

Coalition for Education



RESEARCH-BASED EDUCATOR SYSTEMS SUPPORT (RESS) GENERAL REPORT FOR PARTICIPATING DISTRICTS

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Dr. Barbara L. Adams, Adams Analytic Solutions



and

Jerry Covey, JSC Consulting, LLC



INTRODUCTION

In Alaska, continuously high levels of certificated educator turnover (teachers, counselors, principals, school district administrators, superintendents) adversely impacts student learning, school district stability, community, and public support for education.

The five school districts participating in a pilot study conducted by Adams Analytic Solutions and JSC Consulting, LLC are Alaska Gateway (AGSD), Kashunamiat, Nome, Northwest Arctic Borough (NWABSD), and Yupiit. Districts were strategically selected to include a cross-section of size, location, governance structure, and cultural region. The purpose of the study is to apply a third-party, research based systems model to understand and track educator satisfaction with their work, social, and basic needs environments throughout the school year and to share that data with school districts to ensure a timely, well informed response to address educator concerns and thereby reduce turnover. The research design uses a series of surveys with the same respondents throughout the school year to evaluate effectiveness based on district responses to data.

The RESS pilot study is funded by the Coalition for Education Equity (CEE). Oversight for the study is provided jointly by the Alaska Department of Education & Early Development (DEED) and CEE. All participating districts are CEE members and were represented in the Moore Settlement.

SURVEY ADMINISTRATION

Survey 2 was administered November 20-29, 2017, online using Survey Monkey. Districts provided updated email lists for their certificated workforce, starting with those used for Survey 1. Educators were contacted by email to complete the survey. To work towards a high-response rate, talking points were shared previously with district administrators in the hope that teachers would be aware of and on the look-out for the email. Reminders were sent out throughout the week to those who had not yet responded. Finally, the administration period was extended for two days to accommodate the Thanksgiving holiday.

The final response rate averaged 73% across the five participating districts with each district individually having a response rate at or over 59%. These high response rates minimize the potential that those not responding are from a certain group (all experienced teachers or all elementary teachers or all math teachers). Reducing the potential non-response bias provides a higher level of confidence in the interval validity of the study especially given random selection was not used.

RESPONSE RATES	AGSD	KASHUNAMIUT	NOME	NWABSD	YUPIIT	TOTAL
Number Invited	32	26	57	174	40	329
Number Completed	19	17	43	135	26	240
Response Rate	59%	65%	75%	78%	65%	73%

SURVEY QUALITY

The survey questions were created by researchers with extensive experience in the field of education in Alaska. In-depth input from district personnel played heavily into the question development. In addition, the survey was reviewed by other experts in education administration providing an elevated level of face validity and strong content validity. The survey included 31 questions with the response options: 6-absolutely, 5-mostly, 4-more than not, 3-maybe, 2-a little bit, 1-not at all, and 0-not applicable. An additional seven open-ended questions allowing for narrative responses.

Cronbach alpha was calculated for the full survey and each of the scales providing strong measures of reliability, all but one above the acceptable level of 0.70.

SCALE	NUMBER OF ITEMS	CRONBACH ALPHA
Survey 1	31	0.928
Work Environment	10	0.884
Leadership	5	0.923
Community	7	0.882
Efficacy	4	0.684
Quality of Life	6	0.762
Strengthening the Workforce	4	0.723

CASE SUMMARIES OVERVIEW

Survey questions have been arranged in a thematic format across each of the five scales measured. While the specific questions in Surveys 1 and 2 are often different, they are intended to measure teachers' perceptions in the same general aspects of their work and living experiences aligned to the time of year of the survey administration.

OVERALL SCALE SCORES (RESULTS – PAGE 2-3)

A review of the general case summaries for Surveys 1 and 2 reveals that overall scores remain positive and well above 4.0 on a scale of 1 to 6 and that Survey 2 mean scores are only slightly lower than those in Survey 1. Additionally, an almost status quo mean and standard deviation indicate stability in responses and that, overall, not much is changing regarding respondent inputs. As we saw in Survey 1, the highest score in Survey 2 was in the Leadership scale, and the lowest score was in the Strengthening the Workforce category, which represents the greatest opportunities for improvement.

	Survey 1	Survey 2	Survey 3
MEAN	4.377	4.233	
STD. DEVIATION	0.8783	0.8606	

Following is a closer look at the individual scale scores for both surveys that will offer additional insight into factors that may be influencing scores reported by teachers who completed the surveys.

WORK ENVIRONMENT SCORES (RESULTS – PAGE 4-10)

	SURVEY 1	SURVEY 2	SURVEY 3
MEAN	4.446	4.322	
STD. DEVIATION	0.9242	1.0347	

The Work Environment questions 1-5 remains positive in Survey 2 with increased mean scores in three of the five questions. The highest-ranking question was question 4 (I feel comfortable in the school where I teach). The area of greatest opportunity for improvement in this section is question 3 (based on professional development feeling prepared to integrate local cultural knowledge into my practice), which is also one of the questions that had a decrease in means.

The Work Environment Scale also includes the Leadership Scale as outlined separately next.

LEADERSHIP SCORES (RESULTS – PAGE 11-17)

	SURVEY 1	SURVEY 2	SURVEY 3
MEAN	4.984	4.783	
STD. DEVIATION	1.0204	1.2920	

Leadership, the focus of the last five questions in this section, continues to trend high in Survey 2 although the mean decreased overall and across four of five questions. Question 11 (principal support for policies and procedures to create a safe school environment) received the highest score and is a strong indicator that respondents feel safe in their work environment.

Respondents identified question 10 (having opportunities to work together with colleagues on teaching and learning issues) provided the greatest opportunity for improvement. Question 9 (positive working relationship with my principal that supports my professional growth) is the one item in this scale showing an increase in mean and decrease in standard deviation, meaning that respondents are becoming more consistent in their responses.

COMMUNITY SCALE SCORES (RESULTS – PAGE 18-26)

	SURVEY 1	SURVEY 2	SURVEY 3
MEAN	4.499	4.289	
STD. DEVIATION	1.2253	1.1549	

The distribution for the Community scale continues to present strong positive scores with slightly lower mean and a slightly tighter standard deviation. Similar to Survey 1, Question 19 (feeling safe in the community where I teach) ranked high and question 14 (feeling comfortable in the community where I teach) also ranked high in Survey 2. The greatest opportunities for improvement in this category for Survey 2 are found in question 17 (community organizational

support to provide a high-quality learning environment) and question 18 (the culture of the community is reflected in school activities) both of which decreased over time.

EFFICACY SCALE SCORES (RESULTS – PAGE 27-32)

	SURVEY 1	SURVEY 2	SURVEY 3
MEAN	4.557	4.535	
STD. DEVIATION	1.1458	1.0085	

The distribution for the Efficacy scale indicates a continued positive response by teachers. Increased mean and decreased standard deviation scores in question 21 (having positive relationships with people I work with) and question 22 (someone has encouraged my development as a professional educator) provide evidence of increased positive connections with others in the school environment, which is a critical indicator in teacher turnover. Question 23 (being routinely praised for doing good work) received the lowest mean score (and a loss over time) and offers the best opportunity for further review and collaboration between principals and teachers.

QUALITY OF LIFE SCALE SCORES (RESULTS – PAGE 33-40)

	SURVEY 1	SURVEY 2	SURVEY 3
Mean	4.199	4.215	
Std. Deviation	1.1016	1.1261	

In Survey 2, the mean score for quality of life actually ticked up ever so slightly while the standard deviation remained nearly status quo. The two questions that drove the increase were question 27 (the quality of life I expected was realized) and question 29 (I have been able to create a balance between my work and professional life). The indication is that as teachers have settled into the year, their expectations in these areas are being substantially met. Question 31 (health care needs are satisfactorily met in the community) continues to trend downward and is worthy of further investigation. While there may be little school districts can do in the short run to address it, engaging teachers in meaningful dialogue on this topic is of high value and may lead to some strategies to help mitigate the challenges they face. Further, the opportunity to explore these questions in greater depth may provide information for state policy decisions.

WORKFORCE SCALE SCORES (RESULTS – PAGE 41-46)

	SURVEY 1	SURVEY 2	SURVEY 3
MEAN	4.093	3.636	
STD. DEVIATION	1.3837	1.1918	

Questions in this scale for Survey 2 focus around systems in place to support teachers and may not directly relate to the parallel question on Survey 1 that focused on human resources. The one exception is question 36 (wanting to continue teaching in the school next year) which is

worded exactly the same on both surveys. It is worth exploring the change in bar graph for question 36 within the context of the full survey when considering opportunities for growth. Given the importance of all questions in this scale, there is high-value in strong collaboration between principals and teachers to strategize ways to address these concerns.

OPEN-ENDED RESPONSE EXAMPLES

Seven open-ended response questions were asked in hopes of providing actionable items back to districts relevant to the scales and the time of year of Survey 2. Questions were targeted around parent communication both strengths and challenges, specifics of implementing professional development, teacher support and alignment with expectations, how to improve their quality of life and anything else around the work environment or professional situation. The following representative quotes from respondents across districts and schools highlight the themes which arose overall.

Responses to the question on parent communication found a consistent struggle across districts in contacting parents whether it be for lack of or wrong contact information, the feeling that they don't value education or that they are not involved. About two-thirds of those responding to the challenges also responded to the typical bifurcation recognizing that there are parents who are involved, supportive, who do value education, and in those cases, they have good relationships with them. Here are a few examples that illustrate these various views.

Just like any community there are parents that value education and show it in their actions and choices and then there are the parents that claim to value education but choices show otherwise. A constant conversation that I have with parents concerns putting extracurricular (especially athletics) before academics.

Parents are becoming more supportive of the school.

Challenges are that parents don't attend school activities or conferences, blame a child's behavior on the school and make excuses for them. They don't support the school on educating their child or get them to school on time or at all.

Hard to reach parents in many cases. Support from home is nonexistent in some cases.

Respondents shared a variety of specifics to the question on implementing professional development in the classroom, often either providing names of specific trainings, curriculum, assessment tools or technologies or simply stating that they are not able to implement. About 25% more respondents provided positive than negative comments. The key reason for not implementing is little time, as shared in this example.

I have been able to integrate some of the professional development. Some of the development does not pertain to our school or no time is given to make adjustments to the curriculum.

Responses to questions concerning teacher support and alignment with expectations shared the feeling of being appreciated about three times more than not appreciated and feeling supported about three times more than not supported. Often lack of support was identified most with student behavior issues and communication. Comments on appreciation were connected to administrators and colleagues and comments around feeling not appreciated were connected to district office most.

I have the freedom and support to do what I need to do to best reach my students.

I feel like the principal and the other teachers I work with support my ideas and value my talents and input in the classroom.

I feel that my administration is stretched thin with negative behaviors in the classroom. Sometimes communication is lacking.

I need HELP managing out of control student behavior. I realize my principal has limited resources but to simply put the entire discipline load on teachers is not well thought through.

Behaviorally, if I have an issue with a student, it is for me to figure out how to deal with it. If I try to send the student to the office or principal, [s/he] tells me to call home about it.

My principal recognizes when I need support and reminds me how well I am doing. However, the district is not a transparent one and this leads to distrust.

Responses to questions concerning quality of life explained that all is well or that nothing needed to change. Those who felt there could be improvements succinctly addressed topics around housing, utilities (including internet at home), work-life balance and health issues.

- *More free time, less work load.*
- *More family time, fewer extra-curricular activities.*
- *More opportunities to travel out of the village.*
- *Teacher co-ops for travel, food, etc. Can be community based.*
- *Having more medical services options in town.*
- *Access to better food and medical support.*
- *Better internet, real doctors not just medical assistants, better healthy food choices at the local store.*
- *Better health insurance or better local health care facilities that do not require paying for a plane out of pocket to see a doctor when needed.*
- *Free internet and/or cable. A full-time doctor and therapist.*
- *Get out and do more exercise.*
- *Fair Housing and the things written in the housing agreements to be met.*

- *Affordable, one-person housing. Roommates are often not conducive to a successful career sometimes.*
- *Higher salary or a housing stipend.*
- *Provided or subsidized (adequate) teacher housing.*

Lastly, responses to questions concerning how the district can help resolve work challenges or anything else about their professional situation respondents shared suggestions predominantly related to staffing, expectations and transparency.

Hire more paraprofessionals & provided extensive training to all staff on behavior management & PBIS

Continue to shape leaders from within the district and provide wellplanned, coherent, relevant professional development opportunities.

Provide more support in the class, such as a teacher's aide.

More planning time and realistic expectations for village schools.

Find a way to reduce paperwork so that more time can be spent on teaching and preparing materials to teach.

Be real about FAS. Be real about the amount of trauma our students come to school with

Communicate more openly and often with the entire staff and help to bring teachers together as a team.

Have an open line of communication that is positive and nonjudgmental or critical. The feeling of being overwhelmed and not measuring up as a teacher is sometimes ones greatest defeat, so acknowledging and expressing gratitude to educators for their hard work from time to time goes a long way. Doing so not just during holidays.

PROJECT SUMMARY

This is the second of four surveys conducted in this year-long pilot study with districts across the system. Results from this survey will provide important information for participating school districts and potentially provide insights into state policy development. Additional surveys will be conducted in March 2018 and May 2018 and reports will be shared following each of the surveys.

SURVEY 2 RESULTS GENERAL REPORT - November 2017
RESEARCH-BASED EDUCATOR SYSTEM SUPPORT (RESS) PILOT STUDY
BY JERRY COVEY AND BARBARA L. ADAMS

What is Research-based Educator Systems Support (RESS)?

RESS is a third-party, research-based systems model that uses teacher surveys to understand and track educator satisfaction with their work, social, and basic needs environments throughout the school year and share that data with school districts to ensure a timely, well-informed district response to address educator concerns, increase satisfaction, and thereby reduce turnover.

This survey, the second of four, had 38 questions – 31 multiple-choice questions divided into five groups:

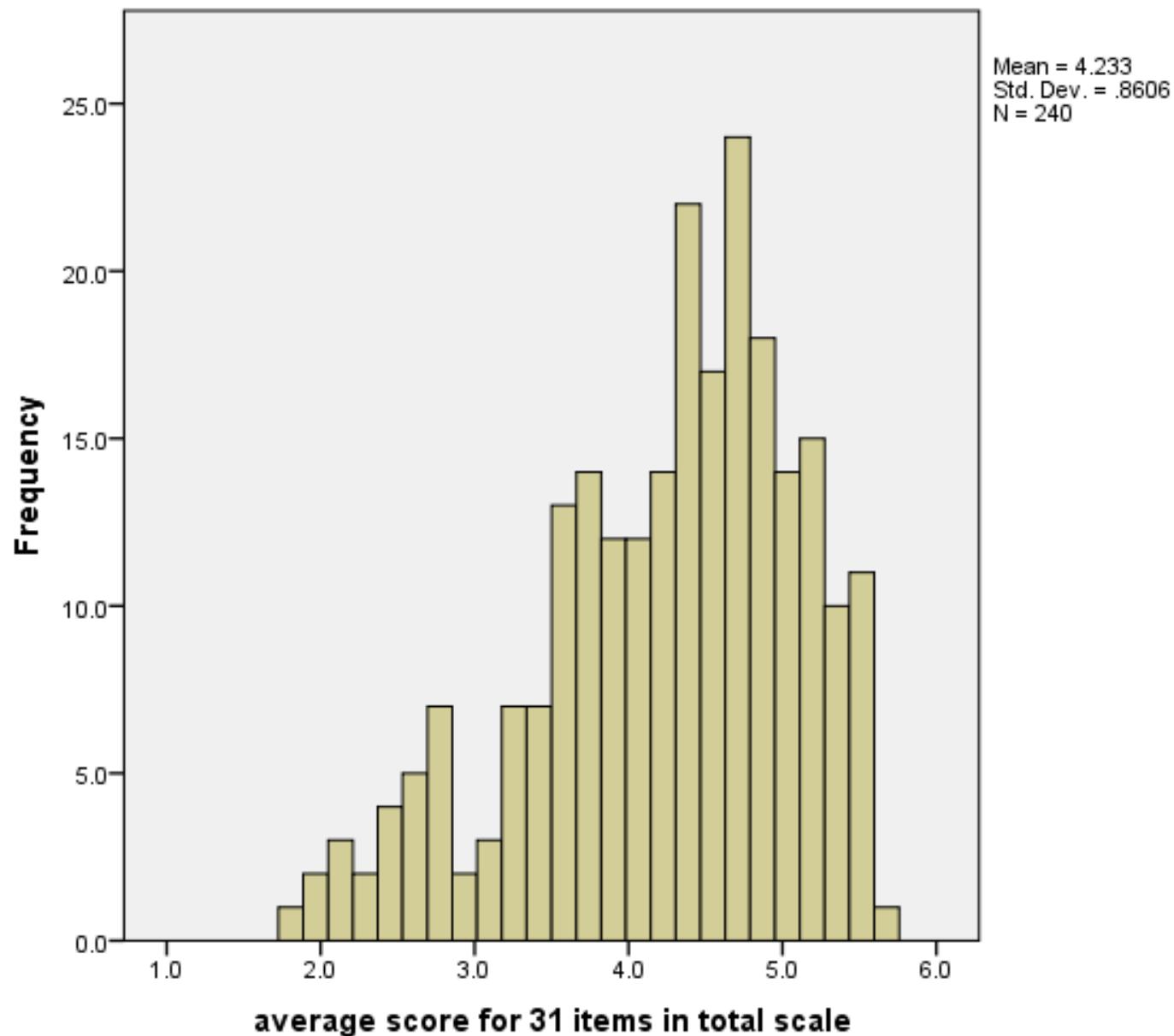
- ❖ Work Environment/Leadership
- ❖ Community
- ❖ Efficacy
- ❖ Quality of Life
- ❖ Strengthening the Workforce

There were also seven narrative questions on this survey, one for each of the above groups, that allowed teachers to share any thoughts and/or ideas as well as four demographic questions.

The following scale was used for all questions and is reflected in the attached histograms and bar charts.

- 6 – Absolutely
- 5 – Mostly
- 4 – More than not
- 3 – Maybe
- 2 – A little bit
- 1 – Not at all
- 0 – Not Applicable

SURVEY 2 RESULTS GENERAL REPORT

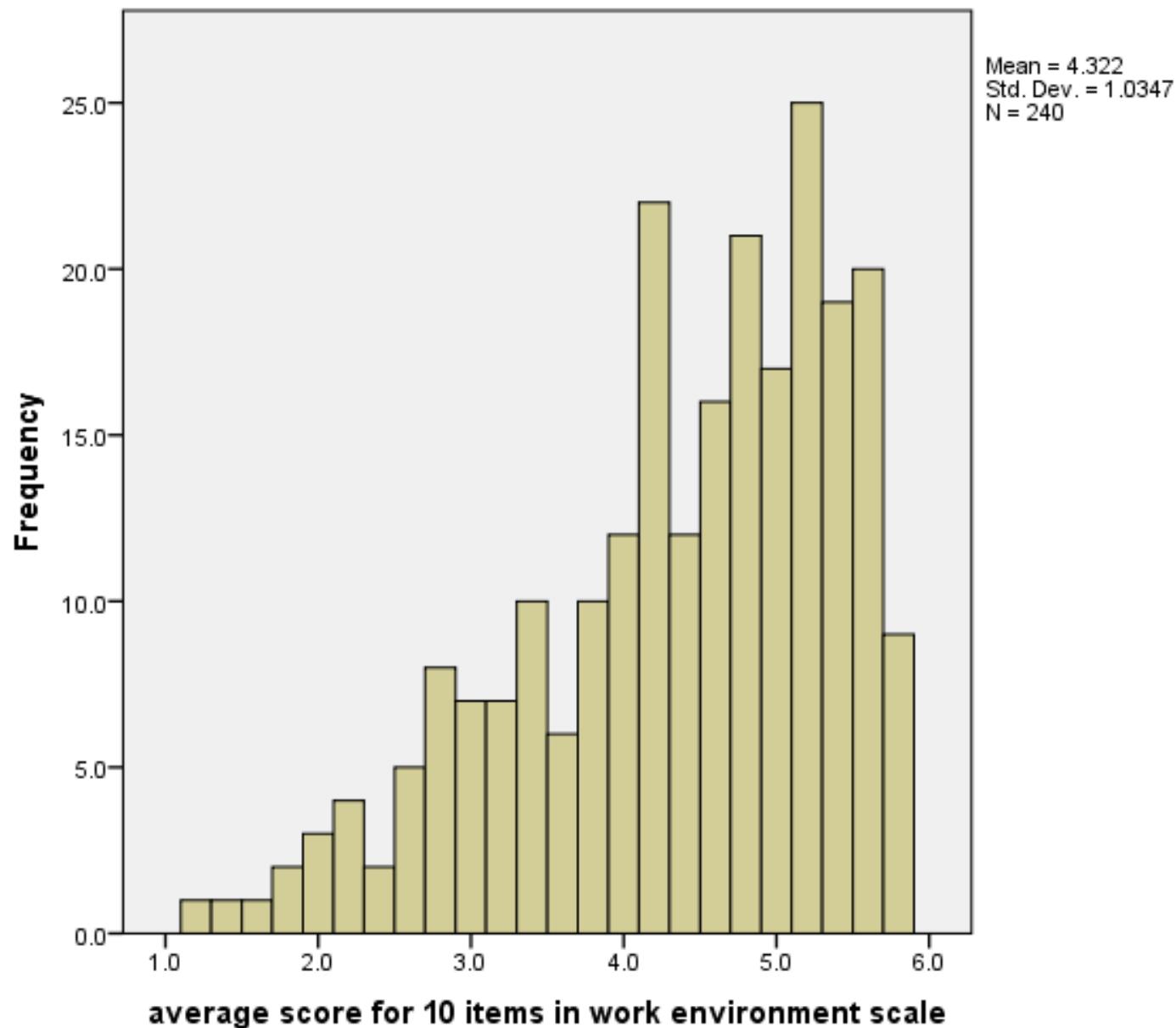


SURVEY 2 RESULTS GENERAL REPORT

Case Summaries

	average score for 5 items in leadership scale	average score for 10 items in work environment scale	average score for 7 items in community scale	average score for 4 items in efficacy scale	average score for 6 items in quality of life scale	average score for 4 items in strengthening the workforce scale	average score for 31 items in total scale
N	240	240	240	240	240	240	240
Mean	4.783	4.322	4.289	4.535	4.215	3.636	4.233
Std. Deviation	1.2920	1.0347	1.1549	1.0085	1.1261	1.1918	.8606
Median	5.200	4.500	4.571	4.750	4.500	3.750	4.387
Minimum	.0	1.2	.0	1.8	.8	1.0	1.8
Maximum	6.0	5.8	6.0	6.0	6.0	6.0	5.6

SURVEY 2 RESULTS GENERAL REPORT

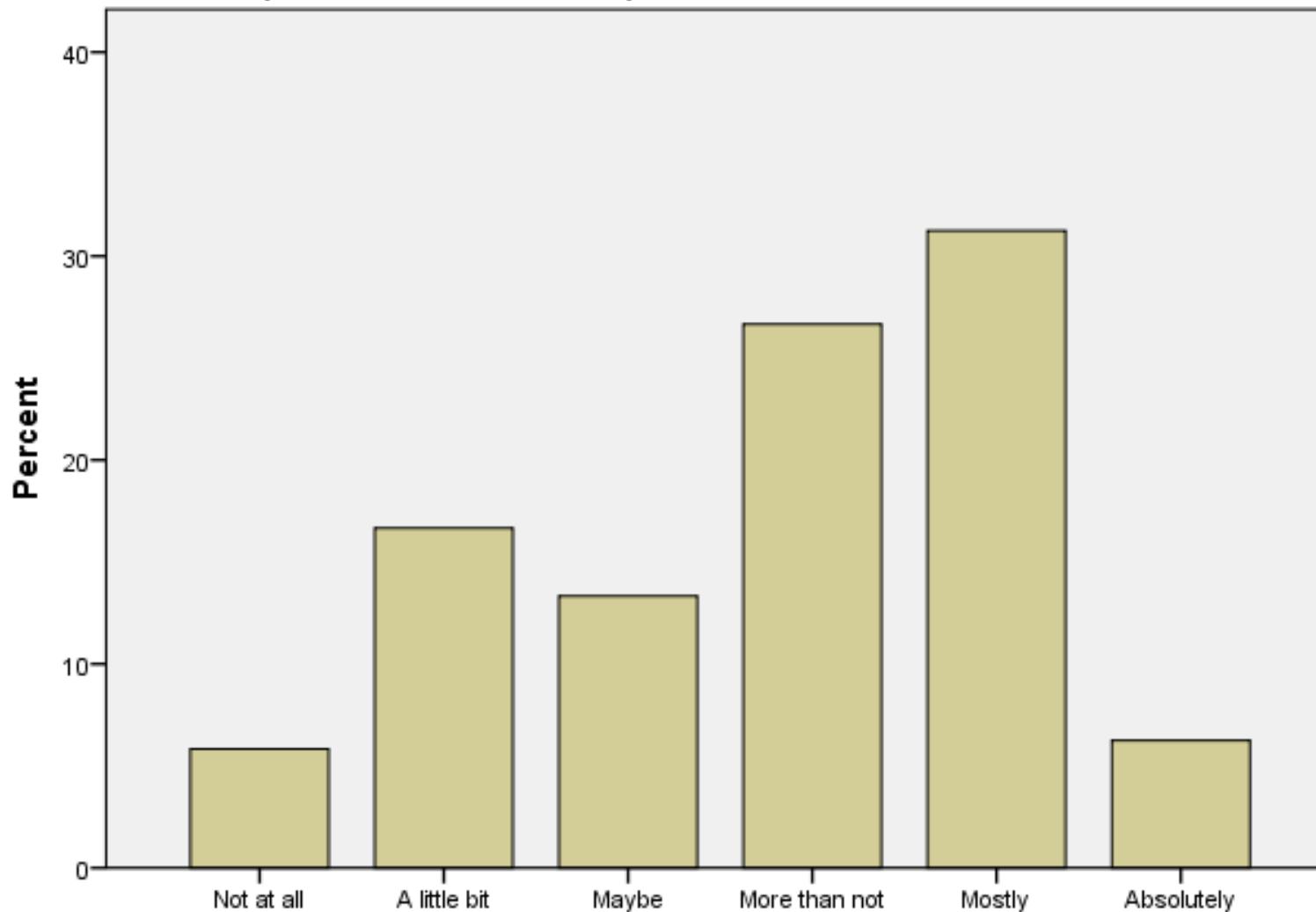


SURVEY 2 RESULTS GENERAL REPORT

Statistics						
			Q2: The professional development I'm receiving is synced with district priorities and the needs of my students.	Q3: Based on the professional development I received, I am able to integrate local cultural knowledge and activities into my practice.	Q4: I feel comfortable being in the school where I teach.	Q5: I am supported in delivering instruction that is aligned with the performance level of the students I teach.
N	Valid	240	240	240	240	240
	Missing	0	0	0	0	0
	Mean	3.80	3.49	3.14	4.78	4.10
	Median	4.00	4.00	3.00	5.00	5.00
	Std. Deviation	1.361	1.495	1.619	1.391	1.524

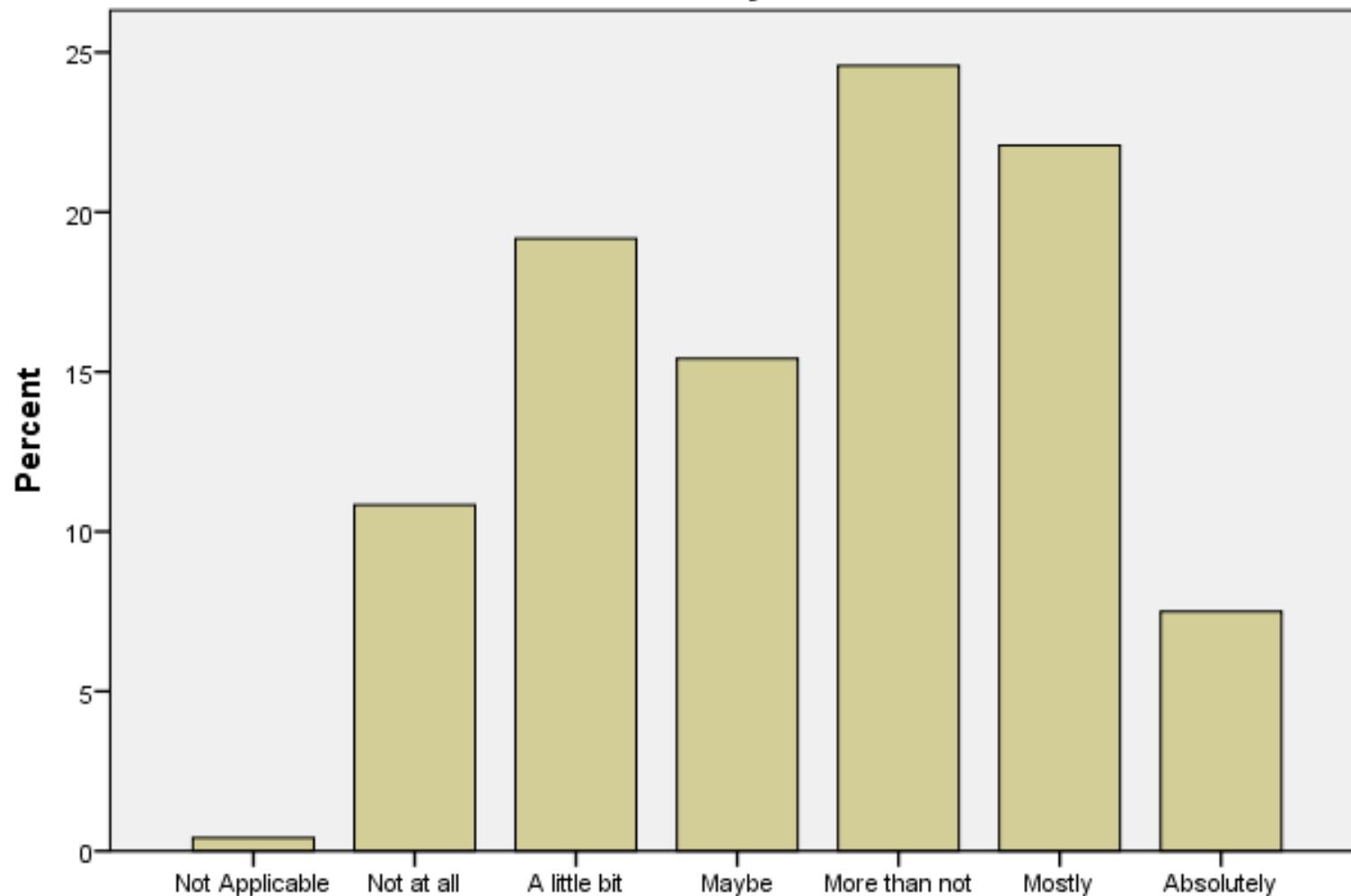
SURVEY 2 RESULTS GENERAL REPORT

Q1: I have adequate resources to respond to the needs of the students I teach.



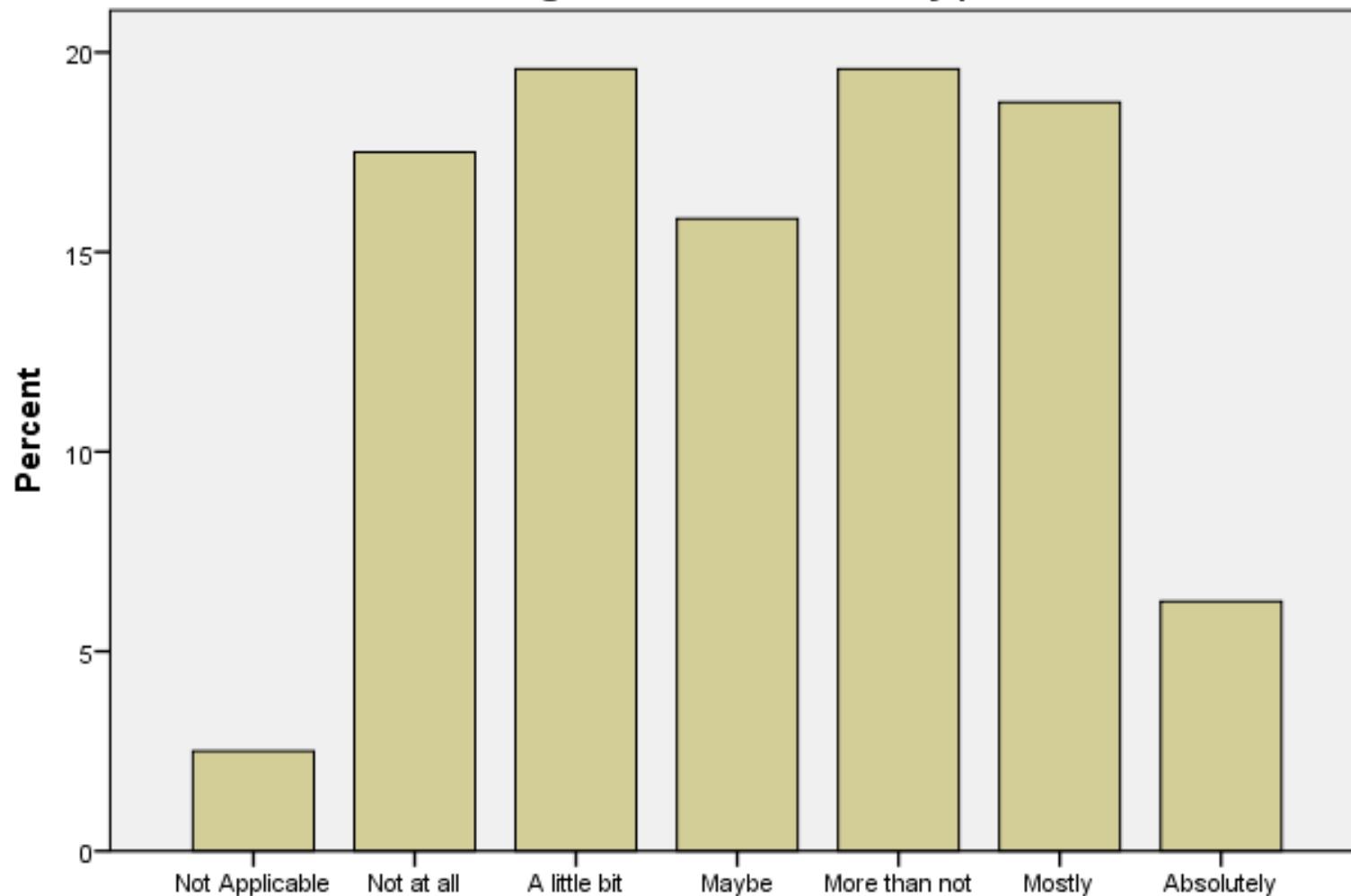
Q1: I have adequate resources to respond to the needs of the students I teach.

Q2: The professional development I'm receiving is synced with district priorities and the needs of my students.



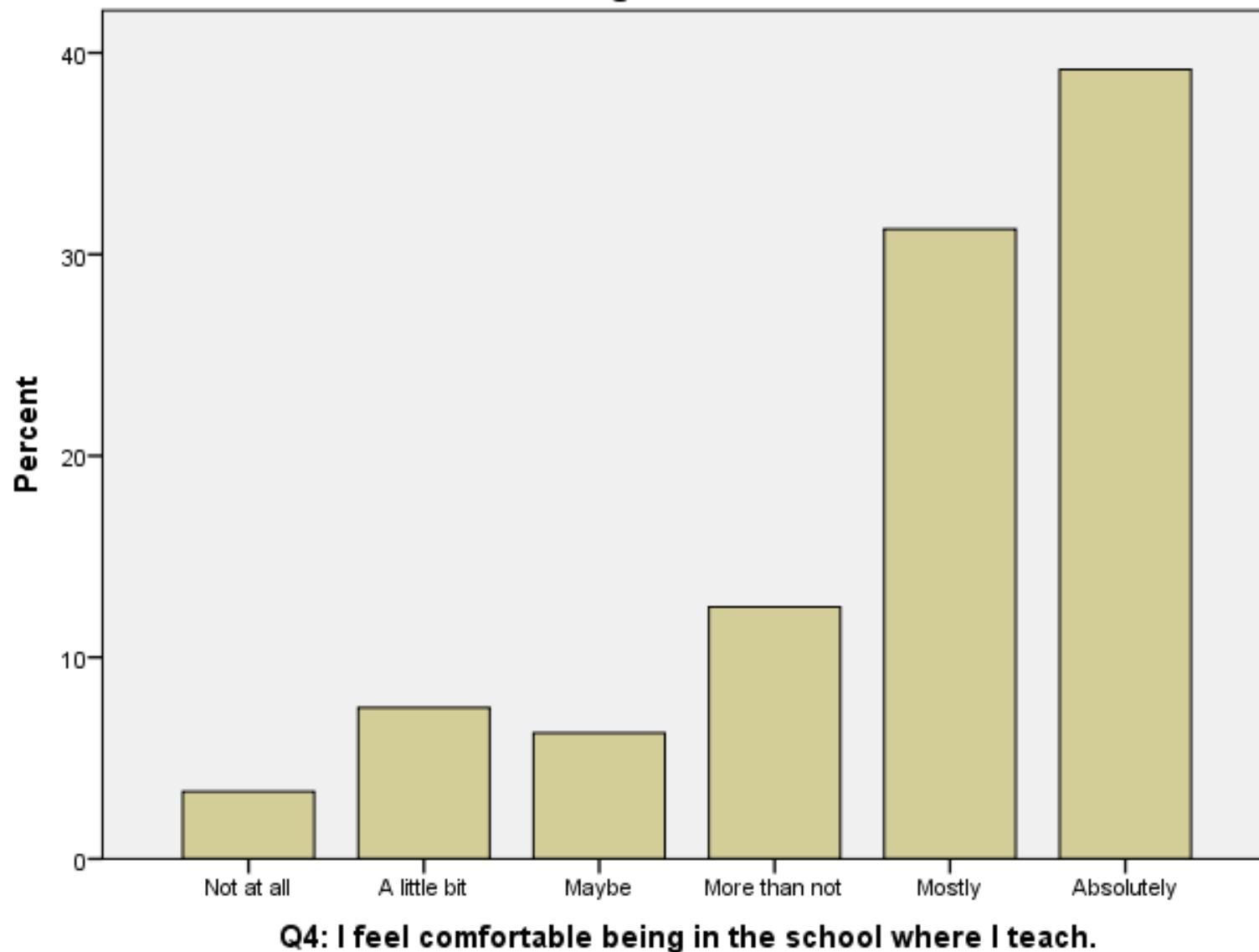
Q2: The professional development I'm receiving is synced with district priorities and the needs of my students.

Q3: Based on the professional development I received, I am able to integrate local cultural knowledge and activities into my practice.



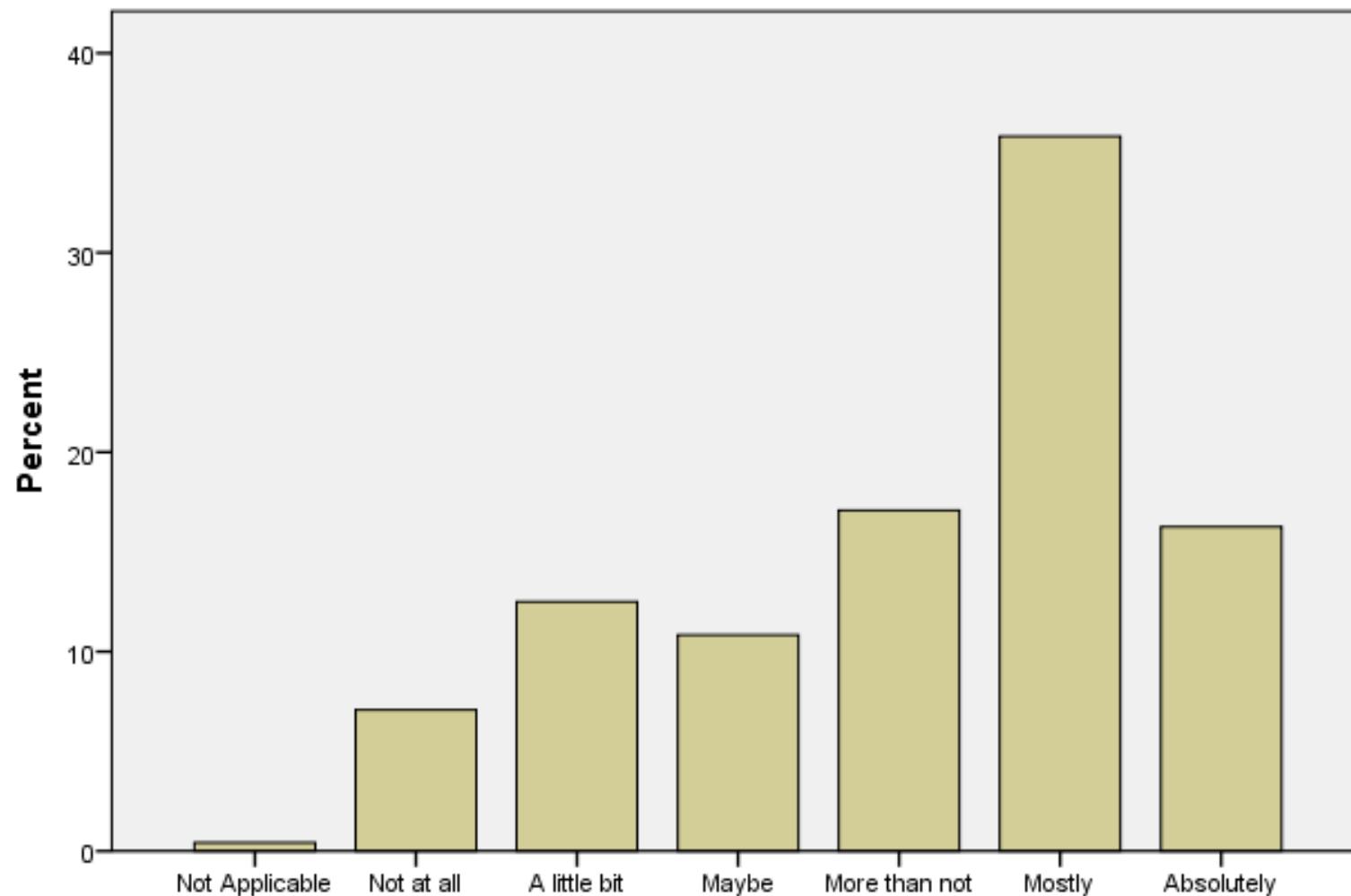
Q3: Based on the professional development I received, I am able to integrate local cultural knowledge and activities into my practice.

Q4: I feel comfortable being in the school where I teach.



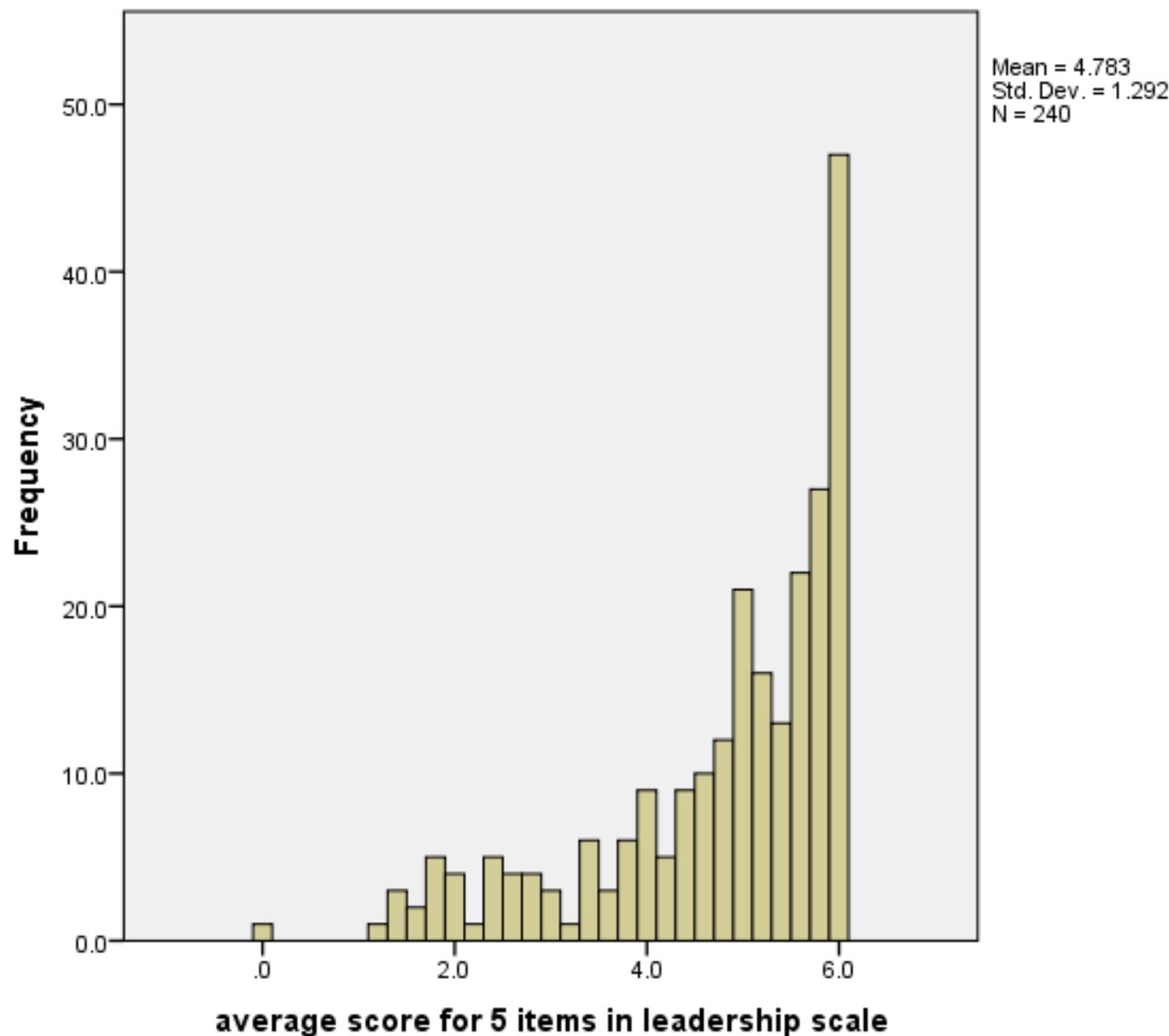
Q4: I feel comfortable being in the school where I teach.

Q5: I am supported in delivering instruction that is aligned with the performance level of the students I teach.



Q5: I am supported in delivering instruction that is aligned with the performance level of the students I teach.

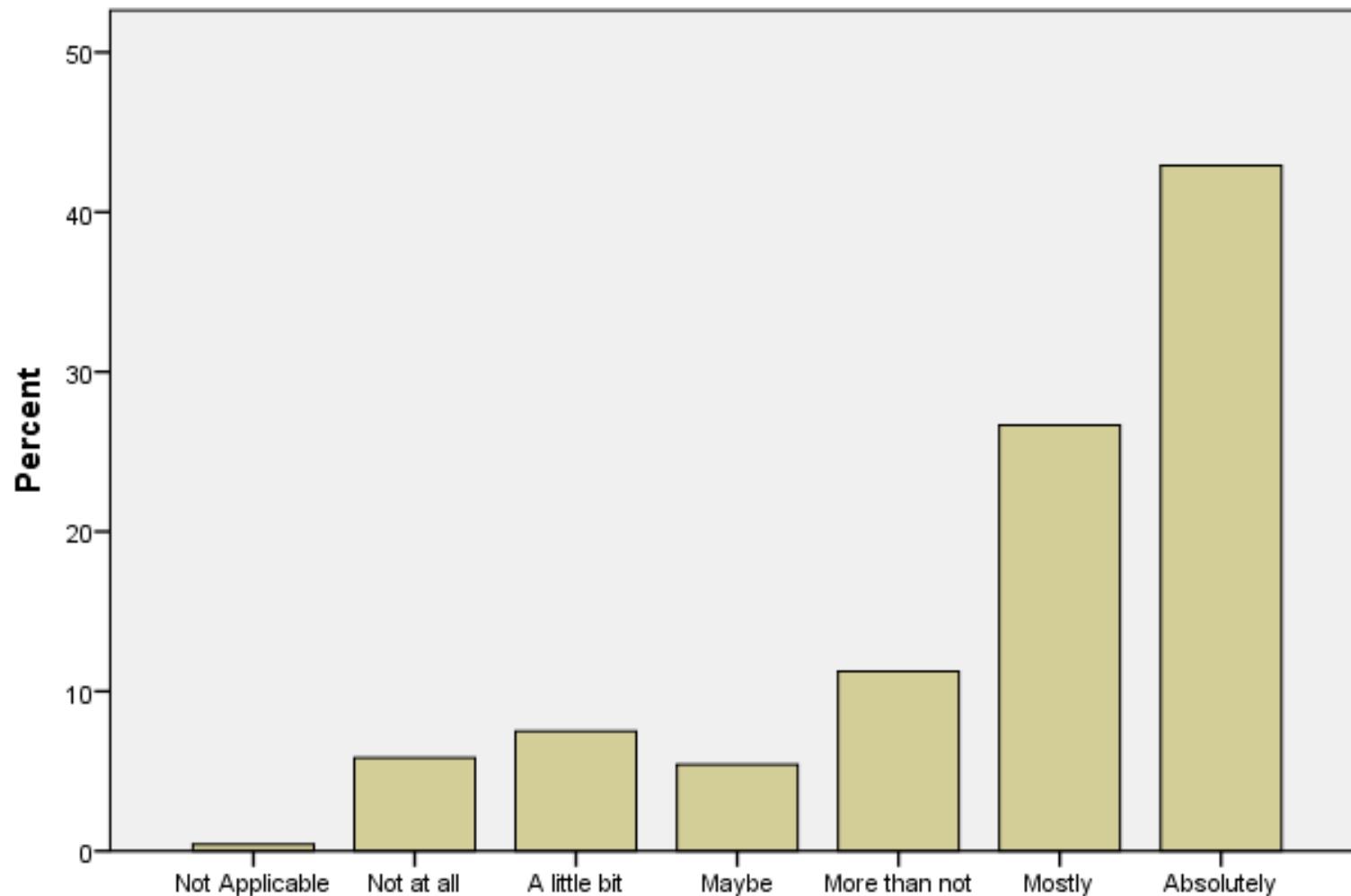
SURVEY 2 RESULTS GENERAL REPORT



SURVEY 2 RESULTS GENERAL REPORT

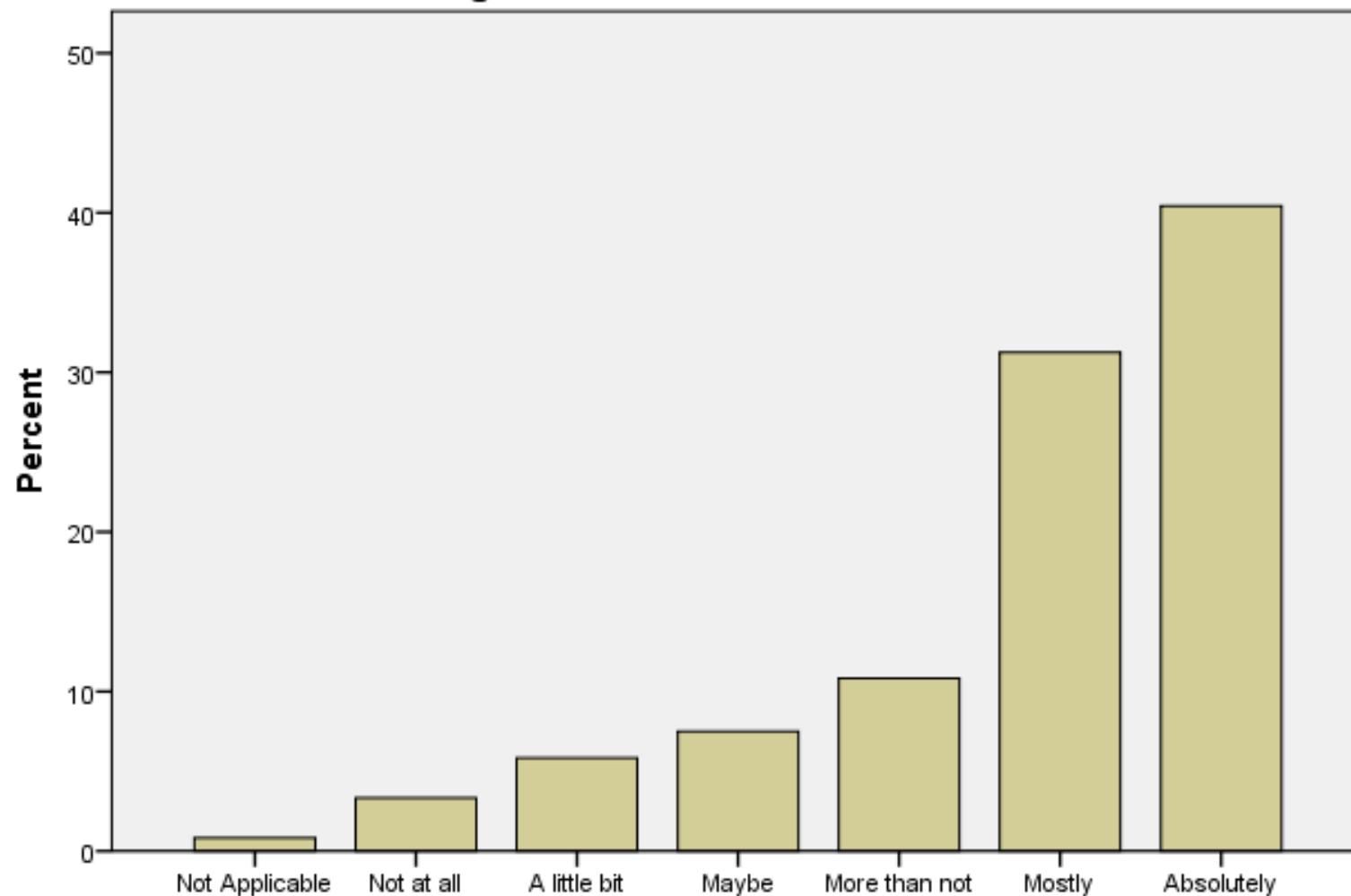
Statistics					
Q7: My principal creates a work environment that values two-way communication between teachers and administrators.	Q8: My principal's actions to support me in my classroom are aligned with ideas that guide our school and district.	Q9: I have a positive working relationship with my principal that supports my professional growth.	Q10: My principal creates opportunities for me to work together with colleagues on specific teaching and learning issues.	Q11: My principal consistently supports district policies and procedures to create a safe school environment.	
N	Valid	240	240	240	240
	Missing	0	0	0	0
Mean		4.73	4.80	4.99	4.37
Median		5.00	5.00	6.00	5.00
Std. Deviation		1.552	1.430	1.413	1.631
					1.339

Q7: My principal creates a work environment that values two-way communication between teachers and administrators.



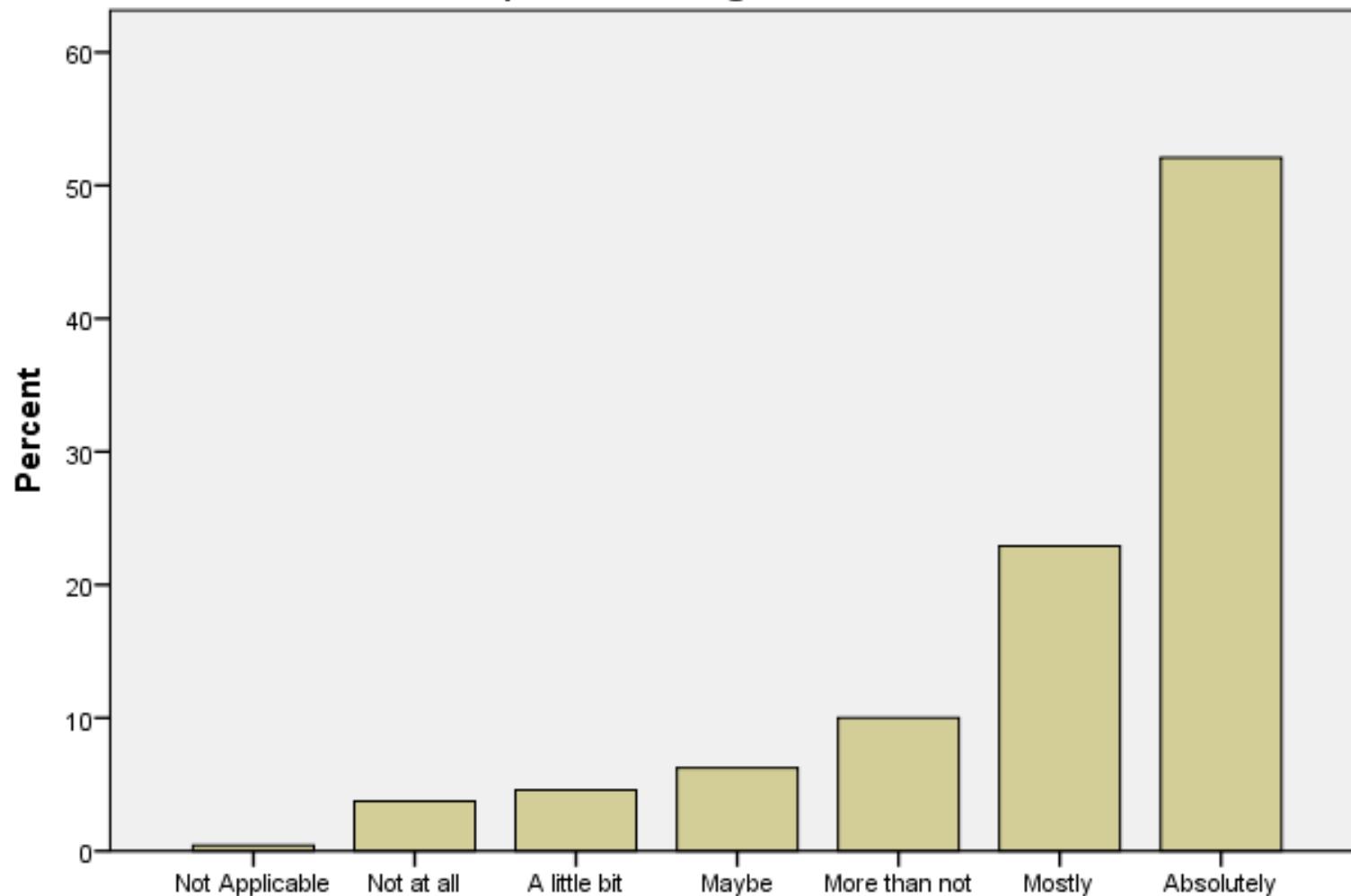
Q7: My principal creates a work environment that values two-way communication between teachers and administrators.

Q8: My principal's actions to support me in my classroom are aligned with ideas that guide our school and district.



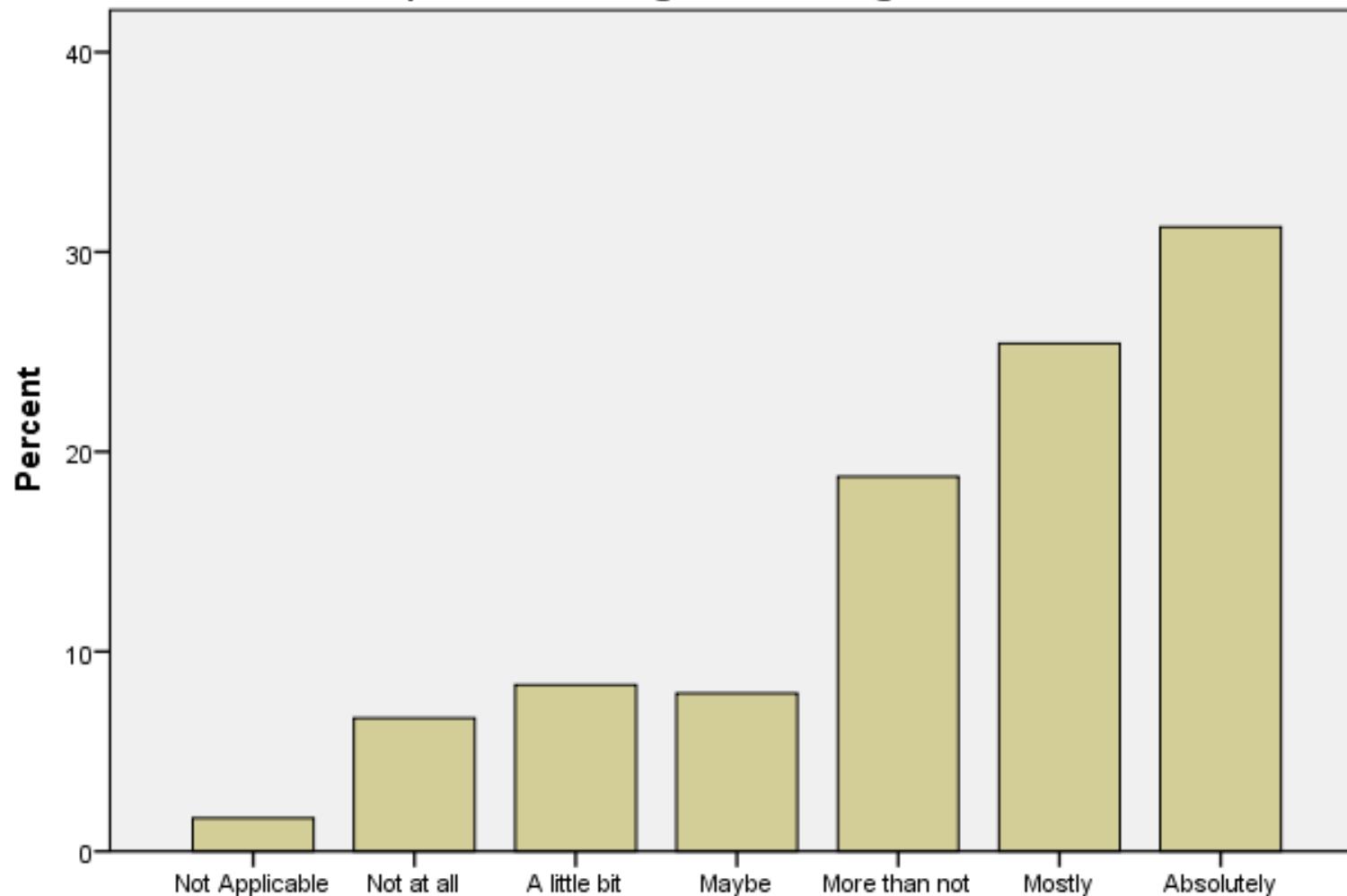
Q8: My principal's actions to support me in my classroom are aligned with ideas that guide our school and district.

Q9: I have a positive working relationship with my principal that supports my professional growth.



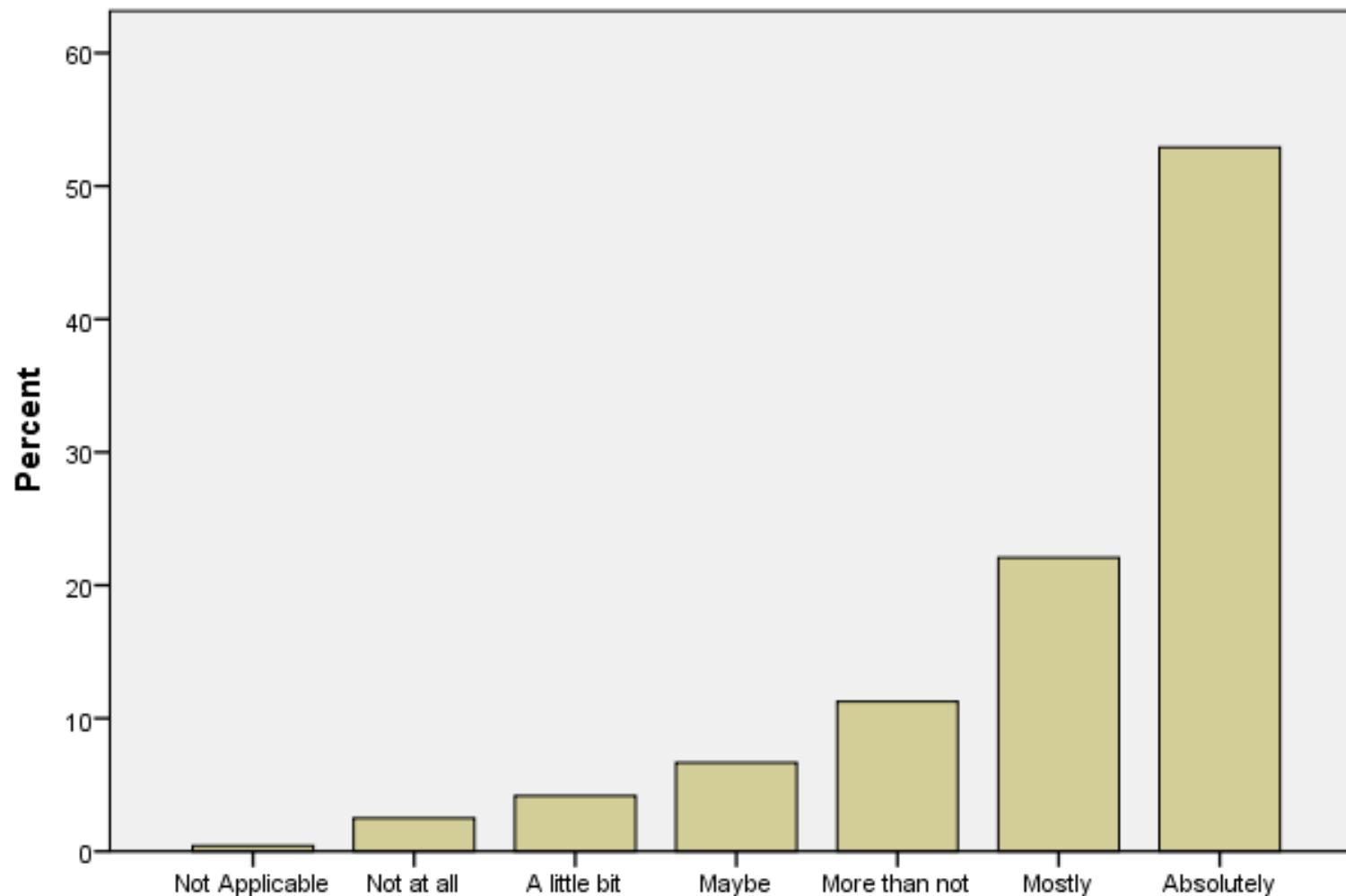
Q9: I have a positive working relationship with my principal that supports my professional growth.

Q10: My principal creates opportunities for me to work together with colleagues on specific teaching and learning issues.



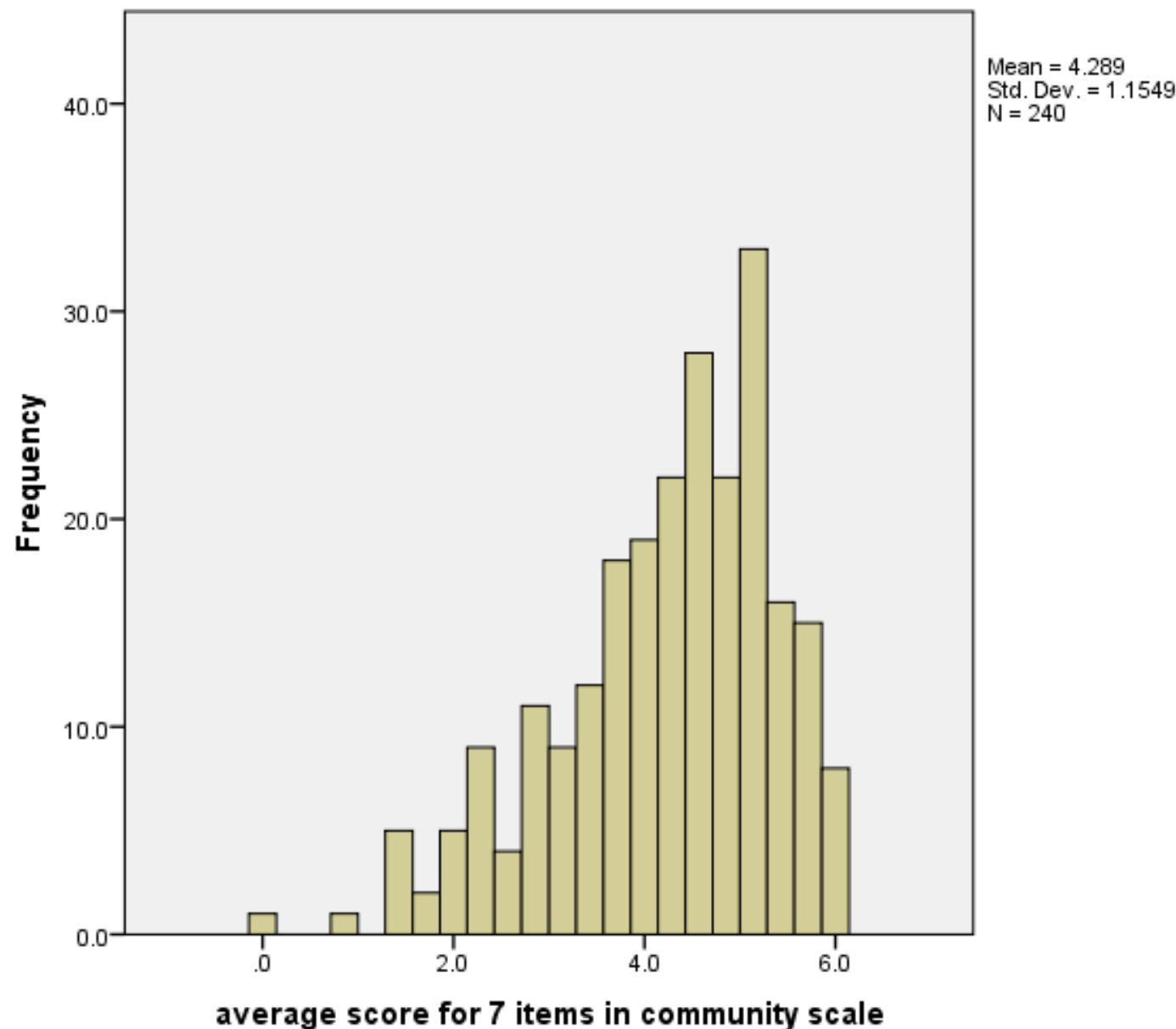
Q10: My principal creates opportunities for me to work together with colleagues on specific teaching and learning issues.

Q11: My principal consistently supports district policies and procedures to create a safe school environment.



Q11: My principal consistently supports district policies and procedures to create a safe school environment.

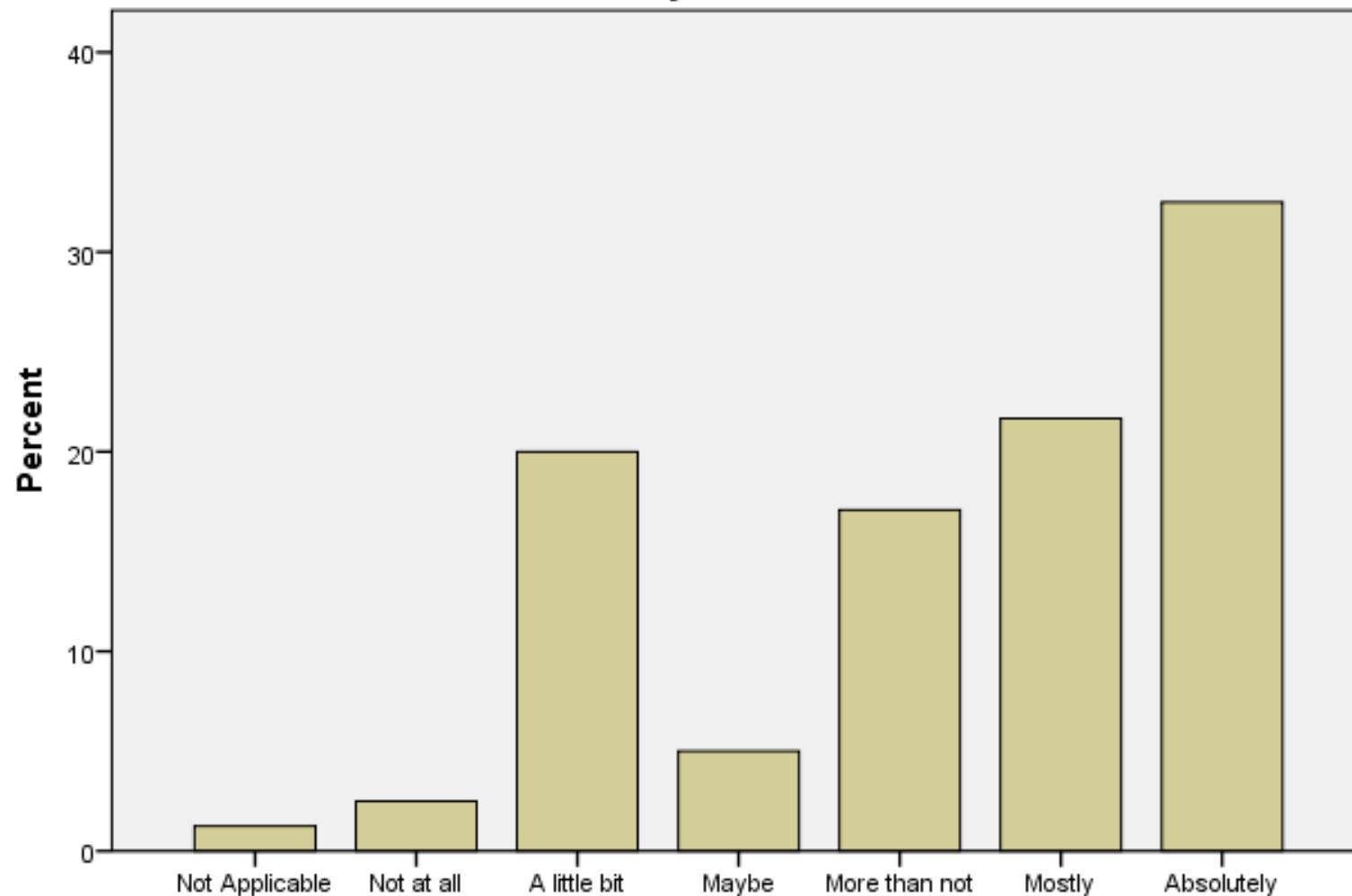
SURVEY 2 RESULTS GENERAL REPORT



SURVEY 2 RESULTS GENERAL REPORT

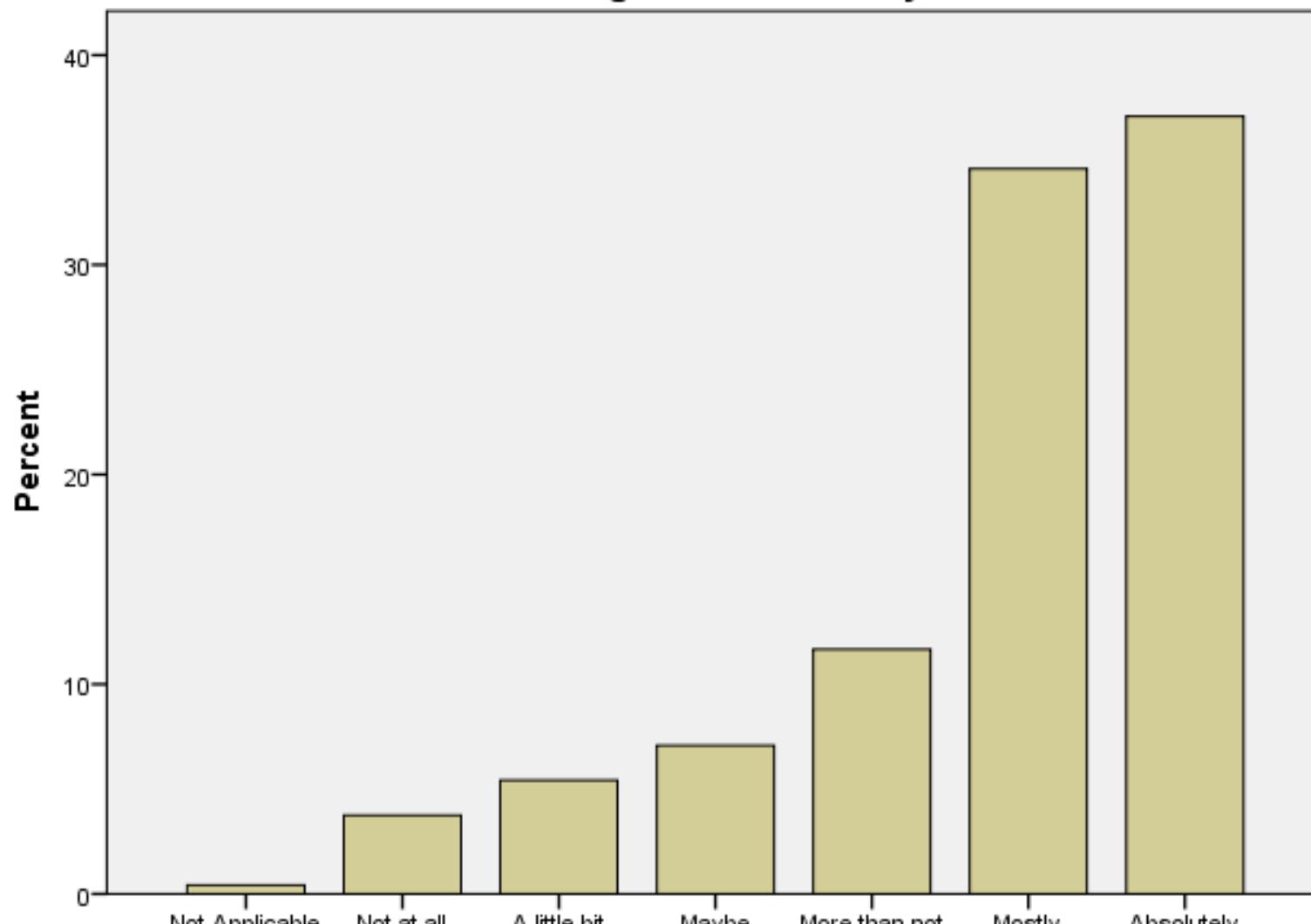
Statistics								
			Q15: Communications between me and the parents of the students I teach	Q16: I feel comfortable engaging with community members about how the values of the community impact my work.		Q17: Interactions between the school and community organizations support my efforts to provide a high quality learning environment for the students I teach.		
Q13: Since the start of the school year, I have had opportunities to engage with community members.		Q14: I feel comfortable being in the community where I teach.					Q18: The culture of the community is reflected in school activities.	Q19: I feel safe in the community where my school is located.
N	Valid	240	240	240	240	240	240	240
	Missing	0	0	0	0	0	0	0
	Mean	4.29	4.78	4.16	4.17	3.81	4.03	4.78
	Median	5.00	5.00	5.00	5.00	4.00	4.00	5.00
	Std. Deviation	1.649	1.386	1.430	1.573	1.611	1.490	1.395

Q13: Since the start of the school year, I have had opportunities to engage with community members.



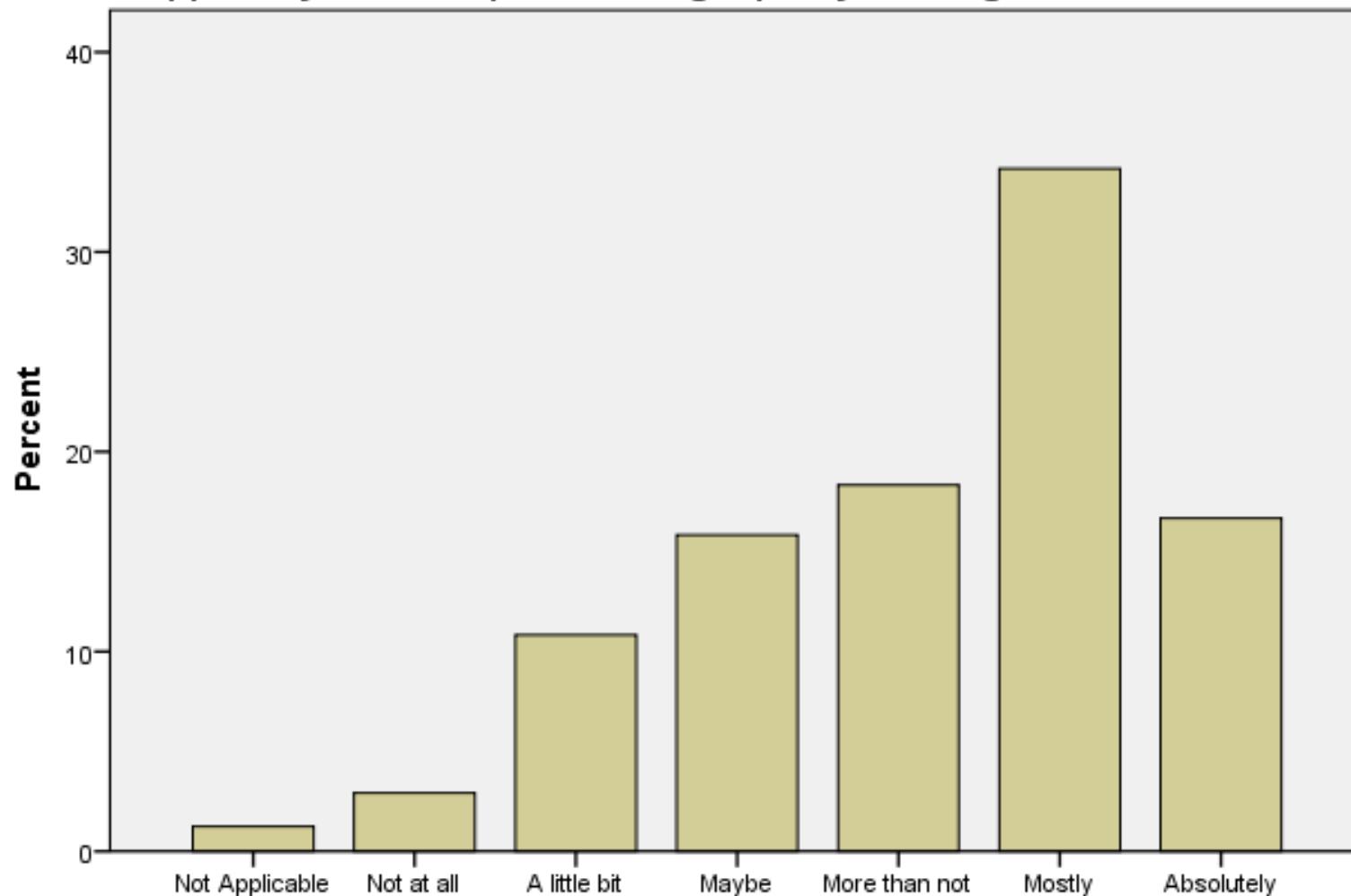
Q13: Since the start of the school year, I have had opportunities to engage with community members.

Q14: I feel comfortable being in the community where I teach.



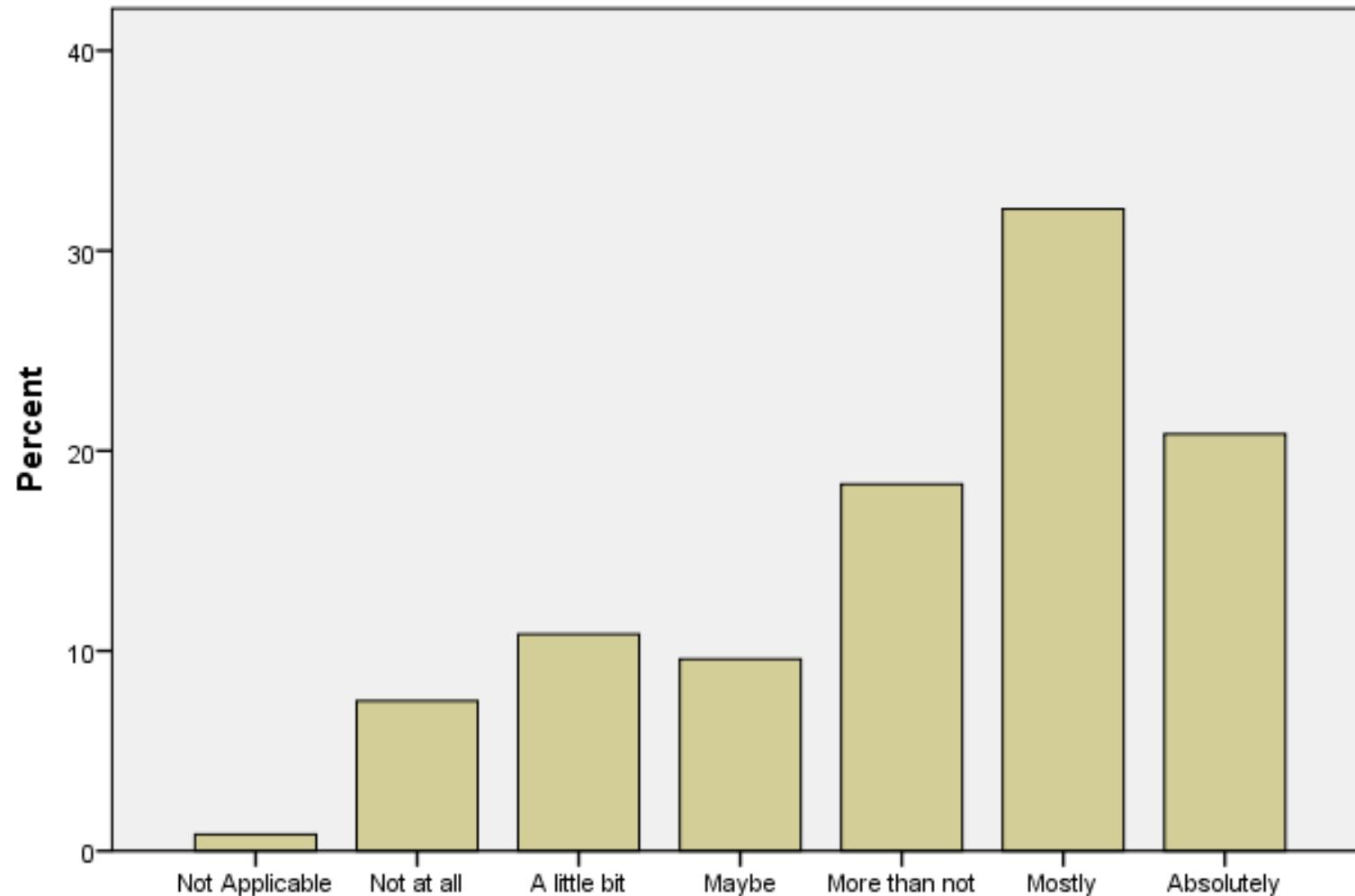
Q14: I feel comfortable being in the community where I teach.

Q15: Communications between me and the parents of the students I teach support my efforts to provide a high quality learning environment.



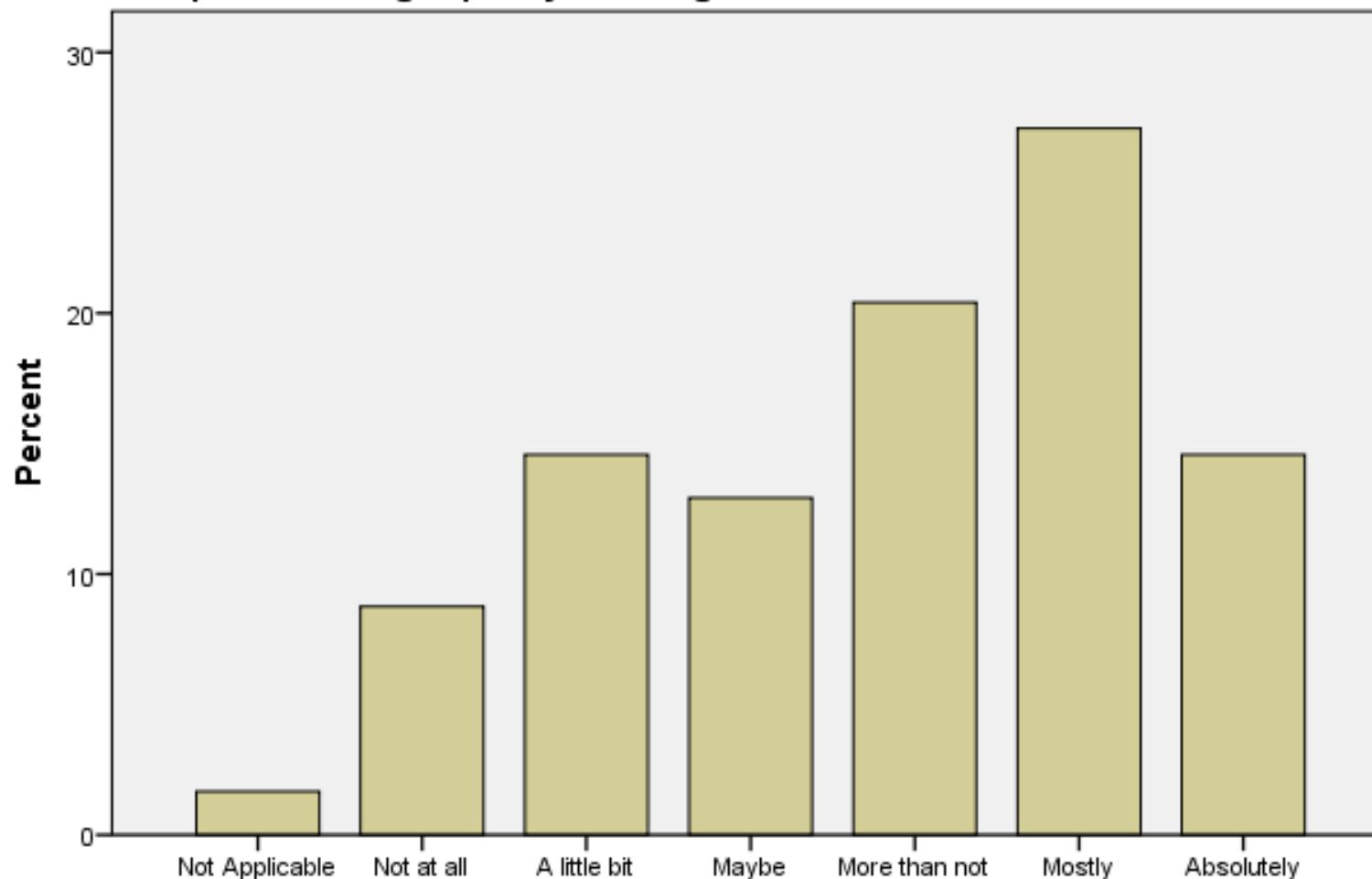
Q15: Communications between me and the parents of the students I teach support my efforts to provide a high quality learning environment.

Q16: I feel comfortable engaging with community members about how the values of the community impact my work.



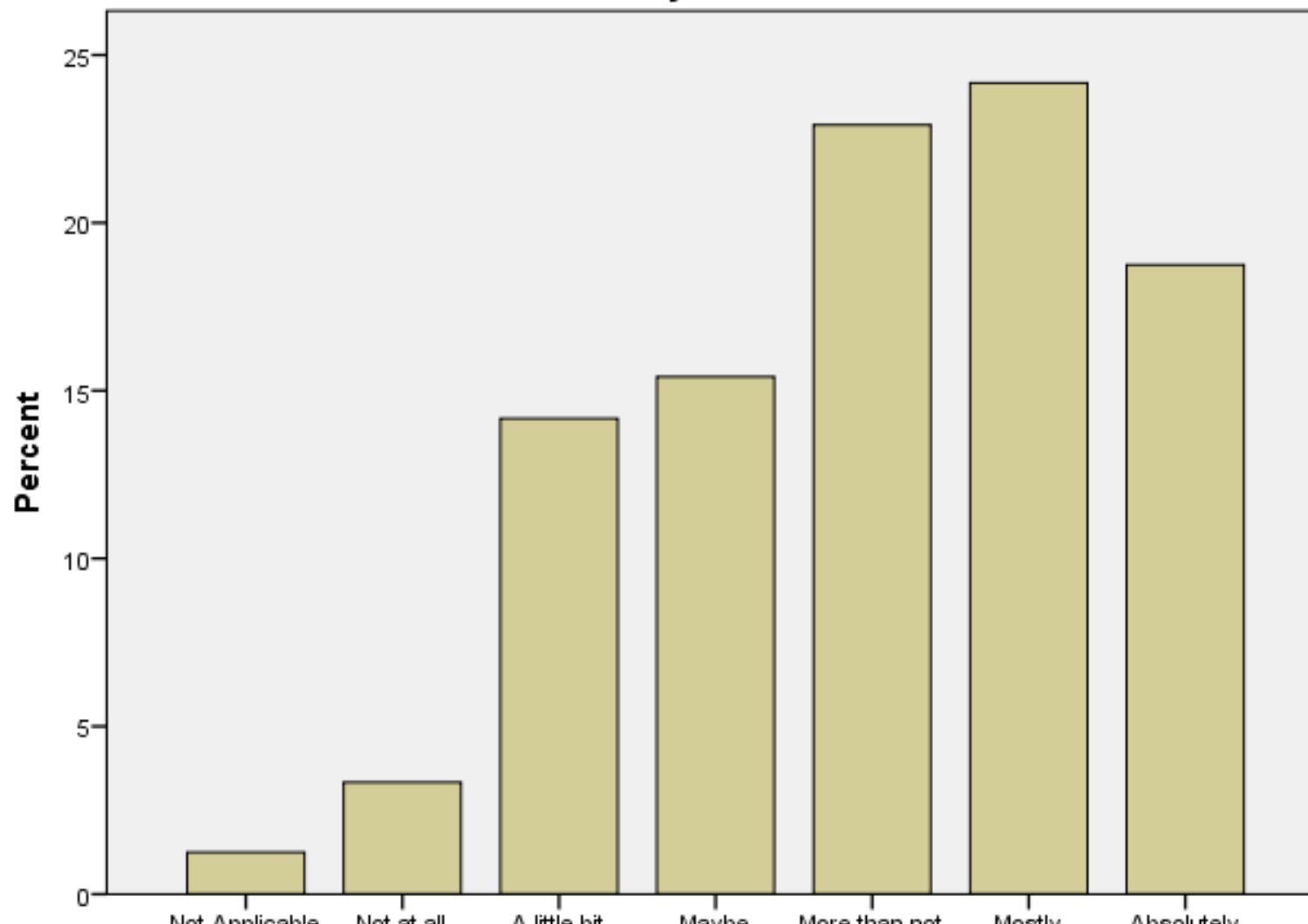
Q16: I feel comfortable engaging with community members about how the values of the community impact my work.

Q17: Interactions between the school and community organizations support my efforts to provide a high quality learning environment for the students I teach.



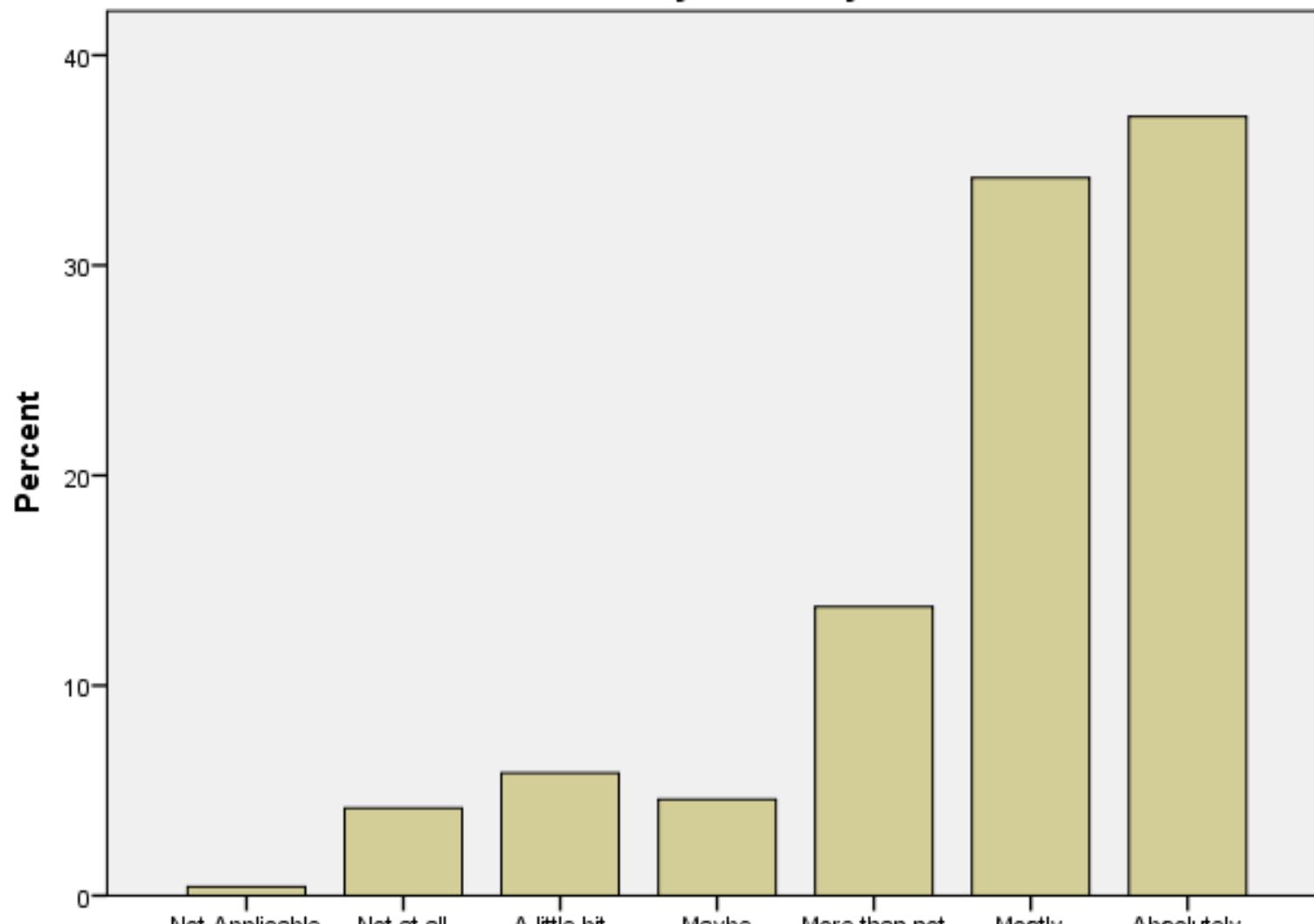
Q17: Interactions between the school and community organizations support my efforts to provide a high quality learning environment for the students I teach.

Q18: The culture of the community is reflected in school activities.



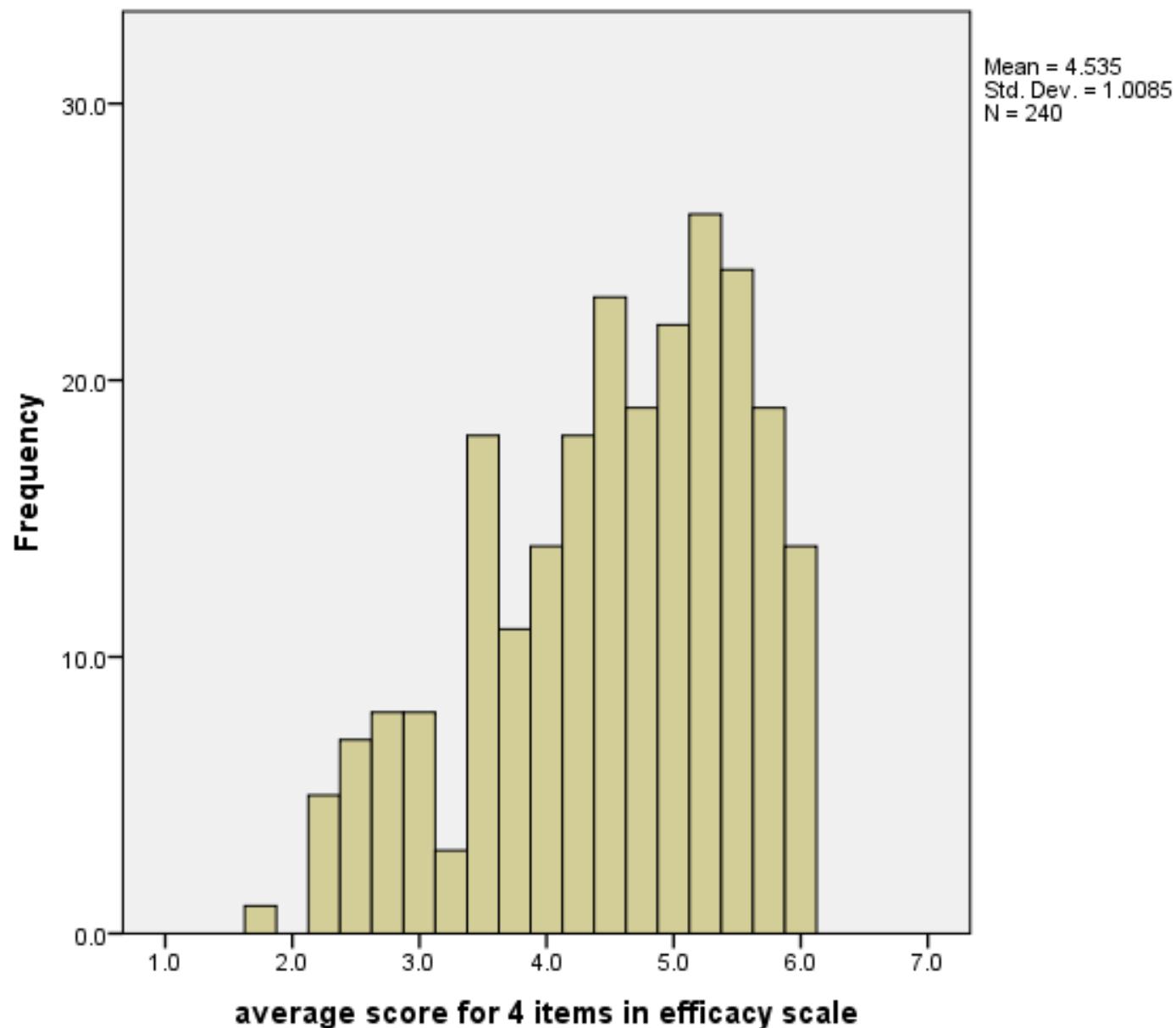
Q18: The culture of the community is reflected in school activities.

Q19: I feel safe in the community where my school is located.



Q19: I feel safe in the community where my school is located.

SURVEY 2 RESULTS GENERAL REPORT

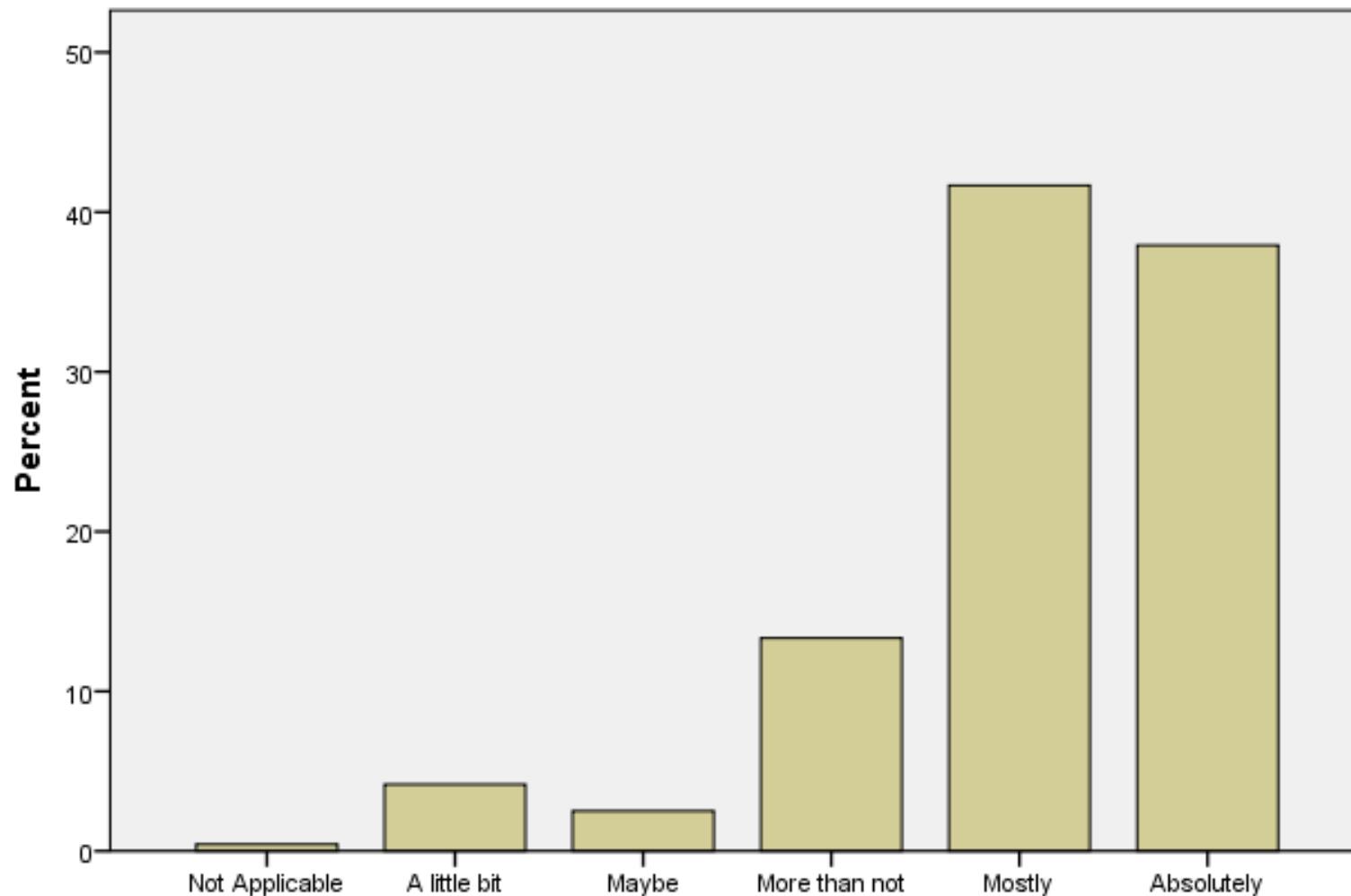


SURVEY 2 RESULTS GENERAL REPORT

Statistics

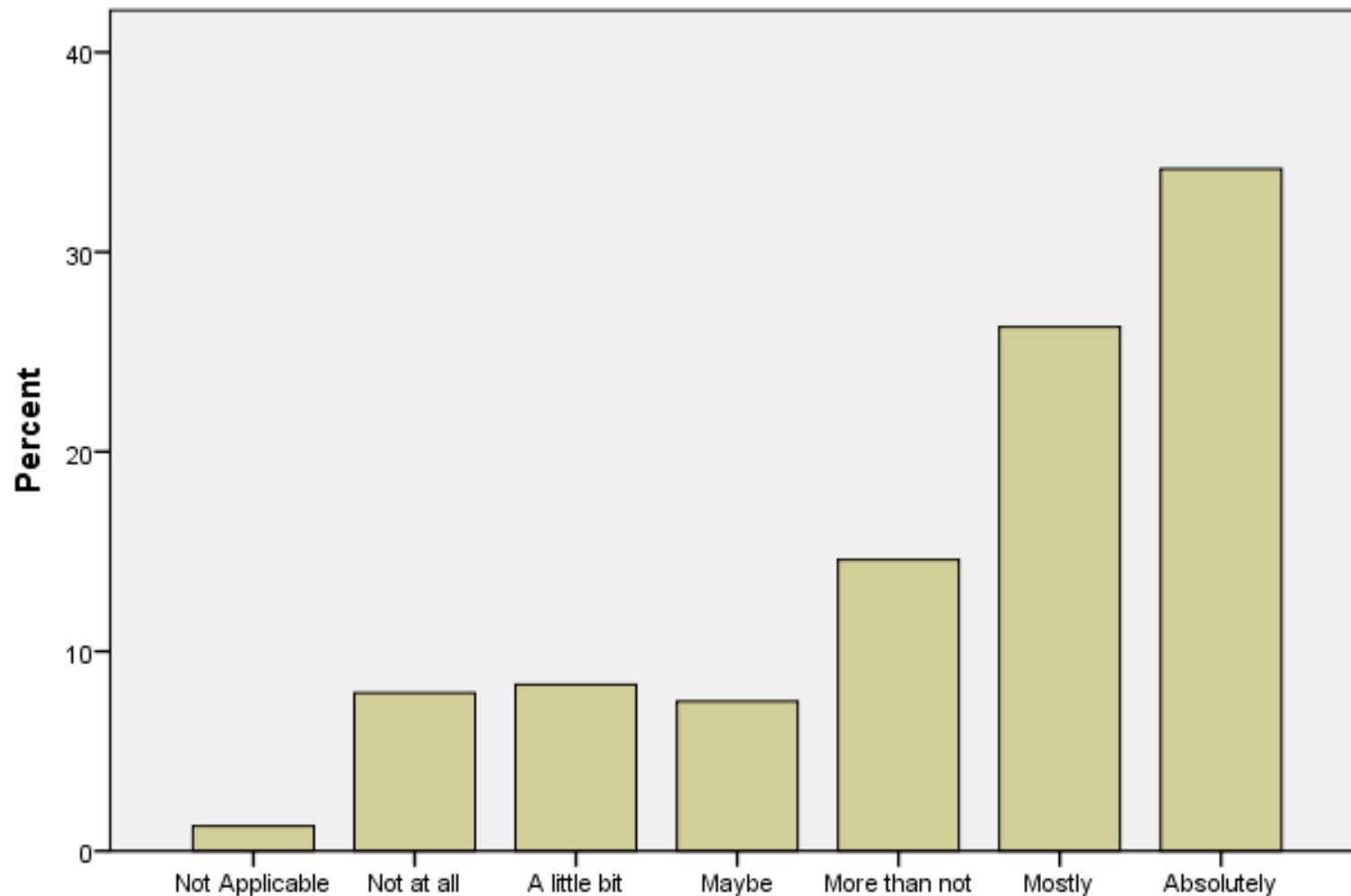
Q21: I have established positive and supportive relationships with people I work with.		Q22: Someone at work has encouraged my development as a professional educator.		Q23: I am routinely recognized and praised for doing good work.		Q24: I am confident I will be successful in my teaching assignment this year.	
N	Valid	240	240	240	240	240	240
	Missing	0	0	0	0	0	0
Mean		5.05	4.42	3.73	4.95		
Median		5.00	5.00	4.00	5.00		
Std. Deviation		1.046	1.670	1.671	1.121		

Q21: I have established positive and supportive relationships with people I work with.



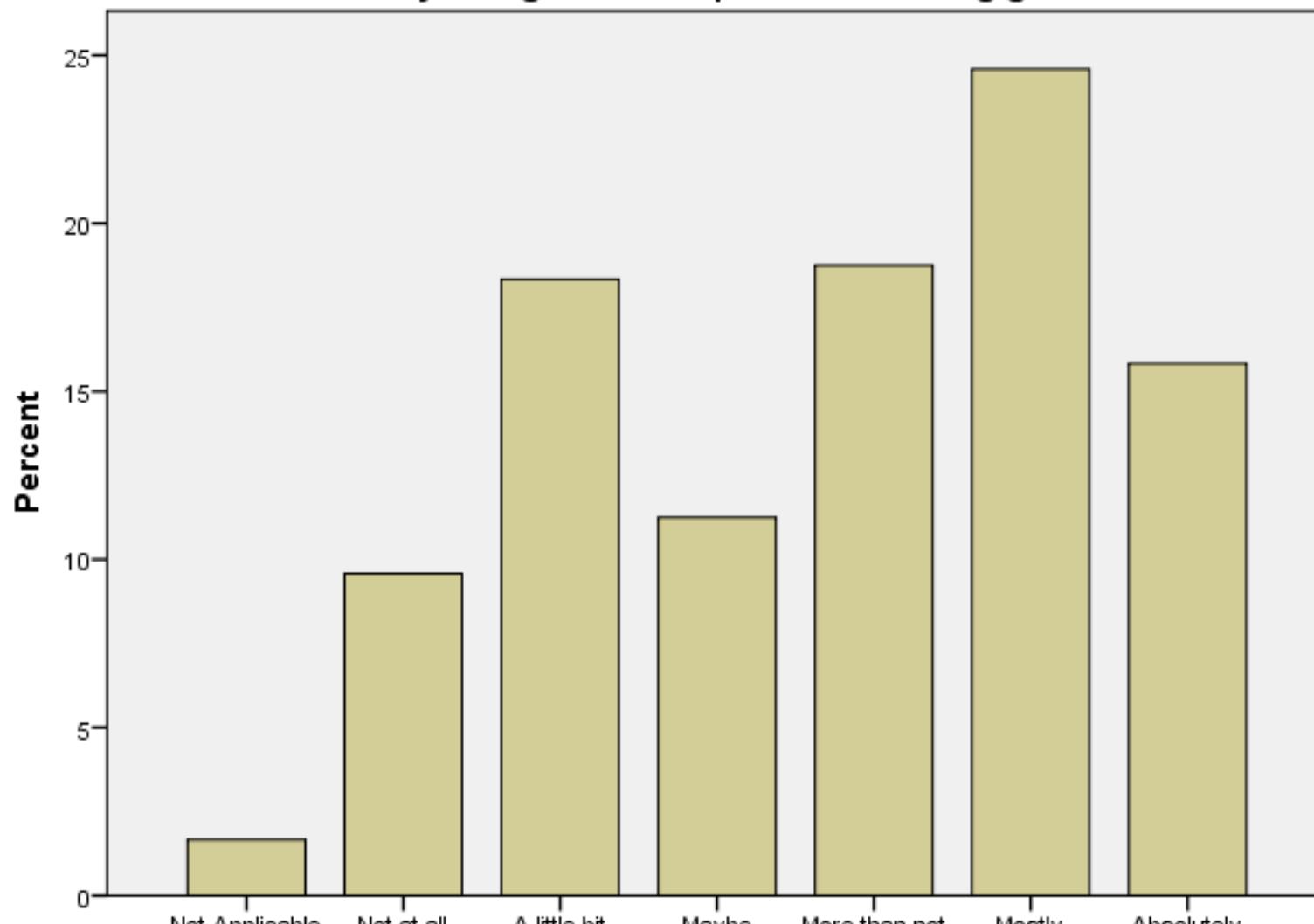
Q21: I have established positive and supportive relationships with people I work with.

Q22: Someone at work has encouraged my development as a professional educator.



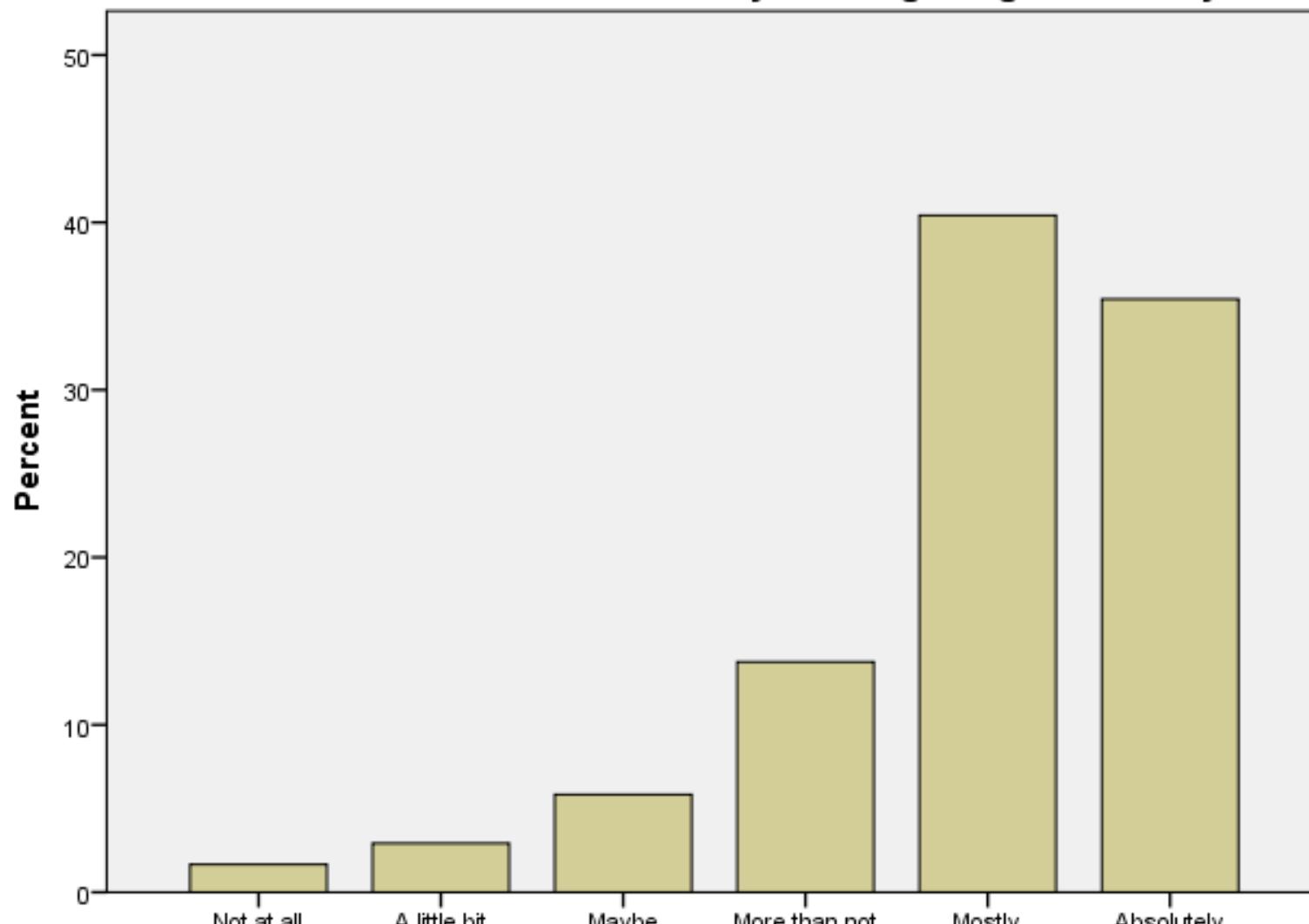
Q22: Someone at work has encouraged my development as a professional educator.

Q23: I am routinely recognized and praised for doing good work.



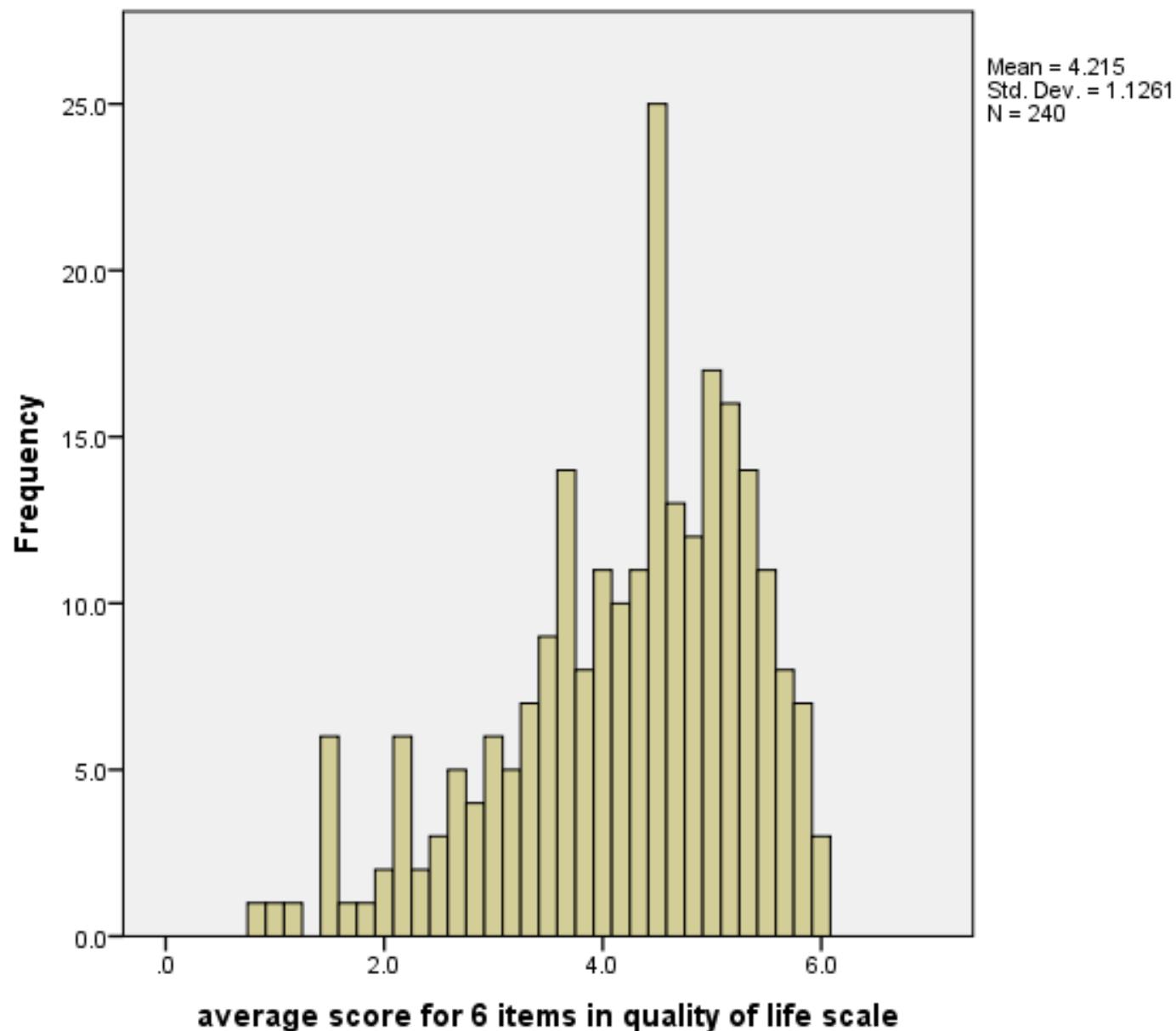
Q23: I am routinely recognized and praised for doing good work.

Q24: I am confident I will be successful in my teaching assignment this year.



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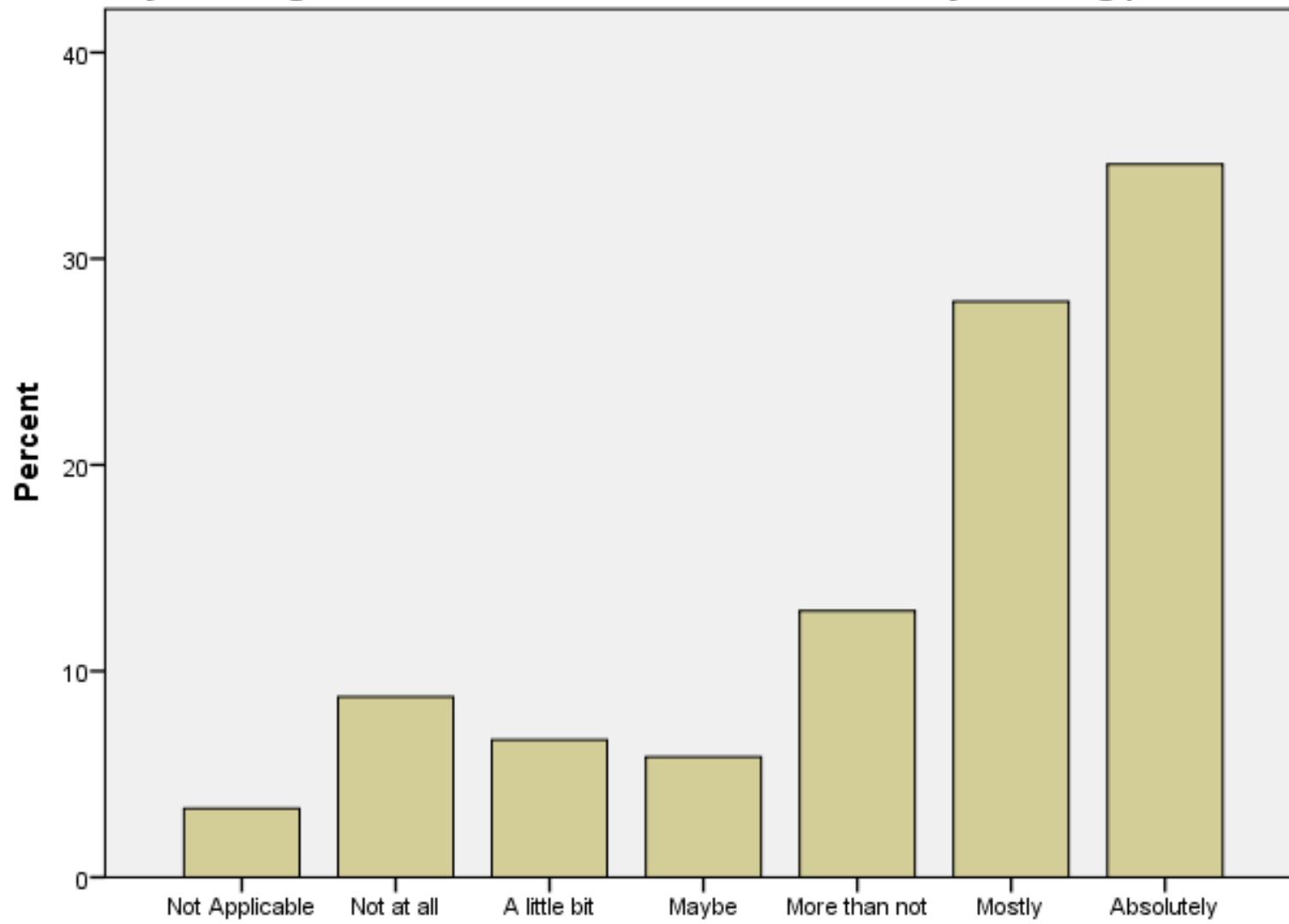
SURVEY 2 RESULTS GENERAL REPORT



SURVEY 2 RESULTS GENERAL REPORT

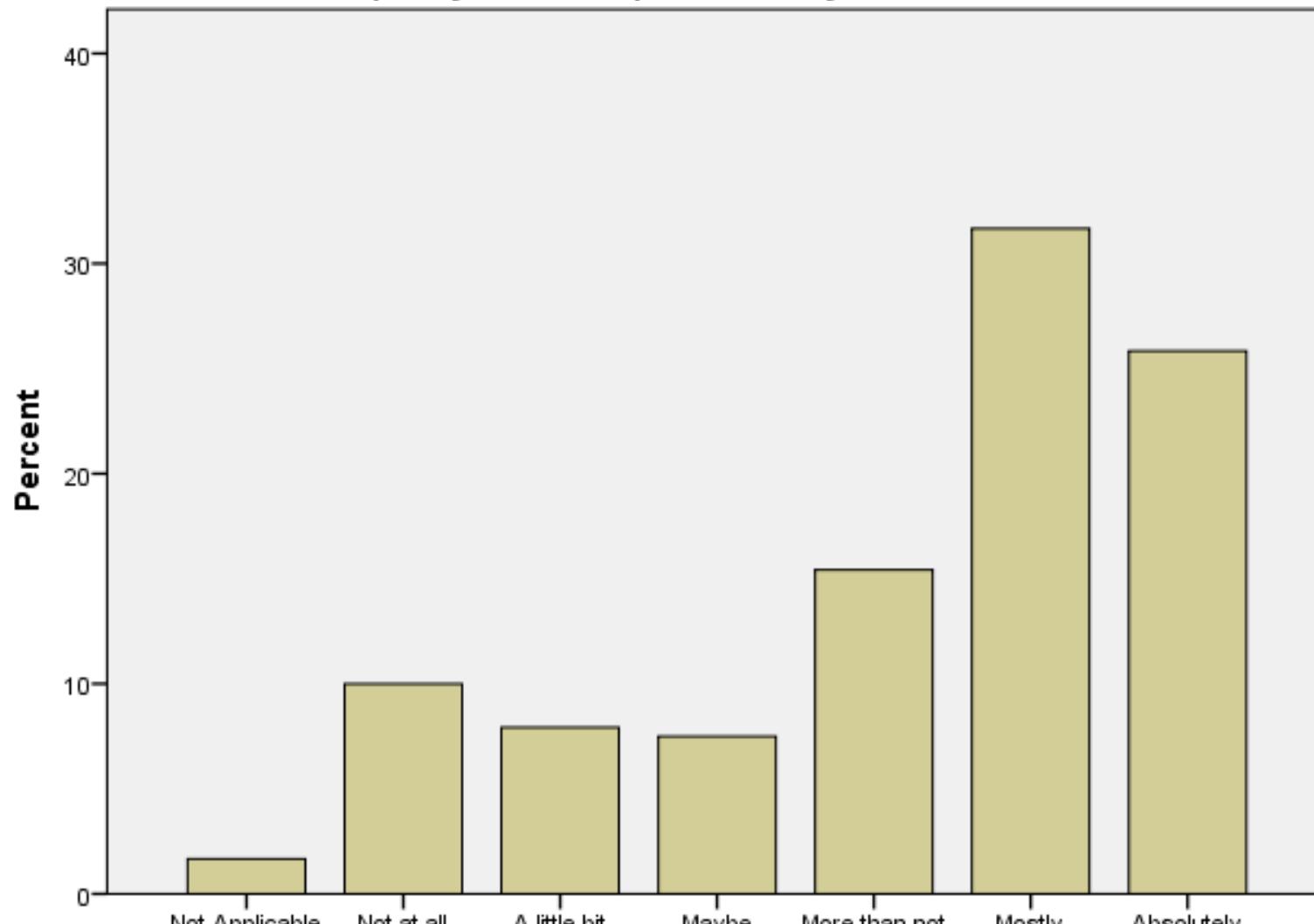
Statistics						
Q26: My housing situation has allowed me to focus on my teaching practice.	Q27: The quality of life I expected this year was realized.	Q28: I have access to technology that meets my needs.	Q29: At this time, I have been able to create a balance between my work and my personal life.	Q30: I am adjusting to the logistics of living where I live (food, clothing, shopping, entertainment, etc.).	Q31: My health needs are satisfactorily met in the community.	
N	Valid	240	240	240	240	240
	Missing	0	0	0	0	0
	Mean	4.38	4.23	4.32	3.81	4.93
	Median	5.00	5.00	5.00	4.00	5.00
	Std. Deviation	1.782	1.693	1.566	1.640	1.514
						1.784

Q26: My housing situation has allowed me to focus on my teaching practice.



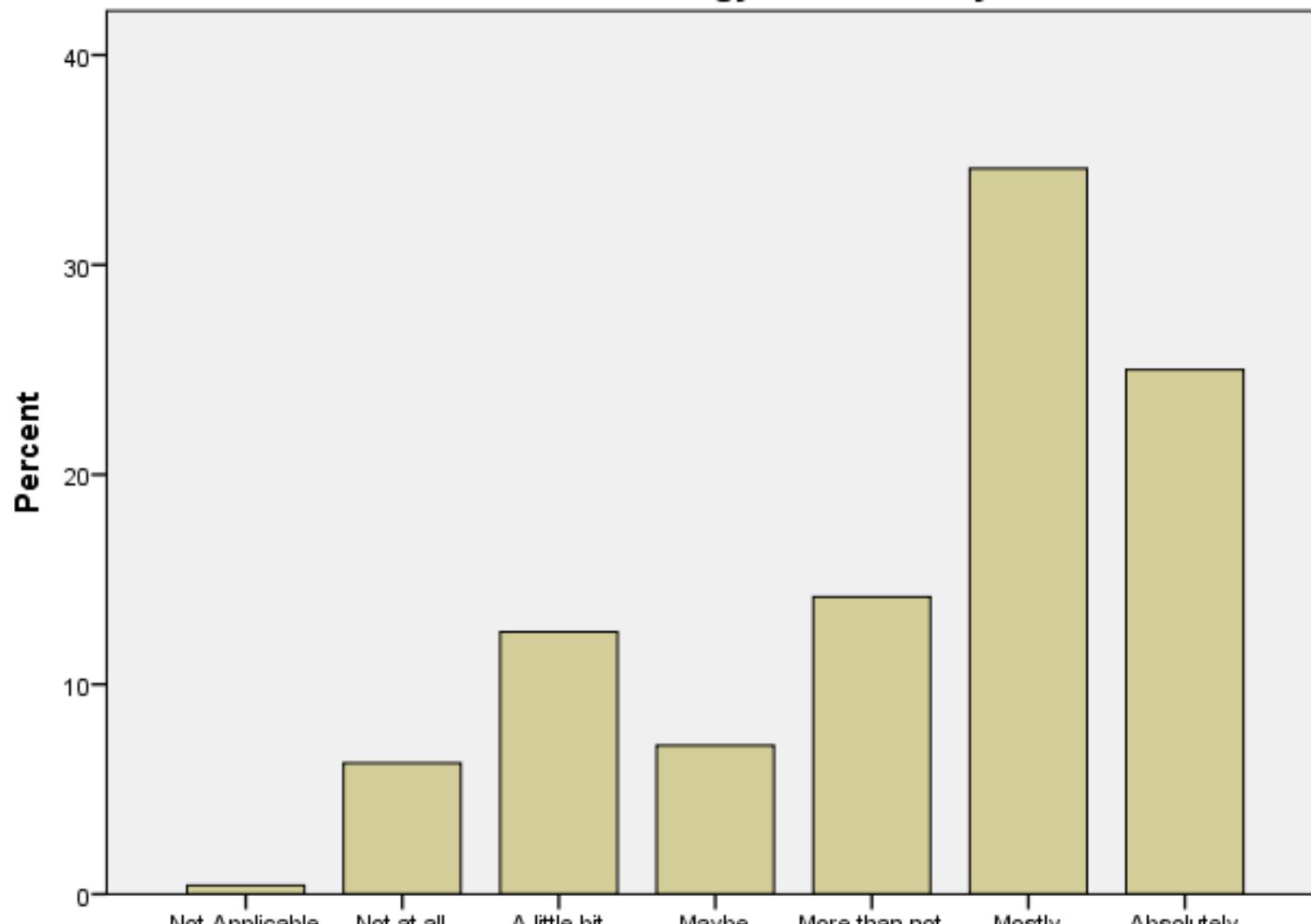
Q26: My housing situation has allowed me to focus on my teaching practice.

Q27: The quality of life I expected this year was realized.



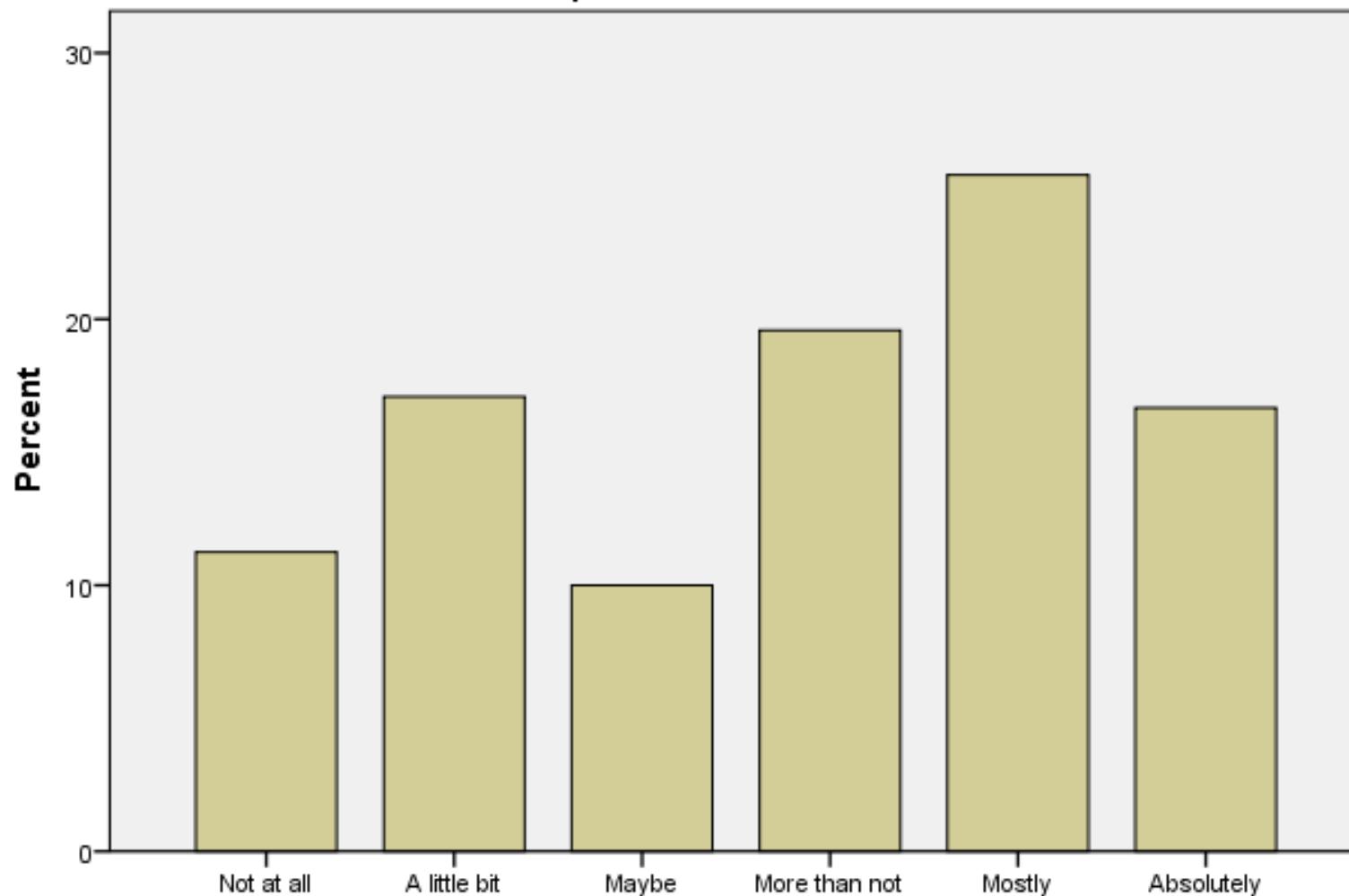
Q27: The quality of life I expected this year was realized.

Q28: I have access to technology that meets my needs.



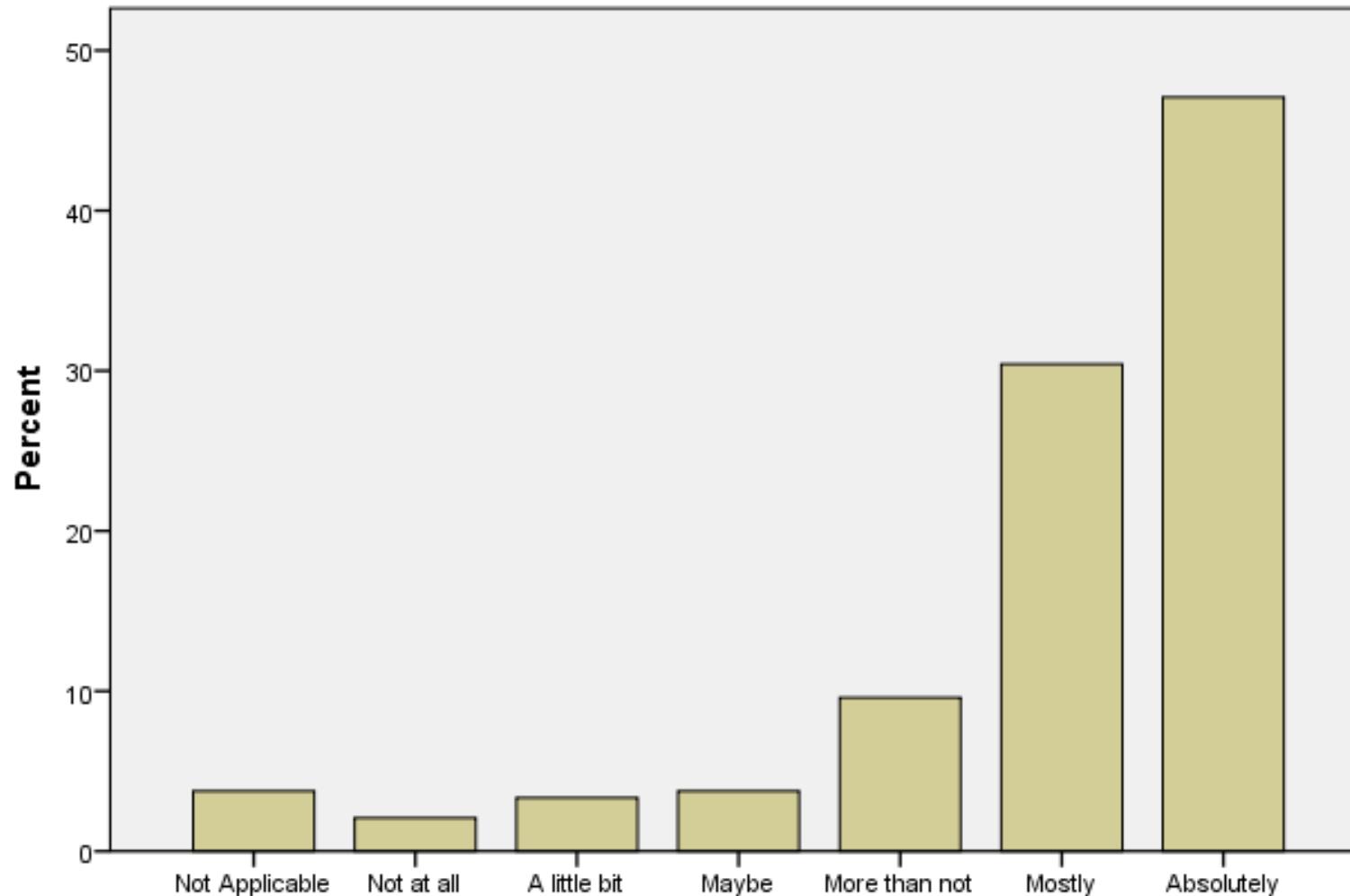
Q28: I have access to technology that meets my needs.

Q29: At this time, I have been able to create a balance between my work and my personal life.

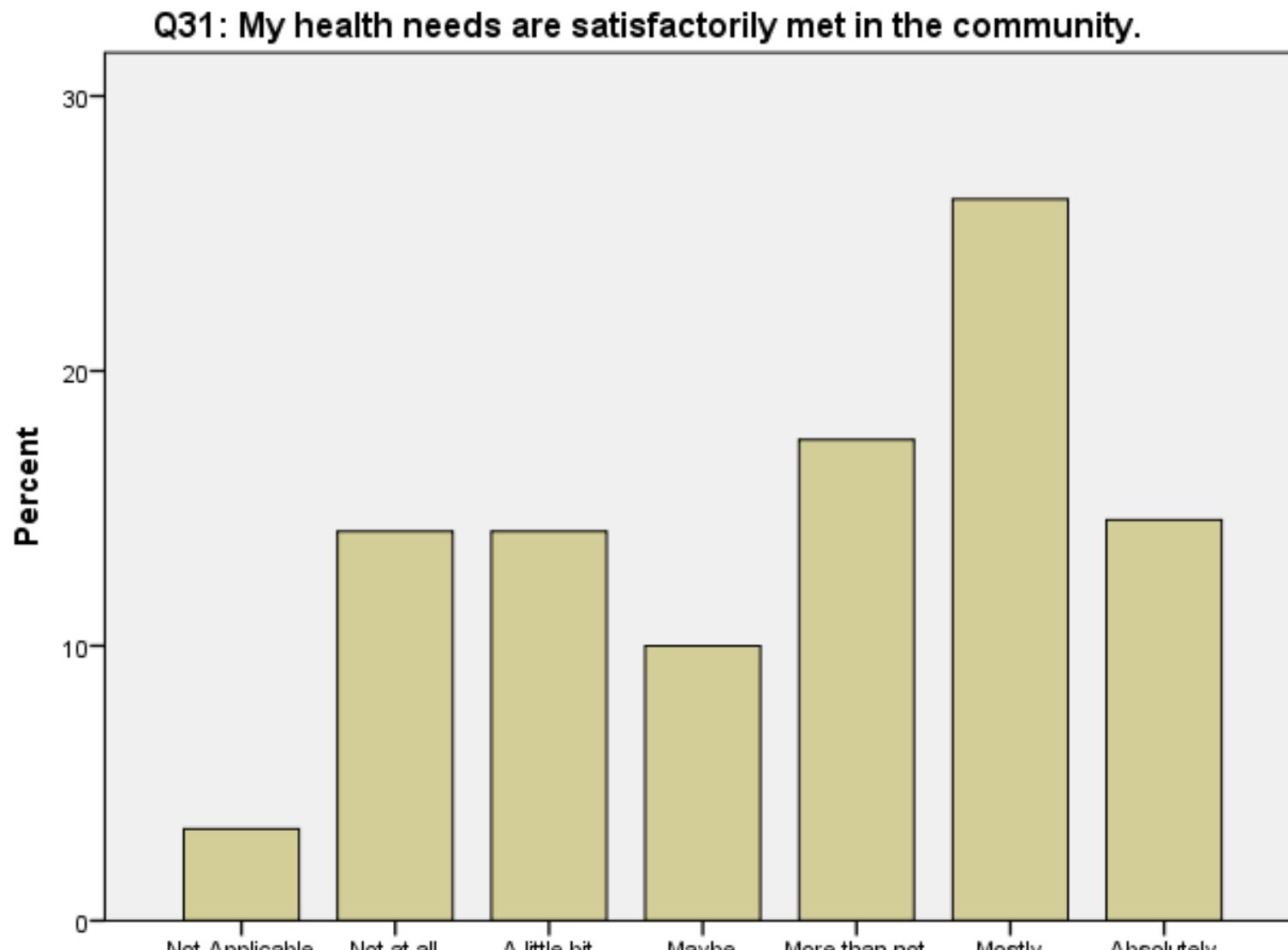


Q29: At this time, I have been able to create a balance between my work and my personal life.

Q30: I am adjusting to the logistics of living where I live (food, clothing, shopping, entertainment, etc.).

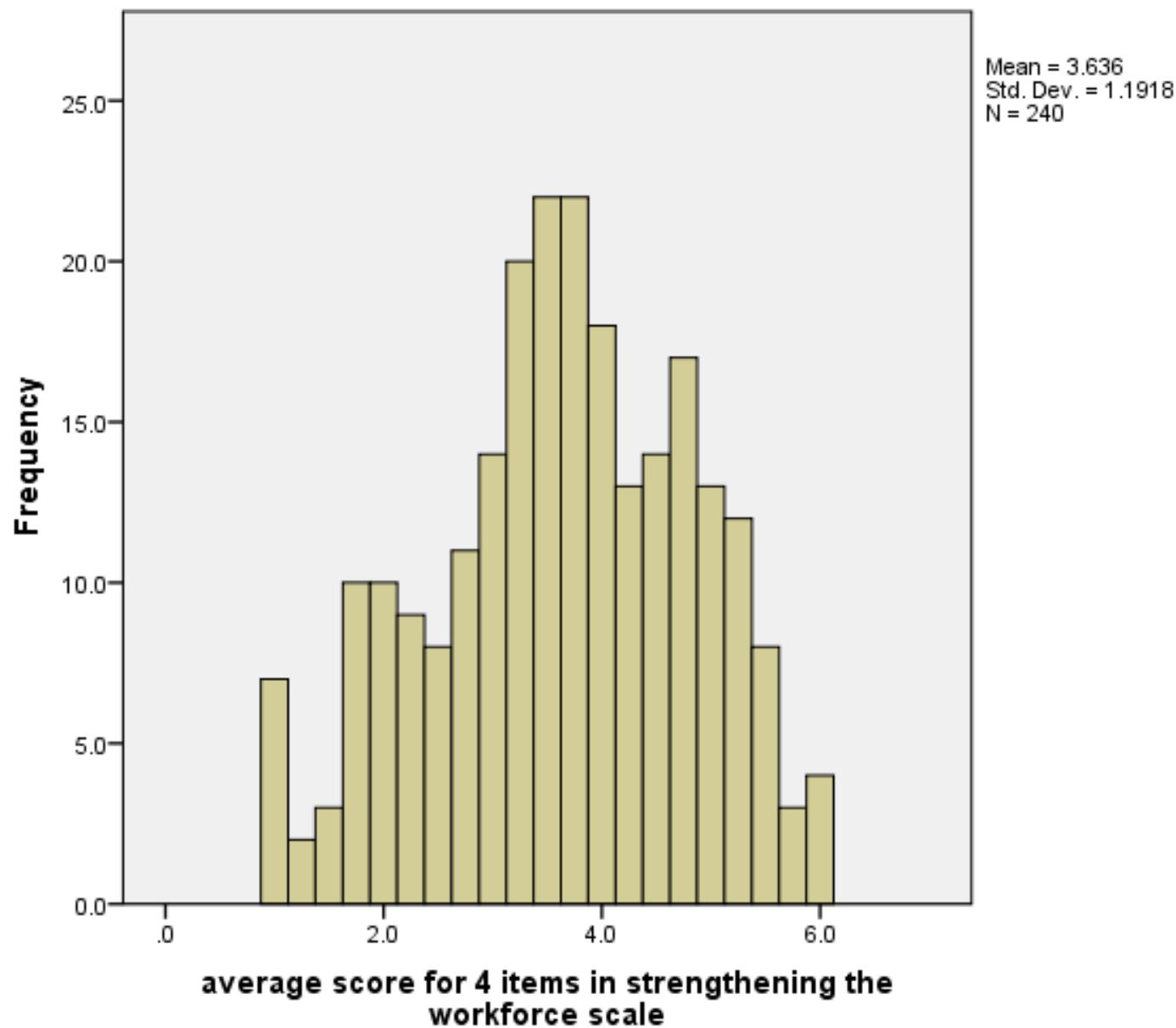


Q30: I am adjusting to the logistics of living where I live (food, clothing, shopping, entertainment, etc.).



Q31: My health needs are satisfactorily met in the community.

SURVEY 2 RESULTS GENERAL REPORT

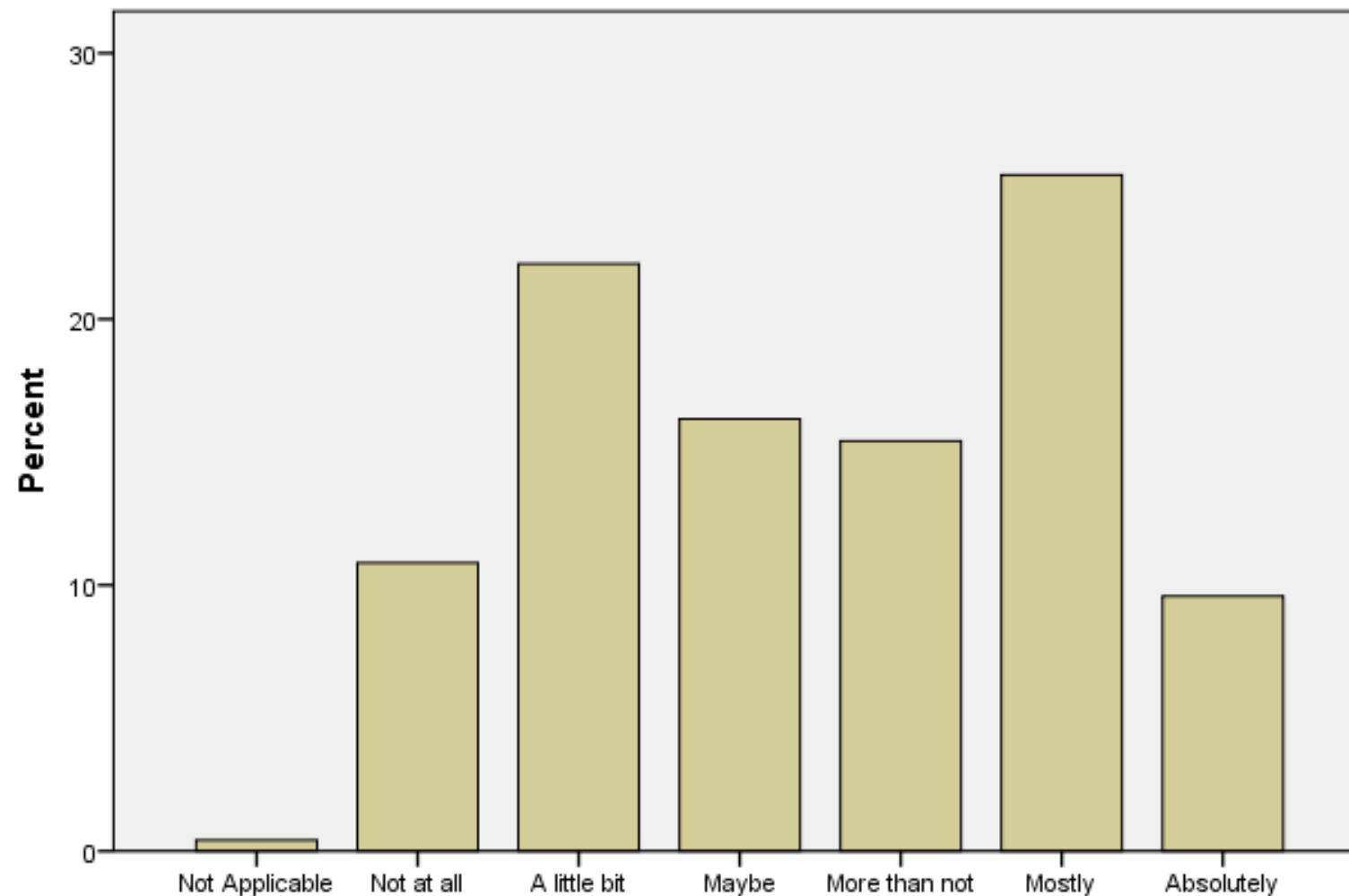


SURVEY 2 RESULTS GENERAL REPORT

Statistics

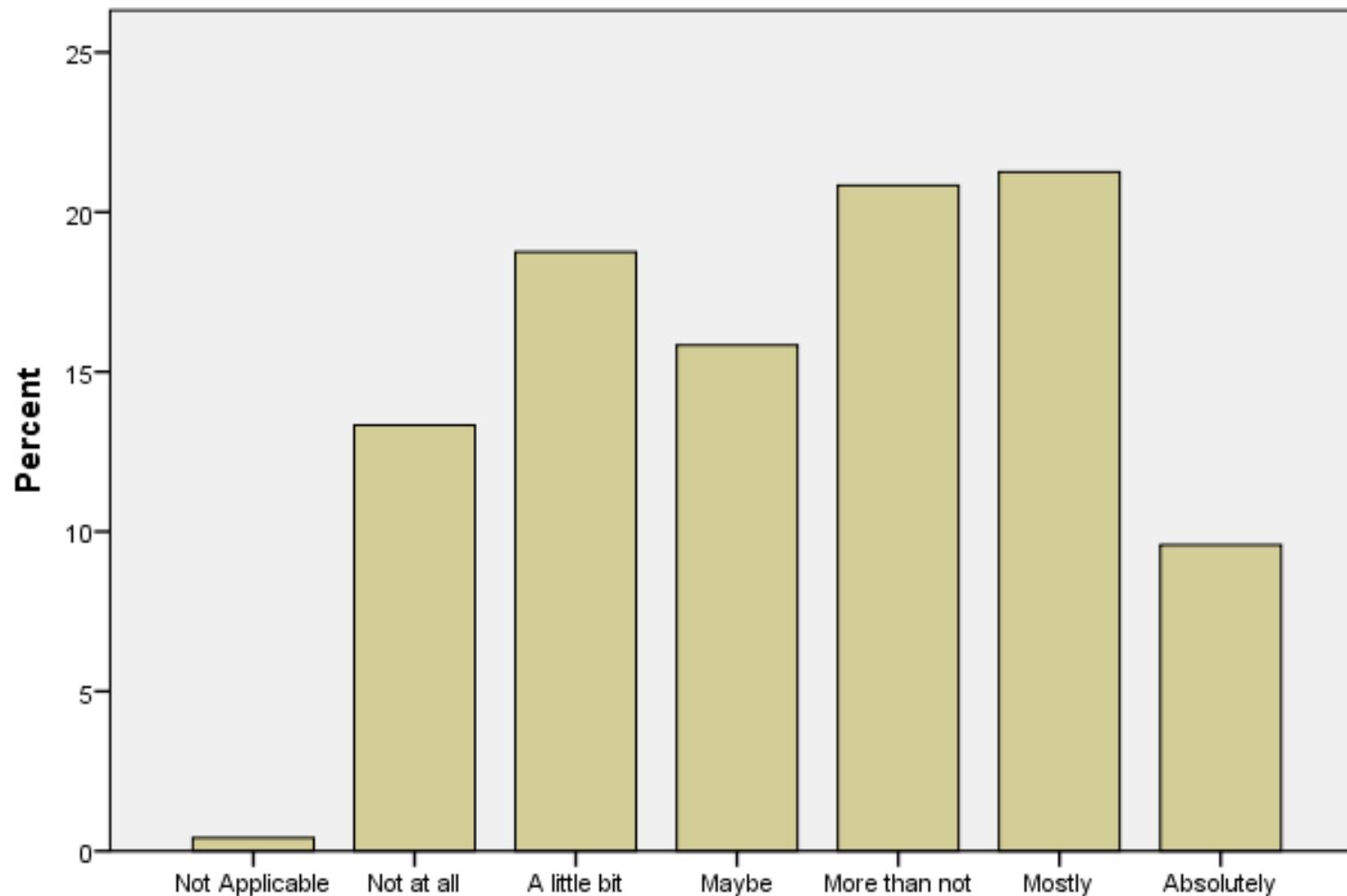
Q33: My district has systems in place to manage student conduct and eliminate barriers to maximize instructional time.		Q34: My district maximizes time and deliver high quality instruction.		Q35: My district provides me ongoing opportunities to engage with other professionals to improve my craft. Q36: At this time, I want to continue teaching in this school next year.	
N	Valid	240	240	240	240
	Missing	0	0	0	0
Mean		3.50	3.45	3.20	4.39
Median		4.00	4.00	3.00	5.00
Std. Deviation		1.577	1.576	1.561	1.732

Q33: My district has systems in place to manage student conduct and eliminate barriers to maximize instructional time.



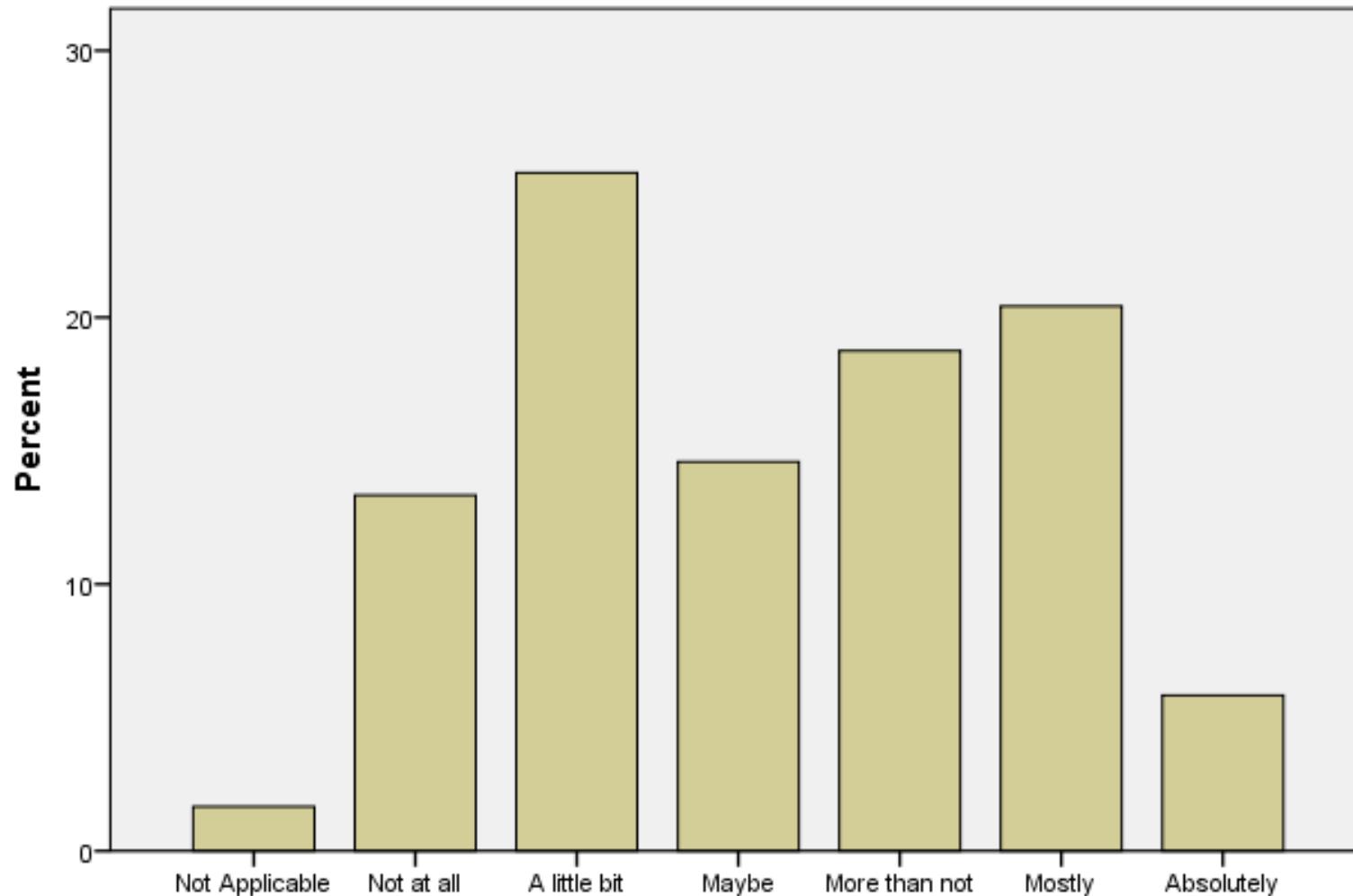
Q33: My district has systems in place to manage student conduct and eliminate barriers to maximize instructional time.

Q34: My district maximizes time for me to plan and deliver high quality instruction.



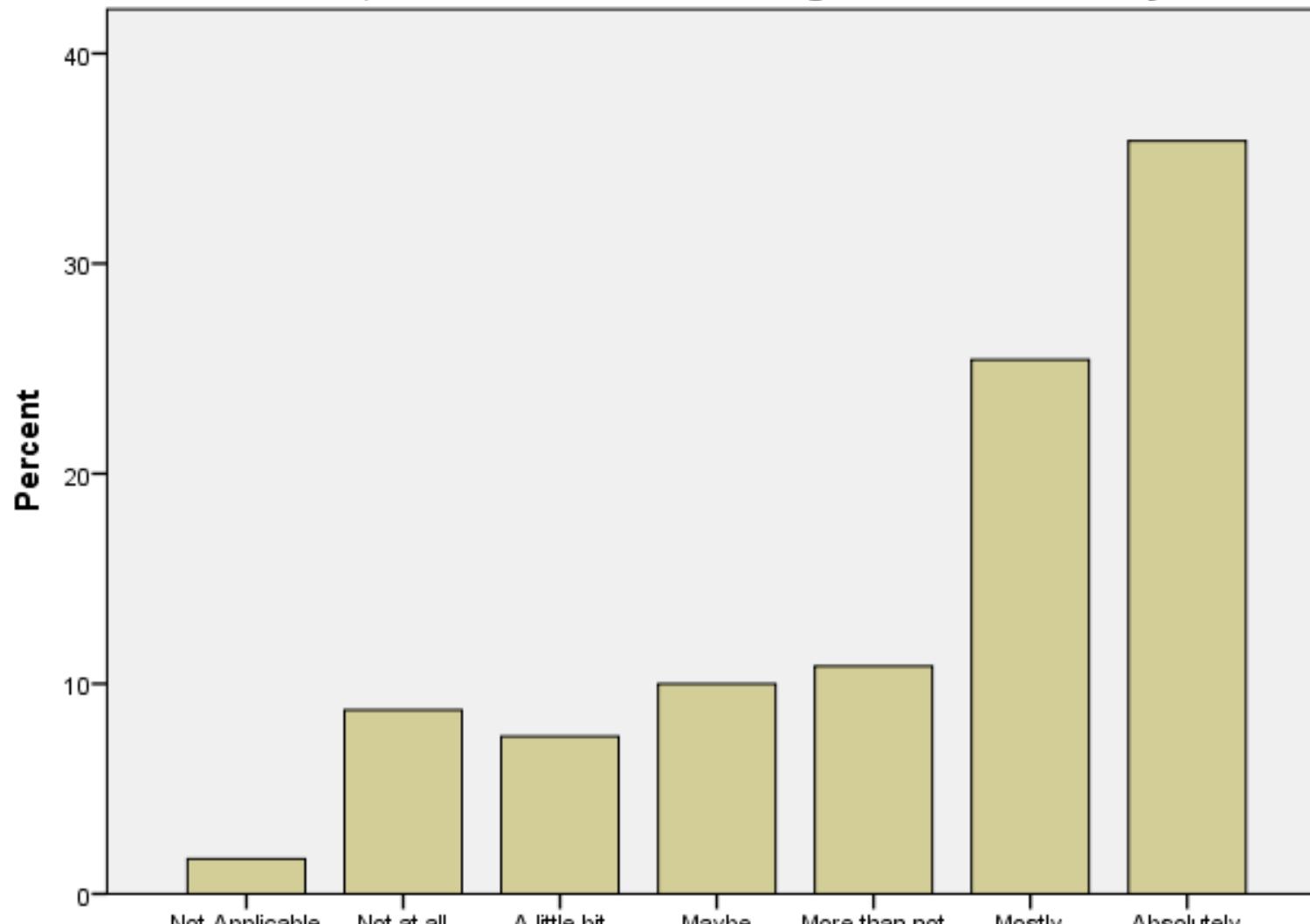
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