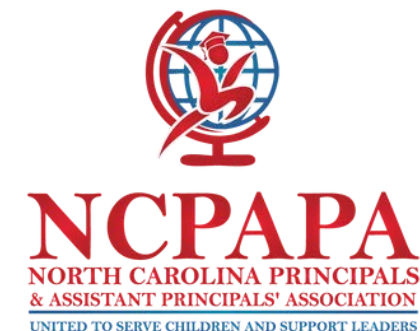


2022 North Carolina Teacher Working Conditions Survey

Fall 2022 Presentation of Data Results to
North Carolina State Board of Education



About the Survey



- NC Teacher Working Conditions Survey started in 2002 & is conducted every 2 years
- The survey is completed by all teachers, school administrators, and licensed school-based educators (full & part-time)
- The survey is funded by the State Legislature – NC Continuing Budget
- The survey is administered by NCDPI and the current vendor – Academic Development Institute (Lincoln, Illinois)
- NC was the first state in the nation to administer a statewide teaching conditions survey with 16 other states following suit.
- Areas of teaching conditions measured include topics such as:

School & Teacher Leadership

Instructional Practices

Managing Student Conduct

Professional Learning

Community Support

Time

Facilities & Resources

Safety

Equity

New Teacher Supports

- The 24-member advisory committee met monthly from August 2021 to March 2022, in order to prepare for the most recent survey iteration.

Survey results are integrated into many state policies including:

School Improvement Planning

NC Evaluation Instrument

State Equity Plans

NC Compliance Plan for ESSA



Survey Rollout

**New Survey website
went live on Jan 5th
(www.nctwcs.org)**



**A Social Media campaign began
on Jan 5th in partnership with
NCDPI Communications
Department**

**Survey Support
(via phone & email)
was available starting
Jan 5th (M-F 7:30-4:30 EST)**



**Survey Packets were
mailed to each School in
mid-February**



**Survey Opens!
March 1 - 31, 2022**



**Each educator was given an
individual and anonymous
access code to participate**

**24/7 Survey access
during the survey
window**



**Live Results were
available to track
participation
results**

Participation Rates for the 2022 North Carolina Teacher Working Conditions Survey



122,371
Invitees



112,529
Respondents



91.96%
Response Rate

Survey Year	# of Respondents	Response Rate
2016	101,846	85.46%
2018	109,426	90.55%
2020	103,545	84.45%
2022	112,529	91.96%



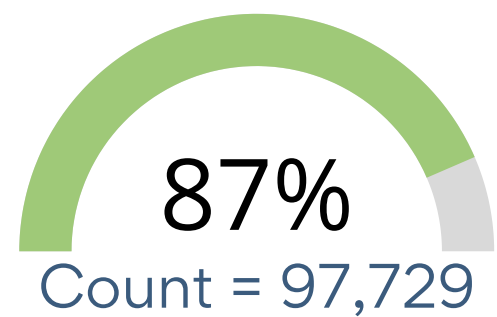
2022 Survey Response Summary

School Type	Number of Schools	Number Schools reaching minimum Response Rate threshold of at least 40% and at least 5 respondents	Number Schools <u>NOT</u> reaching minimum Response Rate threshold
Traditional Schools	2361	2346	15
Charter Schools	352	325	27
Non-Traditional/Other (DHHS, Juvenile Justice, Deaf and Blind, Hospital schools, etc.)	30	19	11
All	2743	2690	53

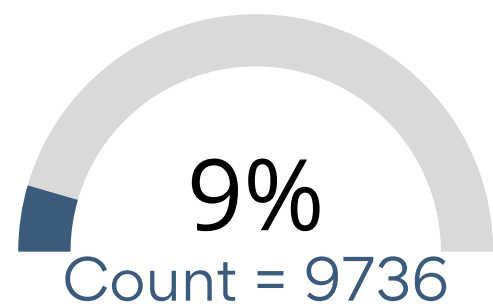
* Minimum Response Rate threshold for a school is 40% response rate and at least 5 respondents.



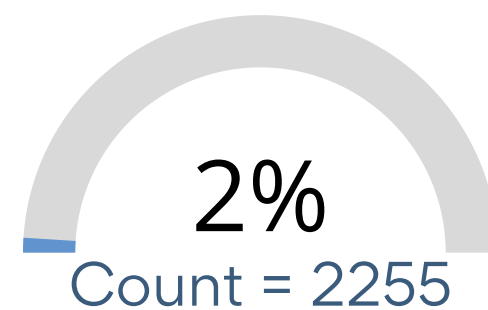
Survey Respondents by Role



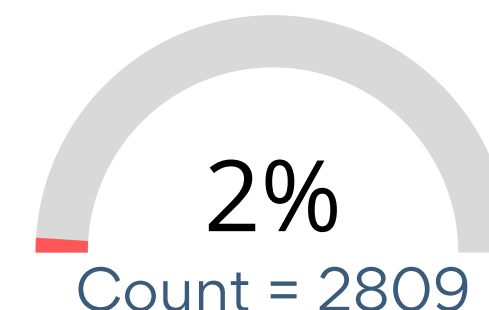
Teachers
(including instructional coaches, department heads, vocational teachers, literacy coaches, etc.)



Other Educators
(school counselor, school psychologist, social worker, etc.)



Principals



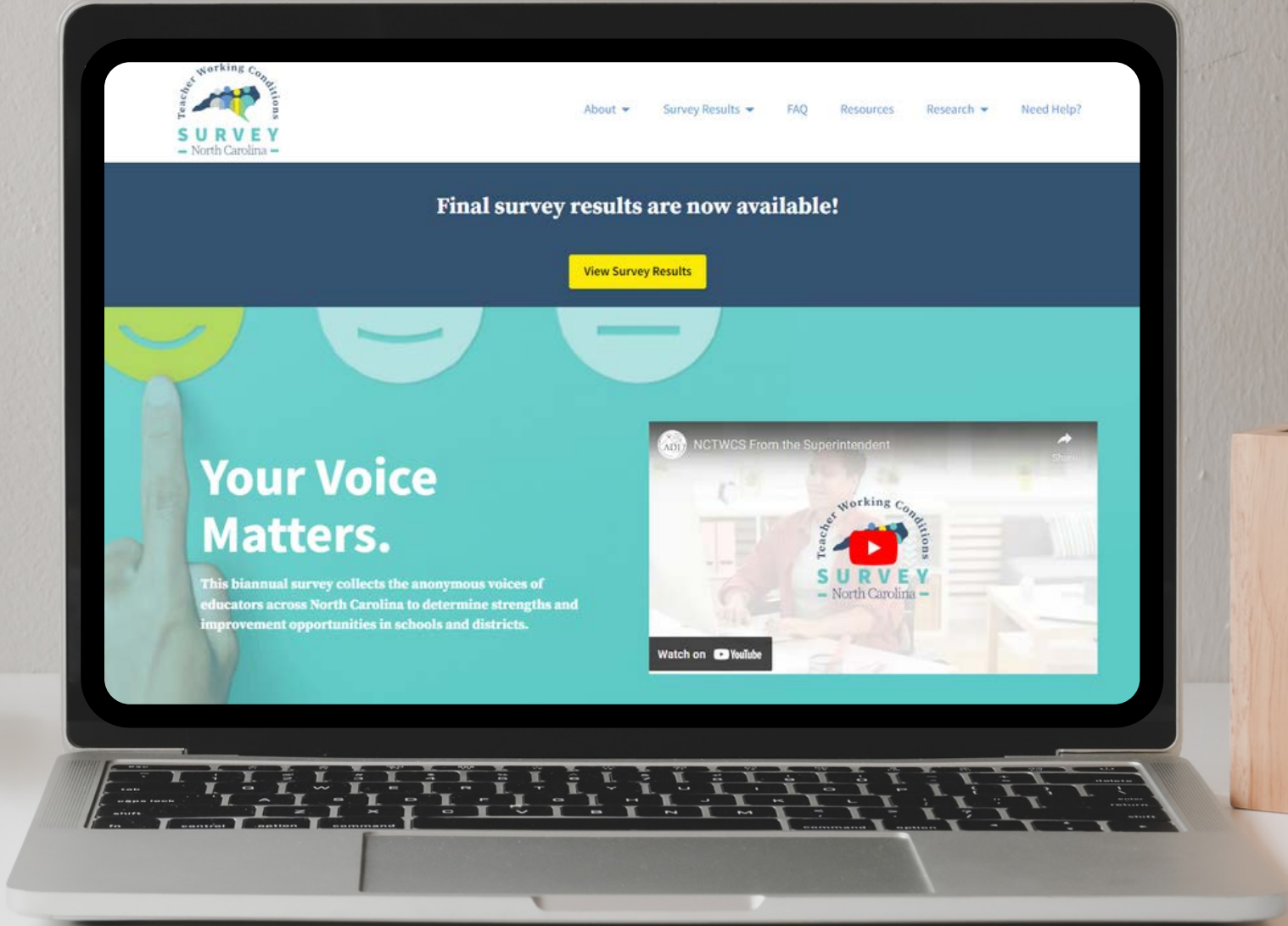
Assistant Principals

112,529
2022 NCTWCS Total Respondents



The website includes:
Resources,
Infographics,
Tools, and Survey
Results

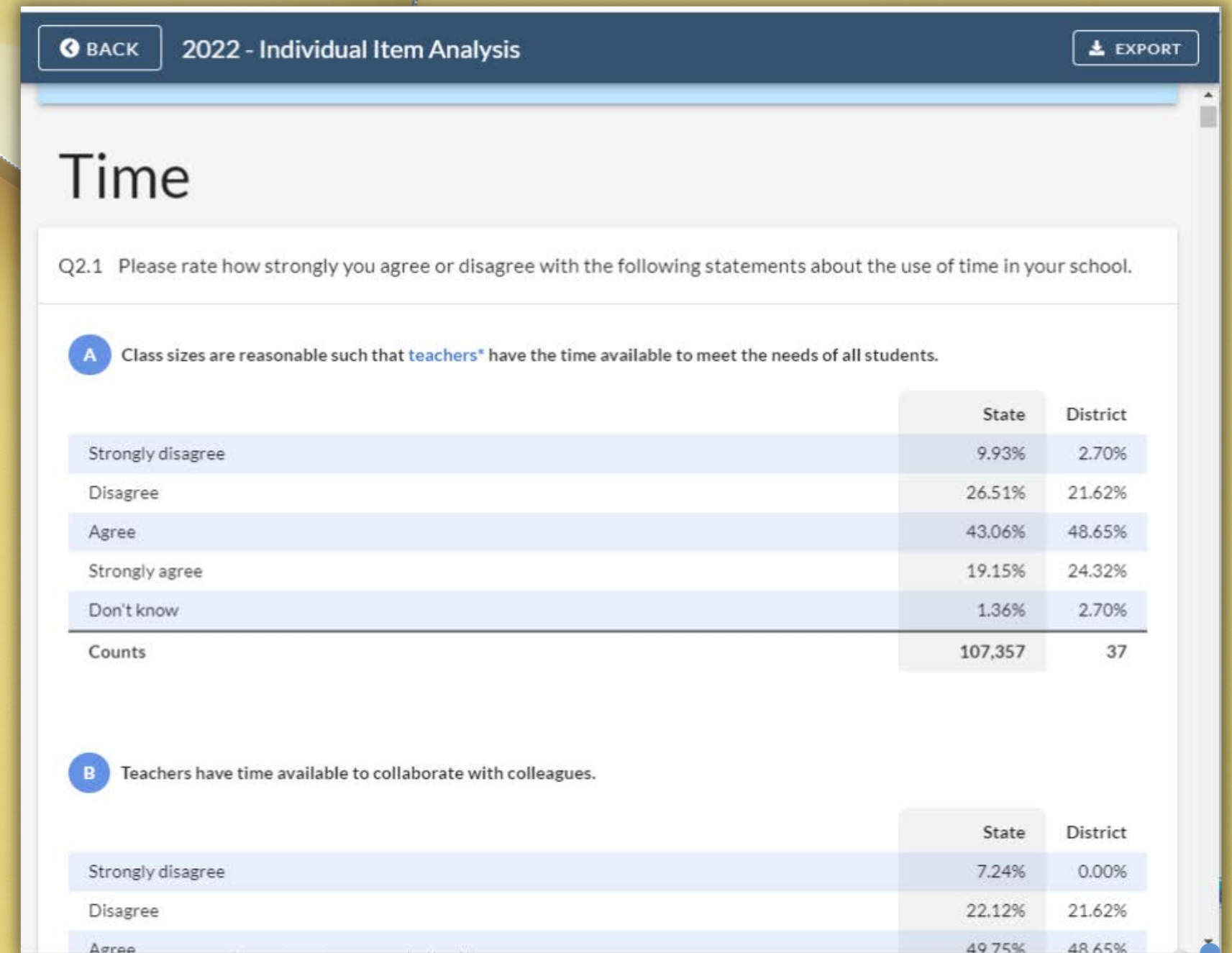
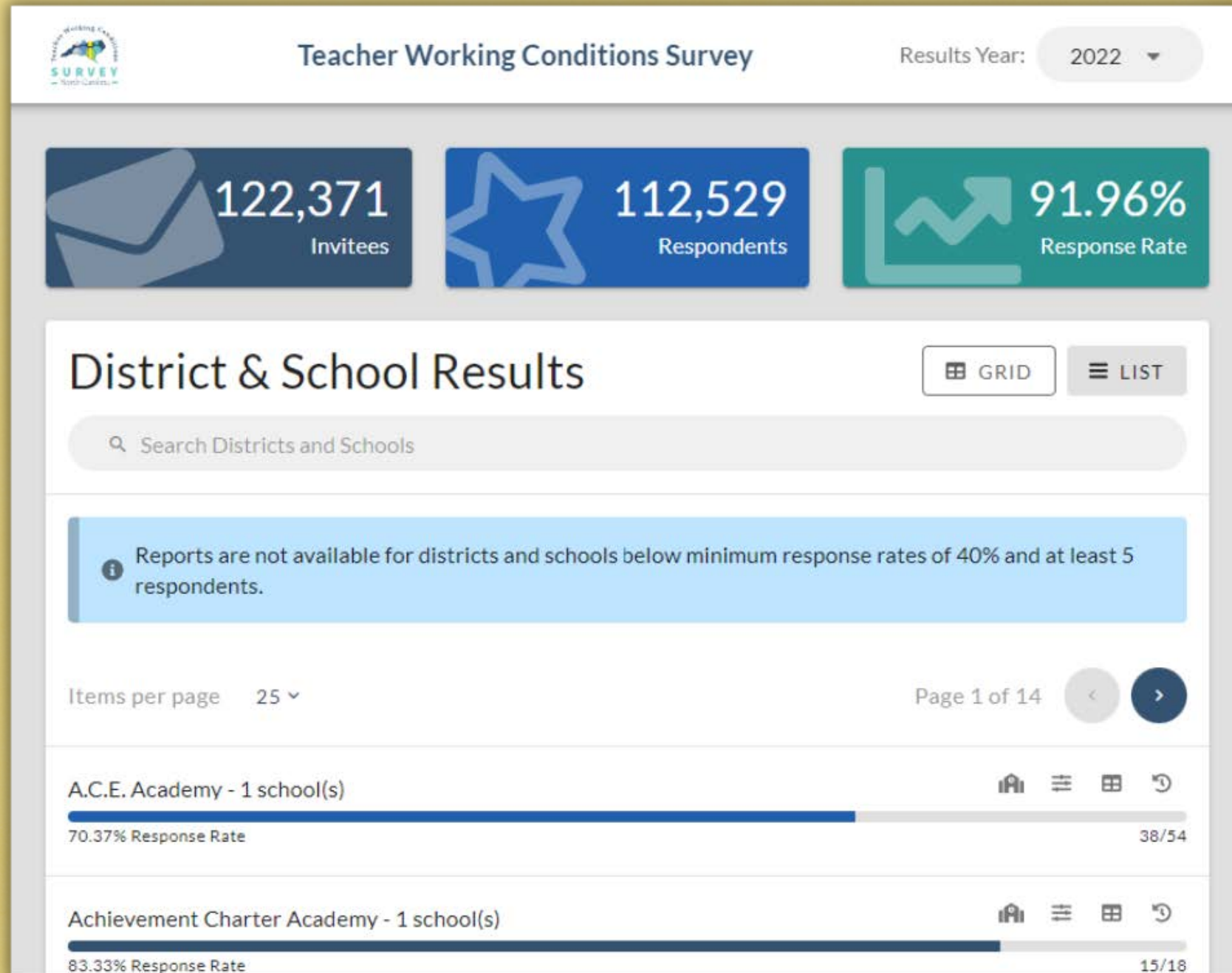
www.nctwcs.org



Results are available for 2022-2020-2018 Surveys

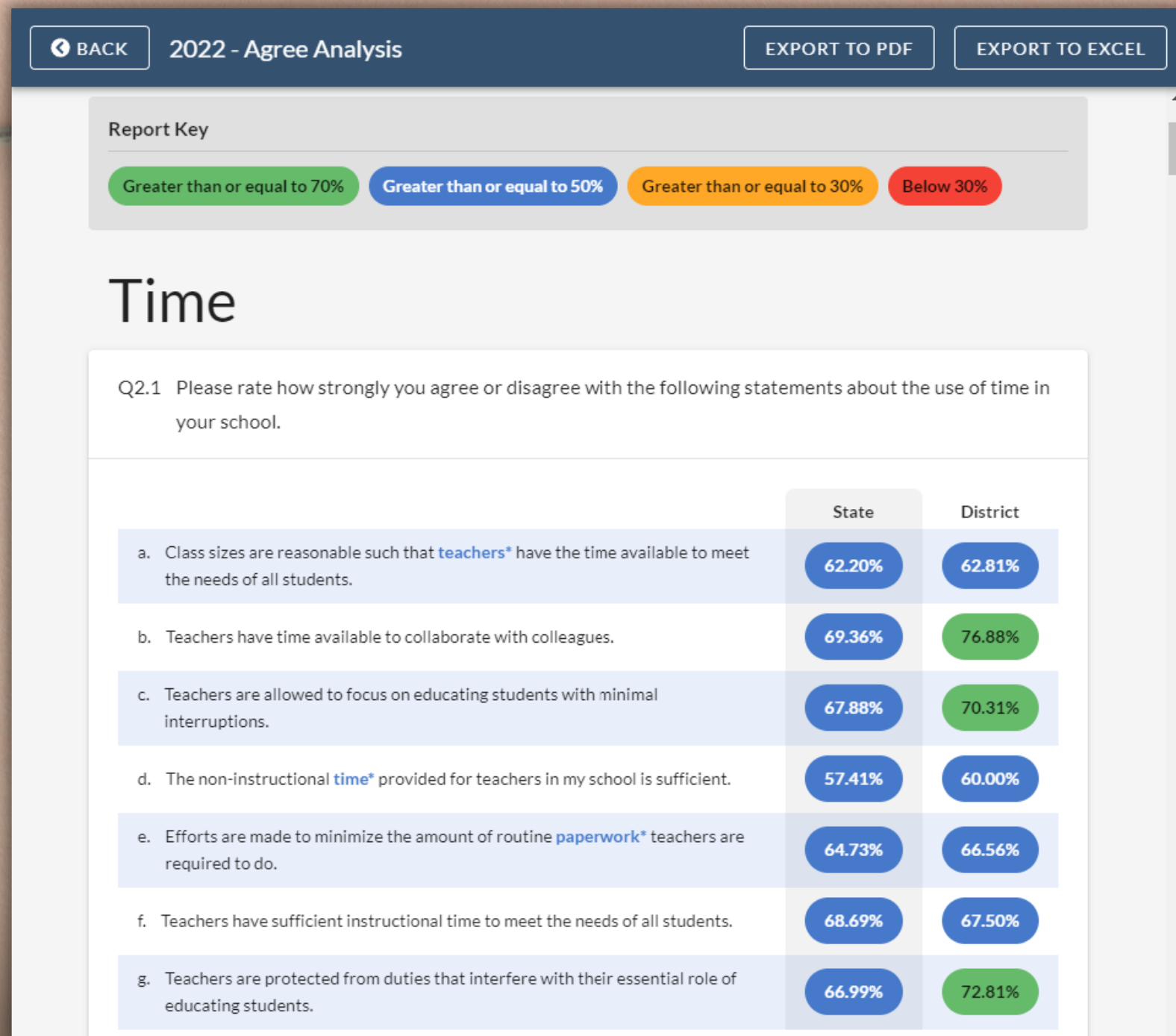
Results may be viewed in Summary
(by State, District, or School*)...

or by Individual Item/Question.

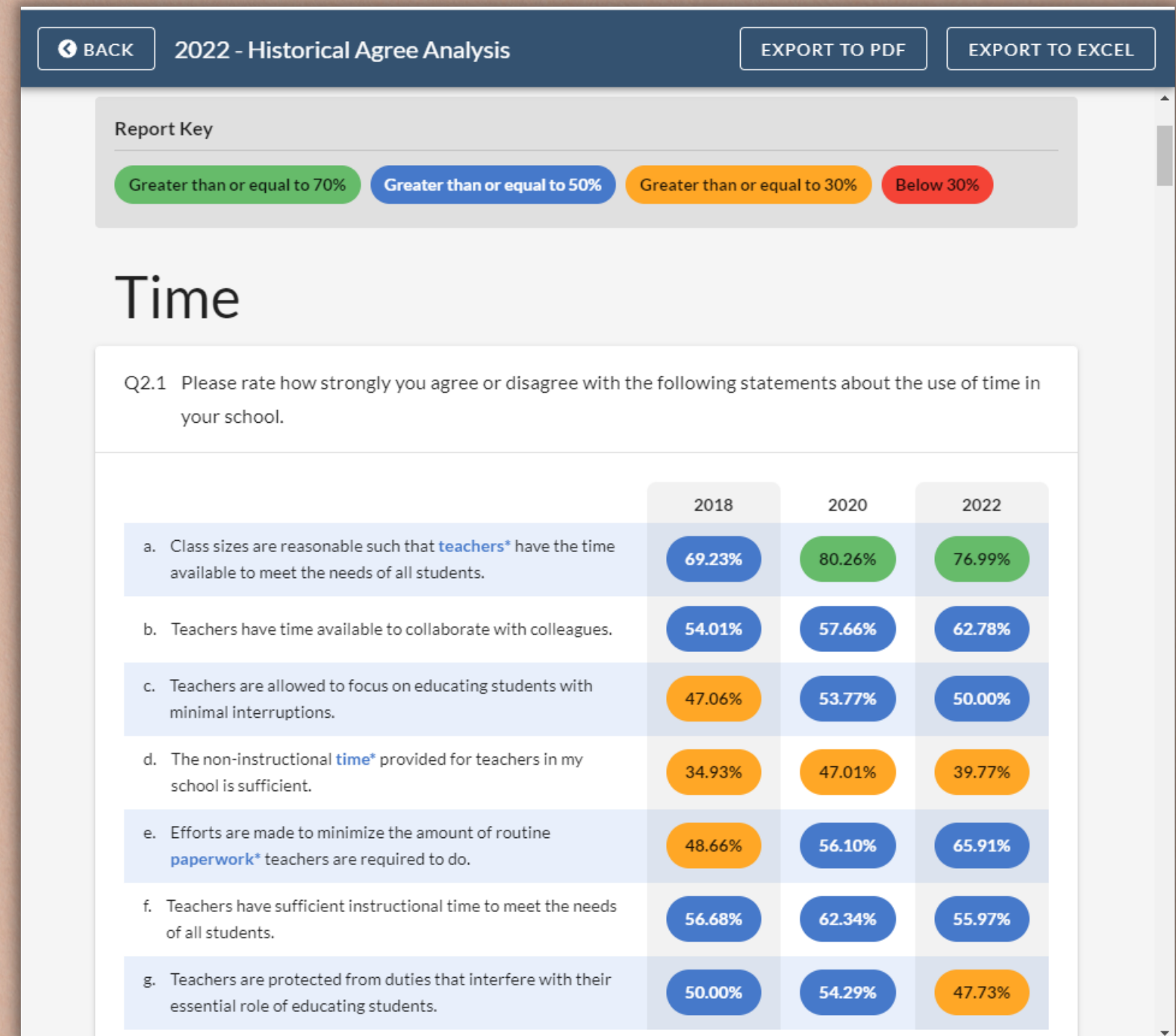


*For schools which met the minimum response rate threshold.

Agree Analysis Results may be viewed in Summary for the current Survey,...



or as a historical comparison.



*For schools which met the minimum response rate threshold.

Resources and Tools now available



DATA PROTOCOL

- Identify strengths & challenges
- Find opportunities for meaningful, large-scale change
- Make the process manageable by providing focus



Meet with Purpose

Doing a data protocol is a great way to help a team or group engage in productive dialogue about data, and to build collective capacity to make sense of data relevant to teaching, leading, and learning.

Instructional Teams
School Improvement Team

Gather Data

There are four main types of data that can be used to display a school's successes, progress, and areas needing attention:

- Achievement
- Program
- Demographic
- Perception

Teacher Working Conditions Survey,
Classroom Observations, Peer to Peer Interactions

What does the data suggest?

What is happening and why?

The team should focus on narrowing down the problems of practice.

Don't forget to identify your strengths and celebrate!

Describe what you see ...and what you don't

The group[s] should gather information from the data...just the facts. No perceptions, interpretations, or judgments.

- What sticks out?
- Are pieces of data missing?
- Do you see trends?
- Something unexpected or surprising?

Look for the story.

What does it mean?

Identify root causes, instead of symptoms.

What recommendations does your team have to address the problems of practice?

Move from problems to solutions.

What are we going to do?

- ✓ Plan and Prioritize the work.
- ✓ Create a series of actions and next steps.
- ✓ Be transparent. Communicate the plan to the school community.

© 2022 ACADEMIC DEVELOPMENT INSTITUTE



Data Protocol:

How to use data, including Teacher Working Conditions Survey data, to inform school improvement planning.

2022 Survey Results Infographic

2022 Survey Results & Reports

NCStar-Teacher Working Conditions Crosswalk

2022 Highlighted Results

NC Teacher Working Conditions Survey

91.96% Response Rate
New Record!

122,371 Invitees | 112,529 Respondents

2020	84.45%
2018	90.55%

Respondents by Role

- Teachers: 87%
- Principals: 2%
- Other Educators: 9%
- Assistant Principals: 2%

85% Agree that their school is a good place to work and learn!

New teachers agree that:

- Overall, the additional support I received as a new teacher has helped me to impact my students' learning.
 - 2018: 80%
 - 2020: 81%
 - 2022: 79%
- Overall, the additional support I received as a new teacher improved my instructional practice.
 - 2018: 82%
 - 2020: 82%
 - 2022: 77%
- Overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school.
 - 2018: 75%
 - 2020: 77%
 - 2022: 72%

Years of Experience

PRINCIPALS (grey bars), TEACHERS (green bars)

Years of Experience	Principals (%)	Teachers (%)
20+	~25%	~5%
11-20	~32%	~15%
7-10	~15%	~20%
4-6	~12%	~22%
2-3	~8%	~18%
First Year	~5%	~15%

Conditions that most affect willingness to continue teaching at current school:

School Leadership	33%
Time During the Work Day	17%
Managing Student Conduct	12%
Instructional Practices and Support	11%
Teacher Leadership	10%
Facilities and Resources	8%
Community Support and Involvement	7%
Professional Development	1%

Immediate Employment plans for Teachers and Administrators:

- 86%** of teachers indicate they plan to remain teaching in North Carolina.
- 90%** of principals indicate they plan to remain as school administrators in North Carolina.

Learn more at www.nctwcs.org

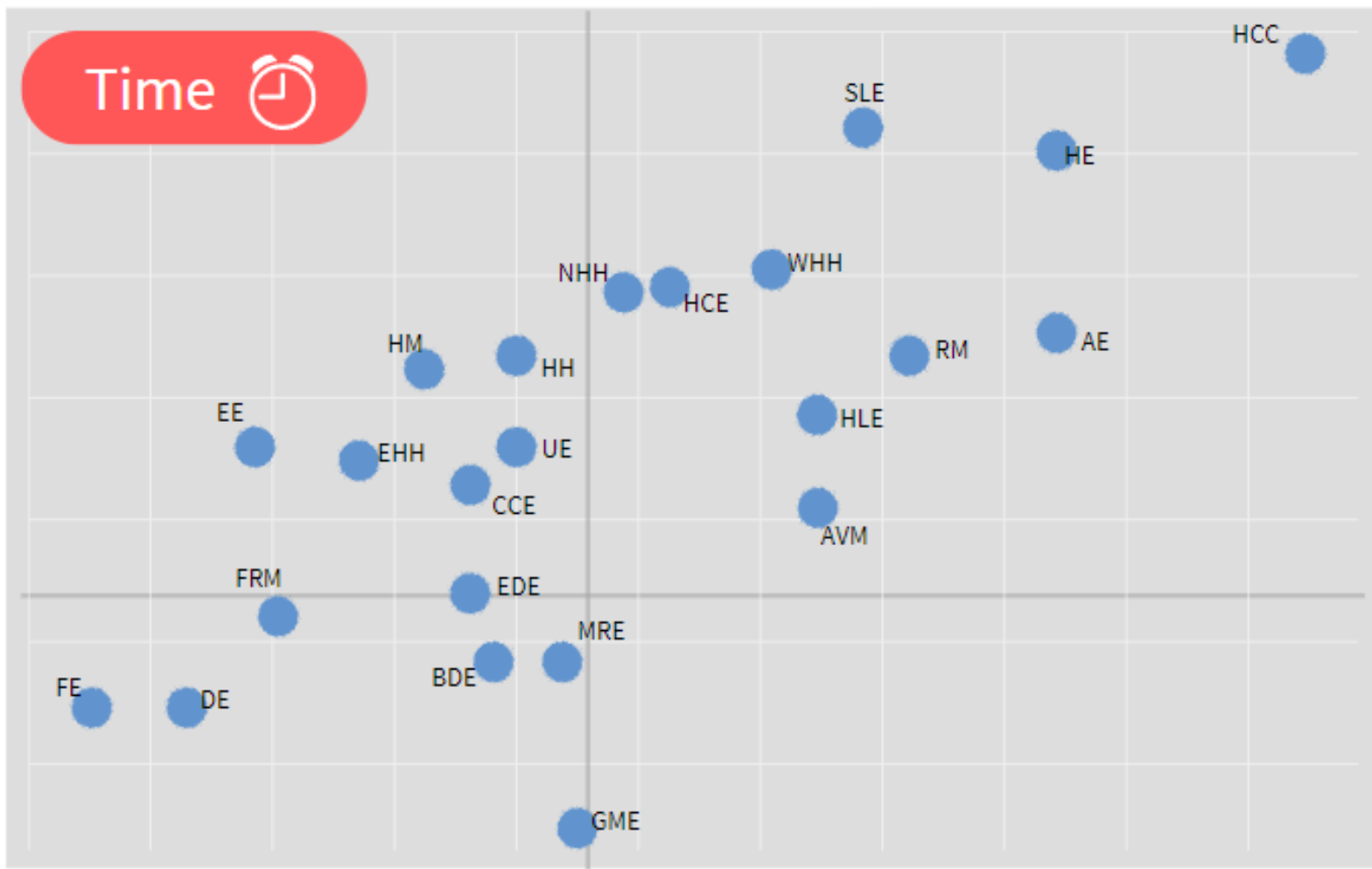
Summer/Fall Reporting

- **District and Regional Scatterplots**
- **Beginning/New Teacher Summary Data**
- **Beginning/New vs. Veteran Teacher Data**
- **Stayers, Movers, Leavers Data**
- **Ingersoll Research Data** (5 questions shown by research to be the most strongly connected to student achievement and teacher retention.)

Overall Comparison

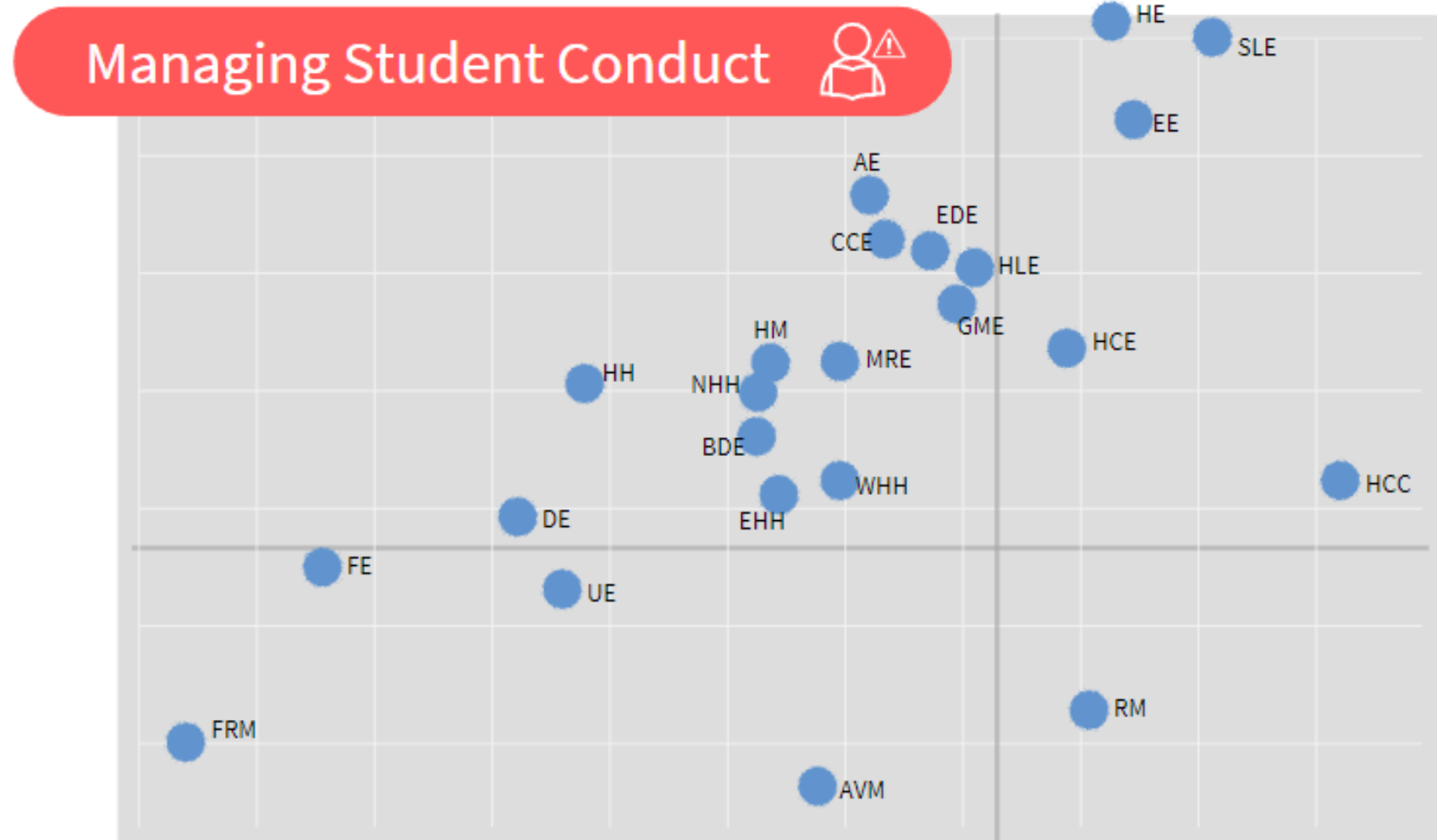
Overall Comparison 2020 to 2022



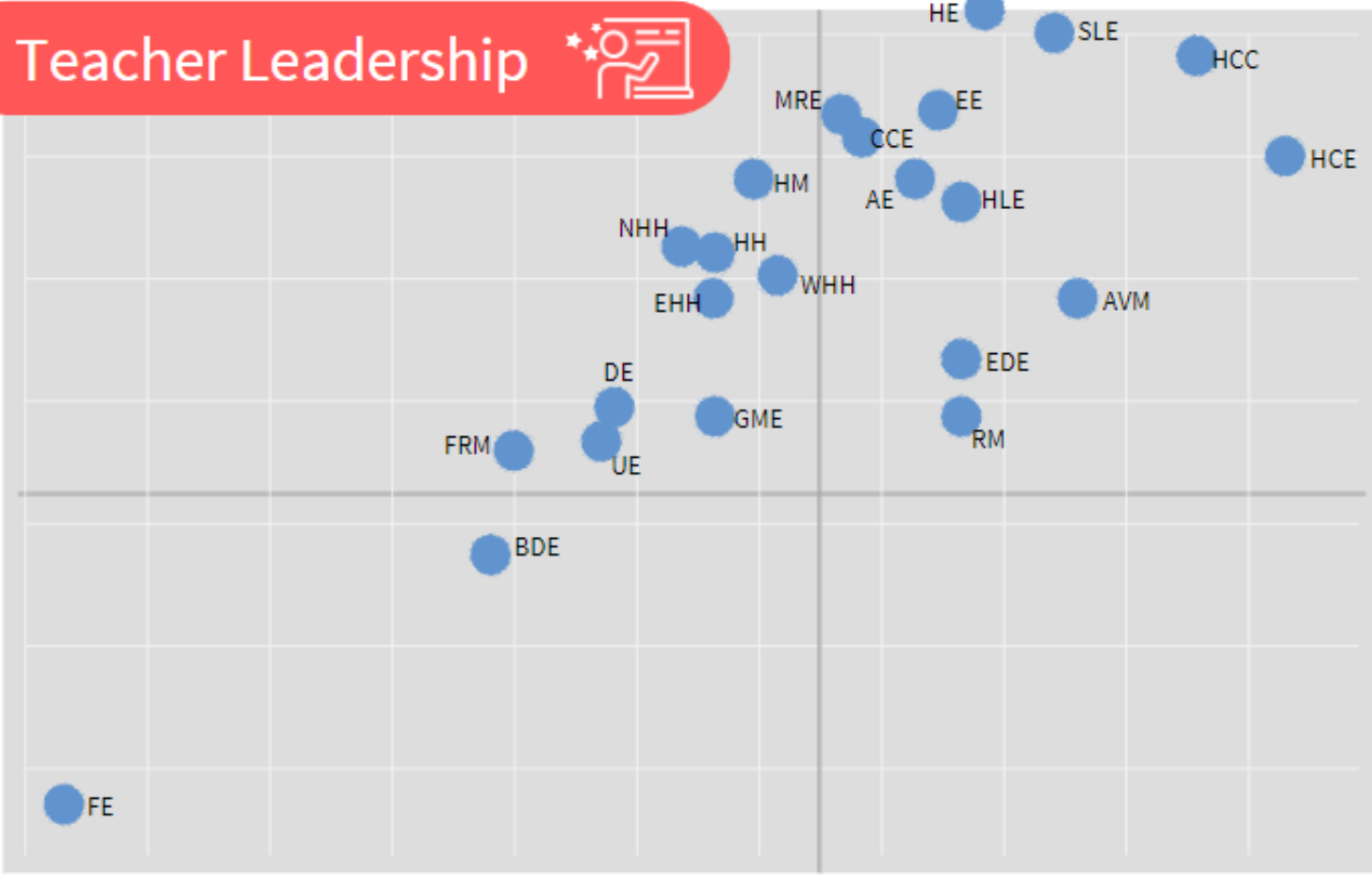


State Agree Average

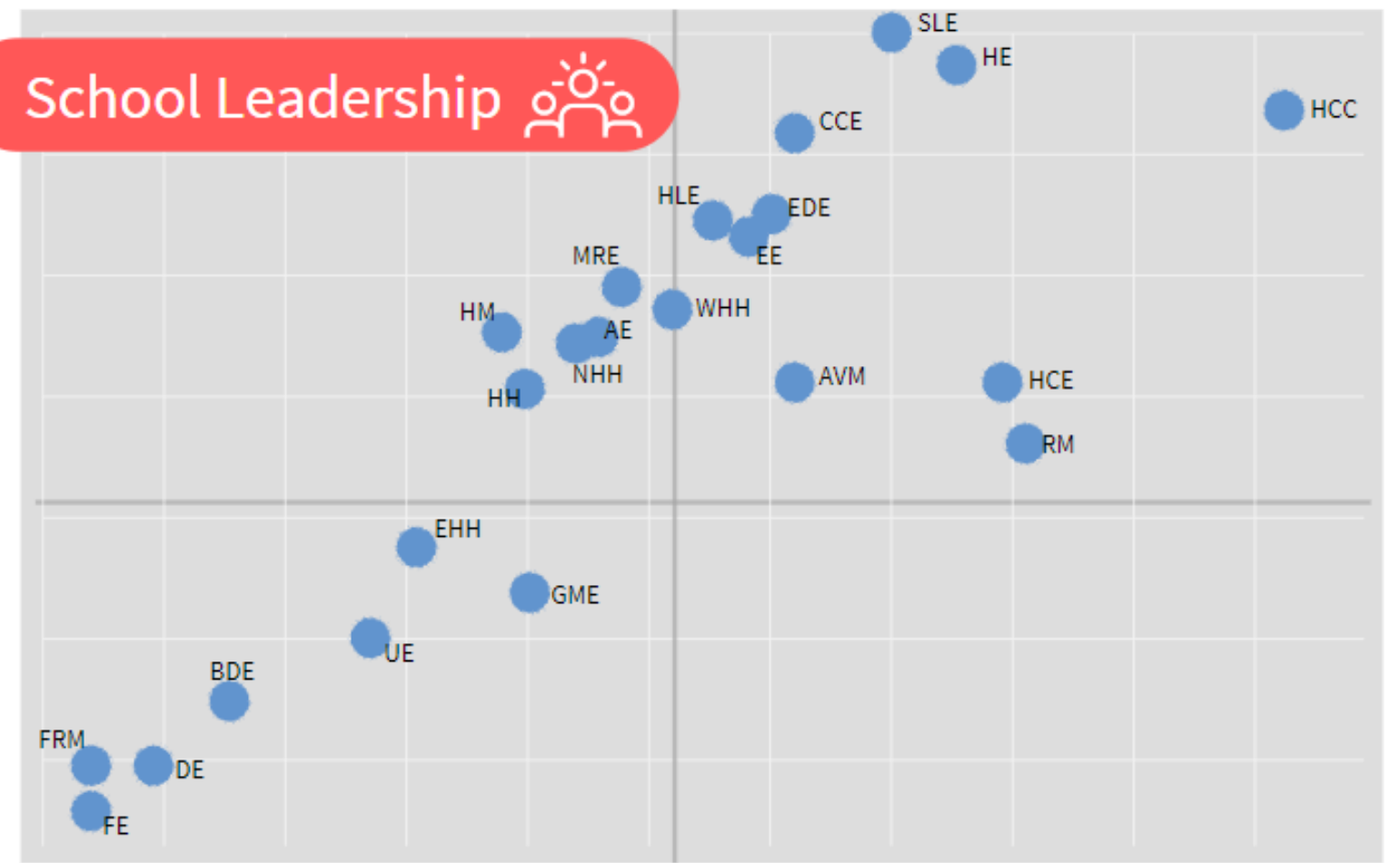
State Change Average



Teacher Leadership



School Leadership



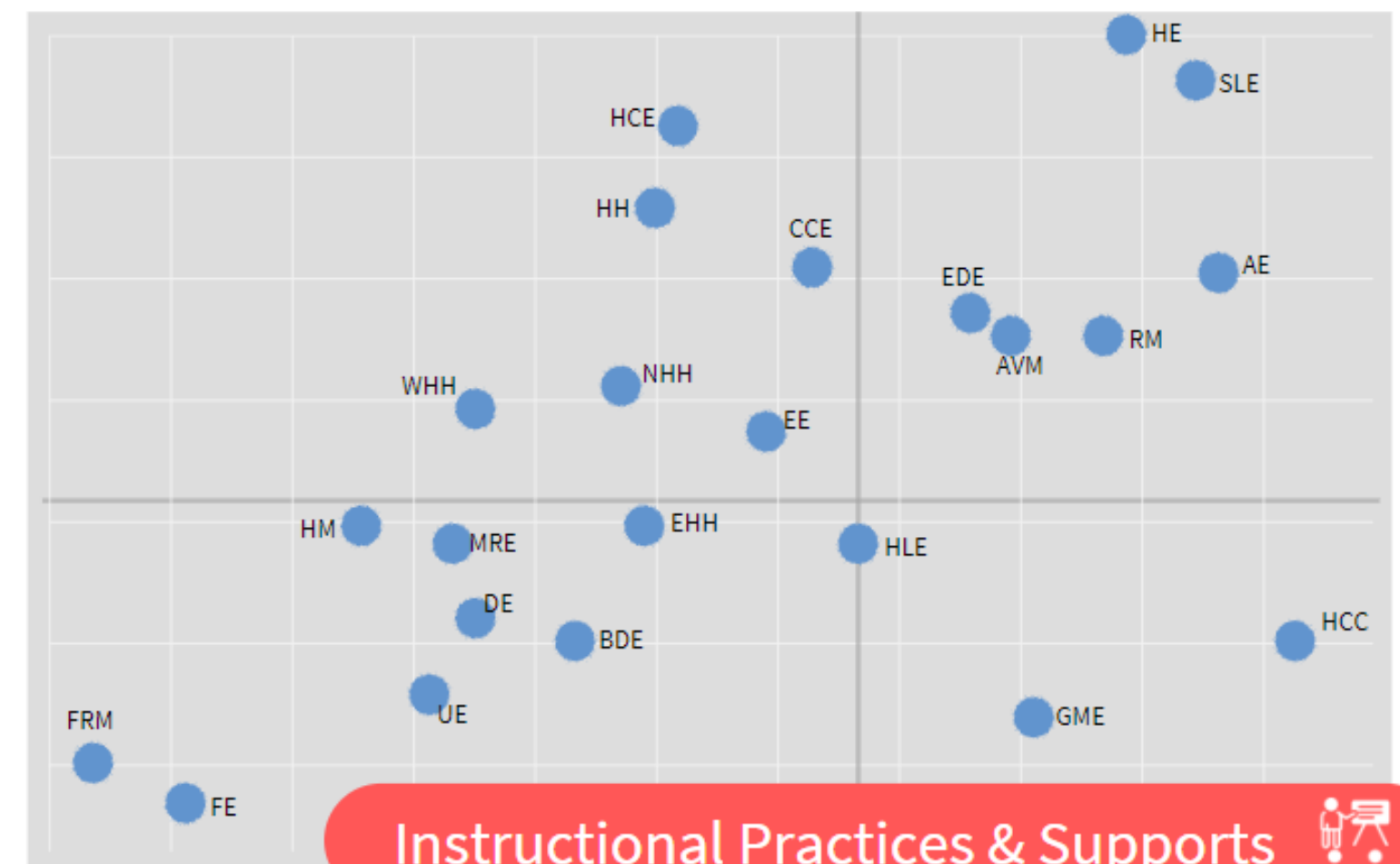
State Agree Average

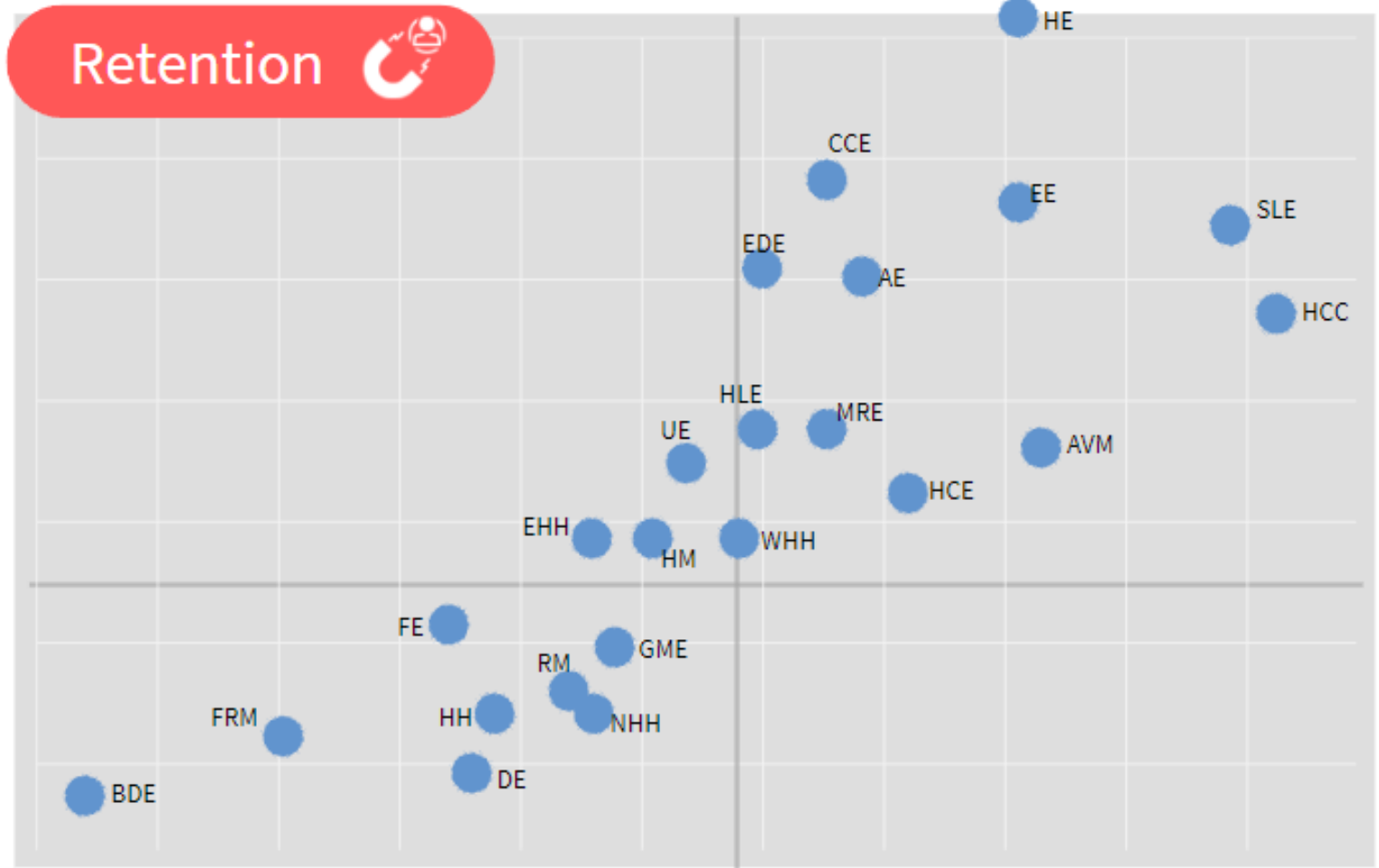
State Change Average

Professional Learning Opportunities



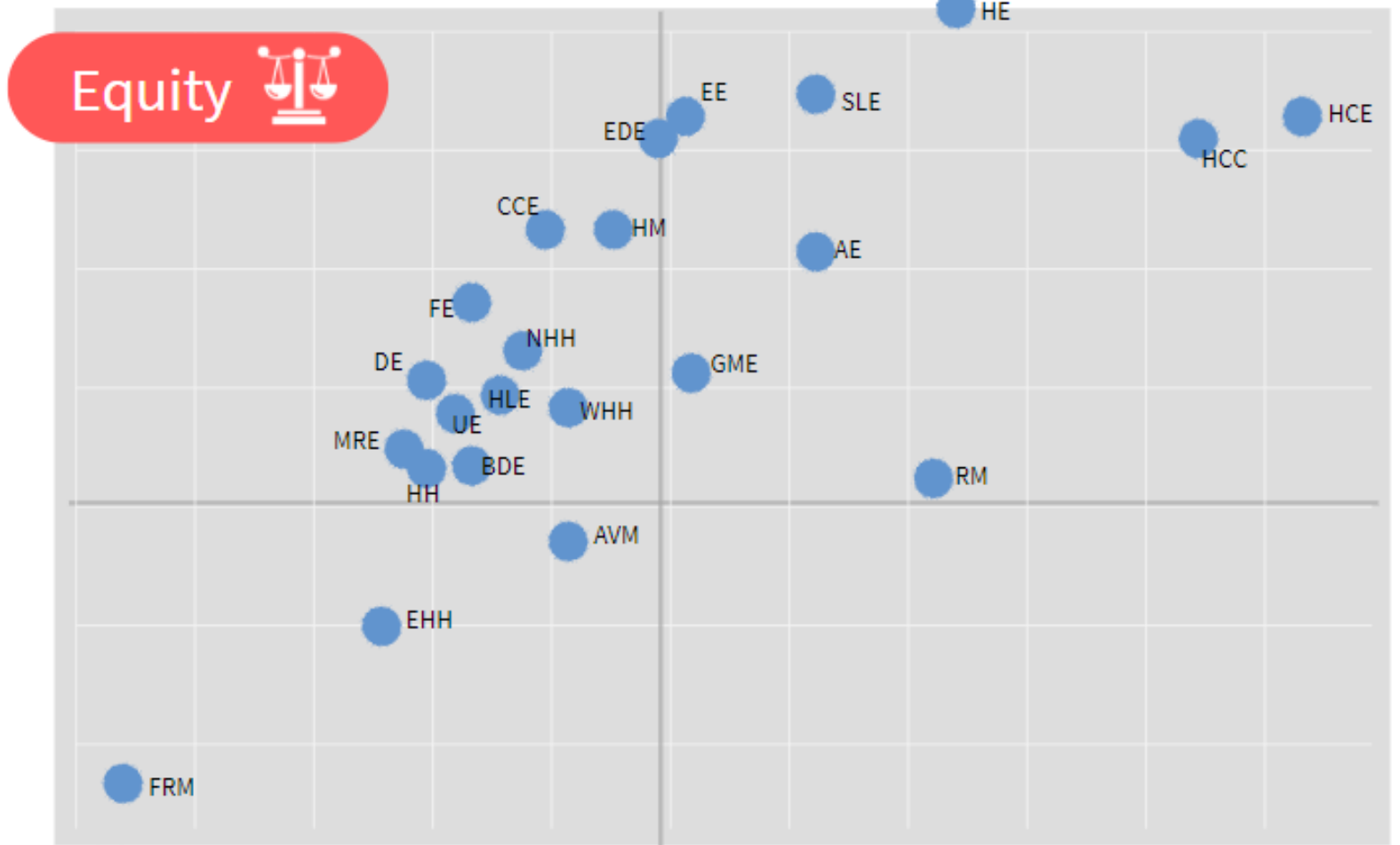
Instructional Practices & Supports



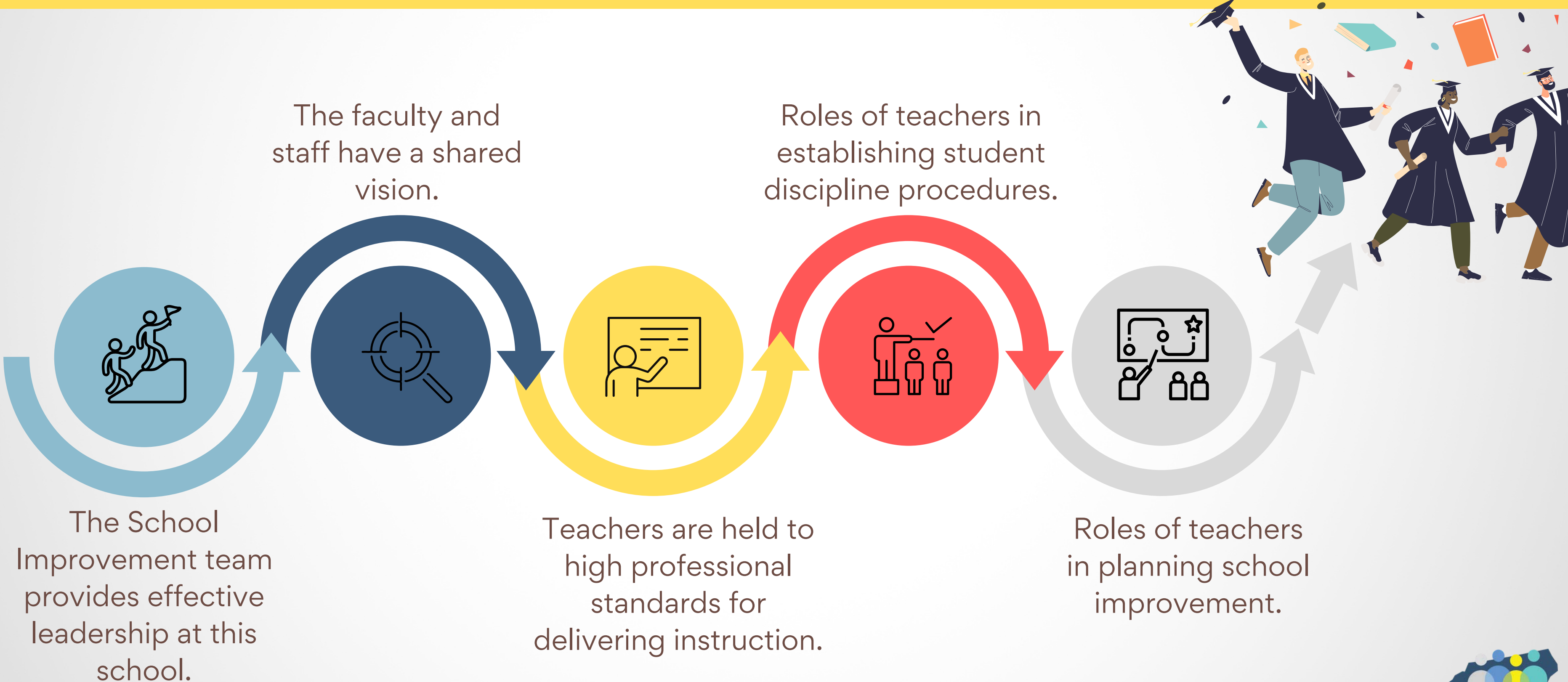


State Change Average

State Agree Average



Research shows a direct correlation between school-teacher leadership and decision-making, and student achievement, as well as teacher retention.



The School Improvement team provides effective leadership at this school.

The faculty and staff have a shared vision.

Teachers are held to high professional standards for delivering instruction.

Roles of teachers in establishing student discipline procedures.

Roles of teachers in planning school improvement.

Ingersoll Research Results for Districts

District heat maps have been provided to each District, for each School*, for each of the 5 questions shown by research to be the most strongly connected to student achievement and teacher retention.

2022 NC Teacher Working Condition Survey Results

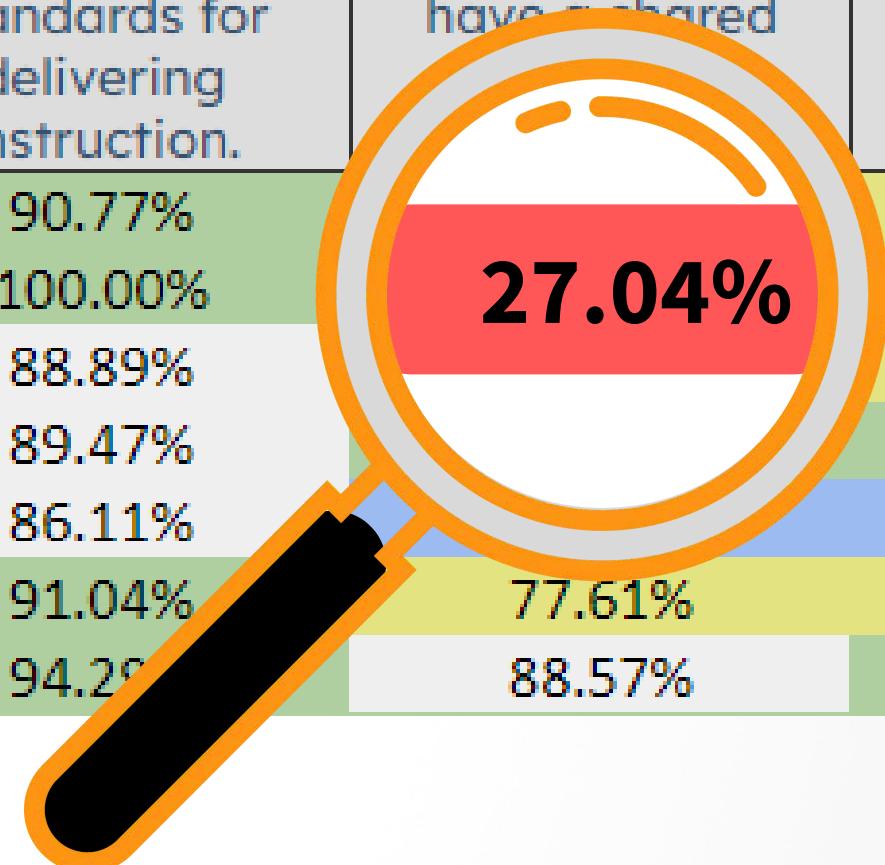
Ingersoll Research Report for Apple School District and Apple Region

	KEY:	100-90%	89-80%	79-70%	69-50%	49-30%	29-1%
Unit		Q6.2 E - Teachers have a role in establishing student discipline procedures	Q6.2 H - Teachers have a role in planning school improvement	Q7.1 D - Teachers are held to high professional standards for delivering instruction.	Q7.1 H - The faculty and staff have a shared vision.	Q7.1 J - The school improvement team provides effective leadership at this school.	
*State Average		52.68%	72.45%	90.95%	78.34%	77.61%	
*Region Average		54.88%	76.64%	90.70%	77.30%	76.92%	
*District Average		55.63%	84.61%	93.35%	83.17%	83.77%	
Middle School		41.54%	76.92%	90.77%	89.23%	76.92%	
Elementary School		41.38%	89.66%	100.00%	89.29%	89.29%	
High School		59.46%	86.49%	88.89%	61.11%	75.00%	
Elementary School		73.68%	89.47%	89.47%	94.74%	100.00%	
Elementary School		55.56%	77.78%	86.11%	50.00%	69.44%	
Elementary School		49.25%	76.12%	91.04%	77.61%	79.10%	
Middle School		62.86%	85.71%	94.29%	88.57%	94.29%	
Middle School		73.33%	93.33%	96.67%	93.33%	96.67%	
Elementary School		42.00%	78.00%	82.00%	72.00%	62.00%	
Middle School		41.03%	82.05%	97.44%	66.67%	76.92%	
Middle School		92.31%	100.00%	96.15%	96.15%	96.15%	
Elementary School		60.78%	72.55%	94.12%	82.35%	70.59%	
Elementary School		51.02%	85.71%	95.92%	85.71%	77.55%	
Elementary School		60.00%	90.00%	95.00%	92.50%	92.50%	
High School		65.12%	79.07%	97.67%	83.72%	83.72%	

*For schools which met the minimum response rate threshold.

Ingersoll Research Results for Districts

	Q6.2 E - Teachers have a role in establishing student discipline procedures	Q6.2 H - Teachers have a role in planning school improvement	Q7.1 D - Teachers are held to high professional standards for delivering instruction.	Q7.1 H - The faculty and staff have shared	Q7.1 J - The school improvement team provides effective leadership at this school.
Middle School	41.54%	76.92%	90.77%		76.92%
Elementary School	29.31%	89.66%	100.00%		89.29%
High School	59.46%	86.49%	88.89%		75.00%
Elementary School	73.68%	89.47%	89.47%		100.00%
Elementary School	55.56%	77.78%	86.11%		69.44%
Elementary School	49.25%	76.12%	91.04%	77.61%	79.10%
Middle School	62.86%	85.71%	94.29%	88.57%	94.29%




Heat maps can help Districts identify needs and strategies for individual schools.

*For schools which met the minimum response rate threshold.

Schools Designated as Low-Performing vs. Other Schools


Average by Construct Comparison

												
2022 NC Teacher Working Condition Survey Results												
Schools Designated as Low Performing Construct Comparison												
KEY:	100-90%	89-80%	79-70%	69-50%	49-30%	29-1%						
Grouping	Overall	Time	Facilities and Resources	Community Support and Involvement	Managing Student Conduct	Teacher Leadership	School Leadership	Professional Learning Opportunities	Instructional Practices and Supports	Retention	Equity	Safety
Schools Designated as Low Performing	67.95%	59.74%	82.63%	72.18%	68.84%	76.07%	75.45%	48.97%	75.93%	68.63%	78.91%	78.03%
Schools NOT Designated as Low Performing Schools	71.48%	66.90%	85.59%	82.42%	76.93%	81.03%	80.33%	47.47%	78.93%	75.89%	83.58%	83.78%

*For schools which met the minimum response rate threshold.

Recurring* Low-Performing Schools vs. Other Schools


Average by Construct Comparison

 2022 NC Teacher Working Condition Survey Results												
Schools Designated as Recurring Low Performing Construct Comparison												
KEY:	100-90%	89-80%	79-70%	69-50%	49-30%	29-1%						
Grouping	Overall	Time	Facilities and Resources	Community Support and Involvement	Managing Student Conduct	Teacher Leadership	School Leadership	Professional Learning Opportunities	Instructional Practices and Supports	Retention	Equity	Safety
Schools Designated as Recurring Low Performing	67.45%	58.43%	81.94%	69.40%	67.61%	74.72%	74.71%	50.36%	75.48%	67.35%	78.07%	76.08%
Schools NOT Designated as Recurring Low Performing	71.05%	66.10%	85.29%	81.46%	75.97%	80.57%	79.75%	47.42%	78.57%	75.07%	83.05%	83.31%

*Recurring low performing schools have been designated low performing 2 of the past 3 years.

Charters vs. Traditional Schools

Average by Construct Comparison



2022 NC Teacher Working Condition Survey Results

Charter vs Traditional School Construct Comparison

		KEY:	100-90%	89-80%	79-70%	69-50%	49-30%	29-1%				
Charter	Overall	Time	Facilities and Resources	Community Support and Involvement	Managing Student Conduct	Teacher Leadership	School Leadership	Professional Learning Opportunities	Instructional Practices and Supports	Retention	Equity	Safety
Traditional Schools	70.46%	64.84%	84.74%	79.47%	74.59%	79.60%	78.92%	47.90%	78.06%	73.80%	82.23%	82.12%
Charter Schools	70.17%	71.20%	82.82%	83.46%	76.35%	78.35%	75.21%	47.23%	78.07%	66.48%	81.44%	84.15%

Stayers-Movers-Leavers (by District, Region, State)

TEACHER RETENTION

Time												
Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.	State Stayers - Agree Percentage	State Movers - Agree Percentage	State Leavers - Agree Percentage	State Stayers/Movers - Difference	Region Stayers - Agree Percentage	Region Movers - Agree Percentage	Region Leavers - Agree Percentage	Region Stayers/Movers - Difference	District Stayers - Agree Percentage	District Movers - Agree Percentage	District Leavers - Agree Percentage	District Stayers/Movers - Difference
a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	63.53%	54.85%	45.31%	8.68%	75.36%	68.12%	59.99%	15.37%	79.9%	70.9%	62.9%	8.01%
b. Teachers have time available to collaborate with colleagues.	71.75%	59.78%	53.27%	11.97%	77.1%	65.1%	58.1%	19.0%	81.1%	69.1%	62.1%	8.09%
c. Teachers are allowed to focus on educating students with minimal interruptions.	70.56%	54.45%	47.45%	16.11%	76.1%	64.1%	57.1%	19.0%	80.1%	68.1%	61.1%	10.34%
d. The non-instructional time provided for teachers in my school is sufficient.	59.92%	46.74%	38.58%	13.18%	66.1%	54.1%	46.1%	20.0%	71.1%	59.1%	51.1%	13.09%
e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.	66.49%	55.32%	47.01%	11.17%	73.1%	61.1%	52.1%	21.0%	76.1%	64.1%	55.1%	7.45%
f. Teachers have sufficient instructional time to meet the needs of all students.	70.28%	61.50%	53.13%	8.77%	74.1%	65.1%	56.1%	19.0%	78.1%	69.1%	60.1%	6.20%
g. Teachers are protected from duties that interfere with their essential role of educating students.	69.82%	54.70%	46.79%	15.12%	72.1%	60.1%	52.1%	20.0%	75.1%	63.1%	55.1%	11.85%
Facilities and Resources												
Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.	State Stayers - Agree Percentage	State Movers - Agree Percentage	State Leavers - Agree Percentage	State Stayers/Movers - Difference	Region Stayers - Agree Percentage	Region Movers - Agree Percentage	Region Leavers - Agree Percentage	Region Stayers/Movers - Difference	District Stayers - Agree Percentage	District Movers - Agree Percentage	District Leavers - Agree Percentage	District Stayers/Movers - Difference
a. Teachers have sufficient access to appropriate instructional materials.	81.78%	72.40%	67.72%	9.38%	86.1%	77.1%	72.4%	14.7%	91.1%	82.1%	77.4%	16.58%
b. Teachers have sufficient access to digital content and resources.	89.00%	82.68%	80.02%	6.33%	91.1%	84.78%	82.02%	9.76%	96.1%	89.68%	87.02%	11.40%
c. Teachers have sufficient access to instructional technology, including computers, devices, printers, software, and internet access.	89.07%	83.47%	80.38%	5.60%	91.1%	85.57%	82.38%	9.19%	96.1%	90.47%	87.38%	12.48%
d. Teachers have sufficient access to reliable communication technology, including phones, faxes, and email.	93.71%	89.37%	87.14%	4.34%	96.1%	91.77%	89.14%	7.63%	101.1%	96.77%	94.14%	4.29%
e. Teachers have sufficient access to office equipment and supplies such as copiers, printers, and paper.	87.46%	80.62%	77.87%	6.84%	91.1%	84.28%	81.87%	12.41%	96.1%	89.22%	86.87%	11.26%

- Determine focus areas for increased retention of teachers
- Inform areas of concern to be addressed in school improvement efforts
- Establish shared leadership in the building and classroom

Stayer = Educator who remains at their school

Mover = Educator who transitions to another school or administrative position

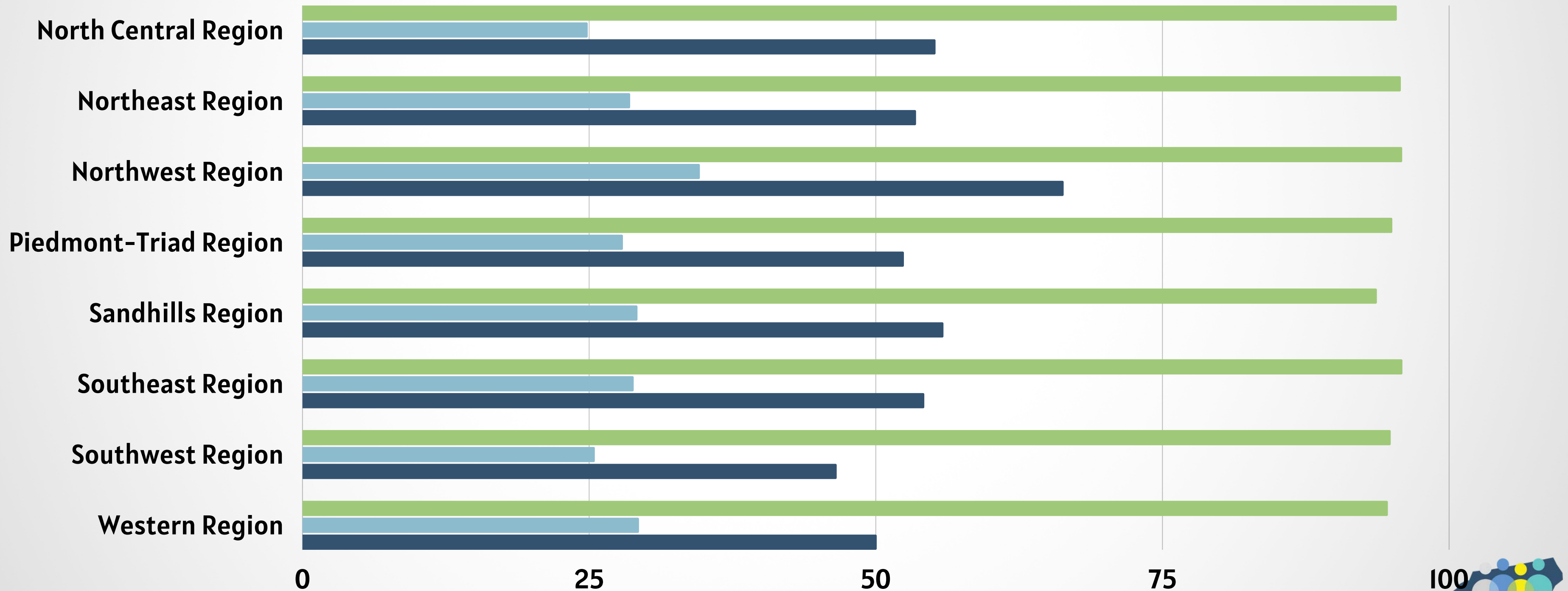
Leaver = Educator who leaves the education profession



Beginning Teacher Supports

As a beginning teacher, I have received the following kinds of supports:

- Formally Assigned Mentor
- Reduced Workload
- Formal time to meet with mentor during school hours



Beginning Teacher Agree Analysis

Summary Report (by District, Region, State)

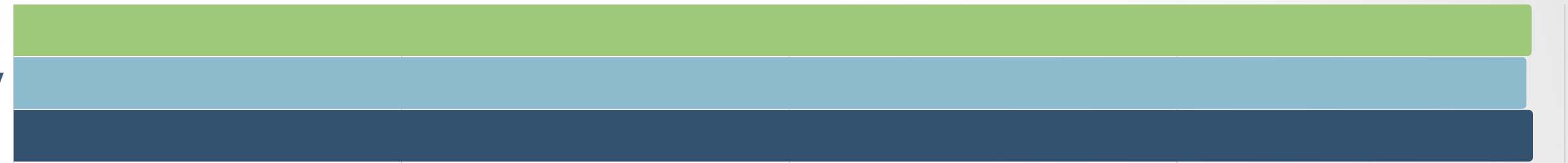
Number of Beginning Teachers	State # Beginning Teachers	Region # Beginning Teachers	District # Beginning Teachers			
Number of Beginning Teachers	14483	803	236			
Q11.1 As a beginning teacher, I have received the following kinds of supports.	State Beginning Teachers - Agree Percentage	Region Beginning Teachers - Agree Percentage	District Beginning Teachers - Agree Percentage	District/State - Difference	District/Region - Difference	
a. Formally assigned mentor	95.11%	94.64%	95.00%	-.11%	.36%	
b. Seminars specifically designed for new teachers	82.07%	84.63%	87.00%	4.93%	2.37%	
c. Reduced workload	27.36%	29.34%	26.00%	-1.36%	-3.34%	
d. Common planning time with other teachers	72.45%	74.75%	76.00%	3.55%	1.25%	
e. Release time to observe other teachers	41.78%	41.33%	41.00%	-.78%	-.33%	
f. Formal time to meet with mentor during school hours	53.20%	50.07%	59.00%	5.80%	8.93%	
g. Orientation for new teachers	87.83%	88.15%	84.00%	-3.83%	-4.15%	
h. Access to professional learning communities where I could discuss concerns with other teacher(s)	75.13%	76.59%	84.00%	8.87%	7.41%	
i. Regular communication with principals, other administrator or department chair	81.08%	83.50%	91.00%	9.92%	7.50%	
j. Other	48.37%	47.53%	47.00%	-1.37%	-.53%	
k. I received no additional support as a new teacher.	17.45%	14.10%	14.00%	-3.45%	-.10%	
Q11.2 On AVERAGE, how often did you engage in each of the following activities with your mentor?	Never	Less than once per month	Once per month	Several times per month	Once per week	Almost daily
a. Developing lesson plans	24.74%	15.46%	18.56%	12.37%	12.37%	16.49%
b. Being observed teaching by my mentor	22.68%	48.45%	17.53%	4.12%	2.06%	5.15%
c. Observing my mentor's teaching	41.24%	40.21%	6.19%	5.15%	3.09%	4.12%
d. Analyzing student work and assessments	31.96%	13.40%	15.46%	15.46%	12.37%	11.34%
e. Reviewing results of students' assessments	30.93%	17.53%	10.31%	19.59%	12.37%	9.28%
f. Addressing student or classroom behavioral issues	10.31%	19.59%	17.53%	21.65%	12.37%	18.56%
g. Reflecting on the effectiveness of my teaching together	11.34%	22.68%	18.56%	19.59%	12.37%	15.46%
h. Aligning my lesson planning with the state curriculum and local curriculum	18.56%	21.65%	19.59%	15.46%	11.34%	13.40%
i. Other	40.21%	9.28%	13.40%	12.37%	5.15%	19.59%

Beginning Teacher Agree Analysis

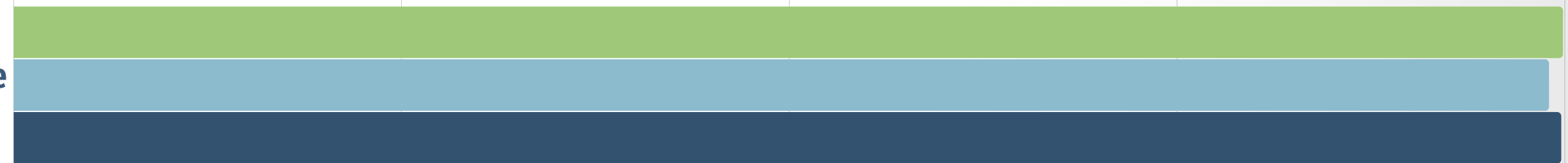
Overall Questions Comparison 2018-20-22

2018 2020 2022

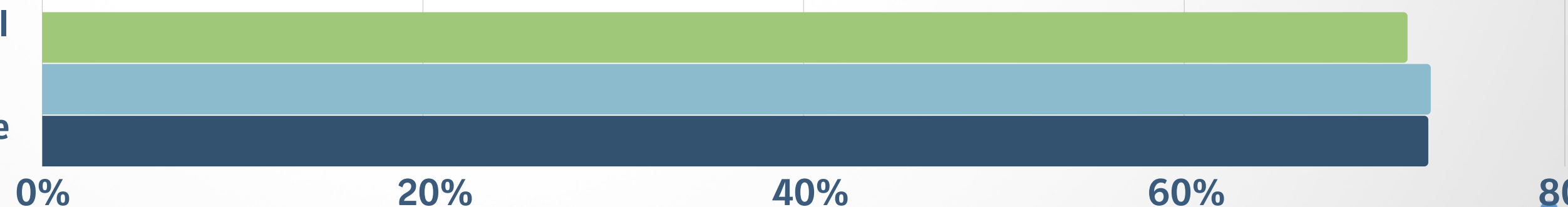
Q11.5 Overall, the additional support I received as a new teacher improved my instructional practice.



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



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



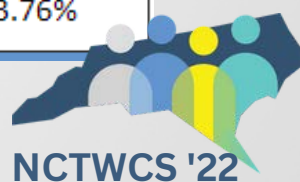
Beginning Teacher vs. Veteran* Teacher

Agree Analysis Summary Report (by District, Region, State)

Time									
Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.	State Beginning Teachers - Agree Percentage	State Veteran Teachers - Agree Percentage	State - Difference	Region Beginning Teachers - Agree Percentage	Region Veteran Teachers - Agree Percentage	Region - Difference	District Beginning Teachers - Agree Percentage	District Veteran Teachers - Agree Percentage	District - Difference
a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.	59.59%	61.70%	-2.12%	71.20%	74.22%	-3.03%	68.64%	69.60%	-.96%
b. Teachers have time available to collaborate with colleagues.	63.62%	70.25%	-6.63%	68.33%	71.15%	-2.82%	72.03%	81.14%	-9.11%
c. Teachers are allowed to focus on educating students with minimal interruptions.	56.30%	69.26%	-12.96%	61.97%	71.07%	-9.10%	70.34%	78.63%	-8.29%
d. The non-instructional time provided for teachers in my school is sufficient.	48.68%	58.58%	-9.90%						-5.84%
e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.	60.29%	64.67%	-4.38%						4.38%
f. Teachers have sufficient instructional time to meet the needs of all students.	63.39%	69.03%	-5.64%						5.64%
g. Teachers are protected from duties that interfere with their essential role of educating students.	61.04%	67.70%	-6.66%						6.66%
Facilities and Resources									
Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.	State Beginning Teachers - Agree Percentage	State Veteran Teachers - Agree Percentage	State - Difference	Region Beginning Teachers - Agree Percentage	Region Veteran Teachers - Agree Percentage	Region - Difference	District Beginning Teachers - Agree Percentage	District Veteran Teachers - Agree Percentage	District - Difference
a. Teachers have sufficient access to appropriate instructional materials.	75.10%	80.70%	-5.60%						5.60%
b. Teachers have sufficient access to digital content and resources.	84.78%	88.27%	-3.49%						3.49%
c. Teachers have sufficient access to instructional technology, including computers, devices, printers, software, and internet access.	85.75%	88.28%	-2.53%						2.53%
d. Teachers have sufficient access to reliable communication technology, including phones, faxes, and email.	91.98%	92.97%	-0.99%						0.99%
e. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	82.24%	86.79%	-4.55%						4.55%
f. Teachers have sufficient access to a broad range of professional support personnel.	76.96%	80.42%	-3.46%						3.46%
g. The school environment is clean and well maintained.	78.11%	77.27%	0.84%						-0.84%
h. Teachers have adequate space to work productively.	84.25%	88.12%	-3.87%	88.15%	89.33%	-1.17%	83.90%	87.66%	-3.76%
i. The physical environment of classrooms in this school supports teaching and learning.	84.16%	87.21%	-3.05%	89.65%	88.45%	1.20%	92.37%	90.17%	2.20%
j. The reliability and speed of the internet connections in this school are sufficient to support instructional practices.	80.42%	84.50%	-4.07%	88.15%	89.33%	-1.17%	83.90%	87.66%	-3.76%

- What are beginning teachers telling us at my school and/or district?
- What are veteran teachers telling us at my school and/or district?
- What resources and/or opportunities would most help our teachers?

*Veteran Teacher = Educator with 4 or more years of experience





Administrator - Educator Question Comparison

Perception Data: Community Support & Involvement

Please rate how strongly you agree or disagree with the following statements:

PRINCIPAL: Q4.2b Community organizations are working effectively in this school to improve learning outcomes.

78.07%

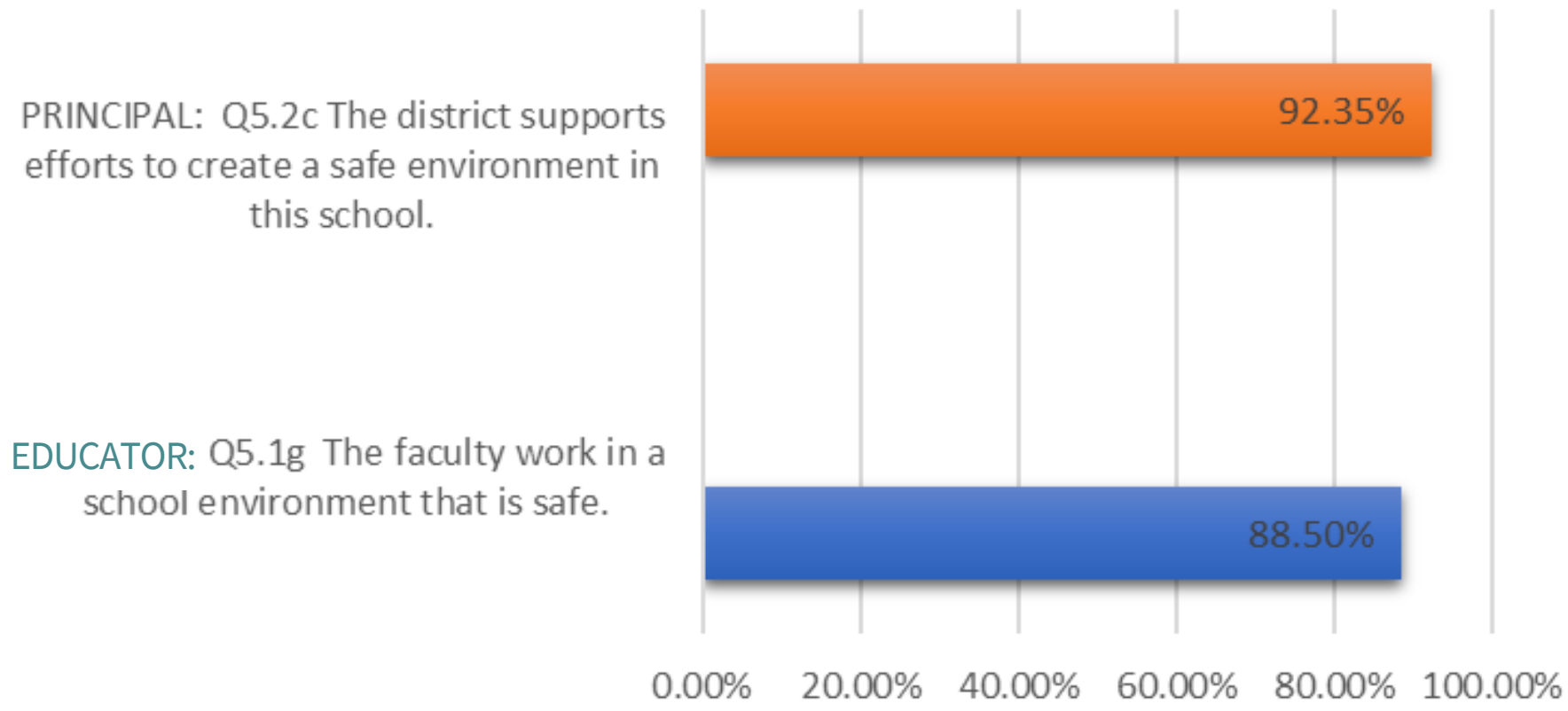
EDUCATOR: Q4.1g Community members support teachers, contributing to their success with students.

75.20%

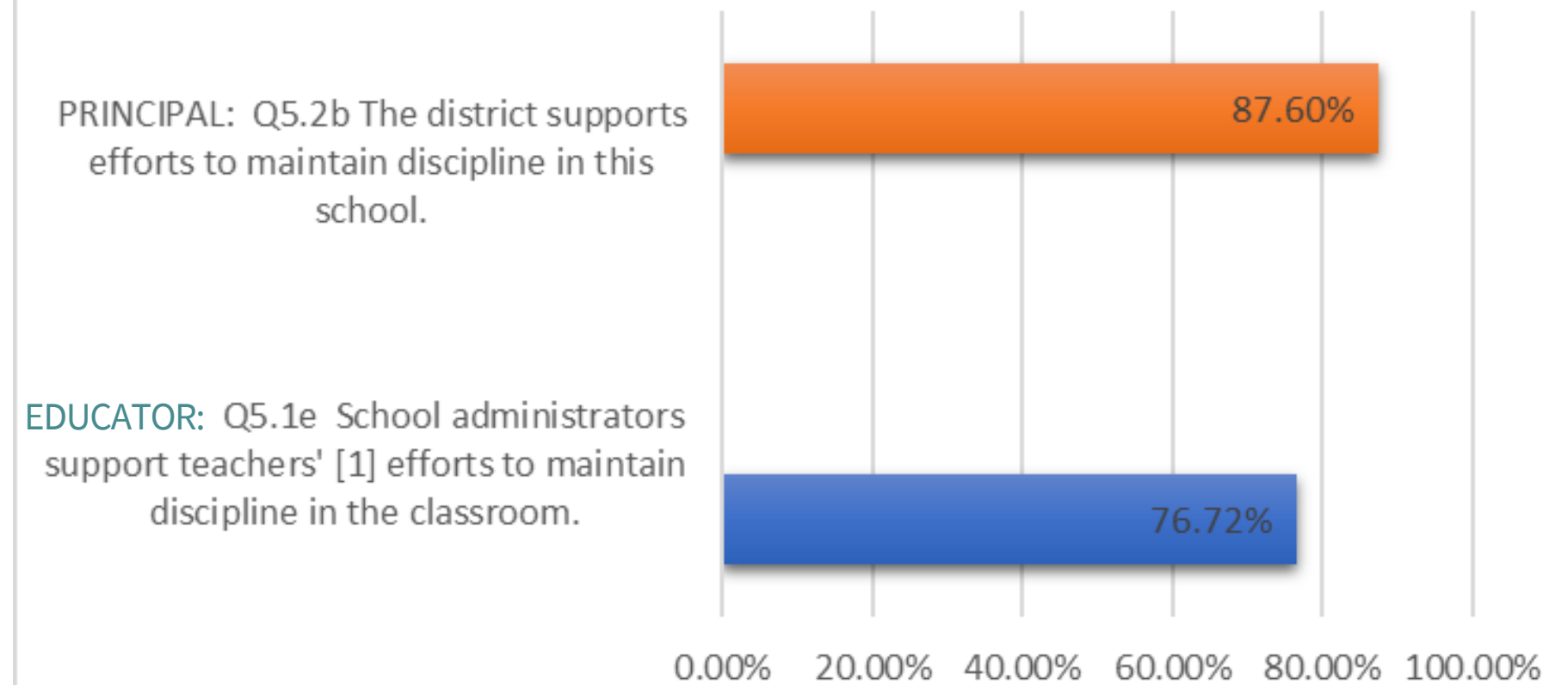
0.00% 20.00% 40.00% 60.00% 80.00% 100.00%

Perception Data: Managing Student Conduct

Please rate how strongly you agree or disagree with the following statements:

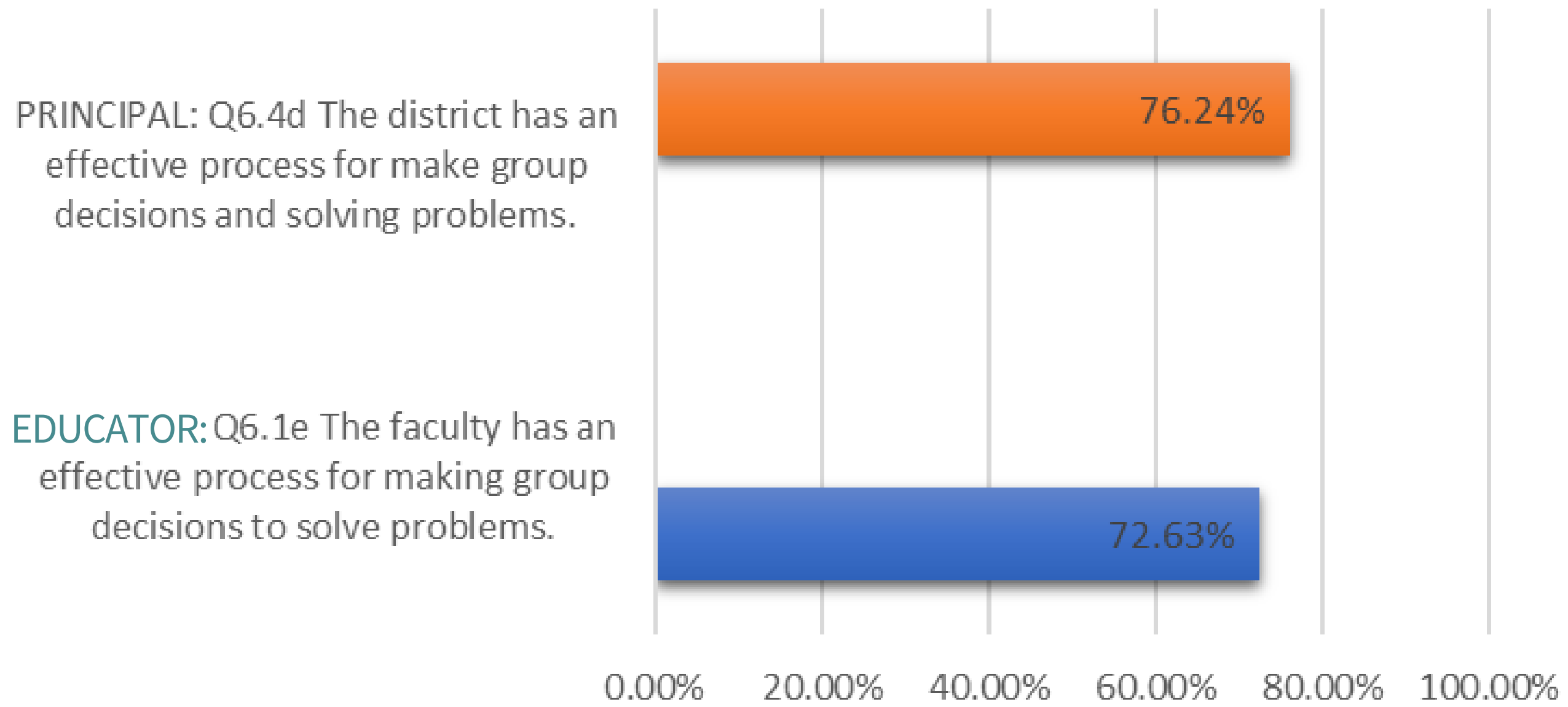


Please rate how strongly you agree or disagree with the following statements:



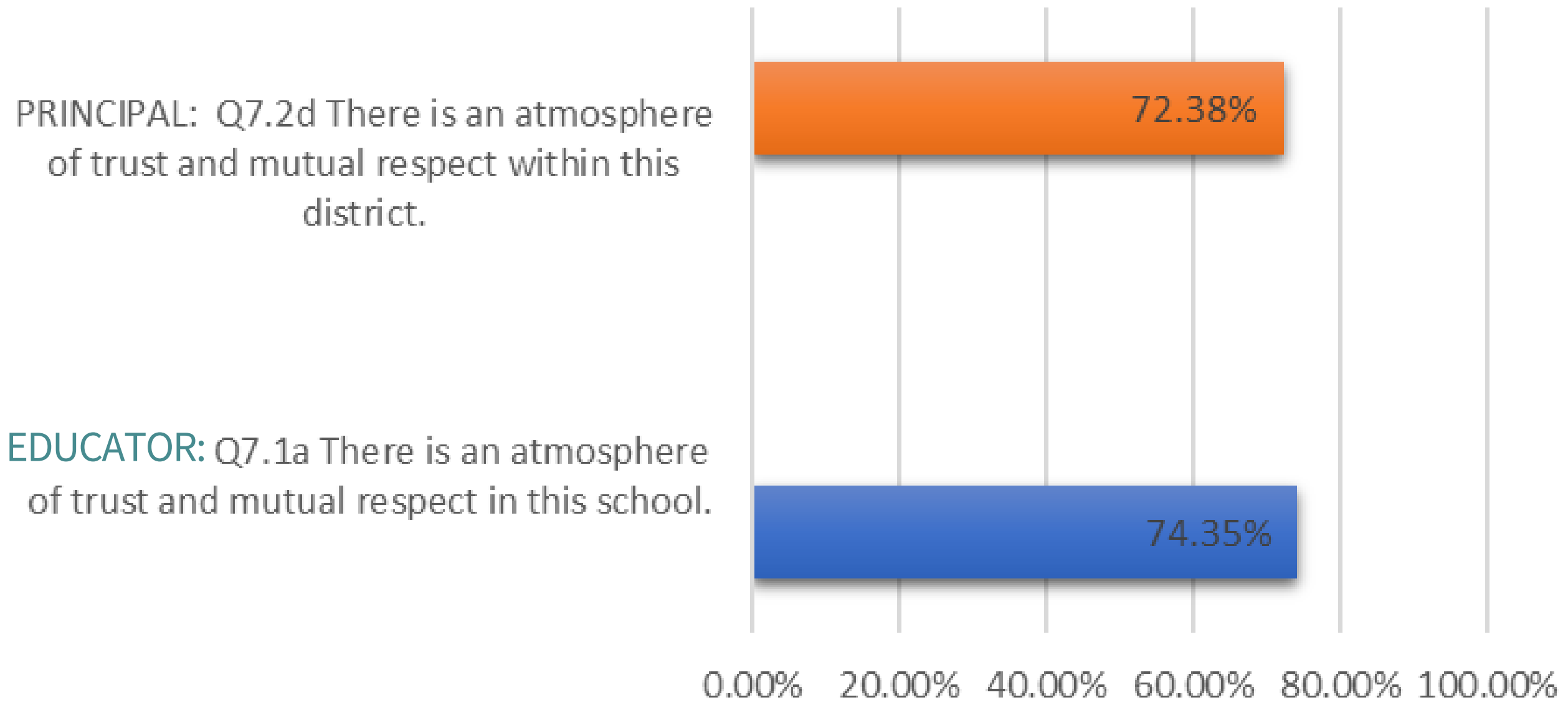
Perception Data: Decision-Making

Please rate how strongly you agree or disagree with the following statements:



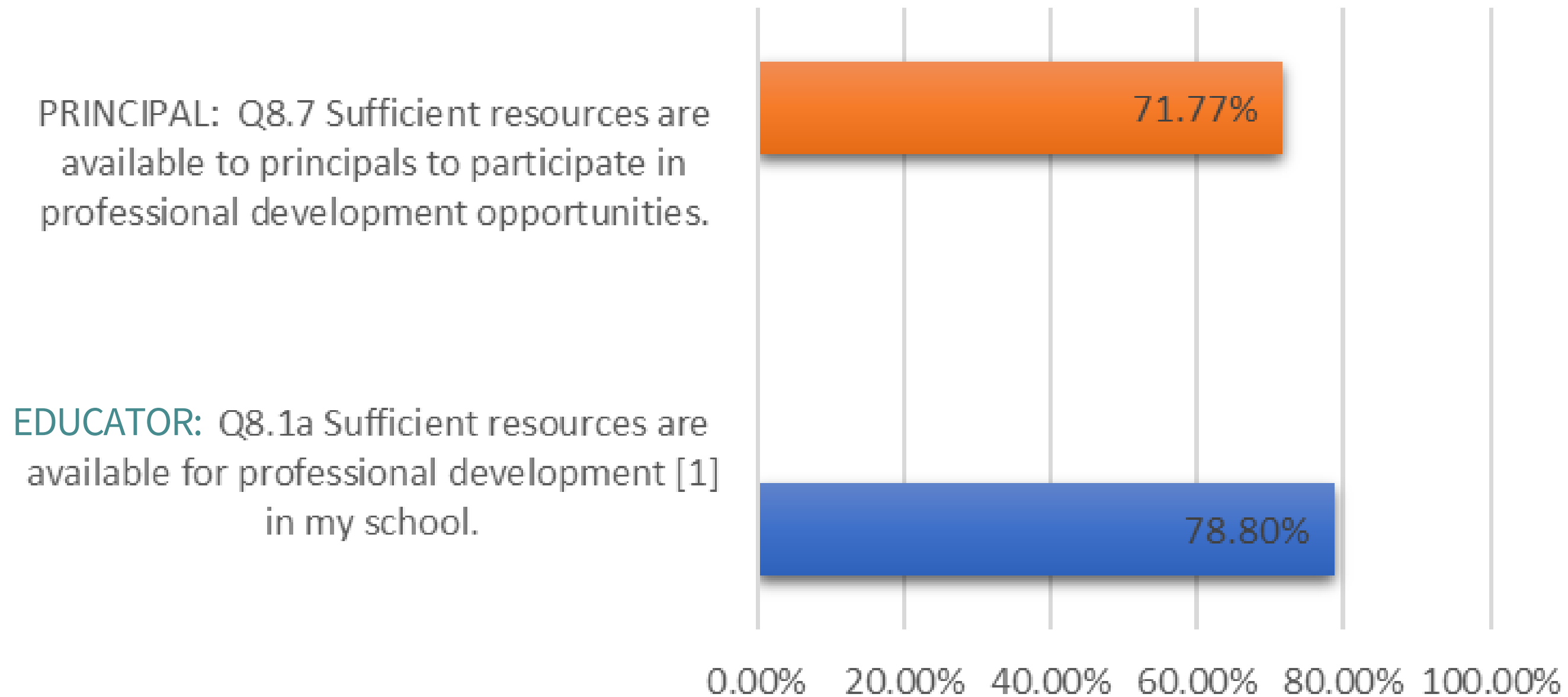
Perception Data: Leadership

Please rate how strongly you agree or disagree with the following statements:



Perception Data: Professional Development

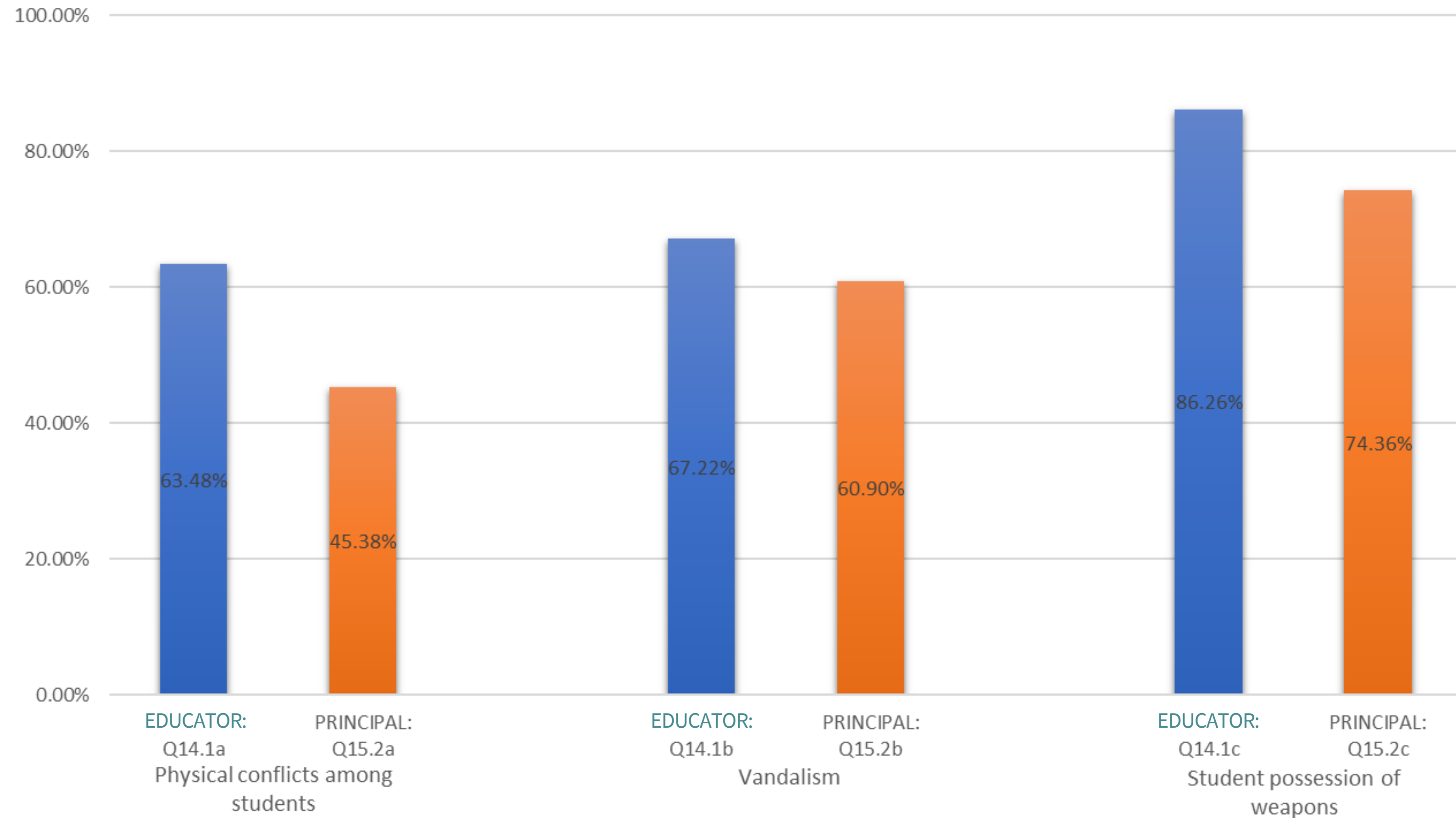
Please rate how strongly you agree or disagree with the following statements:



[1] Professional development includes all opportunities, formal and informal, where adults learn from one another including graduate courses, in service, workshops, conferences, professional learning communities and other meetings focused on improving teaching and learning.

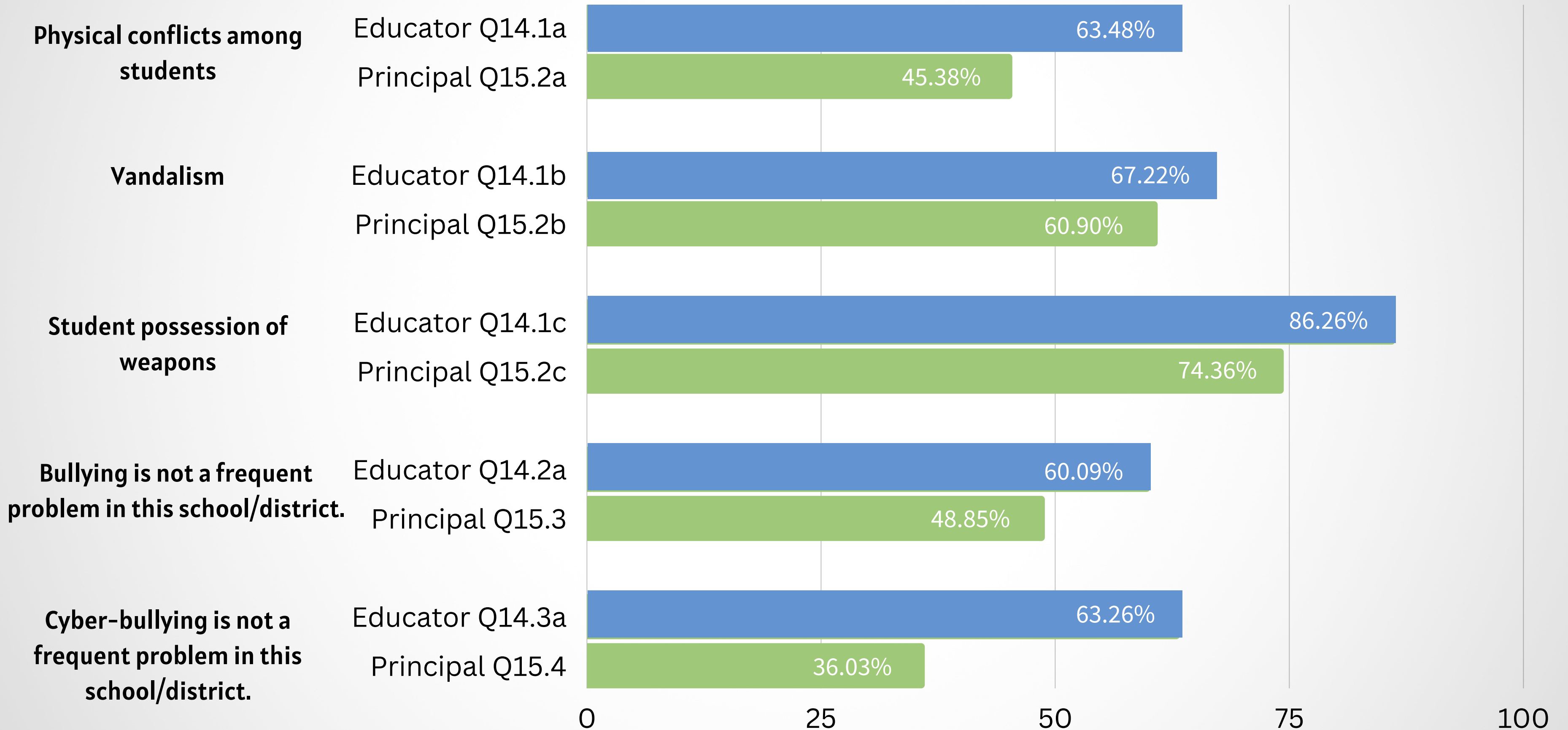
Perception Data: Problem Occurrence

The following types of problems rarely occur at this school/district:

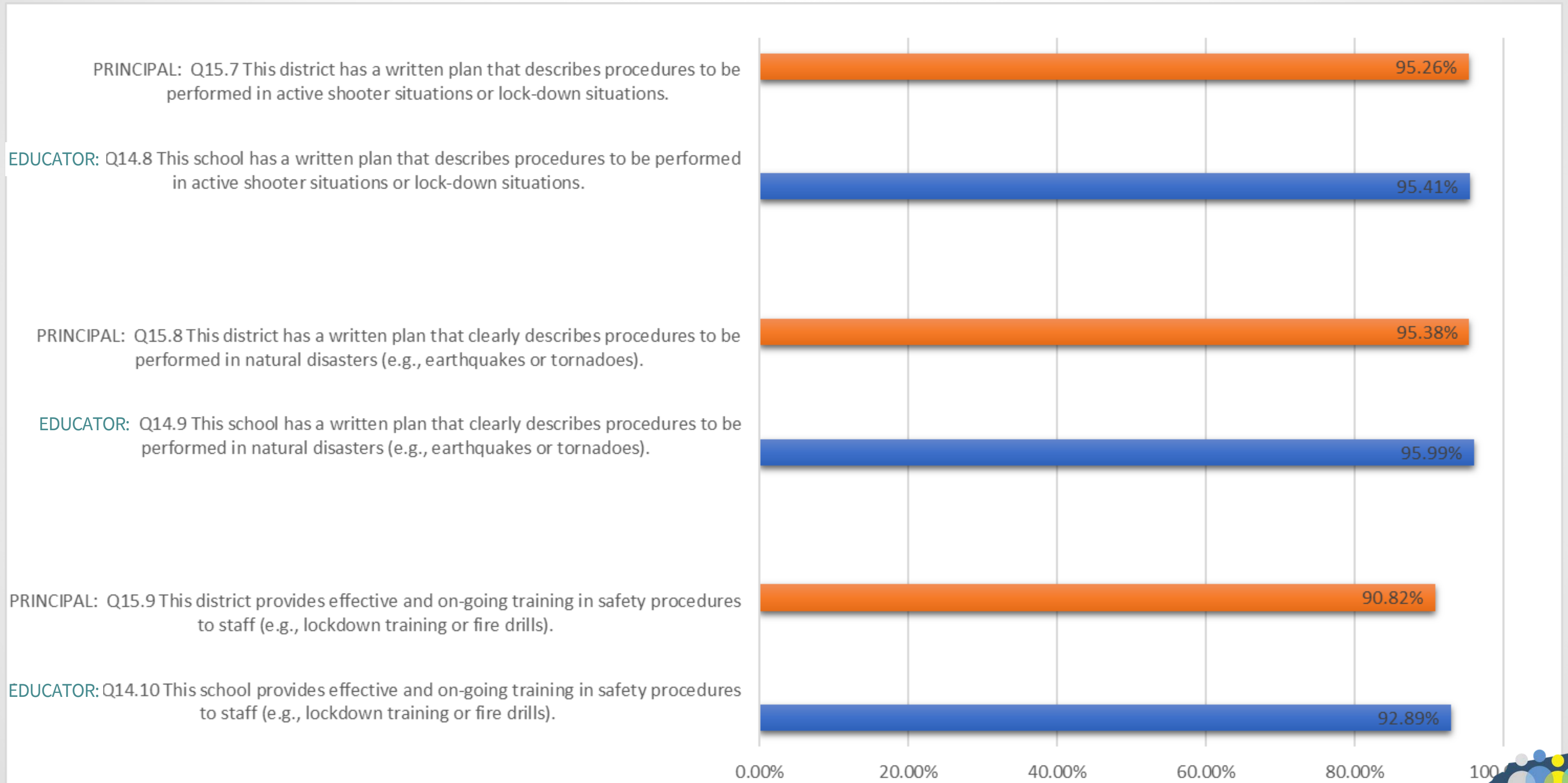


Perception Data: Safety

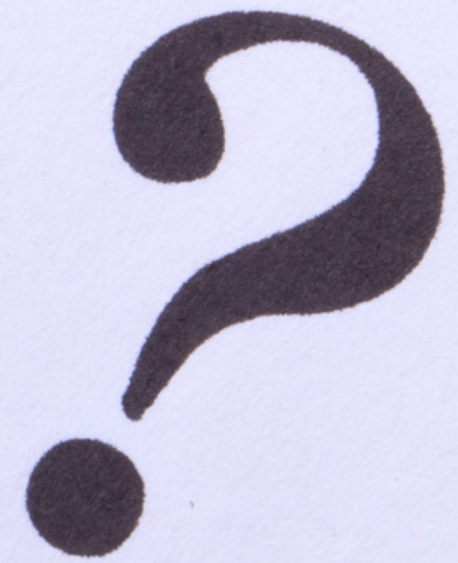
These problems rarely occur:

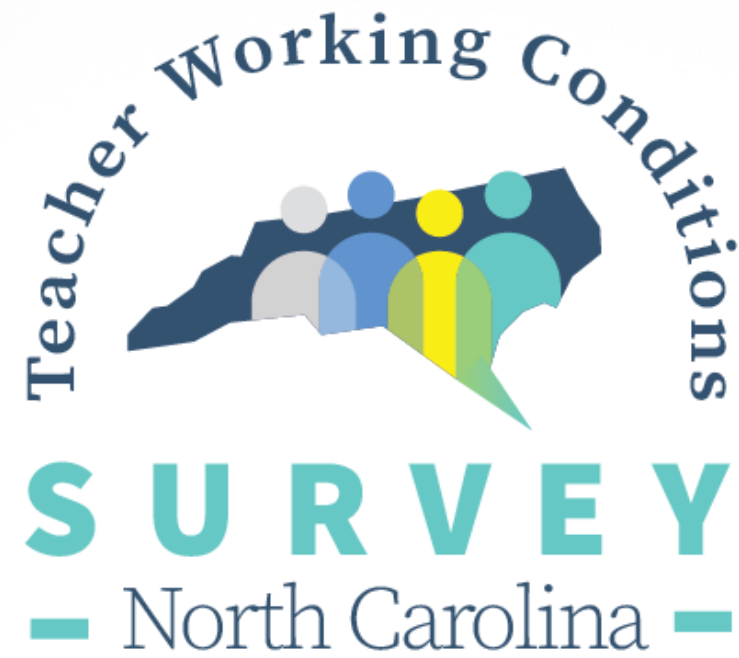


Perception Data: Safety & Security Procedures



Questions





For more information regarding the North Carolina Teacher Working Conditions Survey, please contact us.



North Carolina Department of
PUBLIC INSTRUCTION

NCDPI - Alessandro Montanari, Ed.S.

Alessandro.Montanari@dpi.nc.gov



ADI - Stephanie Benedict

SurveySupport@adi.org