to 2008, which paralleled the state.

Comparison of Wake County Responses in 2006 and 2008

Generally speaking, results for individual item responses were higher or unchanged in 2008 than in 2006 for all items except 2, if we combine the "Strongly agree" and "Agree" responses and compare them across the two survey administrations. For only two questions does this generalization not hold, and these will be discussed below. By combining the two response choices, it may be observed that in 10 out of 70 items for which it is possible to combine responses categories (because the scale used is about degree of agreement or some other clear dimension), there was no change registered between 2006 and 2008. Thus, average responses for 58 of the items show improvement over time. However, in some cases, the change appears, at first glance to be relatively modest.

While this positive trend is gratifying, a more granular look at the responses, however, indicates that the degree of intensity of agreement increased more dramatically. Put another way: in 2008, the percent of WCPSS respondents choosing "Strongly agree" is,

for most items, much larger than was true in 2006. For example, Item 2.1.b states: "Teachers have time available to collaborate with their colleagues." In 2006, 52% of respondents chose either "Agree" or "Strongly Agree", while in 2008, 67% chose one of these. This 15 percentage point improvement is noteworthy, suggesting that more people agree that time to collaborate is available. Further, if we compare only those choosing "Strongly Agree" in 2006, we find that only 10% of respondents chose this option compared with 26% in 2008. This suggests that there has been a qualitative change in the perception of this issue on the part of many teachers. This pattern of increase in the percent of respondents choosing "Strongly agree" may be found in the vast majority of items. In many cases, the percentage choosing "Strongly agree" in 2008 was double or more than the percent choosing this option in 2006.

Simultaneously, the percent of respondents choosing "Neither agree nor disagree" declined for all items but one from 2006 to 2008. Many survey writers do not include a neutral position in their response scales because of the difficulty of interpreting this choice. Did the person choose the neutral position because he does not have an opinion or is he afraid (for some reason) to choose a "negative" response? Or, does the respondent genuinely feel that the neutral point best reflects his view? All of these plausible reasons for choosing the neutral position are different and decrease the reliability of the outcomes. Thus, while it is not possible to know whether the decline in the percent of respondents choosing the neutral position increased the percent of positive or negative responses, the decline has the effect of strengthening the reliability of interpretation of the responses overall.

This choice-level analysis also allows for examination of the intensity of the negative responses. For most items on this survey, the percent of respondents choosing "Strongly disagree" or "disagree" declined for most items. In thirteen items, the percent of respondents choosing a negative response either declined or stayed the same. Thus, the increase in positive responses results from some combination of fewer negative responses or fewer neutral responses, suggesting an overall trend of improvement for most items, with a marked increase in the "Strongly agree" percentages.

Analysis of Specific Issues on the Teacher Working Conditions Survey

It is beyond the scope of this report to analyze each of the items on the Teacher Working Condition survey (TWC). However, it may be helpful to underscore just a few of the items from each section of the survey. The percents offered will be the combined "Strongly agree" and "agree" choices. The interested reader will find the complete survey, along with details of percent of respondents electing each choice option for each question in Appendix B.

- 59% of WCPSS respondents in 2008 indicated that they agreed that teachers have reasonable class sizes, affording them time to meet the needs of all students (up from 47%).

- Similarly, 55% of respondents agreed that school leadership tries to minimize routine administrative paperwork (55% up from 49%)

- 78% of respondents agreed that they have sufficient access to office equipment and supplies (up from 70%).

- 86% agreed that the reliability and speed of internet connections in the schools are sufficient to support instruction (up from 79%).

- A slightly smaller percentage of respondents agreed that teachers and staff work in a school environment that is safe (84%, down from 85%).

- A slightly larger percentage (76% as compared with 74%) agreed that teachers are trusted to make sound professional decisions about instruction.

- 56% of respondents indicated that teachers have a large/primary role in school improvement planning (up from 47%).

- 86% of respondents believe that the faculty are committed to helping every student learn (no change, as compared to 2006 responses, although "Strongly agree" increased 14 percentage points).

- No change in respondents' view that school leadership is effective (65% combined agreement) but a large increase (18% to 29%) in "Strongly agree."

The statements above, extracted from the larger survey, suggest increases in the percent of respondents agreeing that teacher working conditions in Wake County Public Schools are good and improving. A section of the survey that supports this view asks respondents about the likelihood that they will continue to teach. While 78% of respondents agreed that "overall, my school is a good place to teach and learn" (the same percentage agreeing in 2006), only 62% of respondents indicated that they plan to continue teaching in their current school, although an additional 17% indicated that they plan to continue teaching in the district. Eleven percent of respondents indicated that they planned to leave teaching, either because of retirement (4%), for personal reasons (2%), or for another reason (5%).

Appendix A1:

Participation Rates for Wake County Schools

District/Site Name	Number of Educators	Number Completed	Percent Completed
Adams Elementary	65	63	97
Apex Elementary	51	51	100
Apex High	149	136	91
Apex Middle	78	78	100
Athens Drive High	154	143	93
Aversboro Elementary	50	49	98
Baileywick Rd Elem	45	45	100
Ballentine Elem	65	64	98
Barwell Road Elem	52	53	100
Baucom Elementary	66	62	94
Brassfield Elem	60	48	80
Brentwood Elementary	46	44	96
Briarcliff Elem	51	52	100
Brier Creek Elem	42	43	100
Brooks Elementary	51	51	100
Bugg Elementary	47	45	96
Carnage Middle	92	85	92
Carpenter Elem	38	42	100
Carroll Middle	62	62	100
Carver Elementary	52	50	96
Cary Elementary	54	53	98
Cary High	139	138	99
Cedar Fork Elem	54	54	100
Centennial Middle	52	50	96
Combs Elementary	72	72	100
Conn Elementary	57	52	91
Creech Road Elem	66	68	100
Daniels Middle	94	88	94
Davis Drive Elem	75	75	100
Davis Drive Middle	83	83	100
Dillard Drive Elem	57	56	98
Dillard Drive Middle	88	92	100
Douglas Elementary	54	37	69
Durant Road Elem	87	82	94
Durant Road Middle	93	91	98
E Millbrook Middle	89	82	92
East Cary Middle	18	21	100
East Garner Elementary	37	38	100
East Garner Middle	91	89	98
East Wake Arts	24	35	100
East Wake Engineering	21	22	100

District/Site Name	Number of Educators	Number Completed	Percent Completed
East Wake Health Sci	44	35	80
East Wake Integ Tech	20	22	100
East Wake Middle	87	69	79
Farmington Woods El	74	65	88
Forest Pines Elem	54	54	100
Forestville Road El	61	61	100
Fox Road Elementary	71	59	83
Fuller Elementary	52	47	90
Fuquay-Varina Elem	71	68	96
Fuquay-Varina High	129	124	96
Fuquay-Varina Mid	78	74	95
Garner High	163	164	100
Green Elementary	52	47	90
Green Hope Elem	70	67	96
Green Hope High	141	107	76
Harris Creek Elem	67	63	94
Heritage Elementary	57	58	100
Heritage Middle	93	89	96
Highcroft Elementary	77	72	94
Hilburn Drive Elem	62	58	94
Hodge Road Elem	62	37	60
Holly Grove Elem	53	60	100
Holly Ridge Elem	66	60	91
Holly Ridge Middle	82	87	100
Holly Spings High	76	87	100
Holly Springs Elem	61	59	97
Hunter Elementary	64	64	100
Jeffreys Grove Elem	47	47	100
Jones Dairy Elem	57	57	100
Joyner Elementary	51	39	76
Kingswood Elementary	44	44	100
Knightdale Elem	61	59	97
Knightdale High	128	115	90
Lacy Elementary	61	53	87
Lead Mine Elementary	51	48	94
Leesville Road Elem	66	64	97
Leesville Road High	164	165	100
Leesville Road Mid	86	83	97
Ligon Middle	93	81	87
Lincoln Heights Elem	64	65	100
Lockhart Elementary	60	59	98
Longview	34	34	100
Lufkin Road Middle	80	78	98
Lynn Road Elementary	44	47	100
Martin Middle	92	77	84

District/Site Name	Number of Educators	Number Completed	Percent Completed
Middle Creek Elem	73	67	92
Middle Creek High	132	91	69
Millbrook Elementary	66	66	100
Millbrook High	161	152	94
Moore Sq Museums Mag Mid	50	39	78
Morrisville Elem	56	52	93
Mount Vernon	40	41	100
Needham Broughton Hi	169	153	91
North Forest Pines Dr Elem	41	51	100
North Garner Middle	84	79	94
North Ridge Elem	72	72	100
Northwoods Elem	53	49	92
Oak Grove Elem	62	62	100
Olds Elementary	32	31	97
Olive Chapel Elem	73	69	95
Panther Creek High	100	100	100
Partnership Elem	35	34	97
Penny Road Elem	61	61	100
Phillips High	35	36	100
Pleasant Union Elem	53	50	94
Poe Elementary	38	35	92
Powell Elementary	50	49	98
Project Enlightenment	2	2	100
Rand Road Elementary	64	54	84
Reedy Creek Elem	61	61	100
Reedy Creek Middle	64	64	100
River Bend Elementary	38	46	100
River Oaks Middle	23	17	74
Rolesville Elem	49	51	100
Root Elementary	41	35	85
Salem Elementary	74	62	84
Salem Middle	78	78	100
Sanderson High	133	126	95
Sanford Creek Elementary	38	40	100
Smith Elementary	45	43	96
Southeast Raleigh Hi	146	131	90
Stough Elementary	52	49	94
Swift Creek Elem	51	45	88
Timber Drive Elem	65	66	100
Turner Creek Elem	60	58	97
Underwood Elementary	51	49	96
Vance Elementary	44	41	93
Vandora Springs Elem	48	50	100
Wake Co. Preschool Services	28	18	64
Wake Early Coll Health	10	9	90

District/Site Name	Number of Educators	Number Completed	Percent Completed
Wake Forest Elem	56	56	100
Wake F-Rolesville Hi	134	131	98
Wake F-Rolesville Mi	83	84	100
Wakefield Elementary	70	71	100
Wakefield High	176	163	93
Wakefield Middle	95	95	100
Wakelon Elem	47	46	98
Washington Elem	57	49	86
Weatherstone Elem	68	68	100
Wendell Elementary	51	50	98
Wendell Middle	17	24	100
West Cary Middle	81	76	94
West Lake Elementary	76	64	84
West Lake Middle	94	78	83
West Millbrook Mid	79	51	65
Wilburn Elementary	61	58	95
Wildwood Forest Elem	77	61	79
Wiley Elementary	40	40	100
William G Enloe High	181	159	88
Willow Springs Elem	65	65	100
Yates Mill Elem	47	44	94
York Elementary	50	49	98
Zebulon Elementary	54	54	100
Zebulon Middle	83	80	96
Wake County Schools	**10634**	**10066**	**95**
North Carolina	**120159**	**104249**	**87**

Appendix A2:
Participation Rates for Wake County Schools

District/Site Name	Number of Educators	Number Completed	Percent Completed
Apex Elementary	51	51	100
Apex Middle	78	78	100
Baileywick Rd Elem	45	45	100
Barwell Road Elem	52	53	100
Briarcliff Elem	51	52	100
Brier Creek Elem	42	43	100
Brooks Elementary	51	51	100
Carpenter Elem	38	42	100
Carroll Middle	62	62	100
Cedar Fork Elem	54	54	100
Combs Elementary	72	72	100
Creech Road Elem	66	68	100
Davis Drive Elem	75	75	100
Davis Drive Middle	83	83	100
Dillard Drive Middle	88	92	100
East Cary Middle	18	21	100
East Garner Elementary	37	38	100
East Wake Arts	24	35	100
East Wake Engineering	21	22	100
East Wake Integ Tech	20	22	100
Forest Pines Elem	54	54	100
Forestville Road El	61	61	100
Garner High	163	164	100
Heritage Elementary	57	58	100
Holly Grove Elem	53	60	100
Holly Ridge Middle	82	87	100
Holly Spings High	76	87	100
Hunter Elementary	64	64	100
Jeffreys Grove Elem	47	47	100
Jones Dairy Elem	57	57	100
Kingswood Elementary	44	44	100
Leesville Road High	164	165	100
Lincoln Heights Elem	64	65	100
Longview	34	34	100
Lynn Road Elementary	44	47	100
Millbrook Elementary	66	66	100
Mount Vernon	40	41	100
North Forest Pines Dr Elem	41	51	100
North Ridge Elem	72	72	100
Oak Grove Elem	62	62	100
Panther Creek High	100	100	100

District/Site Name	Number of Educators	Number Completed	Percent Completed
Penny Road Elem	61	61	100
Phillips High	35	36	100
Project Enlightenment	2	2	100
Reedy Creek Elem	61	61	100
Reedy Creek Middle	64	64	100
River Bend Elementary	38	46	100
Rolesville Elem	49	51	100
Salem Middle	78	78	100
Sanford Creek Elementary	38	40	100
Timber Drive Elem	65	66	100
Vandora Springs Elem	48	50	100
Wake F-Rolesville Mi	83	84	100
Wake Forest Elem	56	56	100
Wakefield Elementary	70	71	100
Wakefield Middle	95	95	100
Weatherstone Elem	68	68	100
Wendell Middle	17	24	100
Wiley Elementary	40	40	100
Willow Springs Elem	65	65	100
Zebulon Elementary	54	54	100
Cary High	139	138	99
Aversboro Elementary	50	49	98
Ballentine Elem	65	64	98
Cary Elementary	54	53	98
Dillard Drive Elem	57	56	98
Durant Road Middle	93	91	98
East Garner Middle	91	89	98
Lockhart Elementary	60	59	98
Lufkin Road Middle	80	78	98
Powell Elementary	50	49	98
Wake F-Rolesville Hi	134	131	98
Wakelon Elem	47	46	98
Wendell Elementary	51	50	98
York Elementary	50	49	98
Adams Elementary	65	63	97
Holly Springs Elem	61	59	97
Knightdale Elem	61	59	97
Leesville Road Elem	66	64	97
Leesville Road Mid	86	83	97
Olds Elementary	32	31	97
Partnership Elem	35	34	97
Turner Creek Elem	60	58	97
Brentwood Elementary	46	44	96
Bugg Elementary	47	45	96
Carver Elementary	52	50	96

District/Site Name	Number of Educators	Number Completed	Percent Completed
Centennial Middle	52	50	96
Fuquay-Varina Elem	71	68	96
Fuquay-Varina High	129	124	96
Green Hope Elem	70	67	96
Heritage Middle	93	89	96
Smith Elementary	45	43	96
Underwood Elementary	51	49	96
Zebulon Middle	83	80	96
Wake County Schools	**10634**	**10066**	**95**
Fuquay-Varina Mid	78	74	95
Olive Chapel Elem	73	69	95
Sanderson High	133	126	95
Wilburn Elementary	61	58	95
Baucom Elementary	66	62	94
Daniels Middle	94	88	94
Durant Road Elem	87	82	94
Harris Creek Elem	67	63	94
Highcroft Elementary	77	72	94
Hilburn Drive Elem	62	58	94
Lead Mine Elementary	51	48	94
Millbrook High	161	152	94
North Garner Middle	84	79	94
Pleasant Union Elem	53	50	94
Stough Elementary	52	49	94
West Cary Middle	81	76	94
Yates Mill Elem	47	44	94
Athens Drive High	154	143	93
Morrisville Elem	56	52	93
Vance Elementary	44	41	93
Wakefield High	176	163	93
Carnage Middle	92	85	92
E Millbrook Middle	89	82	92
Middle Creek Elem	73	67	92
Northwoods Elem	53	49	92
Poe Elementary	38	35	92
Apex High	149	136	91
Conn Elementary	57	52	91
Holly Ridge Elem	66	60	91
Needham Broughton Hi	169	153	91
Fuller Elementary	52	47	90
Green Elementary	52	47	90
Knightdale High	128	115	90
Southeast Raleigh Hi	146	131	90
Wake Early Coll Health	10	9	90
Farmington Woods El	74	65	88

District/Site Name	Number of Educators	Number Completed	Percent Completed
Swift Creek Elem	51	45	88
William G Enloe High	181	159	88
North Carolina	**120159**	**104249**	**87**
Lacy Elementary	61	53	87
Ligon Middle	93	81	87
Washington Elem	57	49	86
Root Elementary	41	35	85
Martin Middle	92	77	84
Rand Road Elementary	64	54	84
Salem Elementary	74	62	84
West Lake Elementary	76	64	84
Fox Road Elementary	71	59	83
West Lake Middle	94	78	83
Brassfield Elem	60	48	80
East Wake Health Sci	44	35	80
East Wake Middle	87	69	79
Wildwood Forest Elem	77	61	79
Moore Sq Museums Mag Mid	50	39	78
Green Hope High	141	107	76
Joyner Elementary	51	39	76
River Oaks Middle	23	17	74
Douglas Elementary	54	37	69
Middle Creek High	132	91	69
West Millbrook Mid	79	51	65
Wake Co. Preschool Services	28	18	64
Hodge Road Elem	62	37	60

WCPSS NC Teacher Working Conditions Survey
Item by Item Comparison, 2006 to 2008

			2005-06 %	2007-08 %	Change 06 to 08
Q3.1.a Q2.1.a	Teachers* have reasonable class sizes, affording them time to meet the educational needs of all students. (*"Teachers" means a majority of teachers in your school.)	Strongly Disagree	12	13	
		Disagree	35	25	
		Neither Disagree Nor Agree	6	4	
		Agree	39	41	%SA/A
		Strongly Agree	8	18	**12**
Q3.1.b Q2.1.b	Teachers have time available to collaborate with their colleagues.	Strongly Disagree	11	8	
		Disagree	28	19	
		Neither Disagree Nor Agree	9	6	
		Agree	42	41	%SA/A
		Strongly Agree	10	26	**15**
Q3.1.c Q2.1.c	Teachers are protected from duties that interfere with their essential role of educating students.	Strongly Disagree	11	11	
		Disagree	29	23	
		Neither Disagree Nor Agree	13	9	
		Agree	38	35	%SA/A
		Strongly Agree	9	22	**10**
Q3.1.d Q2.1.d	School leadership tries to minimize the amount of routine administrative paperwork required of teachers.	Strongly Disagree	9	11	
		Disagree	23	20	
		Neither Disagree Nor Agree	19	15	
		Agree	40	36	%SA/A
		Strongly Agree	9	19	**6**
Q3.1.e Q2.1.e	The non-instructional time* provided for teachers in my school is sufficient. (*"Non-instructional time" refers to any structured time during the work day to work individually or collaboratively on instructional issues.)	Strongly Disagree	12	14	
		Disagree	31	25	
		Neither Disagree Nor Agree	13	10	
		Agree	37	33	%SA/A
		Strongly Agree	7	17	**6**
Q3.2 Q2.3	In an average week of teaching, how many hours do you have for non-instructional time during the regular school day?	None	2	2	
		Less than 3 hours	43	37	
		More than 3 hours but less than	30	33	
		More than 5 hours but less than	23	27	% > 3 hours
		More than 10 hours	1	1	**7**
Q3.3	In an average week of teaching, how much non-instructional time do teachers have available?	None			
		Less than 3 hours			
		More than 3 hours but less than			
		More than 5 hours but less than			
		More than 10 hours			
Q3.4 Q2.3.a	Of those hours, how many are available for individual planning?	None	5	4	
		Less than 3 hours	61	58	
		More than 3 hours but less than	24	26	
		More than 5 hours but less than	9	11	% > 3 hours
		More than 10 hours	0	0	**4**
Q3.5 Q2.3.b	And how many hours are available for structured collaborative planning?	None	26	17	
		Less than 3 hours	63	71	
		More than 3 hours but less than	9	10	
		More than 5 hours but less than	2	2	% > 3 hours
		More than 10 hours	0	0	**1**
Q3.6 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)?	None	1		
		Less than 3 hours	13		
		More than 3 hours but less than	21		
		More than 5 hours but less than	30		
		More than 10 hours	34		
Q3.7	In an average week of teaching, how many hours do teachers spend on school-related activities outside of the regular school work day?	None		2	
		Less than 3 hours		20	
		More than 3 hours but less than		23	
		More than 5 hours but less than		29	
		More than 10 hours		26	

Red font means wording changed between 2006 and 2008 and/or available response options were not kept consistent from year to year.

WCPSS NC Teacher Working Conditions Survey
Item by Item Comparison, 2006 to 2008

			2005-06 %	2007-08 %	Change 06 to 08
Q4.1.a Q3.1.a	Teachers have sufficient access to appropriate instructional materials* and resources. (*Instructional materials include items such as textbooks, curriculum materials, content references, etc.)	Strongly Disagree	3	4	
		Disagree	13	11	
		Neither Disagree Nor Agree	8	5	
		Agree	55	41	%SA/A
		Strongly Agree	21	39	4
Q4.1.b Q3.1b	Teachers have sufficient access to instructional technology, including computers, printers, software, and internet access.	Strongly Disagree	5	5	
		Disagree	16	11	
		Neither Disagree Nor Agree	7	5	
		Agree	50	36	%SA/A
		Strongly Agree	23	44	7
Q4.1.c Q3.1.c	Teachers have sufficient access to communications technology, including phones, faxes, email, and network drives.	Strongly Disagree	2	3	
		Disagree	11	8	
		Neither Disagree Nor Agree	6	5	
		Agree	56	37	%SA/A
		Strongly Agree	23	46	4
Q4.1.d Q3.1.d	Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	Strongly Disagree	4	5	
		Disagree	17	13	
		Neither Disagree Nor Agree	8	5	
		Agree	50	36	%SA/A
		Strongly Agree	20	42	8
Q4.1.e Q3.1.e	The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	Strongly Disagree	3	3	
		Disagree	10	7	
		Neither Disagree Nor Agree	7	4	
		Agree	55	36	%SA/A
		Strongly Agree	24	50	7
Q4.1.f Q3.1.f	Teachers have adequate professional space to work productively.	Strongly Disagree	5	6	
		Disagree	17	12	
		Neither Disagree Nor Agree	10	6	
		Agree	52	38	%SA/A
		Strongly Agree	16	37	7
Q4.1.g Q3.1.g	Teachers and staff work in a school environment that is clean and well maintained.	Strongly Disagree	3	4	
		Disagree	10	10	
		Neither Disagree Nor Agree	7	6	
		Agree	49	35	%SA/A
		Strongly Agree	30	45	1
Q4.1.h Q3.1.h	Teachers and staff work in a school environment that is safe.	Strongly Disagree	2	3	
		Disagree	6	7	
		Neither Disagree Nor Agree	8	5	
		Agree	54	34	%SA/A
		Strongly Agree	31	50	-1
Q5.1.a Q4.1.a	Teachers are centrally involved in decision making about educational issues.	Strongly Disagree	6	7	
		Disagree	21	16	
		Neither Disagree Nor Agree	18	11	
		Agree	45	44	%SA/A
		Strongly Agree	9	22	12

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WCPSS NC Teacher Working Conditions Survey
Item by Item Comparison, 2006 to 2008

			2005-06 %	2007-08 %	Change 06 to 08
Q5.1.b Q4.1.b	Teachers are trusted to make sound professional decisions about instruction.	Strongly Disagree	4	5	
		Disagree	12	11	
		Neither Disagree Nor Agree	10	7	
		Agree	56	40	**%SA/A**
		Strongly Agree	18	36	**2**
Q5.1.c Q4.1.c	The faculty has an effective process for making group decisions and solving problems.	Strongly Disagree	6	6	
		Disagree	18	15	
		Neither Disagree Nor Agree	19	13	
		Agree	46	41	**%SA/A**
		Strongly Agree	11	24	**8**
Q5.1.d Q4.1.d	In this school we take steps to solve problems.	Strongly Disagree	4	5	
		Disagree	14	13	
		Neither Disagree Nor Agree	18	13	
		Agree	51	41	**%SA/A**
		Strongly Agree	13	28	**5**
Q5.1.e Q4.1.e	Opportunities for advancement within the teaching profession (other than administration) are available to me.	Strongly Disagree	8	9	
		Disagree	18	14	
		Neither Disagree Nor Agree	24	21	
		Agree	40	32	**%SA/A**
		Strongly Agree	11	24	**5**
Q5.2.a Q4.3.a	Please indicate how large a role teachers at your school have in Selecting instructional materials and resources.	No role at all	2	3	
		Small role	13	14	
		Moderate role	31	29	
		Large role	39	38	**% L/Primary**
		The primary role	15	16	**0**
Q5.2.b Q4.3.b	Please indicate how large a role teachers at your school have in Devising teaching techniques.	No role at all	2	2	
		Small role	7	7	
		Moderate role	3	21	
		Large role	45	43	**% L/Primary**
		The primary role	22	27	**3**
Q5.2.c Q4.3.c	Please indicate how large a role teachers at your school have in Setting grading and student assessment practices.	No role at all	7	5	
		Small role	17	14	
		Moderate role	28	25	
		Large role	35	38	**% L/Primary**
		The primary role	14	17	**6**
Q5.2.d Q4.3.d	Please indicate how large a role teachers at your school have in Determining the content of in-service professional development programs.	No role at all	15	16	
		Small role	28	27	
		Moderate role	34	33	
		Large role	21	20	**% L/Primary**
		The primary role	3	4	**0**
Q5.2.e Q4.3.e	Please indicate how large a role teachers at your school have in Hiring new teachers.	No role at all	34	35	
		Small role	31	28	
		Moderate role	22	24	
		Large role	12	12	**% L/Primary**
		The primary role	1	1	**0**
Q5.2.f Q4.3.f	Please indicate how large a role teachers at your school have in Establishing and implementing policies about student discipline.	No role at all	15	13	
		Small role	29	26	
		Moderate role	31	30	
		Large role	22	26	**% L/Primary**
		The primary role	3	5	**6**

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WCPSS NC Teacher Working Conditions Survey
Item by Item Comparison, 2006 to 2008

			2005-06 %	2007-08 %	Change 06 to 08
Q5.2.g Q4.3.g	Please indicate how large a role teachers at your school have in Deciding how the school budget will be spent.	No role at all	36	35	
		Small role	33	32	
		Moderate role	22	22	
		Large role	8	9	**% L/Primary**
		The primary role	1	1	**1**
Q5.2.h Q4.3.h	Please indicate how large a role teachers at your school have in School improvement planning.	No role at all	5	4	
		Small role	16	14	
		Moderate role	32	26	
		Large role	38	42	**% L/Primary**
		The primary role	9	14	**9**
Q5.3 Q4.4	Members of the school improvement team are elected	Yes	32	46	**14**
		No	38	28	
		Don't know	29	25	
Q6.1.a Q5.1.a	There is an atmosphere of trust and mutual respect within the school.	Strongly Disagree	6	8	
		Disagree	15	15	
		Neither Disagree Nor Agree	14	9	
		Agree	48	42	**%SA/A**
		Strongly Agree	17	26	**3**
Q6.1.b Q5.1.b	The faculty are committed to helping every student learn.	Strongly Disagree	1	2	
		Disagree	6	6	
		Neither Disagree Nor Agree	8	6	
		Agree	54	40	**%SA/A**
		Strongly Agree	32	46	**0**
Q6.1.c Q5.1.c	The school leadership communicates clear expectations to students and parents.	Strongly Disagree	4	4	
		Disagree	11	11	
		Neither Disagree Nor Agree	15	11	
		Agree	49	39	**%SA/A**
		Strongly Agree	21	35	**4**
Q6.1.d Q5.1.d	The school leadership shields teachers from disruptions, allowing teachers to focus on educating students.	Strongly Disagree	6	8	
		Disagree	18	17	
		Neither Disagree Nor Agree	17	11	
		Agree	43	38	**%SA/A**
		Strongly Agree	16	27	**6**
Q6.1.e Q5.1.e	The school leadership consistently enforces rules for student conduct.	Strongly Disagree	10	11	
		Disagree	23	19	
		Neither Disagree Nor Agree	15	11	
		Agree	39	35	**%SA/A**
		Strongly Agree	14	24	**6**
Q6.1.f Q5.1.f	The school leadership support teachers' efforts to maintain discipline in the classroom.	Strongly Disagree	5	7	
		Disagree	14	14	
		Neither Disagree Nor Agree	16	11	
		Agree	47	38	**%SA/A**
		Strongly Agree	17	30	**4**
Q6.1.g Q5.1.g	Opportunities are available for members of the community to actively contribute to this school's success.	Strongly Disagree	1	2	
		Disagree	4	6	
		Neither Disagree Nor Agree	16	17	
		Agree	57	42	**%SA/A**
		Strongly Agree	22	33	**-4**
Q6.1.h Q5.1.h	The school leadership consistently supports teachers.	Strongly Disagree	4	5	
		Disagree	13	13	
		Neither Disagree Nor Agree	17	12	
		Agree	47	37	**%SA/A**
		Strongly Agree	19	32	**3**

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WCPSS NC Teacher Working Conditions Survey
Item by Item Comparison, 2006 to 2008

			2005-06 %	2007-08 %	Change 06 to 08
Q6.1.i Q5.1.i	The school improvement team provides effective leadership at this school.	Strongly Disagree	3	4	
		Disagree	12	10	
		Neither Disagree Nor Agree	29	20	
		Agree	44	40	%SA/A
		Strongly Agree	12	27	11
Q6.1.j Q5.1.j	The faculty and staff have a shared vision.	Strongly Disagree	3	4	
		Disagree	12	10	
		Neither Disagree Nor Agree	19	14	
		Agree	50	42	%SA/A
		Strongly Agree	15	29	6
Q6.1.k Q5.1.k	Teachers are held to high professional standards for delivering instruction.	Strongly Disagree	1	2	
		Disagree	5	5	
		Neither Disagree Nor Agree	8	7	
		Agree	55	38	%SA/A
		Strongly Agree	31	48	0
Q6.1.l Q5.1.l	Teacher performance evaluations are handled in an appropriate manner.	Strongly Disagree	3	4	
		Disagree	8	8	
		Neither Disagree Nor Agree	12	11	
		Agree	52	35	%SA/A
		Strongly Agree	25	42	0
Q6.1.m Q5.1.m	The procedures for teacher performance evaluations are consistent.	Strongly Disagree	3	4	
		Disagree	9	9	
		Neither Disagree Nor Agree	14	13	
		Agree	50	34	%SA/A
		Strongly Agree	23	40	1
Q6.1.n Q5.1.n	Teachers receive feedback that can help them improve teaching.	Strongly Disagree	3	4	
		Disagree	9	8	
		Neither Disagree Nor Agree	16	13	
		Agree	51	38	%SA/A
		Strongly Agree	22	37	2
Q6.2.a Q5.3.a	The school leadership makes a sustained effort to address teacher concerns about facilities and resources.	Strongly Disagree	3	4	
		Disagree	11	10	
		Neither Disagree Nor Agree	17	14	
		Agree	57	43	%SA/A
		Strongly Agree	13	29	2
Q6.2.b Q5.3.b	The school leadership makes a sustained effort to address teacher concerns about the use of time in my school.	Strongly Disagree	4	6	
		Disagree	17	15	
		Neither Disagree Nor Agree	20	14	
		Agree	48	41	%SA/A
		Strongly Agree	11	24	6
Q6.2.c Q5.3.c	The school leadership makes a sustained effort to address teacher concerns about professional development.	Strongly Disagree	3	4	
		Disagree	10	10	
		Neither Disagree Nor Agree	17	15	
		Agree	57	43	%SA/A
		Strongly Agree	14	28	0
Q6.2.d Q5.3.d	The school leadership makes a sustained effort to address teacher concerns about empowering teachers.	Strongly Disagree	5	6	
		Disagree	15	12	
		Neither Disagree Nor Agree	22	16	
		Agree	46	40	%SA/A
		Strongly Agree	12	26	8

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WCPSS NC Teacher Working Conditions Survey
Item by Item Comparison, 2006 to 2008

			2005-06 %	2007-08 %	Change 06 to 08
Q6.2.e Q5.3.e	The school leadership makes a sustained effort to address teacher concerns about leadership issues.	Strongly Disagree	4	6	
		Disagree	14	12	
		Neither Disagree Nor Agree	22	17	
		Agree	49	40	%SA/A
		Strongly Agree	11	25	5
Q6.2.f Q5.3.f	The school leadership makes a sustained effort to address teacher concerns about new teacher support.	Strongly Disagree	5	6	
		Disagree	12	12	
		Neither Disagree Nor Agree	19	16	
		Agree	48	39	%SA/A
		Strongly Agree	16	28	3
Q6.3 Q5.4	Overall, the school leadership in my school is effective	Strongly Disagree	8	12	
		Disagree	13	14	
		Neither Disagree Nor Agree	15	9	
		Agree	47	36	%SA/A
		Strongly Agree	18	29	0
Q6.4 Q5.5	Which position best describes the person who most often provides instructional leadership at your school?	principal or school head	32	33	1
		assistant or vice principal	12	11	-1
		department chair or grade level	14	15	1
		school-based curriculum specia	20	19	-1
		director of curriculum and instruction or other central office based personnel	3	4	1
		Other teachers	16	16	0
		None of the above	2	3	1
Q7.1.a Q6.1.a	Sufficient funds and resources are available to allow teachers to take advantage of professional development activities.	Strongly Disagree	10	9	
		Disagree	25	16	
		Neither Disagree Nor Agree	18	15	
		Agree	38	37	%SA/A
		Strongly Agree	9	22	12
Q7.1.b Q6.1.b	Teachers are provided opportunities to learn from one another.	Strongly Disagree	8	3	
		Disagree	17	12	
		Neither Disagree Nor Agree	15	10	
		Agree	53	46	%SA/A
		Strongly Agree	12	29	10
Q7.1.c Q6.1.c	Adequate time is provided for professional development.	Strongly Disagree	5	6	
		Disagree	21	17	
		Neither Disagree Nor Agree	18	14	
		Agree	48	41	%SA/A
		Strongly Agree	8	22	7
Q7.1.d Q6.1.d	Teachers have sufficient training to fully utilize instructional technology.	Strongly Disagree	5	7	
		Disagree	23	20	
		Neither Disagree Nor Agree	19	15	
		Agree	46	39	%SA/A
		Strongly Agree	8	18	3
Q7.1.e Q6.1.e	Professional development provides teachers with the knowledge and skills most needed to teach effectively.	Strongly Disagree	4	5	
		Disagree	14	13	
		Neither Disagree Nor Agree	21	16	
		Agree	51	44	%SA/A
		Strongly Agree	10	21	4
Q7.2	In which of the following areas, if any, do you believe teachers need additional support to effectively teach students?	Special education (students with	52		
		Special education (academically	27		
		Limited English Proficiency (LEP	51		
		Closing the achievement gap	51		
		Your content area	10		
		Methods of teaching	11		
		Student assessment	20		
		Classroom management techni	20		
		Reading strategies	28		

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WCPSS NC Teacher Working Conditions Survey
Item by Item Comparison, 2006 to 2008

			2005-06 %	2007-08 %	Change 06 to 08
Q7.3	In which of the following areas, if any, do you need additional support to effectively teach your students? Check all that apply.	Special education (students with	52		
		Special education (academically	27		
		Limited English Proficiency (LEI	51		
		Closing the achievement gap	41		
		Your content area	10		
		Methods of teaching	11		
		Student assessment	20		
		Classroom management techni	20		
		Reading strategies	26		
Q6.2.a	In which of the following areas, if any, do you need professional development to teach your students more effectively? Check all that apply.	Special education		40	
		Gifted and talented		31	
		English Language Learners		40	
		Closing the achievement gap		44	
		Your content area		19	
		Methods of teaching		16	
		Student assessment		22	
		Classroom management techni		23	
		Reading strategies		28	
Q7.4 Q6.2.b	In the past 2 years, have you had 10 hours or more of professional development in any of the following areas? Check all that apply.	Special education (students with	19	19	0
		Special education (academically	10	10	0
		Limited English Proficiency (LEI	11	18	7
		Closing the achievement gap	21	20	-1
		Your content area	51	49	-2
		Methods of teaching	42	34	-8
		Student assessment	33	27	-6
		Classroom management techni	24	22	-2
		Reading strategies	59	46	-13
	Did the professional development you received in special education for students with disabilities provide you with strategies that you have incorporated into your instructional delivery methods?	Yes	95		
		No	5		
	Did the professional development you received in special education for academically gifted students provide you with strategies that you have incorporated into your instructional delivery methods?	Yes	88		
		No	12		
Q6.4.a	Professional development has provided YOU with strategies that you have incorporated into your instructional delivery menthods.	Strongly Agree		7	
		Somewhat Disagree		13	
		Neither Disagree Nor Agree		13	
		Somewhat Agree		48	
		Strongly Agree		20	
Q6.5.b	Professional development has proven useful to YOU in your efforts to improve student acheivement.	Strongly Agree		7	
		Somewhat Disagree		13	
		Neither Disagree Nor Agree		15	
		Somewhat Agree		46	
		Strongly Agree		19	
Q6.6	I participate in ongoing follow up from professional development opportunities that help me improve my teaching.	Strongly Agree		7	
		Somewhat Disagree		11	
		Neither Disagree Nor Agree		18	
		Somewhat Agree		39	
		Strongly Agree		24	
Q7.5.c	Did the professional development you received in LEP provide you with strategies that you have incorporated into your instructional delivery methods?	Yes	88		
		No	12		
Q7.5.d	Did the professional development you received in closing the achievement gap provide you with strategies that you have incorporated into your instructional	Yes	84		
		No	16		
Q7.5.e	Did the professional development you received in your content area provide you with strategies that you have incorporated into your instructional delivery methods?	Yes	98		
		No	2		
Q7.5.f	Did the professional development you received in methods of teaching provide you with strategies that you have incorporated into your instructional delivery methods?	Yes	93		
		No	7		
Q7.5.g	Did the professional development you received in student assessment provide you with strategies that you have incorporated into your instructional delivery methods?	Yes	93		
		No	7		

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WCPSS NC Teacher Working Conditions Survey
Item by Item Comparison, 2006 to 2008

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Q7.5.h	Did the professional development you received in classroom management techniques provide you with strategies that you have incorporated into your	Yes	91		
		No	9		
Q7.5.i	Did the professional development you received in reading strategies provide you with strategies that you have incorporated into your instructional delivery methods?	Yes	94		
		No	6		
Q7.6.a	Were these strategies you learned in your professional development in special education for students with disabilities useful for your efforts to improve student	Yes	92		
		No	8		
Q7.6.b	Were these strategies you learned in your professional development in special education for academically gifted useful for your efforts to improve student	Yes	86		
		No	14		
Q7.6.c	Were these strategies you learned in your professional development in LEP useful for your efforts to improve student achievement?	Yes	86		
		No	14		
Q7.6.d	Were these strategies you learned in your professional development in closing the achievement gap useful for your efforts to improve student achievement?	Yes	81		
		No	19		
Q7.6.e	Were these strategies you learned in your professional development in your content area useful for your efforts to improve student achievement?	Yes	96		
		No	4		
Q7.6.f	Were these strategies you learned in your professional development in methods of teaching useful for your efforts to improve student achievement?	Yes	90		
		No	10		
Q7.6.g	Were these strategies you learned in your professional development in student assessment useful for your efforts to improve student achievement?	Yes	88		
		No	13		
Q7.6.h	Were these strategies you learned in your professional development in classroom management techniques useful for your efforts to improve student achievement?	Yes	88		
		No	12		
Q7.6.i	Were these strategies you learned in your professional development in reading strategies useful for your efforts to improve student achievement?	Yes	92		
		No	8		
Q7.7.a	In the past two years, have you enrolled or participated in any of the following professional development activities? online learning opportunities	Yes	21		
		No	79		
Q7.7.b	In the past two years, have you enrolled or participated in any of the following professional development activities? local in-service program	Yes	80		
		No	20		
Q7.7.c	In the past two years, have you enrolled or participated in any of the following professional development activities? state-sponsored in-service program	Yes	35		
		No	65		
Q7.8	Was the Online learning opportunity required?	Yes	27		
		No	73		
Q7.9	The Online learning opportunities I have participated in were effective.	Strongly Disagree	5		
		Disagree	3		
		Neither Disagree Nor Agree	16		
		Agree	55		
		Strongly Agree	20		
Q7.10	Was the local in-service program required?	Yes			
		No			
Q7.11	The local in-service program activities I participated in were effective.	Strongly Disagree			
		Disagree			
		Neither Disagree Nor Agree			
		Agree			
		Strongly Agree			
Q7.12	Was the state-sponsored in-service program required?	Yes			
		No			
Q7.13	The state-sponsored in-service program activities I participated in were effective.	Strongly Disagree			
		Disagree			
		Neither Disagree Nor Agree			
		Agree			
		Strongly Agree			
Q7.14	Do you teach students who have an Individualized Education Plan or 504 Plan?	Yes	92		
		No	8		
Q7.15	Do you teach students who are Limited English Proficient?	Yes	69		
		No	31		
Q8.1 Q7.1.a	Which aspect of your work environment most affects your willingness to keep teaching at your school?	Time during the work day	21	19	
		School facilities and resources	19	19	
		School leadership	36	36	
		Teacher empowerment	21	23	
		Professional Development	3	3	

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WCPSS NC Teacher Working Conditions Survey
Item by Item Comparison, 2006 to 2008

			2005-06 %	2007-08 %	Change 06 to 08
Q8.2	Which aspect of your school's work environment most affects teachers' willingness to keep teaching at your school?	Time during the work day			
		School facilities and resources			
		School leadership			
		Teacher empowerment			
		Professional Development			
Q8.3 Q7.1.c	Which aspect of working conditions is most important to you in promoting student learning?	Time during the work day	36	31	**-5**
		School facilities and resources	20	16	**-4**
		School leadership	14	18	**4**
		Teacher empowerment	22	26	**4**
		Professional Development	8	9	**1**
Q8.4 Q7.2	Overall, my school is a good place to teach and learn.	Strongly Disagree	4	7	
		Disagree	6	9	
		Neither Disagree Nor Agree	11	6	
		Agree	47	33	**%SA/A**
		Strongly Agree	31	45	**0**
Q8.5 Q7.3	At this school, we utilize results from the Teacher Working Conditions survey as a tool for improvement.	Strongly Disagree	6	8	
		Disagree	13	8	
		Neither Disagree Nor Agree	51	37	
		Agree	26	26	**%SA/A**
		Strongly Agree	5	21	**16**
Q8.6	Which BEST DESCRIBES your future intentions for your professional career?	Continue teaching at my current school	60		
		Continue teaching at my current school until a better opportunity comes along.	27		
		Continue teaching but leave this school as soon as I can.	5		
		Continue teaching but leave this district as soon as I can.	2		
		Leave the profession all together.	6		
Q7.4a	Which BEST DESCRIBES your future intentions for your professional career?	Continue teaching at my current school		62	
		Continue teaching in my current district		17	
		Continue teaching in my current state		5	
		Leave teaching for another position in education (administration, etc.)		6	
		Leave teaching for personal reasons (health, family etc)		2	
		Retire from teaching		4	
		Leave teaching for another reason		5	

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WCPSS NC Teacher Working Conditions Survey
Item by Item Comparison, 2006 to 2008

			2005-06 %	2007-08 %	Change 06 to 08
Q9.1	Please indicate your ethnicity.	American Indian or Alaska Native			
		Asian or Pacific Islander			
		Black or African American			
		Hispanic			
		White			
		Mixed or multiple ethnicity			
		Some other race or ethnicity			
Q9.2	Please indicate your gender	Female			
		Male			
Q9.3	How did you train to become an educator?	Bachelor's degree			
		Master's degree			
		Alternative route			
Q9.4	Highest degree attained	Bachelor's			
		Master's			
		Doctorate			
		Other			
Q9.5	Are you certified by National Board for Professional Teaching Standards (NBPTS)?	Yes			
		No			
Q9.6	How many years have you been employed as an educator?	First Year			
		2 - 3 Years			
		4 - 6 Years			
		7 - 10 Years			
		11 - 20 Years			
		20+ Years			
Q9.7	How many years have you been employed in the school in which you are currently working?	First Year			
		2 - 3 Years			
		4 - 6 Years			
		7 - 10 Years			
		11 - 20 Years			
		20+ Years			
Q9.8	Have you served as a mentor in North Carolina schools in the past five years?	Yes			
		No			
Q10.1 Q9.2	Have you been formally assigned a mentor in your first AND second year teaching in North Carolina?	Yes	90	92	**2**
		No	10	8	
Q9.1	Have you been formally assigned a mentor during any of your first three years teachiang in North Carolina?	Yes		93	
		No		7	
Q10.2.a	My mentor was effective in providing support in the following areas: Instructional strategies	Of no help at all	8		
		Has helped a little	14		
		Has helped some	25		
		Has helped a lot	41		
		Help was critical	12		
Q9.3.a	My mentor was effective in providing support in the following areas: Instructional strategies	Strongly Disagree		8	
		Somewhat Disagree		10	
		Neither Disagree Nor Agree		7	
		Somewhat Agree		30	
		Strongly Agree		46	
Q10.2.b	My mentor was effective in providing support in the following areas: Curriculum and the subject content I teach	Of no help at all	19		
		Has helped a little	17		
		Has helped some	22		
		Has helped a lot	30		
		Help was critical	12		
Q9.3.b	My mentor was effective in providing support in the following areas: Curriculum and the subject content I teach	Strongly Disagree		13	
		Somewhat Disagree		13	
		Neither Disagree Nor Agree		12	
		Somewhat Agree		25	
		Strongly Agree		37	
13	My mentor was effective in providing support in the following areas: Classroom management/discipline strategies	Of no help at all	8		
		Has helped a little	14		
		Has helped some	24		
		Has helped a lot	40		
		Help was critical	14		

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WCPSS NC Teacher Working Conditions Survey
Item by Item Comparison, 2006 to 2008

			2005-06 %	2007-08 %	Change 06 to 08
Q9.3.c	My mentor was effective in providing support in the following areas: Classroom management/discipline strategies	Strongly Disagree		7	
		Somewhat Disagree		8	
		Neither Disagree Nor Agree		8	
		Somewhat Agree		33	
		Strongly Agree		45	
12	My mentor was effective in providing support in the following areas: School and/or district policies and procedures	Of no help at all	7		
		Has helped a little	12		
		Has helped some	23		
		Has helped a lot	42		
		Help was critical	15		
Q9.3.d	My mentor was effective in providing support in the following areas: School and/or district policies and procedures	Strongly Disagree		7	
		Somewhat Disagree		9	
		Neither Disagree Nor Agree		10	
		Somewhat Agree		30	
		Strongly Agree		44	
29	My mentor was effective in providing support in the following areas: Completing products or documentation required of new teachers	Of no help at all	4		
		Has helped a little	9		
		Has helped some	17		
		Has helped a lot	42		
		Help was critical	28		
Q9.3.e	My mentor was effective in providing support in the following areas: Completing products or documentation required of new teachers	Strongly Disagree		5	
		Somewhat Disagree		6	
		Neither Disagree Nor Agree		6	
		Somewhat Agree		27	
		Strongly Agree		56	
37	My mentor was effective in providing support in the following areas: Completing other school or district paperwork	Of no help at all	8		
		Has helped a little	12		
		Has helped some	20		
		Has helped a lot	39		
		Help was critical	21		
Q9.3.f	My mentor was effective in providing support in the following areas: Completing other school or district paperwork	Strongly Disagree		6	
		Somewhat Disagree		8	
		Neither Disagree Nor Agree		10	
		Somewhat Agree		26	
		Strongly Agree		50	
Q10.2.g	My mentor was effective in providing support in the following areas: Social support and general encouragement	Of no help at all	5		
		Has helped a little	8		
		Has helped some	14		
		Has helped a lot	45		
		Help was critical	28		
Q9.3.g	My mentor was effective in providing support in the following areas: Social support and general encouragement	Strongly Disagree		6	
		Somewhat Disagree		6	
		Neither Disagree Nor Agree		5	
		Somewhat Agree		22	
		Strongly Agree		61	
Q10.2.h	My mentor was effective in providing support in the following areas: Other	Of no help at all	9		
		Has helped a little	7		
		Has helped some	20		
		Has helped a lot	42		
		Help was critical	22		
Q9.3.h	My mentor was effective in providing support in the following areas: Other	Strongly Disagree		6	
		Somewhat Disagree		4	
		Neither Disagree Nor Agree		22	
		Somewhat Agree		17	
		Strongly Agree		51	
Q10.3.a Q9.4.a	My mentor and I were in the same building(or school)	Yes	88	86	-2
		No	12	14	
Q10.3.b Q9.4.b	My mentor and I taught in the same content area	Yes	43	46	3
		No	57	54	
Q10.3.c Q9.4.c	My mentor and I taught the same grade level	Yes	43	46	3
		No	57	54	

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WCPSS NC Teacher Working Conditions Survey
Item by Item Comparison, 2006 to 2008

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Q10.4.a Q9.5.a	On average, how often did you engage in each of the following activities with your mentor? Planning during the school day with my mentor	Never	42	41	
		Less than once per month	15	16	
		Once a month	10	11	
		Several times a month	12	9	
		Once a week	15	18	% weekly +
		Almost daily	6	5	**2**
Q10.4.b Q9.5.b	On average, how often did you engage in each of the following activities with your mentor? Being observed teaching by my mentor	Never	10	10	
		Less than once per month	67	66	
		Once a month	16	15	
		Several times a month	4	5	
		Once a week	2	2	% weekly +
		Almost daily	2	2	**0**
Q10.4.c Q9.5.c	On average, how often did you engage in each of the following activities with your mentor? Observing my mentor's teaching	Never	61	60	
		Less than once per month	27	28	
		Once a month	7	6	
		Several times a month	2	4	
		Once a week	1	2	% weekly +
		Almost daily	2	2	**1**
Q10.4.d Q9.5.d	On average, how often did you engage in each of the following activities with your mentor? Planning instruction with my mentor	Never	44	42	
		Less than once per month	23	21	
		Once a month	11	10	
		Several times a month	9	10	
		Once a week	9	14	% weekly +
		Almost daily	3	3	**5**
Q10.4.e Q9.5.e	On average, how often did you engage in each of the following activities with your mentor? Having discussions with my mentor about my teaching	Never	4	3	
		Less than once per month	13	11	
		Once a month	16	16	
		Several times a month	21	19	
		Once a week	30	32	% weekly +
		Almost daily	16	20	**6**
Q10.4.f Q9.5.f	On average, how often did you engage in each of the following activities with your mentor? Meeting with my mentor outside of the school day	Never	34		
		Less than once per month	25		
		Once a month	16		
		Several times a month	11		
		Once a week	11		
		Almost daily	3		
Q10.5	How important has your mentoring experience been in your decision to continue teaching at this school?	Made no difference at all	29		
		Only slightly important	14		
		Somewhat important	16		
		Important	22		
		Very important	19		
Q9.6	Of the success you have had as a beginning teacher, what proportion would you attribute to your mentoring experience?	None		10	
		Hardly any		19	
		Some		34	
		quite a bit		24	
		A great deal		13	
Q9.7	Overall, my mentoring experience has been important in my decision to continue teaching at this school.	Strongly Disagree		19	
		Somewhat Disagree		11	
		Neither Disagree Nor Agree		26	
		Somewhat Agree		24	
		Strongly Agree		20	

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WCPSS NC Teacher Working Conditions Survey
Item by Item Comparison, 2006 to 2008

			2005-06 %	2007-08 %	Change 06 to 08
Q9.8	Did your mentor perform your peer evaluation?	Yes		31	
		No		69	
Q9.9	Did your mentor perform peer evaluations for other teachers in your school?	Yes		78	
		No		22	
Q10.6	If you have served as mentor in the past three years, please answer the following questions for YOUR MOST RECENT mentoring experience: Are you a full time mentor?	Yes	64		
		No	36		
Q10.1	Are you a full time release mentor?	Yes		25	
		No		75	
Q10.7	If you have served as mentor in the past three years, please answer the following questions for YOUR MOST RECENT mentoring experience: How many teachers did/do you mentor?	1	39		
		2	29		
		3	15		
		4 - 6	10		
		7- 10	3		
		10 +	4		
Q10.2	How many teachers did/do you mentor? (wording of question changed in 2008)	1		35	
		2		28	
		3		16	
		4-6		14	
		7-10		3	
		10+		4	
Q10.8	If you have served as mentor in the past three years, please answer the following questions for YOUR MOST RECENT mentoring experience: On average, how often did/do you meet with your mentee(s)	Never	0		
		Less than once per month	3		
		Once a month	9		
		Several times a month	25		
		Once a week	46		
		Almost daily	18		
Q10.3	On average, how often did/do you meet with your mentee(s) (wording of question changed in 2008)	Never		1	
		Less than once per month		2	
		Once a month		8	
		Several times a month		25	
		Once a week		44	
		Almost daily		20	
Q10.9.a	My mentor and I were in the same building	None of them	15		
		Some of them	21		
		All of them	64		
Q10.4.a	My mentee(s) and I were in the same building (wording of question changed in 2008)	None of them		11	
		Some of them		20	
		All of them		69	
Q10.9.b	My mentor and I taught in the same content area	None of them	30		
		Some of them	36		
		All of them	34		
Q10.4.b	My mentee(s) and I taught in the same content area (wording of question changed in 2008)	None of them		27	
		Some of them		38	
		All of them		35	
Q10.9.c	My mentor and I taught the same grade level	None of them	31		
		Some of them	41		
		All of them	28		
Q10.4.c	My mentee(s) and I taught the same grade level (wording of question changed in 2008)	None of them		28	
		Some of them		42	
		All of them		30	
Q10.10.a Q10.5.a	On average, how often did you engage in each of the following activities with your mentee(s)? Planning during the school day with my mentee(s)	Never	22	22	
		Less than once per month	14	12	
		Once a month	15	14	
		Several times a month	18	19	
		Once a week	26	26	% weekly +
		Almost daily	5	7	2

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WCPSS NC Teacher Working Conditions Survey
Item by Item Comparison, 2006 to 2008

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Q10.10.b Q10.5.b	On average, how often did you engage in each of the following activities with your mentee(s)? Observing my mentee(s)' teaching	Never	3	3	
		Less than once per month	54	50	
		Once a month	25	25	
		Several times a month	11	13	
		Once a week	4	6	% weekly +
		Almost daily	3	4	3
Q10.10.c Q10.5.c	On average, how often did you engage in each of the following activities with your mentee(s)? Being observed by my mentee(s)	Never	34	31	
		Less than once per month	42	41	
		Once a month	10	13	
		Several times a month	7	8	
		Once a week	3	4	% weekly +
		Almost daily	3	4	2
Q10.10.d Q10.5.d	On average, how often did you engage in each of the following activities with your mentee(s)? Planning instruction with my mentee(s)	Never	12	11	
		Less than once per month	25	21	
		Once a month	19	20	
		Several times a month	22	22	
		Once a week	20	20	% weekly +
		Almost daily	3	6	3
Q10.10.e Q10.5.e	On average, how often did you engage in each of the following activities with your mentee(s)? Having discussions with my mentee(s) about teaching	Never	1	0	
		Less than once per month	3	4	
		Once a month	9	10	
		Several times a month	23	27	
		Once a week	40	40	% weekly +
		Almost daily	25	20	-5
Q10.11 Q10.6	Please indicate which of the following kinds of support, if any, you received as a formally assigned mentor. (Check all that apply).	Release time to observe your mentee(s)	51	40	-11
		Release time to observe other mentors	13	7	-6
		Reduced teaching schedule	3	2	-1
		Reduced number of preparations	1	2	1
		Common planning time with teachers you are mentoring	17	20	3
		Specific training to serve as a mentor (e.g. seminars or classes)	76	76	0
		Regular communication with principals, other administrator or department chair	32	31	-1
		Other	13	14	1

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