

**ALL ELEMENTARY 2007**

**General Working Conditions and Decision Making**

	<b>Strongly Agree</b>	<b>Tend to Agree</b>	<b>Tend to Disagree</b>	<b>Strongly Disagree</b>
I believe that in my building my input is valued and actually utilized in decision-making at our site.	30% (168)	46% (254)	16% (89)	8% (45)
There is a clear process in my building that allows me to raise issues of concern to me.	23% (119)	46% (237)	20% (104)	9% (50)
Our school has a School Improvement Team or some form of Shared Decision Making Council.	52% (264)	39% (199)	6% (32)	2% (12)
Selection of the School Improvement Team or Shared Decision Making Council is either voluntary and open to anyone or selected in a democratic manner.	38% (190)	36% (181)	15% (77)	10% (50)
The people who serve on the School Improvement Team or Shared Decision Making Council are representative of the entire staff.	38% (191)	41% (211)	14% (71)	5% (24)
I have the opportunity to participate in the development of our school improvement plan.	38% (193)	43% (218)	14% (69)	3% (17)

I have the opportunity to participate in decisions regarding use of the school budget in our building.	14% (72)	45% (227)	26% (134)	13% (65)
I have the opportunity to participate in the decisions regarding use of staffing points in our building.	21% (109)	48% (247)	18% (92)	10% (53)
My school has an effective school discipline plan that sets high expectations for student behavior.	27% (139)	41% (209)	18% (93)	13% (64)
I have the opportunity to participate in the decisions regarding our student discipline plan.	21% (108)	45% (231)	20% (100)	13% (65)
Teachers in my building consistently follow the school discipline plan.	15% (79)	51% (263)	22% (110)	9% (45)
Student behavior is generally good in my building.	21% (105)	56% (283)	15% (77)	8% (41)
I personally feel safe in my building.	43% (221)	44% (224)	8% (42)	4% (20)
Information I need about student achievement is shared with me in a timely manner.	32% (166)	51% (261)	12% (59)	3% (16)
Classroom interruptions are held to a minimum in my building.	26% (131)	50% (255)	15% (76)	9% (44)
The textbooks and other materials provided by the District are sufficient to implement the instructional program	25% (129)	54% (274)	14% (72)	4% (19)

expected of me.				
The classroom/work space available to me is generally adequate.	8% (41)	45% (231)	12% (60)	34% (173)
The learning environment (temperature, air quality, etc.) is generally conducive to student learning in my building.	8% (39)	38% (194)	30% (151)	24% (121)
The building is clean and well maintained, and concerns are addressed in a timely manner.	31% (165)	45% (236)	16% (82)	8% (44)

**Working Conditions: Building Meetings and Staff Development**

	<b>Strongly Agree</b>	<b>Tend to Agree</b>	<b>Tend to Disagree</b>	<b>Strongly Disagree</b>
The number of general staff meetings outside of school time that I am expected to attend is a reasonable expectation for a professional.	21% (107)	57% (291)	14% (70)	7% (34)
The length of general staff meetings outside of school time that I am expected to attend is a reasonable expectation for a professional.	23% (117)	58% (296)	12% (63)	5% (24)
Our general staff meetings are productive and have value to me as a professional.	17% (84)	51% (259)	24% (123)	7% (34)

I have the opportunity to participate in the development of the identification, design and delivery of general staff meetings.	9% (48)	34% (174)	37% (189)	16% (79)
Activities deemed appropriate for Professional Learning Communities are conducted at the appropriate times designated on the district calendar and have not added to general staff meeting time.	26% (131)	54% (275)	10% (50)	8% (42)
The Professional Learning Communities have allowed me greater ability to collaborate with colleagues in a fashion that is productive to me as a professional.	17% (85)	46% (234)	23% (118)	12% (61)
I have the opportunity to participate in the development of the identification, design and delivery of the Professional Learning Community of which I am a part.	20% (103)	48% (243)	18% (89)	12% (61)
The amount of time allocated for Professional	16% (80)	54% (274)	20% (103)	9% (44)

Learning Communities activities is appropriate.				
General staff meetings as well as Professional learning Community time has not interfered with my contractual amount of plan time.	26% (131)	52% (264)	14% (71)	7% (34)
Team or department meetings are, for the most part, held at appropriate times with a minimum of disruption of my contractual plan time.	22% (111)	55% (278)	13% (67)	7% (33)
IEP and other student-related meetings are, for the most part, held at appropriate times with a minimum of disruption of my contractual plan time.	13% (66)	57% (290)	18% (93)	4% (22)
Meetings other than general staff meetings requested by our principal or their designee are, for the most part, held at appropriate times with a minimum of disruption of my contractual plan time.	22% (109)	58% (292)	15% (74)	4% (20)

**The Principal**

	<b>Strongly Agree</b>	<b>Tend to Agree</b>	<b>Tend to Disagree</b>	<b>Strongly Disagree</b>

The principal is readily available to me when needed.	37% (186)	48% (243)	12% (59)	3% (14)
I feel free to express my views to the principal in an open fashion.	35% (174)	40% (202)	15% (75)	10% (48)
I feel as though concerns and suggestions I take to the principal are truly listened to and taken into consideration.	32% (160)	44% (220)	15% (77)	8% (40)
I trust and respect my principal.	42% (211)	38% (190)	13% (64)	7% (35)
I feel as though my principal trusts and respects me.	45% (239)	39% (209)	10% (52)	6% (33)
The principal treats staff in a professional manner and promotes a climate that fosters teamwork, cooperation, and pride in the school	37% (186)	39% (196)	16% (78)	8% (41)
The principal shares decision-making responsibilities with the staff to the extent possible.	31% (155)	43% (217)	19% (97)	6% (32)
The principal expects and supports staff having high expectations for all students.	50% (254)	42% (211)	5% (24)	3% (13)
The principal is an active and effective participant in supporting and improving instruction in my classroom.	34% (171)	41% (205)	19% (96)	5% (27)
The principal is visible	43% (219)	38% (194)	14% (72)	4% (20)

throughout the building on a regular basis.				
The principal encourages me to try new and/or different instructional strategies that are appropriate for my students.	36% (176)	46% (224)	10% (47)	3% (14)
The principal consistently follows the procedures outlined in the school discipline policy, Professional Agreement, and Personnel Handbook.	35% (179)	49% (249)	9% (44)	5% (26)
When disciplining students, I can expect an objective review of the circumstances by the principal and support from the principal as appropriate.	33% (169)	44% (220)	15% (75)	7% (33)
The principal addresses parent concerns in an objective, fair and expedient manner involving relevant staff members in an appropriate fashion.	36% (179)	48% (244)	9% (44)	5% (24)

**The Administrative Team**

	<b>Strongly Agree</b>	<b>Tend to Agree</b>	<b>Tend to Disagree</b>	<b>Strongly Disagree</b>
The administrative team works cooperatively	34% (171)	50% (249)	9% (46)	3% (14)

with the School Improvement Team and/or Shared Decision Making Team.				
I am comfortable taking issues of concern to the Administrative Team.	29% (146)	46% (230)	16% (82)	8% (39)
I feel as though concerns and suggestions I take to the administrative team are truly listened to and taken into consideration.	27% (136)	45% (227)	19% (93)	8% (39)
When changes are made in our building, they occur as a result of collaboration and consensus decision-making by the entire staff.	14% (69)	43% (216)	31% (156)	12% (58)
My evaluator works with me in a collaborative fashion to produce an appraisal that accurately reflects my efforts and contributions.	35% (177)	51% (256)	7% (37)	4% (17)
My evaluator works with me in a collaborative fashion that allows and encourages me to grow.	37% (186)	49% (246)	9% (44)	2% (12)
The Administrative Team collaborates with the staff to create a safe and orderly environment in our school.	36% (182)	49% (245)	10% (50)	5% (24)

The Administrative Team is an advocate for staff needs to secure appropriate resources in a timely manner from LPS management.	31% (156)	52% (263)	9% (45)	5% (25)	
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