

Pilot Online School Survey

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Report of FY 2013



Prepared by the

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THE UNIVERSITY OF UTAH

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POLICY CENTER

School Surveys of Stakeholder Input

School Year 2012- 2013 Results

Report to the Utah State Board of Education

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Stakeholder input surveys were administered to 51 public schools in accordance with House Bill 149 and the Educator Effectiveness efforts of the Utah State Office of Education. Students, parents, and teachers were surveyed. This document contains survey-wide results for participating schools, aggregated to the state level. A link to online school-level results is available at <http://uepc.ed.utah.edu/online-surveys.php>.

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Overview of the Stakeholder Input Surveys

The Utah Education Policy Center (UEPC) was retained by the Utah State Office of Education to construct and administer the stakeholder input surveys in accordance with Utah House Bill 149. The UEPC has developed a measure to collect and report stakeholder input about schools and educators. The UEPC suite of stakeholder input surveys include an educator effectiveness scale, which is aligned with the Utah State Office of Education Educator Evaluation efforts, that collects feedback for individual teachers and school leaders. The UEPC administers surveys with students, teachers, school leaders, and parents to capture attitudes, viewpoints, experiences, and practices. Consistent with the parameters of House Bill 149, the UEPC, working with the USOE, made the surveys available to 5% of all Utah public school students, their parents, and their teachers, including the required five charter schools. Most of the participating districts and schools are involved in the state's educator effectiveness pilot.

In order to create a valid and reliable instrument, the UEPC drew on research that addresses teaching and learning, student experiences in school, engagement, school culture and climate, and trust. After the initial bank of items was constructed, the UEPC piloted the survey instruments. The piloting of the items was successful; and the psychometric vetting process was used to reduce approximately 70 items per respondent group in the first administration down to approximately 30 items per respondent group in the second administration. As included in the UEPC proposal, we are continuing into Year 2 of the Survey Pilot towards our ultimate goal of having three or four psychometrically sound items per construct by the end of the pilot period.

As noted in the report, the overall participation for the surveys among schools was quite a bit lower than what we expected in Year 1. Out of the 51 schools selected for participation, only 19 schools had usable responses on any of the three surveys, and only six schools had usable responses on all three of the surveys. Usable responses were determined by 10 or more responses per individual teacher or administrator/school. However, it is important to note that within schools that did administer the survey, response rates among students and teachers were encouraging with rates of 85% and 79%, respectively. Generally, response rates for parents were low, even within the schools that administered the survey, although there were exceptions. Two schools were able to generate parental response rates over 90%. An interview with the administrator of one of these schools revealed that there was a focused effort to gain the responses of parents, including incentivizing responses with a “uniform free” day for classrooms in which all parents returned a note indicating that they had taken the survey.

To increase the response rates on all surveys, we have interviewed some school administrators and discovered that the timing of the surveys (January and May) was inconvenient for most schools. In the 2013-2014 school year, we will administer the surveys in November and March to the initial participating schools to accommodate the school schedule and May testing constraints. We will encourage schools that host parent-teacher conferences in November and

March to have computers available so parents can take the surveys after meeting with teachers at parent teacher conference.

The feedback on these surveys can be used as part of school-wide improvement efforts as well as to provide information to teachers that will allow them to increase communication and engagement with students and parents. Results are reported annually to the Utah State Office of Education and are returned to districts and schools in several different forms, from as simple as raw data to robust, online interactive software, depending on the specific needs of the district and school.

Overview of Survey Sample

Utah House Bill 149 required the sample to contain:

- At least 5% of all students¹, and
- At least 8 elementary schools, and
- At least 8 junior high schools, and
- At least 8 high schools, and
- At least 5 charter schools.

The schools in Table 1 were selected by the Utah State Office of Education (USOE) for participation in the survey.

Table 1. Potential Number of Schools, Students, and Teachers Selected for Participation

Number of Schools	Number of Students	Number of Teachers
26 Elementary Schools	13327	687
10 Junior High Schools	8321	467
9 High Schools	7885	522
5 Charter Schools	1028	148
51 Total	30,561 Total	1824 Total

For the remainder of this report, charter schools are counted with district schools as Elementary, Junior High and High School. For the schools that spanned grade levels (e.g., George Washington Academy had both elementary school students and junior high school students) the respondent was asked to self-select into the school category (i.e., elementary, junior high or high school) most typical given the age of student.

¹ Five percent was 30,000 students

Student Survey

Number of Respondents

All schools in the sample were requested to administer Student Surveys to all of their students. Table 2 reflects the number of student responses and the percent of possible respondents per school category at the state level.

Table 2. Number and Percent of Actual Student Respondents

School Type	Number of possible respondents	Number of responses	Percent of possible respondents
Elementary School (or 3rd-6th grade at a charter school)	14,970	1463	10%
Middle, Intermediate, or Junior High School (or 7th-9th grade at a charter school)	9,650	869	9%
High School (or 10th-12th grade at a charter school)	8710	1071	12%
		Total Responses: 3404	Overall percent of possible respondents: 11.13%

School Participation

School results were considered usable if 10 or more students from any particular school responded to the survey. Table 3 reports the number of schools from each school category (i.e., elementary, junior high and high school) with usable survey data.

Table 3. Number and Percent of Schools with Usable Student Survey Data

	Number of Schools in Sample	Number of Schools with Usable Data	Percent of Schools with Usable Data
Elementary	29	6	21%
Junior High	12	2	17%
High Schools	10	3	30%
Total	51	11	22%

Although the overall response percentage was very low (i.e., 11% statewide), the response rates within schools with usable data was much higher. Table 4 shows the response rates for the schools with usable data.

Table 4. Response Rates for Schools with Usable Student Data

	Number of Responses	Number of Students	Response Rate
Elementary	1424	1676	74%
Junior High	830	911	91%
High Schools	1059	1331	80%
Total	3313	3918	85%

Overall Findings

In accordance with House Bill 149, students responded to items about school safety, school climate, their principals, and their teachers. Table 5 reflects the constructs measured, the number of items per construct, and examples of items within each construct in the Student Surveys.

Table 5. Student Survey Constructs, Numbers of Items, and Example Items.

Survey Construct	School Level	Number of Items	Example of Items
School Safety	Elementary	3	“There is a lot of bullying” *This item was reverse coded to reflect “There IS NOT a lot of bullying.”
	Secondary	4	“There is a lot of violence.”
School Climate	Elementary	3	“I like being in school.”
	Secondary	4	“There are many things about school that I like.”
Principal	Elementary	5	“My principal cares about me.”
	Secondary	6	“My principal looks out for all of the kids at this school.”
Teachers	Elementary	13	2 dimensions: <ul style="list-style-type: none"> Emotional support e.g., “My teacher cares about me.” Learning support e.g., “My teacher is good at helping me learn.”
	Secondary	13	3 dimensions: <ul style="list-style-type: none"> Emotional support e.g., “This teacher cares about my well-being.” Learning support e.g., “This teacher explains things so that I understand.” Classroom management e.g., “The students respect this teacher.”

Description of Scoring

The purpose of scoring these surveys was to reduce the data to manageable and meaningful information that could be used to identify areas of strength as well as areas in need of attention. Two types of scores were given: agreement percentages and topic scores.

Agreement Percentages (*Agreement*): Respondents could agree or disagree with any item on a five-point scale. Agreement for each item was reported as the percent of respondents who selected “Agree” or “Strongly Agree.” Respondents selecting “I don’t know or Not applicable” were not included in calculating percentages.

Topic Scores: Each of the topics listed in the survey design (e.g., school climate, principal, teacher emotional support, etc.) was measured using three to six items. We used average *Agreement* across items in each topic to assign topic scores. Topic scores at the state level are presented in Table 6 and were assigned using the following rubric:

Level 5: At least 90% agreement with each item in a category of items

Level 4: At least 80% agreement with each item or 90% agreement with all but one item in a category of items

Level 3: One item with less than 80% agreement in a category of items

Level 2: Two items with less than 80% agreement in a category of items

Level 1: Three or more items with less than 80% agreement in a category of items

Table 6. State-level Agreement Percentages and Topic Scores for Students

	Topic	Level of Agreement	Average Percent who Agreed or Strongly Agreed with Items in This Construct
School Topics			
School Safety	Elementary Students	LEVEL 1	76%
	Secondary Students	LEVEL 1	74%
School Climate	Elementary Students	LEVEL 2	78%
	Secondary Students	LEVEL 1	69%
Administration Topics			
Principal	Elementary Students	LEVEL 1	77%
	Secondary Students	LEVEL 1	76%
Teacher Topics			
Emotional Support	Elementary Students	LEVEL 3	85%
	Secondary Students	LEVEL 1	77%
Learning Support	Elementary Students	LEVEL3	88%
	Secondary Students	LEVEL 1	78%
Classroom Management	(This construct did not emerge from elementary student data)		
	Secondary Students	LEVEL 1	66%

Schools and teachers with 10 or more responses were offered school- and teacher-level results with Agreement at the item level. State-level item agreement percentages are presented in Table 7 for elementary students and Table 8 for secondary students.

Table 7. Statewide Agreement Percentages for Elementary Student Respondents

	Statewide Average Agreement Percent
SCHOOL SAFETY	
NOT a lot of things get stolen.	73.7
There is NOT a lot of fighting.	76.2
There is NOT a lot of bullying	65.5
There is NOT a lot of violence	80.5
SCHOOL CLIMATE	
There are many things about my school that I like.	71.8
The students are directly involved in making the school a better place.	51.8
Students from all different cultures feel welcomed.	76.3
There are a lot of opportunities for me to participate.	75.5
PRINCIPAL	
My principal is a good leader for this school.	77.7
My principal is fair when dealing with kids.	75.8
My principal is concerned with my well-being.	76.3
My principal looks out for all the kids at our school.	76.7
My principal speaks out against discrimination.	78.9
If I did something wrong, I could tell the principal the truth about it.	69.3
TEACHER CONSCIENTIOUSNESS	
This teacher treats all of the students fairly.	80.8
This teacher makes sure everybody is accepted in our class, no matter where they come from.	84.1
This teacher cares about my well-being.	79.6
This teacher would give me a second chance if I made a mistake.	78.6
My success in school really matters to this teacher.	75.9
My success in school really matters to this teacher.	71.5
TEACHER LEARNING SUPPORT	
This teacher is good at holding my attention.	71.5
I learn a lot in this teacher's class.	75.2
Class time is spent learning.	78.3
This teacher involves me in class discussions or activities.	79.6
This teacher explains things so that I understand.	78
This teacher insists that I work hard.	86.4
TEACHER CLASSROOM MANAGEMENT	
The students respect this teacher.	70.7
Students are well behaved in this teacher's classroom.	61.9

Table 8. Statewide Agreement Percentages for Secondary Student Respondents

	Statewide Average Agreement Percent
SCHOOL SAFETY	
NOT a lot of things get stolen.	73.7
There is NOT a lot of fighting.	78.1
There is NOT a lot of bullying	77.5
SCHOOL CLIMATE	
There are lots of ways for me to be involved	77.3
I like being in school	73.1
I feel safe when I am at school.	83.2
PRINCIPAL	
My principal is fair when dealing with kids.	66.2
My principal cares about me.	78.2
My principal is good at running the school.	83.5
My principal looks out for all the kids at our school.	83.1
If I did something wrong, I could tell the principal the truth about it.	76.4
TEACHER EMOTIONAL SUPPORT	
My teacher treats all of the students in our class the same.	73.3
My teacher cares about me.	84.3
My teacher will help me if I need help.	92.6
My teacher is fair.	84.3
I am proud of how much I am learning from my teacher this year.	90.3
I like learning from my teacher.	87.8
TEACHER LEARNING SUPPORT	
My teacher explains things so I understand.	91.9
My teacher prepares me to do well on tests.	93.1
My teacher is good at helping me learn.	93.5
My teacher gives me a lot to think about during class.	78.5
My teacher makes me work hard every day.	85.3

Additional findings. Prior to asking questions about administrators, students were asked if they knew their principals. The students who knew their principals were then asked if they thought their principal knew them. Responses to those two items are reported in Table 9.

Table 9. Percent of Students Indicating They Knew Their Principals and That Their Principals Knew Them

	Of the students who knew their principals what percent responded as:			
	I know my principal	Yes, my principal knows me	I'm not sure if my principal knows me	My principal doesn't know me
Elementary	97%	64%	33%	3%
Secondary	47%	69%	26%	5%

Parent Survey

Number of Respondents

All schools in the sample were requested to make links to Parent Surveys available to all parents of all students using school websites, email lists, or notes home. Table 10 reflects the number of parent responses and the percent of possible respondents²

Table 10. Number and Percent of Parent Respondents

School Type	Number of possible respondents	Number of responses	Percent of possible respondents
Elementary School (or 3rd-6th grade at a charter school)	22,687	726	3%
Middle, Intermediate, or Junior High School (or 7th-9th grade at a charter school)	14,475	303	2%
High School (or 10th-12th grade at a charter school)	13,065	217	2%
	50227	Total Responses: 1246	Overall percent of parents: 2.5%

School Participation

School results were considered usable if 10 or more students from any particular school responded to the survey. Table 11 reports the number of schools from each school category (i.e., elementary, junior high and high school) with usable survey data.

² Calculated as 1.5 times the number of students enrolled October 1, 2012.

Table 11. Number and Percentage of Schools with Usable Parent Survey Data

	Number of Schools in Sample	Number of Schools with Usable Data	Percent of schools with Usable Data
Elementary	29	8	28%
Junior High	12	5	42%
High Schools	10	3	30%
Total	51	16	31%

In the student sample, the schools that administered the survey had strong response rates (i.e., 85% participation, on average). This pattern was not repeated in the parent sample. Parent responses were low across schools (about 2% on average as reported in Table 10) and the within school response rates were also low. Table 12 shows the parent response rates for just the schools with usable data (i.e., ten or more respondents from the school).

Table 12. Parent Response Rates for Schools with Usable Data

	Number of Responses	Number of Parents	Response Rate
Elementary	693	5717	12%
Junior High	212	5461	4%
High Schools	296	1331	12%
Total	1201	13573	9%

Note on Table 12: One elementary school and one high school had parent response rates very close to 100%. These two schools positively skewed the distribution of responses. Without these outliers, the percent of elementary and senior high school students that responded would be approximately 4%, matching the junior high school rate.

Overall Findings

Parents responded to items about school safety, school climate, principals, and teachers. Table 13 reflects the constructs measured, the number of items per construct, and examples of items within each construct in the Student Surveys.

Table 13. Parent Survey Constructs, Numbers of Items, and Example Items

Survey Construct	Number of Items	Example Items
School Safety	4	“I hear about fights” *This item was reverse code to reflect “I DO NOT hear about fights”
School Climate	3	“There are plenty of opportunities for me to be involved”
Principal	4	“This principal is really good at running the school”
Teachers	14	3 dimensions: <ul style="list-style-type: none"> • Emotional Support e.g., “This teacher treats my child fairly” • Learning support e.g., “This teacher helps my child feel confident in his or her learning” • Communication e.g., “This teacher is responsive to my requests for communication”

Description of Scoring

The purpose of scoring these surveys was to reduce the data to manageable and meaningful information that could be used to identify areas of strength as well as areas in need of attention. Two types of scores were given: agreement percentages and topic scores.

Agreement Percentages (*Agreement*): Respondents could agree or disagree with any item on a five point scale. Agreement for each item was reported as the percent of respondents who selected “Agree” or “Strongly Agree.” Respondents selecting “I don’t know or Not applicable” were not included in calculating percentages.

Topic Scores: Each of the topics listed in the survey design (e.g., school climate, principal, teacher emotional support, etc.) was measured using three to six items. We used average *Agreement* across items in each topic to assign topic scores. Topic scores (along with average agreement rates) at the state level are presented in Table 14 and were assigned using the following rubric:

- Level 5:** At least 90% agreement with each item in a category of items
- Level 4:** At least 80% agreement with each item or 90% agreement with all but one item in a category of items
- Level 3:** One item with less than 80% agreement in a category of items
- Level 2:** Two items with less than 80% agreement in a category of items
- Level 1:** Three or more items with less than 80% agreement in a category of items

Table 14. State-level Agreement Percentages and Topic Scores for Parents

	Topic Scores	Level of Agreement	Percent who Agreed or Strongly Agreed with this Construct
School	School Safety	LEVEL 4	93%
	School Climate	LEVEL 1	76%
Administration	Principal	LEVEL 3	80%
Teacher	Emotional Support	LEVEL 4	90%
	Learning Support	LEVEL 3	88%
	Communication	LEVEL 5	91%

Schools and teachers with 10 or more responses were offered school- and teacher-level results with Agreement percentages at the item level. State-level item agreement percentages are, from parent surveys, are presented in Table 15.

Table 15. Statewide Agreement Percentages for Parent Respondents

	Statewide Average Agreement Percent
SCHOOL SAFETY	
There is NOT lot of theft.	95.8
I DO NOT hear about fights.	90
There is NOT a lot of bullying.	88.8
There is NOT a lot of violence.	98.3
SCHOOL CLIMATE	
There are plenty of opportunities for me to be involved.	79.3
A person from any culture would feel comfortable at this school.	76.7
The administration wants me to participate in school events.	73
PRINCIPAL	
This principal is really good at running the school.	87.3
I can rely on this principal to prioritize the learning needs of my child.	84.9
This principal looks out for what is important to my child.	67.9
This principal is responsive to my concerns.	82
TEACHER EMOTIONAL SUPPORT	
This teacher treats my child fairly.	94.3
This teacher helps my child when my child needs help.	94
This teacher does the right thing when it comes to my child.	91.7
This teacher is considerate of my child’s feelings.	91.4
This teacher is a good role model for the children.	70.6
This teacher is a capable educator.	95.6
TEACHER LEARNING SUPPORT	
This teacher helps my child feel confident in his or her learning.	92.4
I am pleased with how much my child is learning in this teacher's class.	90.8
This teacher challenges my child academically.	89.6
TEACHER COMMUNICATION	
This teacher is responsive to my requests for communication.	94.4
This teacher communicates important information in a timely manner.	91
This teacher would let me know if my child was not completing assignments	90.5
This teacher would alert me if my child needed help academically.	92.6
This teacher would let me know if my child had problems with other students.	90.1

Teacher Survey

Number of Respondents

All schools in the sample were asked to email survey links to their faculty. Table 16 reflects the number of teachers who responded and the total number of teachers in each school.

Table 16. Number and Percent of Teacher Respondents

School Type	Number of Responses	Number of Teachers	Percent of Teachers Responding
Elementary	114	528	22%
Junior High	53	378	14%
High School	37	457	8%
Charter	59	178	33%
Total	263	1541	17%

School Participation

School results were considered usable if 10 or more Teachers from any particular school responded to the survey. Table 17 reports the number of schools from each school category (i.e., elementary, junior high and high school) with usable survey data.

Table 17. Number and Percentage of Schools with Usable Teacher Survey Data

	Number of Schools in Sample	Number of Schools with Usable Data	Percent of Schools with Usable Data
Elementary	29	5	17%
Junior High	12	2	17%
High Schools	10	3	30%
Total	51	10	20%

Within the schools that had ten or more teachers who responded to the survey the response rate was quite high at 79%. Table 18 shows the response rates for just the schools with usable data (i.e., there were ten or more respondents from the school).

Table 18. Response Rates for Schools with Usable Data

	Number of Responses	Number of Teachers	Response Rate
Elementary	88	95	93%
Junior High	47	70	67%
High Schools	82	110	74%
Total	217	275	79%

Overall Findings

Teachers responded to items about school safety, school climate, and administrators. Table 19 reflects the constructs measured, the number of items per construct, and examples of items within each construct in the Student Surveys.

Table 19. Teacher Survey Constructs, Numbers of Items, and Example Items

Survey Construct	Number of Items	Example Items
School Safety	4	“I hear about fights” *This item was reverse coded to reflect “I DO NOT hear about fights”
School Climate	8	<u>8 items reflecting two dimensions:</u> Professional environment e.g., “I have regular opportunities to work with other teachers.” Resources e.g., “I have access to the technology I need to be an effective teacher.”
Principal	13	<u>13 items reflecting three dimensions:</u> Conscientiousness e.g., “My principal is fair in dealing with others” Instructional support e.g., “My principal provides guidance on effective instruction.” Communication e.g., “My principal communicates effectively with teachers.”
Assistant Principal (when applicable)	4	“The assistant principal(s) has(have) a positive influence on the learning environment at our school”

Description of Scoring

The purpose of scoring these surveys was to reduce the data to manageable and meaningful information that could be used to identify areas of strength as well as areas in need of attention. Two types of scores were given: agreement percentages and topic scores.

Agreement Percentages (*Agreement*): Respondents could agree or disagree with any item on a five point scale. Agreement for each item was reported as the percent of respondents who selected “Agree” or “Strongly Agree.” Respondents selecting “I don’t know or Not applicable” were not included in calculating percentages.

Topic Scores: Each of the topics listed in the survey design (e.g., school safety, professional environment, principal conscientiousness, etc.) was measured using three to six items. We used average *Agreement* across items in each topic to assign topic scores. Topic scores (along with average agreement rates) at the state level are presented in Table 20 and were assigned using the following rubric:

Level 5: At least 90% agreement with each item in a category of items

Level 4: At least 80% agreement with each item or 90% agreement with all but one item in a category of items

Level 3: One item with less than 80% agreement in a category of items

Level 2: Two items with less than 80% agreement in a category of items

Level 1: Three or more items with less than 80% agreement in a category of items

Table 20. State-level Agreement Percentages and Topic Scores for Teachers

Topic		Level of Agreement	Percent who Agreed or Strongly Agreed with this Construct
School Safety	School Safety	LEVEL 5	97%
School Climate	Professional Environment	LEVEL 4	88%
	Resources	LEVEL 1	60%
Administration	Principal Conscientiousness	LEVEL 2	81%
	Principal Instructional Support	LEVEL 2	88%
	Principal Communication	LEVEL Not Calculable	80%
	Assistant Principal	LEVEL 2	80%

Schools with 10 or more responses were offered school-level results with Agreement percentages at the item level. State-level item agreement percentages are presented in Table 21.

Table 21. Statewide Agreement Percentages for Teacher Respondents

	Statewide Average Agreement Percent
SCHOOL SAFETY	
There is NOT a lot of violence.	100
There is NOT a lot of theft.	97.1
There is NOT a lot of fighting.	99
There is NOT a lot of bullying.	92.3
PROFESSIONAL ENVIRONMENT	
I have participated in professional development that supports my teaching of Utah Core Standards.	81

	Statewide Average Agreement Percent
Professional development is generally aligned with school-wide goals.	87.5
I coordinate my instruction with other teachers.	91.4
I have regular opportunities to work with other teachers.	92.4
I discuss individual student needs with other teachers.	87.5
RESOURCES	
I have access to the technology I need to be an effective teacher.	71.2
The resources available at this school are top notch.	51.4
I have a wide array of resources available to support my teaching.	58.6
PRINCIPAL CONSCIENTIOUSNESS	
My principal does an excellent job running this school.	81.5
My principal is a good manager.	80.5
My principal keeps his or her word.	76.7
My principal is fair in dealing with others.	70.7
My principal is concerned about my well-being.	85.8
My principal backs me up when I make a decision.	80.5
My principal is a positive role model for welcoming all kinds of people.	88.8
PRINCIPAL INSTRUCTIONAL SUPPORT	
How often does your principal observe your classroom?	<1/mo.
My principal provides guidance on effective instruction.	86.2
My principal gives me feedback about my teaching	90.4
My principal and I discuss topics related to my progress as a teacher.	86.8
COMMUNICATION	
How often does your principal talk with you, directly?	~1.5/wk.
My principal communicates effectively with teachers.	73.8
My principal is responsive to my communication attempts.	86.1
ASSISTANT PRINCIPAL	
Assist in providing leadership for our school.	81.9
Have a positive influence on the learning environment at our school.	81.9
Has a positive rapport with teachers.	77.3
Has a positive rapport with students.	77.3

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