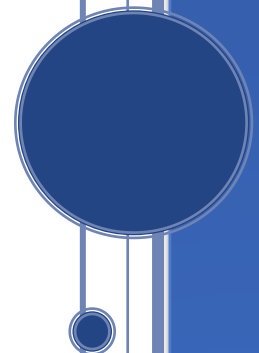


SPRING 2017
TIMBERLANE TEACHERS
ASSOCIATION SCHOOL
CLIMATE SURVEY

Timberlane Regional School District

6/15/2017



TIMBERLANE REGIONAL SCHOOL DISTRICT

Methods

These survey results were compiled from 287 survey submissions by Timberlane Regional School District Professional Staff on the climate of the district from their perspectives. Responses were submitted on-site after the faculty meeting on June 5 at each school throughout the District (with the exception of Sandown North, which had already had their monthly faculty meeting). The survey was split by grade level instruction (secondary [middle and high school] and elementary). The data listed below is unedited, thus it is the most accurate accounting of teachers' input possible. The tabulation was done using electronic tabulation forms, to preserve anonymity. The evaluation scale uses a 5-point scale. Items that were asked in Spring 2016 are compared to the most recent results.

Summary

The comparison between Spring of 2016 and Spring of 2017 reveals a number of items of note about professional climate in the Timberlane Regional School District. While the Middle School and Atkinson Academy have maintained their scores, and Sandown North maintains very positive scoring, Danville Elementary, Sandown Central (TLC), Pollard School, and the High School are showing signs of either climate decline or near crisis on some criteria (notably student discipline and Code of Conduct enforcement). In regard to scoring, the areas that demand the greatest attention from the TTA, TRSD Administration, and the TRSD School Board are on support. This has been an area of continued focus and concern for the TTA. While there have been some advancements made in this area, there are areas of increasing concern that require more immediate attention. It is highly encouraged that Administration takes the results and data from this report into consideration when making decisions regarding school climate, communication, directives, and strategic planning via the Timberlane Education Leadership Academy (TELA).

Support continues to be an important factor in the successful professional climate of the district, particularly in terms of student discipline and academic rigor. Many teachers have reported not being supported by administrators on student discipline or being directed to ease their academic rigor or expectations (absent of an IEP or 504 requiring teachers to do so). For the purposes of this study, support is identified as administrative reinforcement of teacher-driven or curriculum-driven academic rigor, follow-up on teacher initiated consequences for student behavior, and provision of resources and professional development in the area of curricular and programmatic development and implementation. When professional educators are either instructed to reduce academic rigor by administrators (30% of comments on the survey referenced this) or when discipline is rendered ineffective by lack of administrator follow-up or reinforcement (75% of comments noted this), working conditions for the professional and academic performance for the student are both affected.

As effective student discipline and uniform enforcement of the Code of Conduct are vital factors in an effective school climate and academic rigor has been an area of primary focus for the superintendent and his leadership team, the TTA encourages Administration to make support regarding student discipline and academic rigor a critical area of focus for TELA.

Additionally, the TTA recommends that the District provide additional resources, which may include the hiring of at least two professionals, with the express purpose of carrying out student discipline.

Professional development needs of the professionals in the district are only partially assisting the professional staff in accomplishing their professional goals and SLOs. The TTA also recommends that the District invest in professional development programs and activities that more specifically align with District goals and SLOs.

TTA SPRING 2017 CLIMATE SURVEY QUESTIONS

School climate and working environment is vital to being successful as an educator. Please be honest and open in your responses. We value your input and your privacy. Your name and information will NEVER be shared with ANYONE. Your responses are completely anonymous. The TTA thanks you for your input.

For the purposes of this survey, A=1, B=2, C=3, D=4, E=5.

How would you rate the overall culture/atmosphere of the school?

1 - terrible/intolerable, 2 - negative, 3-neutral, 4-positive, 5-caring/respectful.

How would you rate teacher-to-teacher interaction?

1 - terrible/intolerable, 2 - negative, 3-neutral, 4-positive, 5-caring/respectful.

How would you rate student-to-teacher interaction?

1 - terrible/intolerable, 2 - negative, 3-neutral, 4-positive, 5-caring/respectful.

To what degree do you feel supported by your building Administration as a whole?

1 being not at all supported, 5 being very well supported.

To what degree do you feel supported by the Deans?

1 being not at all supported, 5 being very well supported.

To what degree do you feel supported by your Administrative Supervisor?

1 being not at all supported, 5 being very well supported.

To what degree do you feel supported by your building principal?

1 being not at all supported, 5 being very well supported.

To what degree do you feel Administration has been held accountable?

1 being not at all , 3 being some evidence of accountability, but no evidence of effect of that accountability, 5 being ample evidence of accountability and effect of that accountability.

How would you rate communication from Administration to the faculty?

1 - terrible/intolerable, 2 - negative, 3-neutral/indifferent, 4-positive, 5-caring/respectful.

How valued do you feel your input is to Administrative directives?

1- hardly ever, 2-sometimes, but only if offered, 3-asked for, but not ever used, 4-asked for but only used sometimes, 5-asked for and I can see a direct impact of that input.

How valued do you feel your input is to Administration on curriculum?

1- hardly ever, 2-sometimes, but only if offered, 3-asked for, but not ever used, 4-asked for but only used sometimes, 5-asked for and I can see a direct impact of that input.

How valued do you feel your input is to Administration on issues regarding students?

1- hardly ever, 2-sometimes, but only if offered, 3-asked for, but not ever used, 4-asked for but only used sometimes, 5-asked for and I can see a direct impact of that input.

To what degree do you feel Administration has held students accountable for their behavior?

1 being not at all , 3 being some evidence of accountability, but no evidence of effect of that on student behavior, 5 being ample evidence of accountability and a clear effect on student behavior.

To what degree do you feel that clear expectations have been set regarding your role in student behavioral expectations?

1 being not at all, 5 being a lot.

To what degree do you feel you have tried to make a positive impact on your school community?

1 being not at all, 5 being a lot.

To what degree do you feel the professional development opportunities offered by the District have assisted you in meeting your professional goals in 2016-2017?

1 being not at all, 5 being a lot.

How prepared are you, at this point in time, for the implementation of block scheduling at the Middle and High School in 2017-2018?

1- being I have no training, background, or resources to assist me in this transition, 3- being I have had some training, but do not yet feel fully prepared, 5- being I could start teaching in the block tomorrow.

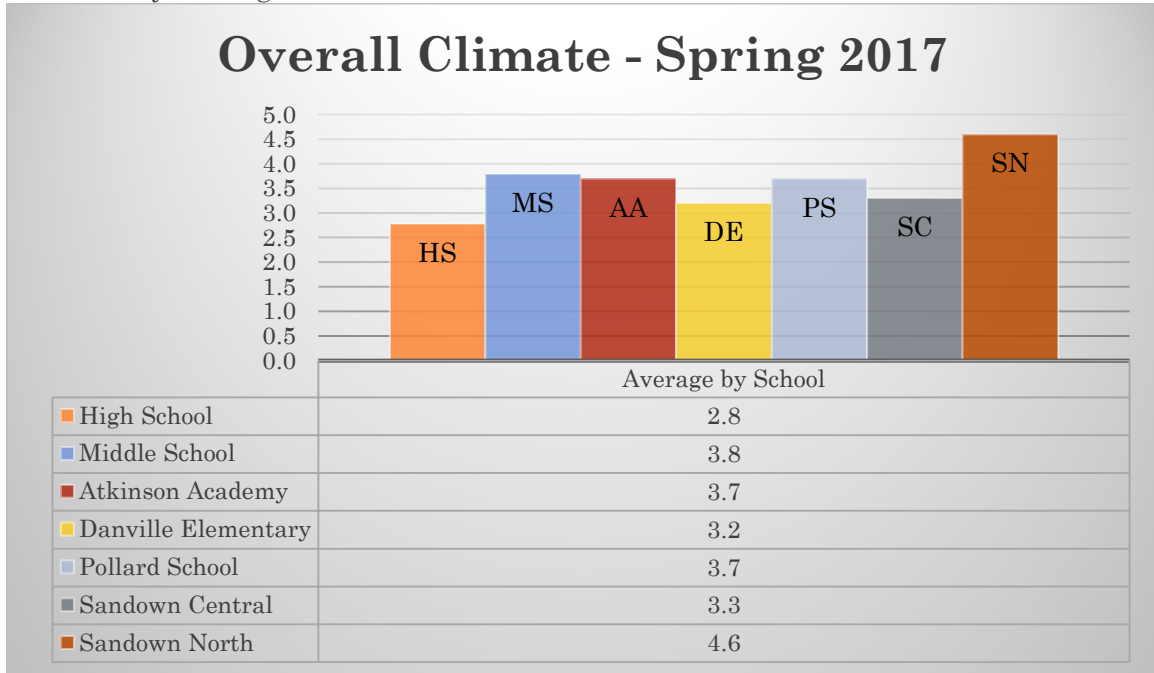
Results: General

Spring 2017 - How would you rate the overall atmosphere of the school?

Overall Average: 3.4

Secondary Average: 3.2

Elementary Average: 3.6

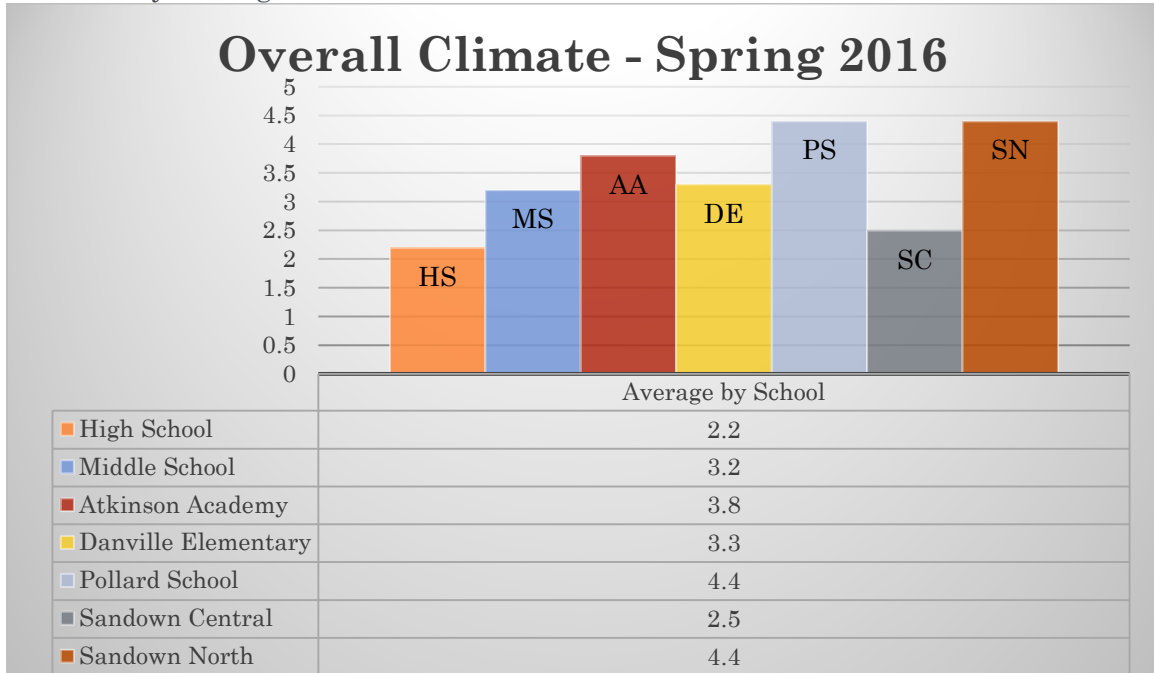


Spring 2016 - How would you rate the overall atmosphere of the school?

Overall Average: 3.0

Secondary Average: 2.6

Elementary Average: 3.8



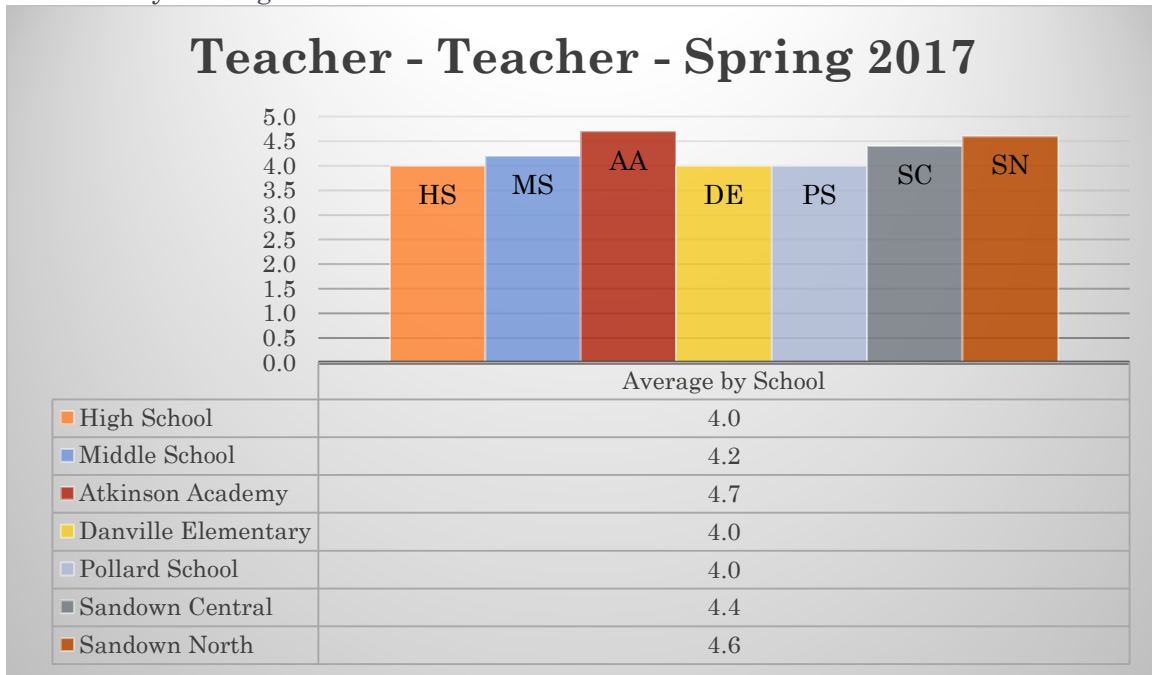
Results: Support

Spring 2017 - How would you rate the teacher to teacher interaction?

Overall Average: 4.2

Secondary Average: 4.1

Elementary Average: 4.3

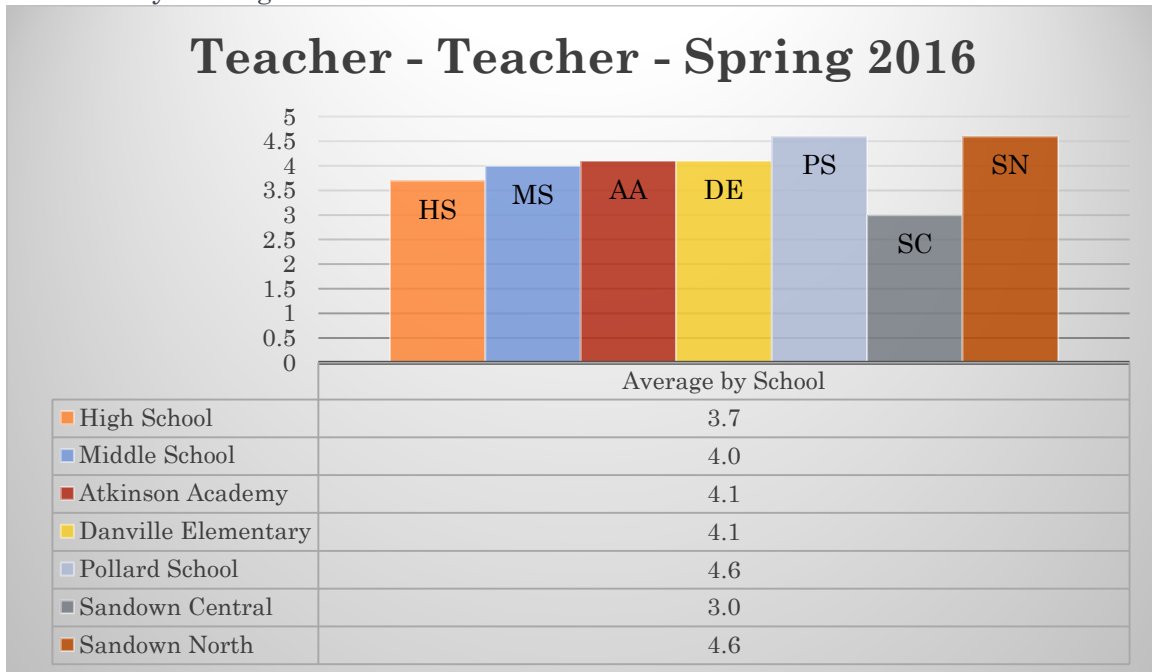


Spring 2016 - How would you rate the teacher to teacher interaction?

Overall Average: 4.0

Secondary Average: 3.9

Elementary Average: 4.3

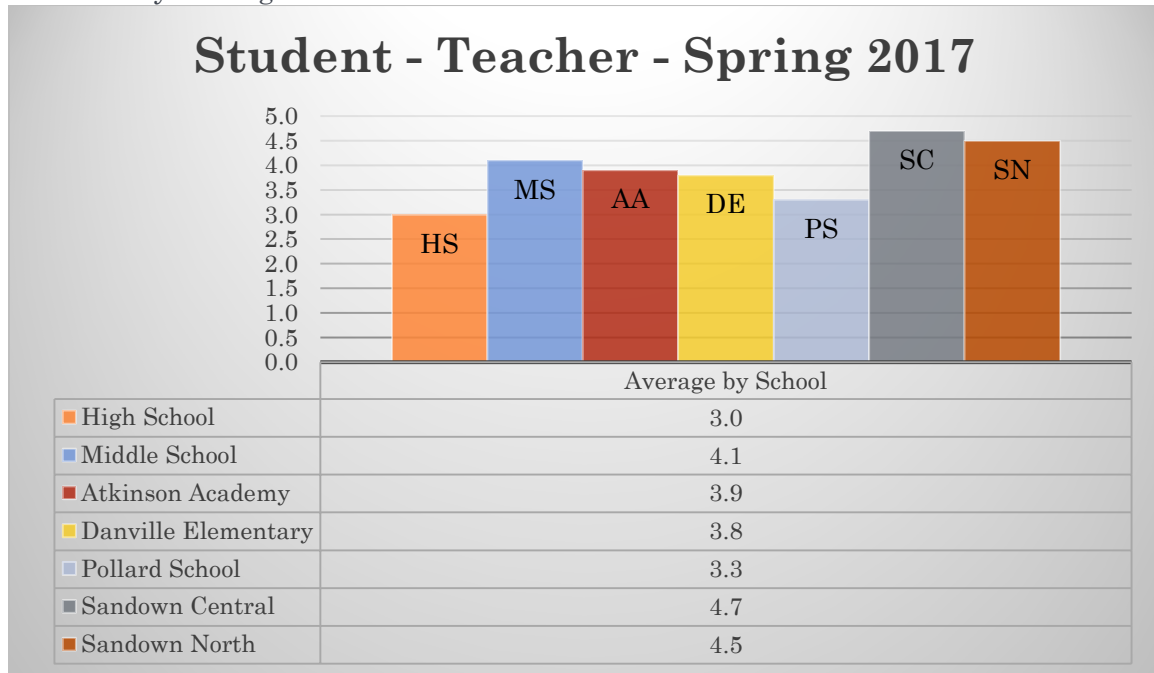


Spring 2017 - How would you rate the student to teacher interaction?

Overall Average: 3.6

Secondary Average: 3.5

Elementary Average: 3.8

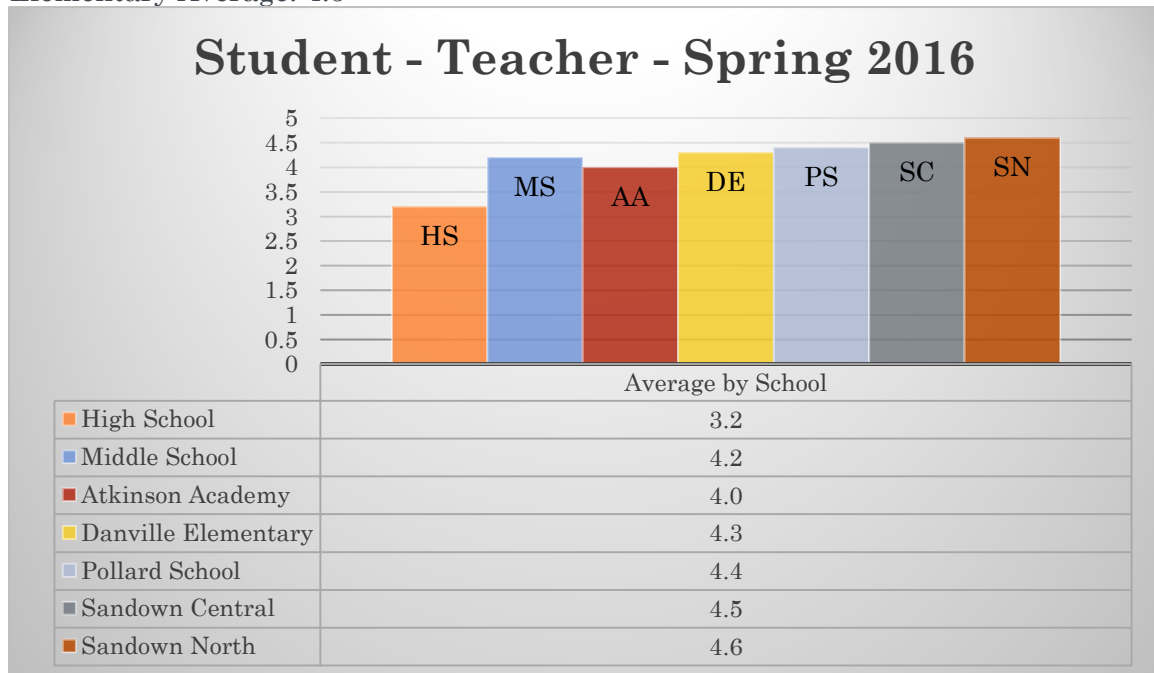


Spring 2016 - How would you rate the student to teacher interaction?

Overall Average: 3.9

Secondary Average: 3.6

Elementary Average: 4.5

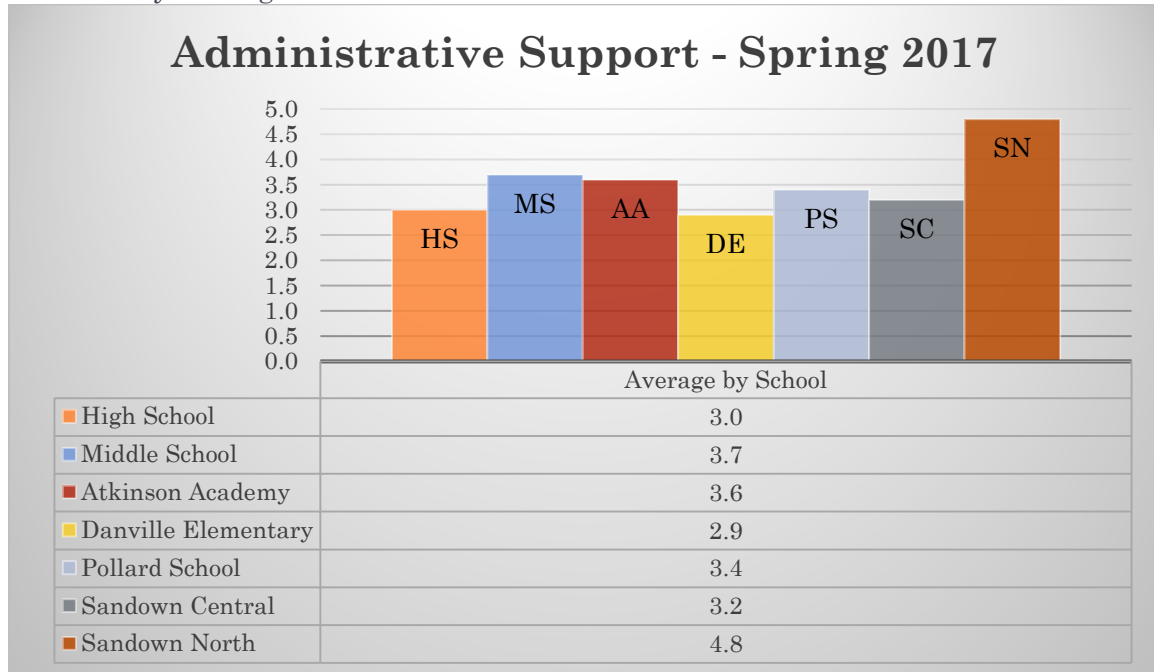


Spring 2017 – To what degree do you feel supported by Building Administration as a whole?

Overall Average: 3.4

Secondary Average: 3.3

Elementary Average: 3.5

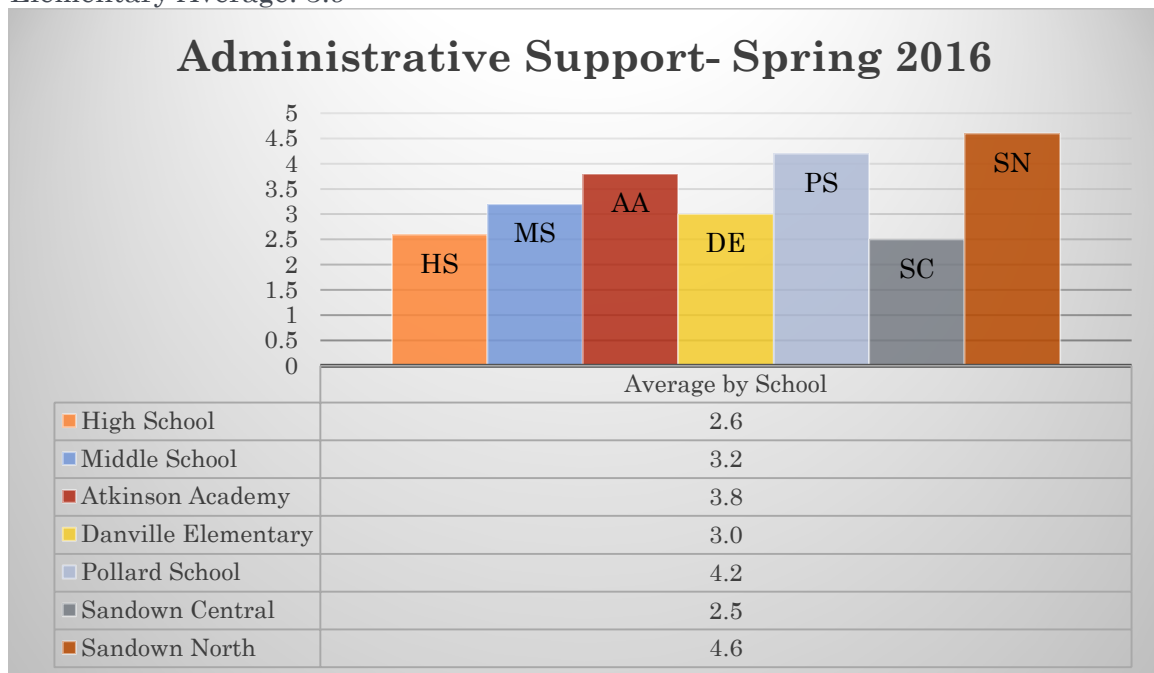


Spring 2016 – To what degree do you feel supported by Building Administration as whole?

Overall Average: 3.2

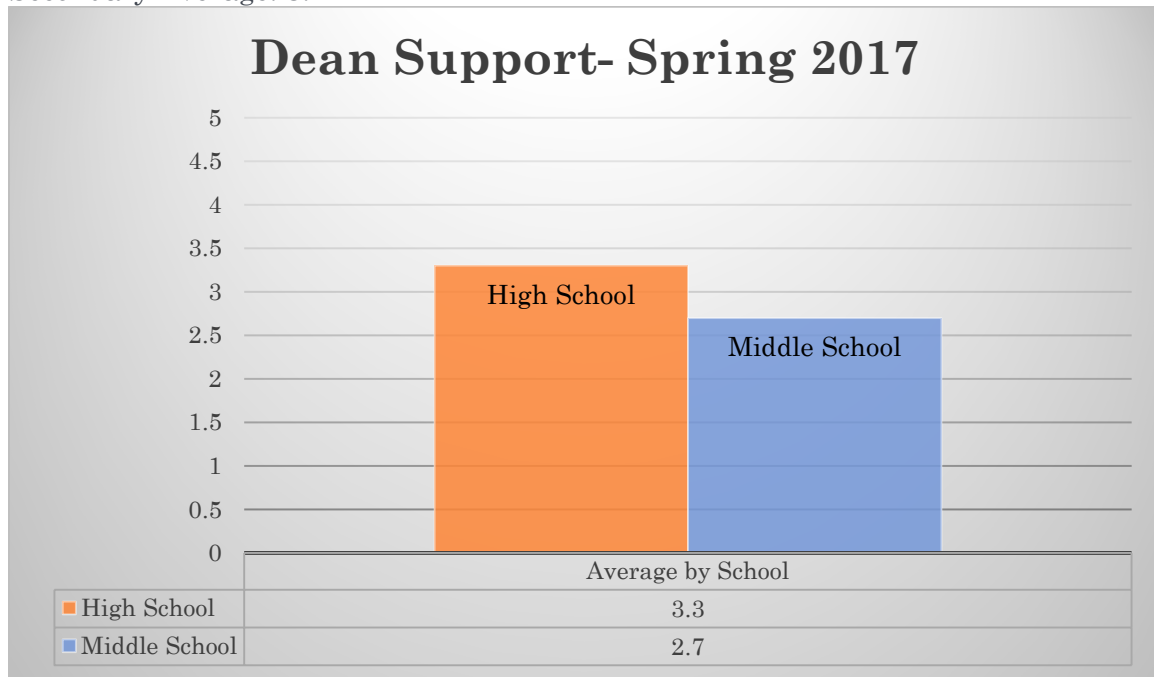
Secondary Average: 2.9

Elementary Average: 3.9



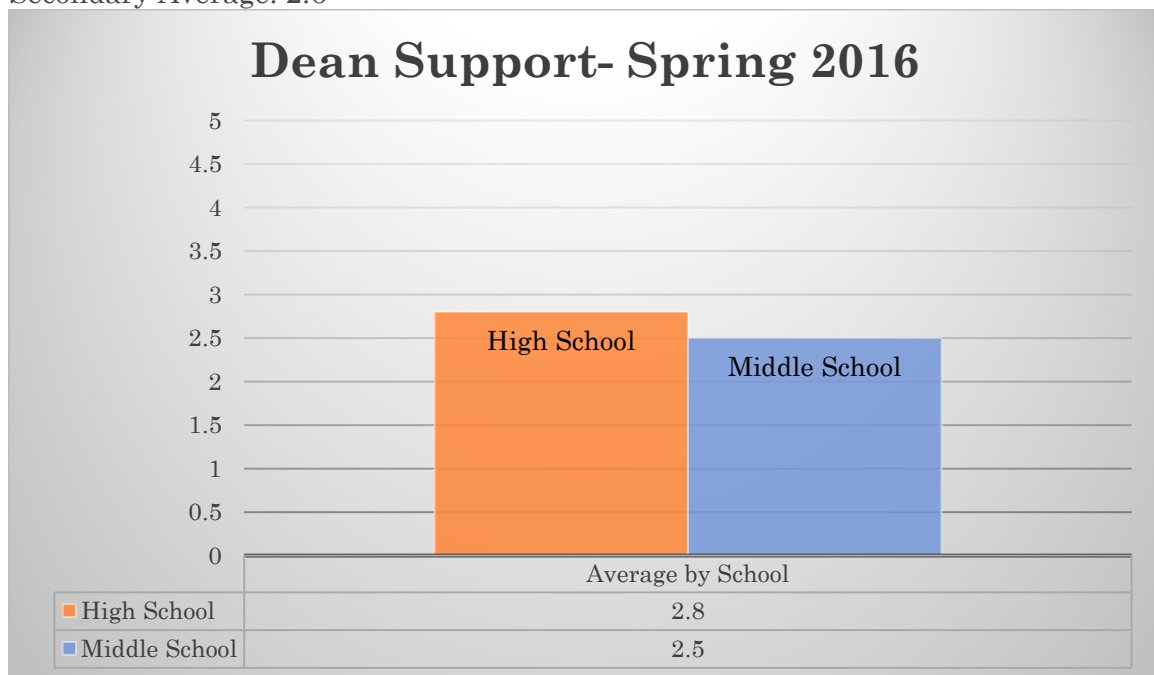
**Spring 2017 – To what degree do you feel supported by the Deans
(Secondary only)?**

Secondary Average: 3.1



**Spring 2016 - To what degree do you feel supported by the Deans
(Secondary only)?**

Secondary Average: 2.6

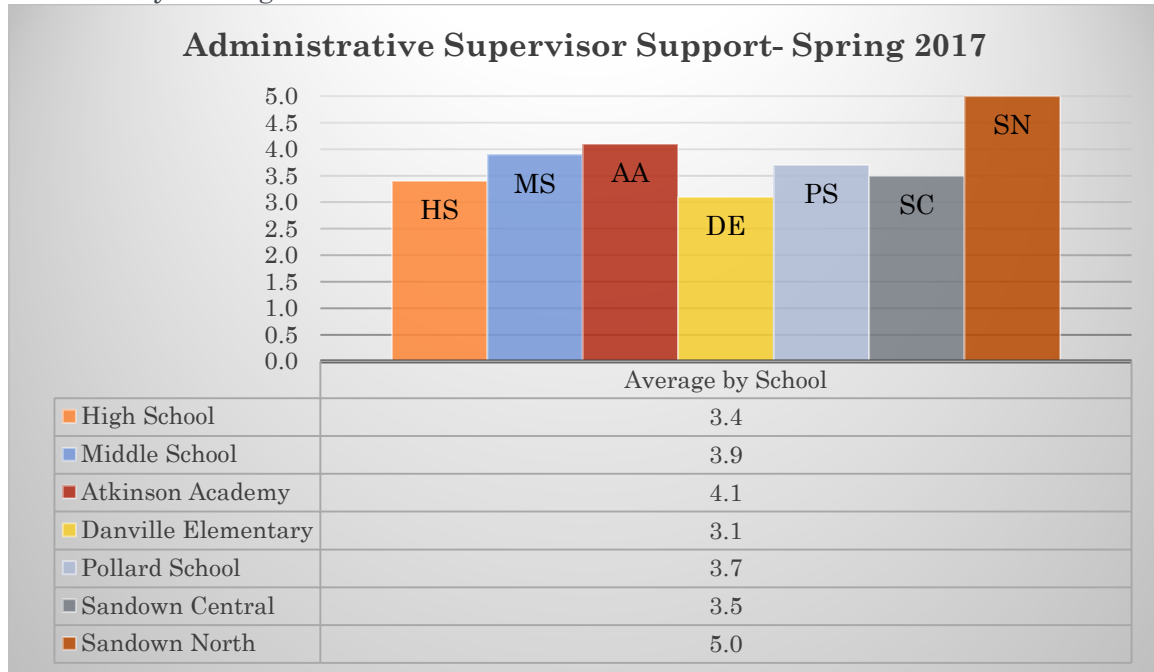


Spring 2017 – To what degree do you feel supported by your Administrative Supervisor?

Overall Average: 3.7

Secondary Average: 3.6

Elementary Average: 3.8

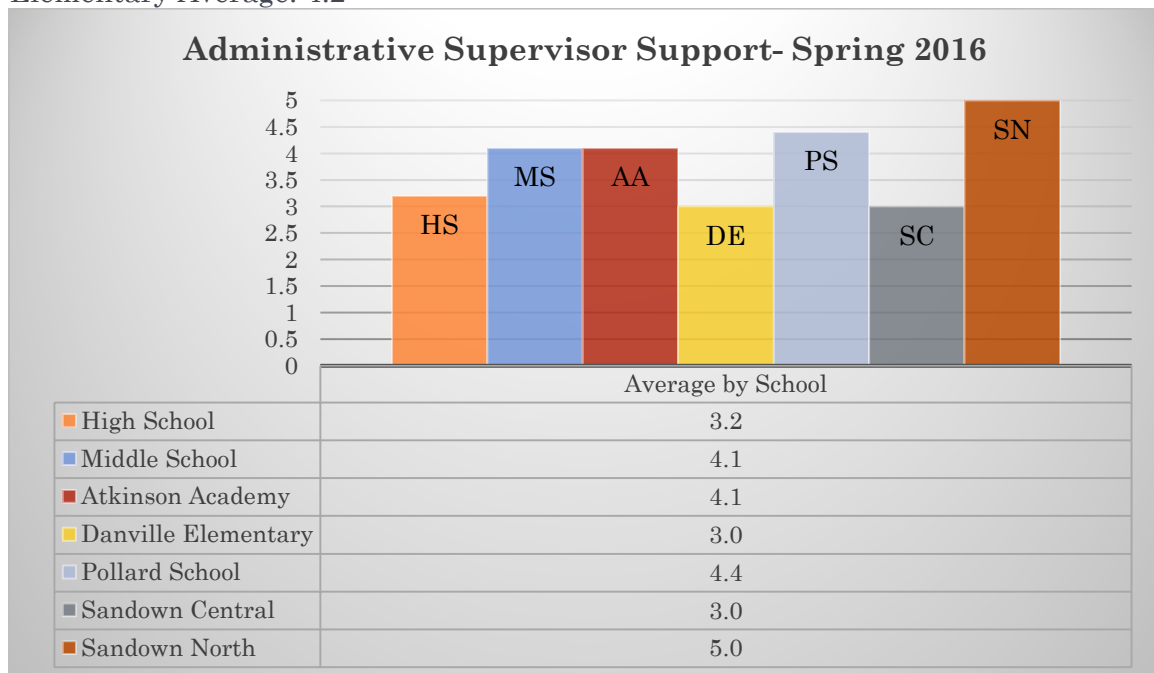


Spring 2016 - To what degree do you feel supported by your Administrative Supervisor?

Overall Average: 3.8

Secondary Average: 3.6

Elementary Average: 4.2

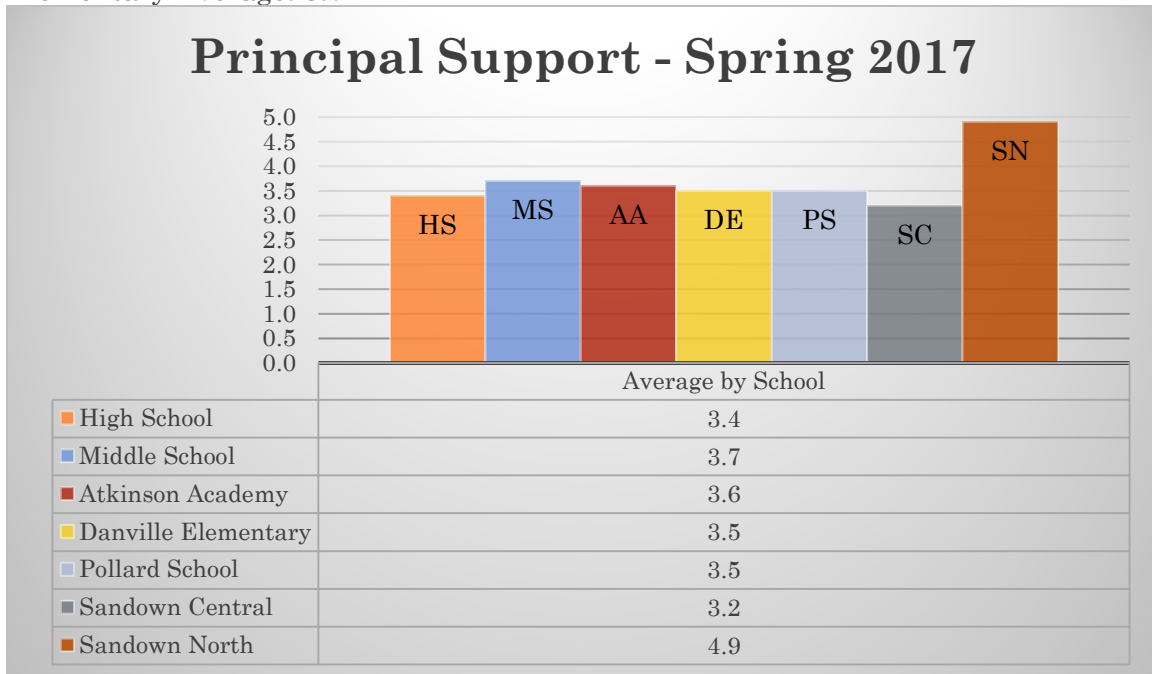


Spring 2017 - To what degree do you feel supported by your Principal?

Overall Average: 3.6

Secondary Average: 3.5

Elementary Average: 3.7

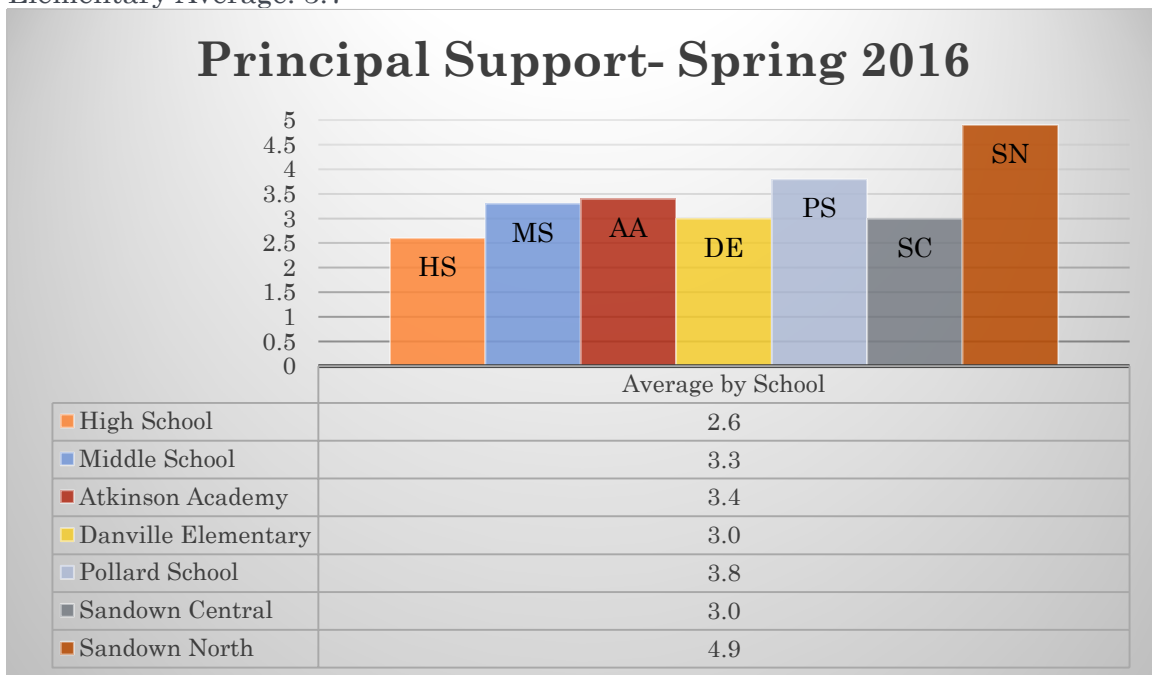


Spring 2016 - To what degree do you feel supported by your Principal?

Overall Average: 3.2

Secondary Average: 2.9

Elementary Average: 3.7



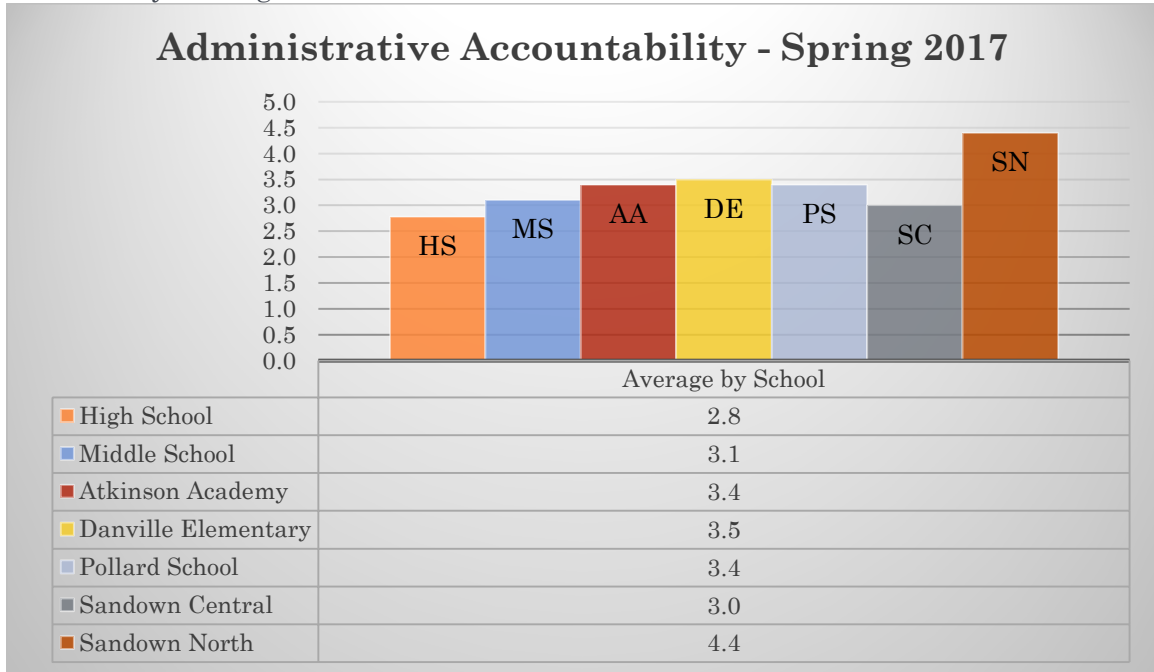
Results: Rigor

Spring 2017 – To what degree have you seen evidence of Administration being held accountable?

Overall Average: 3.2

Secondary Average: 2.9

Elementary Average: 3.5

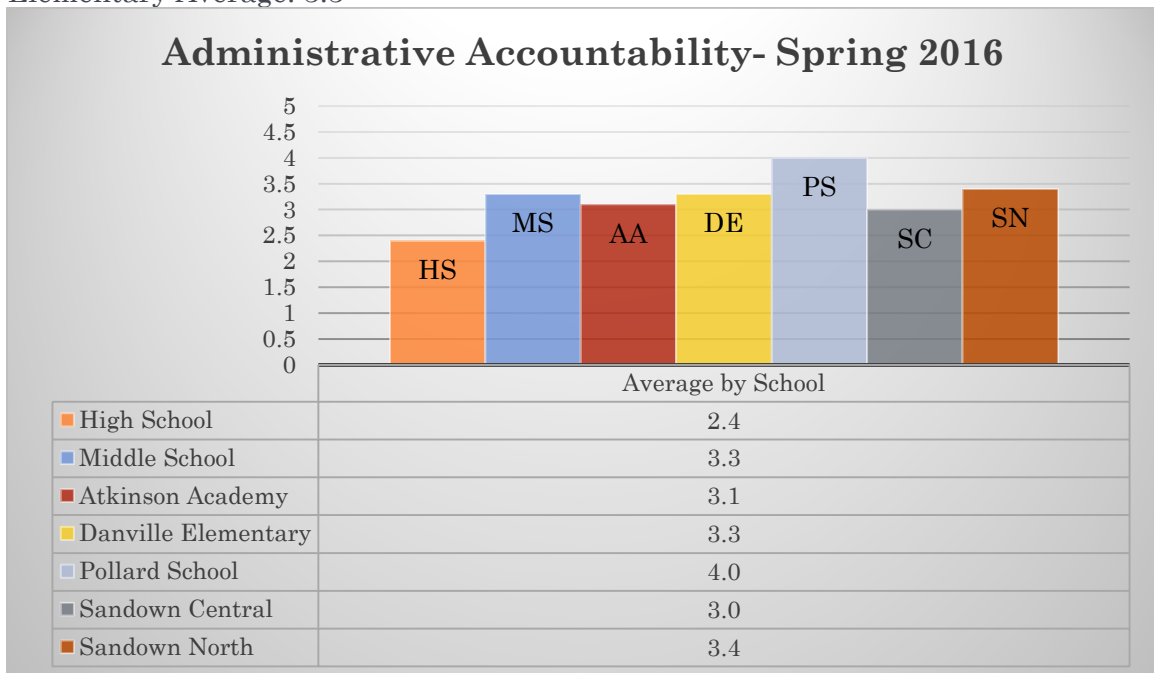


Spring 2016 - To what degree have you seen evidence of Administration being held accountable?

Overall Average: 3.0

Secondary Average: 2.8

Elementary Average: 3.3



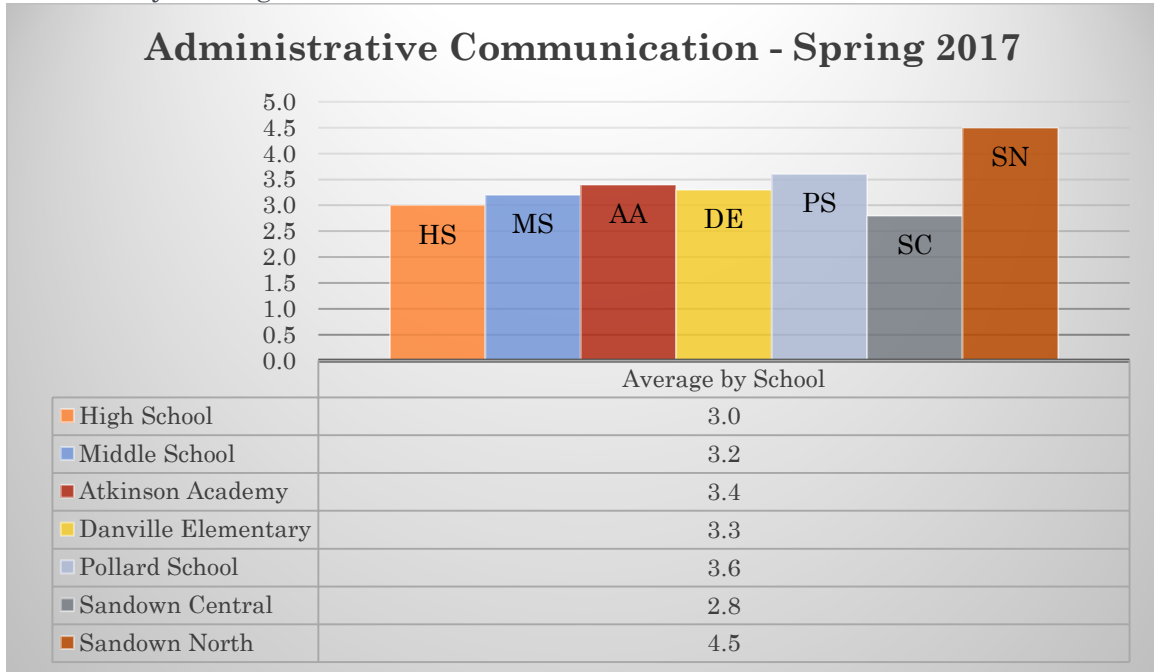
Results: Communication

Spring 2017 - How would you rate the communication from Administration to teachers?

Overall Average: 3.3

Secondary Average: 3.1

Elementary Average: 3.5

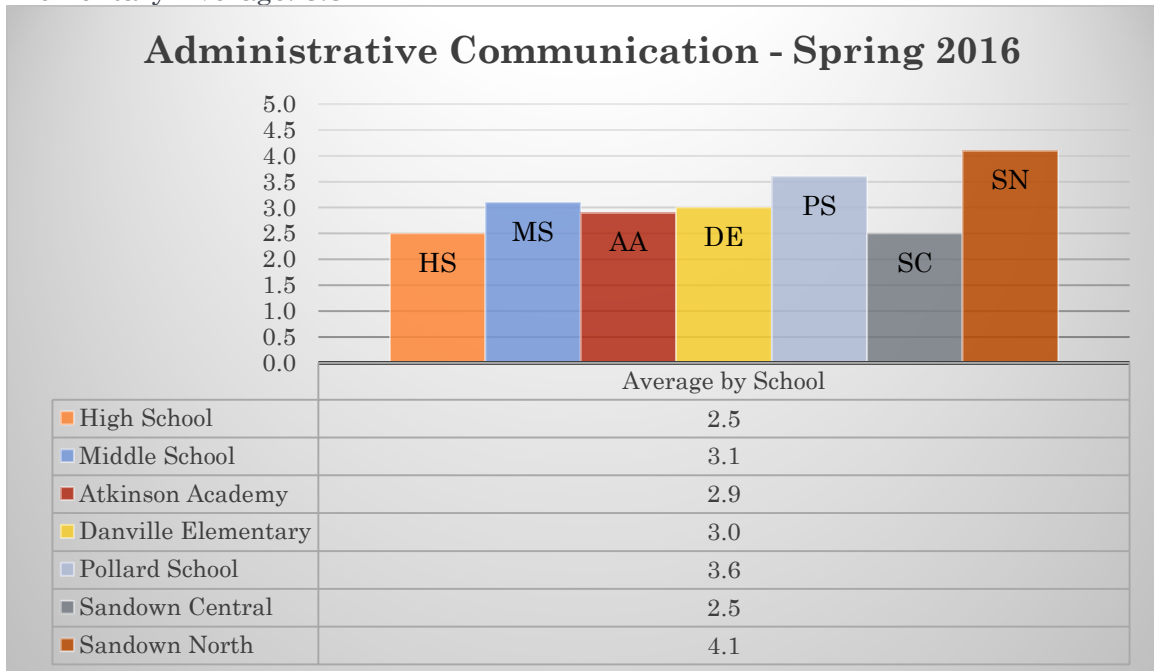


Spring 2016 - How would you rate the communication from Administrators to teachers?

Overall Average: 3.0

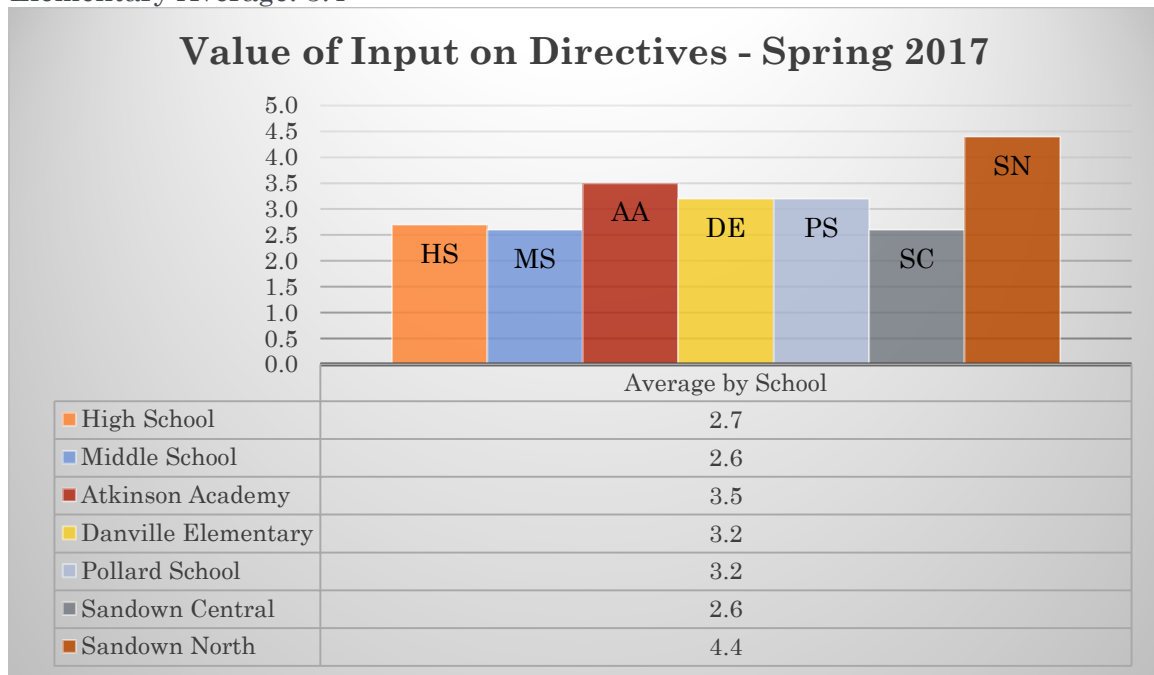
Secondary Average: 2.8

Elementary Average: 3.3



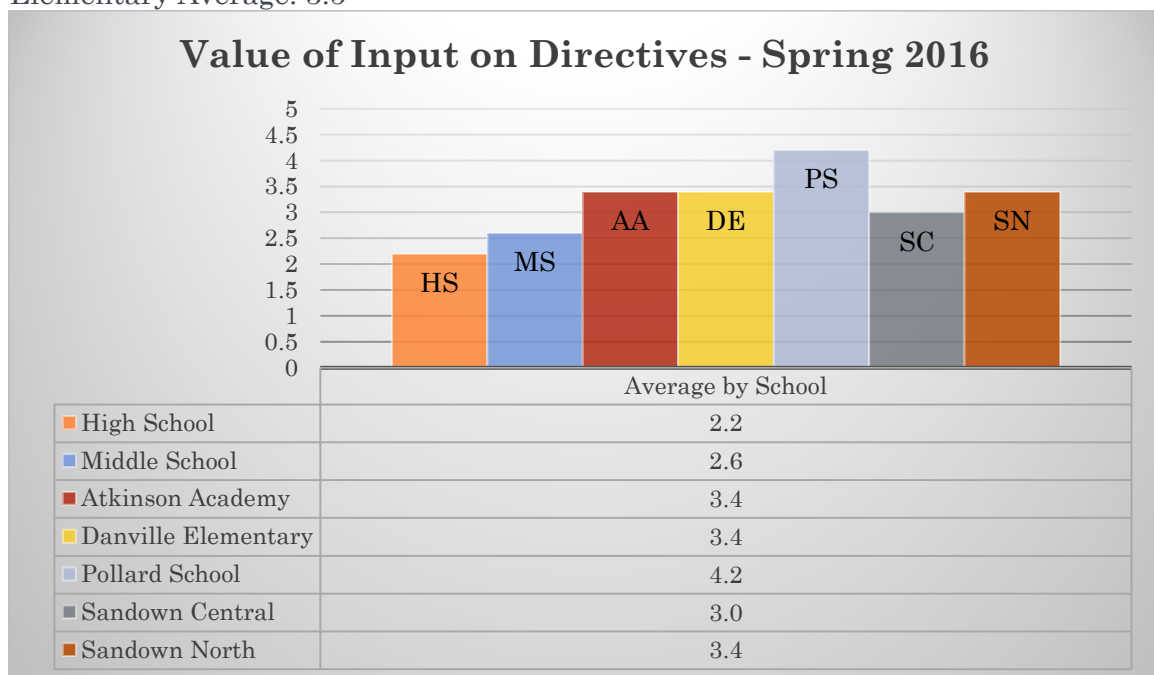
Spring 2017 – How valued do you feel your input is to Administration on directives?

Overall Average: 3.0
 Secondary Average: 2.7
 Elementary Average: 3.4



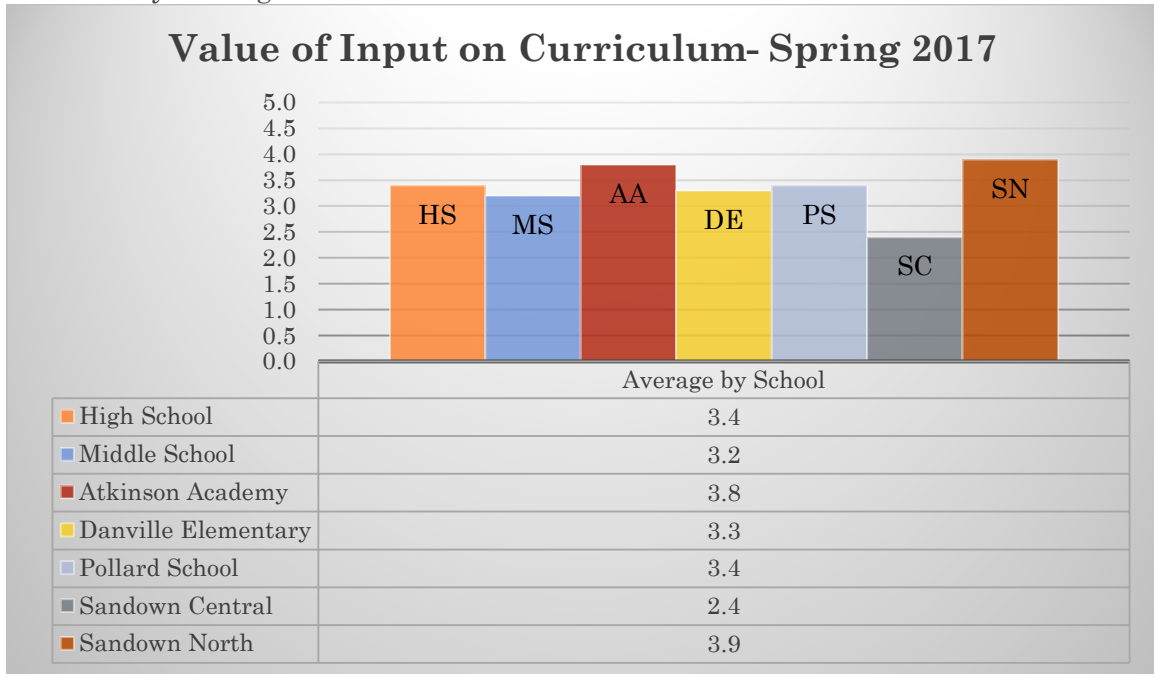
Spring 2016 - How valued do you feel your input is to Administration on directives?

Overall Average: 2.8
 Secondary Average: 2.4
 Elementary Average: 3.5



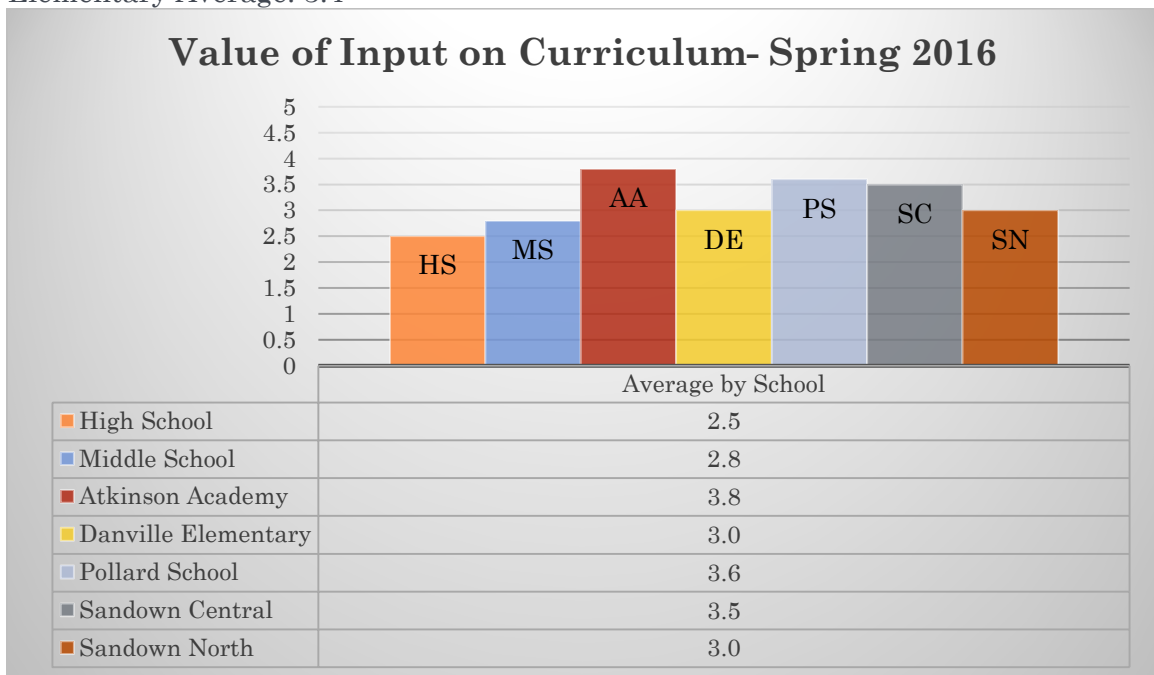
Spring 2017 - How valued do you feel your input is to Administration on curriculum?

Overall Average: 3.2
 Secondary Average: 3.3
 Elementary Average: 3.4



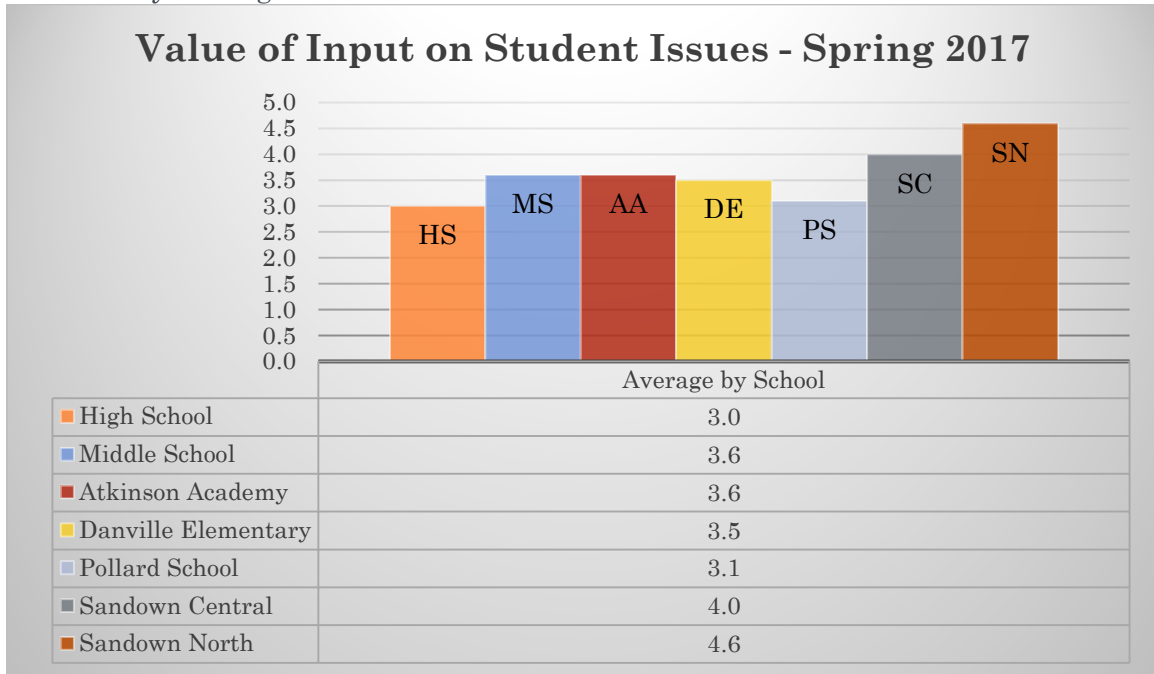
Spring 2016 - How valued do you feel your input is to Administration on curriculum?

Overall Average: 2.9
 Secondary Average: 2.6
 Elementary Average: 3.4



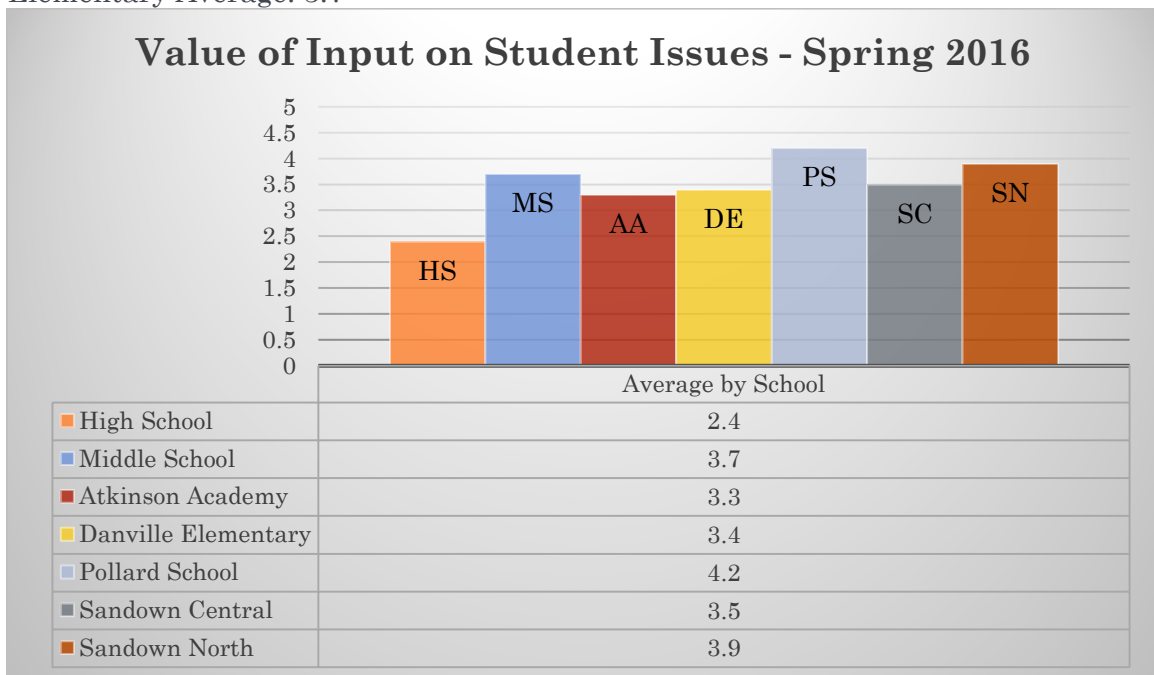
Spring 2017 - How valued do you feel your input is to Administration on student issues?

Overall Average: 3.5
 Secondary Average: 3.2
 Elementary Average: 3.6



Spring 2016 - How valued do you feel your input is to Administration on student issues?

Overall Average: 3.2
 Secondary Average: 3.0
 Elementary Average: 3.7



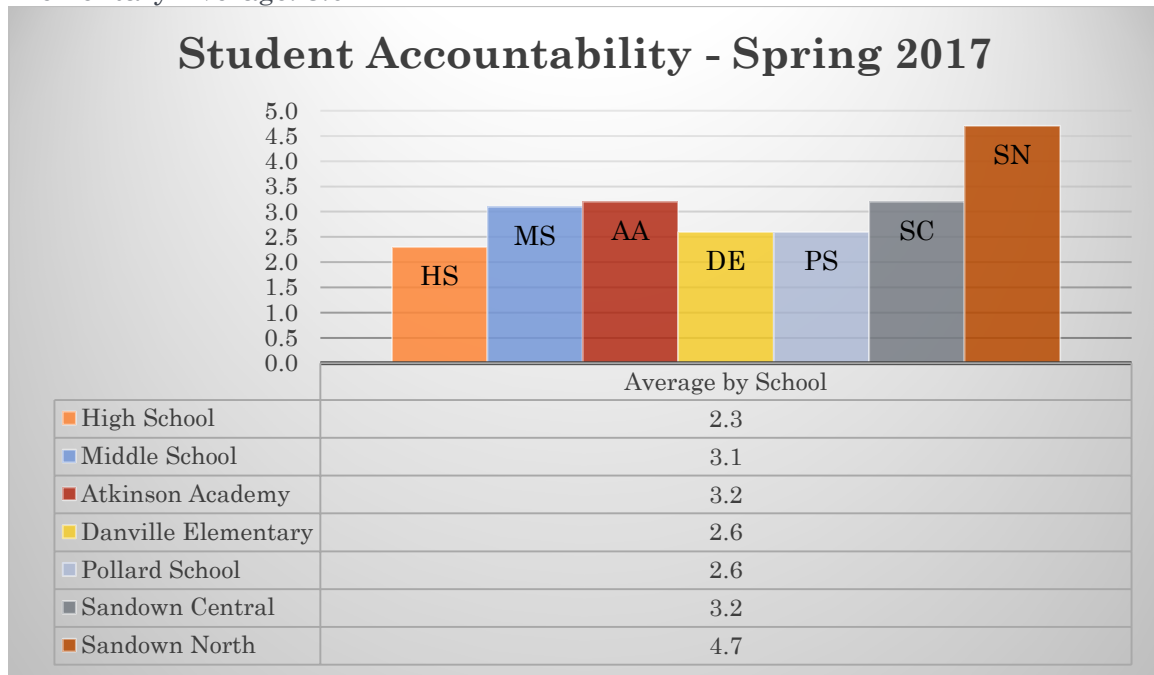
Results: Personal Impact

Spring 2017 - To what degree do you feel Administration has held students accountable for their behavior?

Overall Average: 2.8

Secondary Average: 2.7

Elementary Average: 3.0

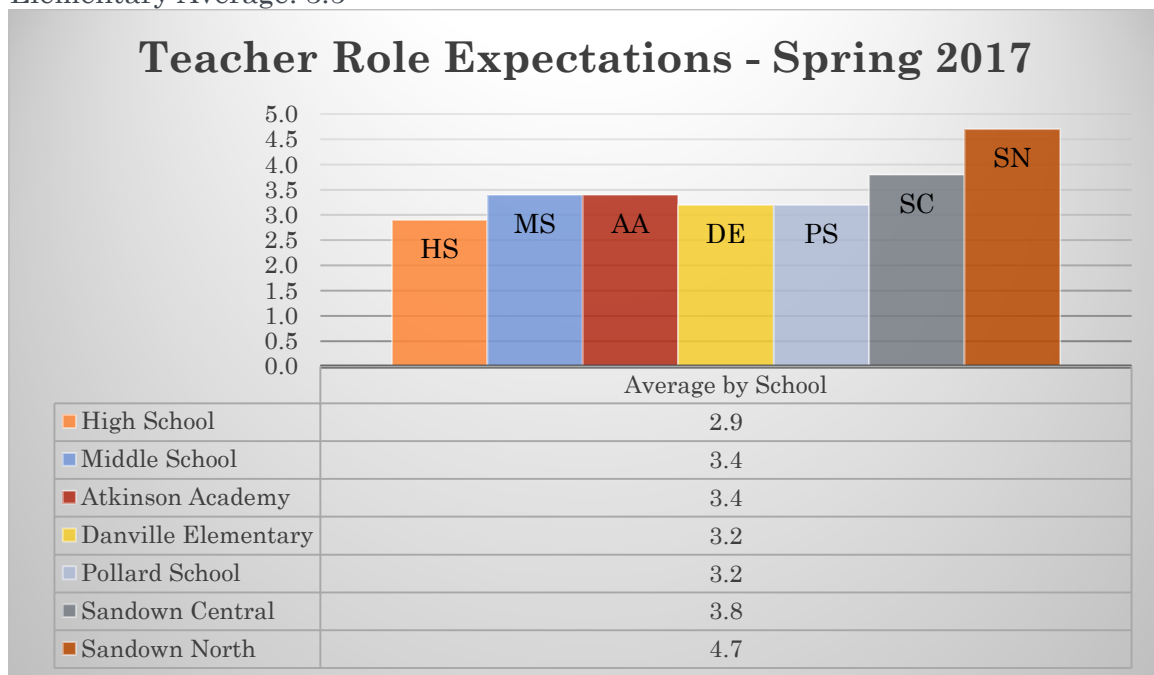


Spring 2017 - To what degree do you feel that clear expectations have been set regarding your role in student behavioral expectations?

Overall Average: 3.3

Secondary Average: 3.1

Elementary Average: 3.5

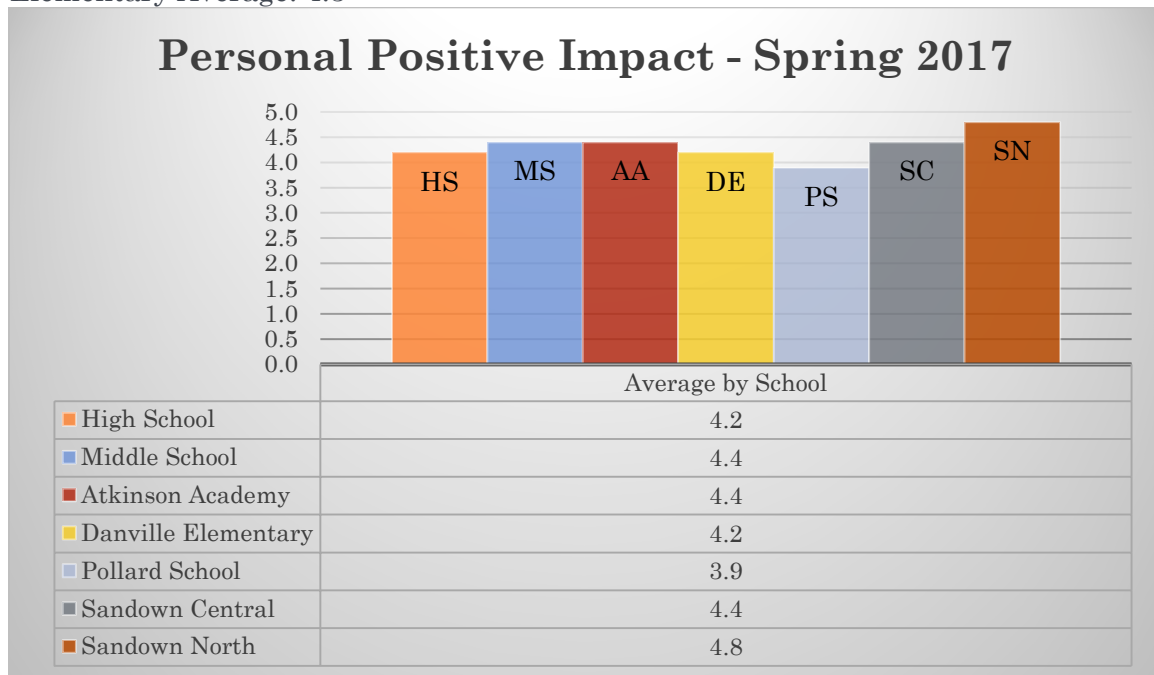


Spring 2017 – To what degree do you feel that you have personally tried to make a positive impact on the school community and climate?

Overall Average: 4.3

Secondary Average: 4.3

Elementary Average: 4.3

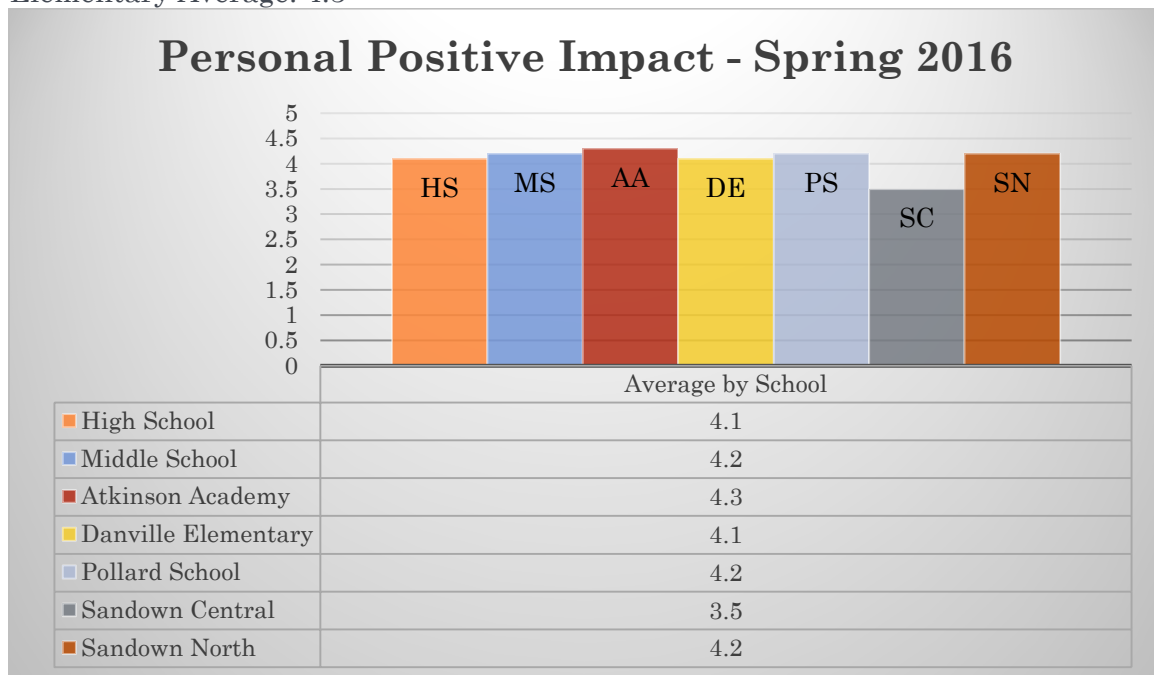


Spring 2016 - To what degree do you feel that you have personally tried to make a positive impact on the school community and climate?

Overall Average: 4.2

Secondary Average: 4.2

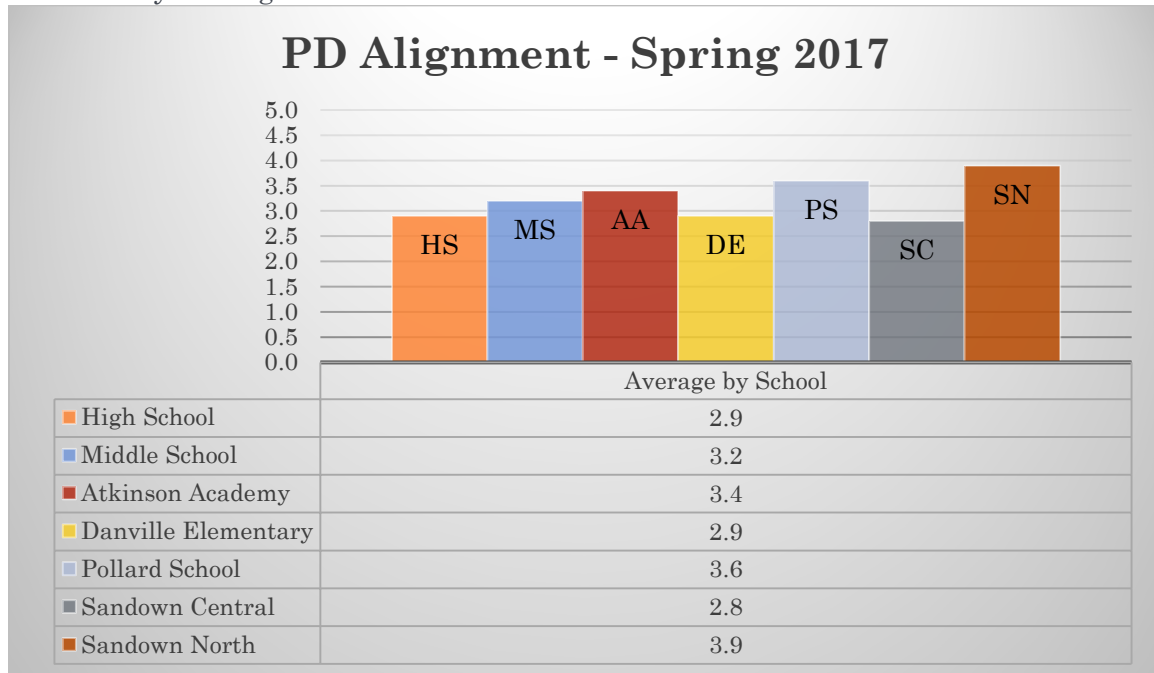
Elementary Average: 4.3



Results: Professional Development

Spring 2017 - To what degree do you feel the professional development opportunities offered by the District have assisted you in meeting your professional goals in 2016-2017?

Overall Average: 3.2
 Secondary Average: 3.0
 Elementary Average: 3.4



Spring 2017 - How prepared are you, at this point in time, for the implementation of block scheduling at the Middle and High School in 2017-2018?

Secondary Average: 3.6

