

2017 CPS 5Essentials Teacher Survey

Dear Educator,

In this survey, you will be asked questions about topics such as your school's climate, professional development, and school leadership. This survey should take you about 45 minutes.

Goals of the Survey

1. All of the information collected will be compiled into a system-wide report. In addition, the Consortium will release reports for each school that show how it is doing in each of these factors, keeping respondent identities completely confidential. These school reports will display **summary information**, such as the percent of teachers who find their schools' professional development initiatives helpful. These reports are made public in order to help school staff as well as network- and district-wide efforts to improve schools. Information from these surveys is included on schools' progress reports and will be included as a metric in your school's School Quality Rating Policy level. School reports can be found at: cps.5-essentials.org.
2. In addition to our work with CPS on these school reports, the Consortium uses survey data to conduct research on Chicago Public Schools. We examine the impact of policies and identify trends. Surveys help us understand teachers' attitudes and concerns and enables us to bring these to the attention of policy makers and the public so that issues can be addressed and successes can be celebrated. Results of our studies will be published in our own reports, newspapers, magazines, academic reports, articles and book chapters and presentations. As in the school reports, study findings will use aggregated information and your name will never be linked to your responses. You can find our reports at our website: consortium.uchicago.edu.

Your participation is voluntary. You have the right to discontinue the survey at any time for any reason. Your decision to withdraw or not to participate will not involve any penalty or loss of benefits to which you are entitled.

Teacher identities will be kept completely confidential. No one at your school or at the district office will see individuals' responses. Data obtained from the teacher survey belongs to the Consortium. Only data aggregated to the school level will be shared with CPS Central Office, principals or charter organizations.

No one should attempt to influence your responses. School leaders and other personnel should not attempt to influence or suggest the survey answers that you provide. As in the past, survey practices that appear to violate this code of conduct will be investigated. Depending on the outcome of the investigation, a school's survey results may be invalidated.

If you have any questions about your rights as a participant in this research, you can confidentially contact the following office at the University of Chicago: Social and Behavioral Sciences Institutional Review Board, University of Chicago, 1155 E. 60th Street, Room 414, Chicago, IL 60637; Phone: 773-702-0472; Email: sbs-irb@uchicago.edu. If you make a report about someone trying to influence your or someone else's survey, your identity will not be given to CPS.

If you have any questions or concerns about the research or the survey in general, you may contact the 5Essentials Support at 1-866-440-1874 or 5Essentials@uchicago.edu.

Please click "Next" if you would like to participate in this survey.

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01) **[ALL]** *Is your school a charter school?

1 Yes 2 No

02) **[ALL]** *Please select the position in which you spend the majority of your time. School results will never be broken down by position or grade, and will only show aggregate staff responses. (CHOOSE ONE)

- 01 Teacher
- 02 Special education classroom assistant
- 03 Teacher Assistant
- 04 Instructional coach
- 05 Reading Specialist
- 06 Librarian
- 07 Counselor, Social worker
- 08 Tutor, Student teacher, Substitute teacher
- 09 None of the above

[GO TO END]

[NOTES ON SKIP RUES BASED ON POSITION]

- **ALL** = Teacher, Special education classroom assistant, Teacher Assistant, Instructional Coach, Reading Specialist, Librarian, Counselor, and Social Worker
- **INELIGIBLE STAFF MEMBERS** = Tutors, Student teachers and Substitute teachers
- **NONE OF THE ABOVE** = Staff members not otherwise defined in Q2.
- **DEPARTMENTALIZED/SUBJECT-SPECIFIC** = Staff who teach or provide support to two or more classes of students per Q5
- **SELF-CONTAINED** = Staff who teach or provide support to one, unique class of students per Q5
- **NO PRE-K** = Excludes staff who teach or provide ONLY PRE-K services and supports per Q8
- **ALL PRE-K ONLY** = Includes staff who teach or provide ONLY PRE-K services and supports per Q8
- **PRE-K ONLY** = Includes staff who teach or provide PRE-K services and supports per Q9

03) **[TEACHERS]** Are you a:

- 01 Special education teacher yes/no
- 02 Bilingual, ESL or ELL teacher yes/no

04) **[NONE OF THE ABOVE]** On the previous question you have indicated that you did not hold any of the listed positions. This survey is tailored to the experiences of those staff members we have previously identified and only those individuals are eligible to take the survey.

However, we would appreciate your listing your position below to help us understand the staff we may not be including. Please select "Job Title" and enter your current position at your school.

Thank you for your time.

Please list your current position: _____ **[GO TO END]**

05) ***[ALL]** Which situation *best* describes your daily routine?

- 01 I teach or provide support to one, unique class of students (self-contained)
- 02 I teach or provide support to two or more classes of students (departmentalized)
- 03 I provide pull-out instruction for one or more students
- 04 I provide push-in instruction for one or more students
- 05 I provide non-instructional services to students
- 06 I primarily work with teachers, not students

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06) [ALL] Please check the highest level of education that you have completed.

- 01 Less than a high school diploma
- 02 High School Diploma/GED
- 03 Some college (no degree)
- 04 Associate's Degree
- 05 Bachelor's Degree
- 06 Master's Degree
- 07 Doctorate Degree

07) [ALL] Please select the option that best describes your situation. [MARK ALL THAT APPLY]

- 01 I have a teaching certificate from Illinois
- 02 I have an out-of-state teaching certificate
- 03 I have a paraprofessional license from Illinois
- 04 I have an out-of-state paraprofessional license/certificate
- 05 None of the above

08) [DEPARTMENTALIZED (SUBJECT-SPECIFIC) STAFF] What is the primary subject you teach or provide support to? If you divide your time equally between multiple subjects, please choose a subject to focus on during this survey. This will be the subject we ask you more about.

- 01 Art/music/drama
- 02 Career/Technical
- 03 Computer science/technology
- 04 English/Language arts/Reading
- 05 ESL
- 06 Mathematics
- 07 Natural Sciences
- 08 Physical education/Health
- 09 Social Sciences
- 10 World language
- 11 Other

09) [ALL] Do you teach or provide services to ONLY PRE-KINDERGARTEN students during the school day?

- 01 Yes
- 02 No

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10) **[ALL]** What grade(s) are you primarily responsible for during the school day? **[CHECK ALL THAT APPLY]**

- 01 Pre-Kindergarten
- 02 Kindergarten
- 03 1st grade
- 04 2nd grade
- 05 3rd grade
- 06 4th grade
- 07 5th grade
- 08 6th grade
- 09 7th grade
- 10 8th grade
- 11 9th grade
- 12 10th grade
- 13 11th grade
- 14 12th grade
- 15 NA

11) **[ALL EXCEPT WHERE INDICATED]** Please indicate the extent to which you disagree or agree with each of the following:

1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree

- 01 **[NO PRE-K]** Teachers talk about instruction in the teachers' lounge, faculty meetings, etc.
- 02 **[NO PRE-K]** Teachers in this school share and discuss student work with other teachers.
- 03 Experienced teachers invite new teachers into their rooms to observe, give feedback, etc.
- 04 A conscious effort is made by faculty to make new teachers feel welcome here.

12) **[ALL; NO ASSTS UNLESS PREK]** How many teachers are assigned a mentor teacher when they first begin working at this school?

1 None 2 A few 3 Most 4 All

13) **[ALL EXCEPT WHERE INDICATED]** This school year, how often have you had conversations with colleagues about the following:

1 Less than once a month 2 2 or 3 times per month 3 1 or 2 times per week 4 Almost daily

- 01 What helps students learn the best.
- 02 **[NO PRE-K]** Development of new curriculum.
- 03 **[ALL PRE-K only]** Development of curriculum and instruction.
- 04 The goals of this school.
- 05 Managing classroom behavior.
- 06 **[ALL PRE-K only]** Partnering with families to promote children's learning and development.
- 07 **[ALL PRE-K only]** Creating child-centered learning environments.

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14) [TEACHERS AND PREK ASSISTANTS] This school year, how often have you...

1 Never 2 Once or twice 3 3-9 times 4 10 or more times

- 01 Observed another teacher's classroom to offer feedback?
- 02 Observed another teacher's classroom to get ideas for your own instruction?
- 03 Gone over student assessment data with other teachers to make instructional decisions?
- 04 Worked with other teachers to develop materials or activities for particular classes?
- 05 Worked on instructional strategies with other teachers?

15) [TEACHERS AND PREK ASSISTANTS] The next questions will ask how frequently you review assessment data (e.g. department-wide common assessments, standardized tests).

I review assessment data...

1 Never 2 A few times a year 3 Every 6-8 weeks 4 Every 3-4 weeks 5 Weekly

- 01 Independently.
- 02 With other teachers in my classroom.
- 03 With teachers in my grade level.
- 04 With teachers across grades.
- 05 With my principal.

16) [ALL] How many teachers in this school...

1 None 2 Some 3 About half 4 Most 5 Nearly all

- 01 [NO PRE-K] Help maintain discipline in the entire school, not just their classroom?
- 02 Take responsibility for improving the school?
- 03 Feel responsible to help each other do their best?
- 04 Feel responsible that all students learn?
- 05 Feel responsible for helping students develop self-control?
- 06 Feel responsible when students in this school fail?

17) [ALL; NO ASSTS UNLESS PREK] How many teachers at this school...

1 None 2 Some 3 About half 4 Most 5 Nearly all

- 01 Are really trying to improve their teaching?
- 02 Are willing to take risks to make the school better?
- 03 Are eager to try new ideas?

18) [ALL; NO ASSTS UNLESS PREK] Please indicate the extent to which you disagree or agree with each of the following:

1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree

- 01 All teachers in this school are encouraged to "stretch" and "grow."
- 02 In this school, teachers are continually learning and seeking new ideas.

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19) **[ALL]** Please indicate the extent to which you disagree or agree with each of the following:

1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree

- 01 I usually look forward to each working day at this school.
- 02 I wouldn't want to work in any other school.
- 03 I feel loyal to this school.
- 04 I would recommend this school to parents seeking a place for their child.

20) **[ALL EXCEPT WHERE INDICATED]** To what extent is each of the following a problem at your school?

1 Not at all 2 A little 3 Some 4 To a great extent

- 01 **[NO PRE-K]** Physical conflicts among students
- 02 **[PRE-K ONLY]** Physical conflicts among students' family members
- 03 Robbery or theft
- 04 **[HS ONLY]** Gang activity
- 05 Disorder in classrooms
- 06 **[NO PRE-K]** Disorder in hallways
- 07 Student disrespect of teachers
- 08 Threats of violence toward teachers
- 09 **[PRE-K ONLY]** Parent disrespect of teachers

21) **[ALL]** To what extent do you feel respected by your principal?

1 Not at all 2 A little 3 Some 4 To a great extent

22) **[ALL]** Please indicate the extent to which you disagree or agree with each of the following:

1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree

- 01 The principal has confidence in the expertise of the teachers.
- 02 I trust the principal at his or her word.
- 03 It's OK in this school to discuss feelings, worries, and frustrations with the principal.
- 04 The principal takes a personal interest in the professional development of teachers.
- 05 The principal looks out for the personal welfare of the faculty members.
- 06 The principal places the needs of children ahead of personal and political interests.
- 07 The principal at this school is an effective manager who makes the school run smoothly.

23) **[ALL]** To what extent do you feel respected by other teachers at this school?

1 Not at all 2 A little 3 Some 4 To a great extent

24) **[ALL]** Please indicate the extent to which you disagree or agree with each of the following:

1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree

- 01 Teachers in this school trust each other.
- 02 It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
- 03 Teachers respect other teachers who take the lead in school improvement efforts.
- 04 Teachers at this school respect those colleagues who are experts at their craft.

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25) **[TEACHERS AND ASSISTANTS]** How many teachers at this school...

1 None 2 Some 3 About half 4 Most 5 Nearly all

01 Feel good about parents' support for their work?

02 **[PRE-K Ts and ASSTS ONLY]** Feel parents share information that is helpful to them in their teaching?

26) **[TEACHERS AND ASSISTANTS]** For the students you teach this year, how many of their parents/guardians...

1 None 2 Some 3 About half 4 Most 5 All

01 Support your teaching efforts?

02 Do their best to help their children learn?

27) **[TEACHERS AND ASSISTANTS, NO PRE-K]** To what extent do you feel respected by the parents of your students?

1 Not at all 2 A little 3 Some 4 To a great extent

28) **[TEACHERS AND ASSISTANTS]** Please indicate the extent to which you disagree or agree with each of the following:

1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree

01 Teachers and parents at this school think of each other as partners in educating children.

02 **[NO PRE-K]** Staff at this school work hard to build trusting relationships with parents.

29) **[TEACHERS AND PREK ASSTS]** For the students you teach this year, how many of their parents/guardians...

1 None 2 Some 3 About half 4 Most 5 All

01 Attended parent-teacher conferences when you requested them?

02 Volunteered time to support the school (e.g., volunteer in classrooms, help with school-wide events, etc.)?

03 Contacted you about their child's performance?

04 Responded to your suggestions for helping their child?

30) **[TEACHERS AND ASSISTANTS, NO PRE-K]** For how long does a student have to be absent before you contact his or her parents/guardians?

1 I never contact parents/guardians because of absences 2 1 month or longer
3 2-4 weeks 4 About a week 5 1 or 2 days

31) **[TEACHERS AND ASSISTANTS, NO PRE-K]** How often do you ...

1 Never 2 1-2 times a year 3 About once a month 4 Weekly 5 Daily or almost daily

01 Solicit information from parents/guardians about their child?

02 Send home correspondence to parents/guardians about the work students are doing in their class?

32) **[TEACHERS AND ASSISTANTS, NO PRE-K]** In a typical week, how much total time do you spend talking or emailing with individual parents/guardians about their child's performance in your class (e.g., calling home or emailing about missed assignments)?

1 None 2 5-15 minutes 3 15-45 minutes 4 About an hour 5 2-3 hours 6 4 hours or more

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33) **[ALL; PRE-K]** To what extent...

1 Not at all 2 A little 3 Some 4 To a great extent

- 01 Is your teaching influenced by what parents share with you about their child's learning style?
- 02 Do you collaborate with parents to set goals for their child's learning and development?
- 03 Do you solicit parents' observations of their child at home to supplement your understanding of their child's development?
- 04 Do you design your instruction based on specific information parents provide about their child?

34) **[ALL; PRE-K]** This school year, how frequently have you...

1 Never or rarely 2 About every other month 3 Once or twice a month 4 Weekly 5 Daily

- 01 Suggested ways parents can reinforce at home what their child is learning in the classroom?
- 02 Provided parents with information about their child's progression towards learning and development goals?
- 03 Organized opportunities in your classroom for all parents to participate with their child in learning activities?

35) **[ALL]** To what extent does this school...

1 Not at all 2 A little 3 Somewhat 4 A great deal

- 01 Involve parents/guardians in the development of programs aimed at improving students' academic outcomes?
- 02 Involve parents/guardians in commenting on school curricula?
- 03 Include parent leaders from all backgrounds in school improvement efforts?
- 04 Develop formal networks to link all families with each other (for example: sharing parent directories, providing a website for parents/guardians to connect with one another, etc.)?
- 05 Encourage more involved parents/guardians to reach out to less involved parents/guardians?

36) **[ALL EXCEPT WHERE INDICATED]** The next set of questions will ask about the leadership in your school.

Please indicate the extent to which you disagree or agree with each of the following:

A member of the school leadership team...

1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree

- 01 Makes clear to the staff the leadership's expectations for meeting instructional goals.
- 02 Communicates a clear vision for our school.
- 03 Presses teachers to implement what they have learned in professional development.
- 04 Knows what's going on in my classroom.
- 05 Provides me with useful feedback to improve my teaching.
- 06 Has provided me with the support I need to improve my teaching.
- 07 **[PRE-K]** Sets high standards for children's learning and development.

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37) **[ALL; NO ASSTS UNLESS PREK]** How much influence do teachers have over school policy in each of the areas below?

1 No influence 2 A little influence 3 Some influence 4 A great deal of influence

- 01 Planning how discretionary school funds should be used.
- 02 Determining which books and other instructional materials are used in classrooms.
- 03 Establishing the curriculum and instructional program.
- 04 Determining the content of in-service programs.
- 05 Setting standards for student behavior.

38) **[ALL]** Who is primarily responsible for the following in your school?

*1 Only the principal/administrators 2 Mostly the principal/administrators with teacher input
3 Administration and teachers equally 4 Mostly teachers with some administration input
5 Only teachers 6 No one/NA*

- 01 Identifying school improvement goals?
- 02 Determining the necessary steps to achieve school improvement goals?
- 03 Keeping staff focused on school improvement goals?
- 04 Monitoring progress toward school improvement goals?
- 05 Coordinating work across teachers or teacher teams?

39) **[ALL]** To what extent do you disagree or agree with the following:

1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree

- 01 Once we start a new program in this school, we follow up to make sure that it's working.
- 02 We have so many different programs in this school that I can't keep track of them all.
- 03 Many special programs come and go at this school.
- 04 Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.
- 05 There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.

40) **[ALL]** Please indicate the extent to which you disagree or agree with each of the following:

Overall, my professional development experiences this year have...

1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree

- 01 Been sustained and coherently focused, rather than short-term and unrelated.
- 02 Included enough time to think carefully about, try, and evaluate new ideas.
- 03 Been closely connected to my school's improvement plan.
- 04 Included opportunities to work productively with colleagues in my school.
- 05 Included opportunities to work productively with teachers from other schools.

41) **[TEACHERS OR COACHES; HS ONLY]** Please indicate the extent to which you disagree or agree with each of the following:

1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree

- 01 Teachers expect most students in this school to go to college.
- 02 Teachers at this school help student plan for college outside of class time.
- 03 The curriculum at this school is focused on helping students get ready for college.
- 04 Most of the students in this school are planning to go to college.
- 05 Teachers in this school feel that it is a part of their job to prepare students to succeed in college.

[ALL TEACHERS AND ANY SELF-CONTAINED OR SUBJECT-SPECIFIC RESPONDENTS]

The next section of questions will focus on only ONE of your classes, rather than the school environment. We call this your TARGET CLASS.

Please think about your second class on Mondays. This will be your TARGET CLASS. If you don't teach on Mondays, please think about your second class on Tuesdays.

We'd like to remind you that all individual-level responses are completely confidential, and we will not report any results that might identify a particular teacher.

42) **[ALL TEACHERS AND ANY SELF-CONTAINED OR SUBJECT-SPECIFIC RESPONDENTS; NO PRE-K]** What period is your TARGET CLASS?

1 2nd period 2 3rd period 3 4th period 4 5th period 5 6th period 6 7th period
7 8th period 8 9th period

[FILL IN PERIOD AND PRIMARY SUBJECT FOR [TARGET CLASS (E.G., "2nd period English language arts class on Mondays") FOR "[TARGET CLASS]" BELOW.]

SELF-CONTAINED per pos2=1 SHOULD SEE NO WORDS FOR [TARGET] (e.g., "In discussions that occur in your class, how often do the following occur:"))

43) **[ALL TEACHERS, AND ANY SELF-CONTAINED OR SUBJECT-SPECIFIC RESPONDENTS; NO PRE-K]** *What is the predominant grade level of your TARGET CLASS? If no single grade level is predominant, check all that apply.

- | | |
|-----------------|---------------|
| 01 Pre-K | 08 6th grade |
| 02 Kindergarten | 09 7th grade |
| 03 1st grade | 10 8th grade |
| 04 2nd grade | 11 9th grade |
| 05 3rd grade | 12 10th grade |
| 06 4th grade | 13 11th grade |
| 07 5th grade | 14 12th grade |

- 44) **[ALL TEACHERS, AND ANY SELF-CONTAINED OR SUBJECT-SPECIFIC RESPONDENTS; NO PRE-K]** In discussions that occur in your **[TARGET]** class, how often do the following occur?

1 *Never* 2 *Rarely* 3 *Sometimes* 4 *Almost Always*

- 01 Students build on each other's ideas during discussion.
- 02 Students use data and text references to support their ideas.
- 03 Students show each other respect.
- 04 Students provide constructive feedback to their peers and to me.
- 05 Most students participate in the discussion at some point.

- 45) **[ALL TEACHERS AND ANY SELF-CONTAINED OR SUBJECT-SPECIFIC RESPONDENTS; NO PRE-K]** How many of the students in your **[TARGET]** class...

1 *None* 2 *Some* 3 *About half* 4 *Most* 5 *Nearly all*

- 01 Come to class on time?
- 02 Attend class regularly?
- 03 Come to class prepared with the appropriate supplies and books?
- 04 Regularly pay attention in class?
- 05 Actively participate in class activities?
- 06 Always turn in their homework?

- 46) **[ALL TEACHERS AND ANY SELF-CONTAINED OR SUBJECT-SPECIFIC RESPONDENTS; NO PRE-K]** How many of the students in your **[TARGET]** class regularly...

1 *None* 2 *A few* 3 *A lot* 4 *Almost All*

- 01 Refuse to respond when addressed?
- 02 Use inappropriate language during class?
- 03 Threaten you verbally?
- 04 Do off-task things (e.g., play games, text, talk on cell phone) during instructional time?
- 05 Create serious behavior problems in your class?

- 47) **[ALL TEACHERS AND ANY SELF-CONTAINED OR SUBJECT-SPECIFIC RESPONDENTS WITH TARGET CLASS PREDOMINANTLY 8TH – 12TH GRADE]** How many hours do you expect an average student to spend doing homework and studying EACH WEEK for your **[TARGET]** class?

1 *None* 2 *1-2 hours* 3 *3-5 hours* 4 *6-9 hours* 5 *10-14 hours* 6 *15 or more hours*

- 48) **[ALL TEACHERS AND ANY SELF-CONTAINED OR SUBJECT-SPECIFIC RESPONDENTS WITH TARGET CLASS PREDOMINANTLY 3RD – 12TH GRADE]** Between the beginning of the school year and December, approximately what percentage of classroom time have you spent in your **[TARGET]** class having students practice taking standardized tests and learning test-taking skills?

1 *None* 2 *About 5%* 3 *About 10%* 4 *About 20%* 5 *About 30%*
6 *About 40%* 7 *50% or more*

49) **[ALL; NO PRE-K]** To what extent do you think you can improve your students' performance in each of the following areas?

1 Not at all 2 A little 3 Somewhat 4 To a great extent

- 01 Daily attendance
- 02 Report card grades
- 03 Standardized test scores

50) **[TEACHERS AND PREK ASSTS EXCEPT WHERE INDICATED]** How often do teachers in your school use the following kinds of student attendance data?

1 Never 2 Once a year 3 A few times per year 4 Monthly 5 Weekly 6 Daily

- 01 Data on individual students who are chronically absent.
- 02 **[NO HS]** Patterns of attendance by grade level or classroom.
- 03 **[HS ONLY]** Patterns of attendance by course or class period.
- 04 School-wide attendance data over time.

PRE-K SECTION

51) **[SELF-CONTAINED PRE-K TS AND ASSTS]** How many children in your classroom *regularly*...

1 Few or none 2 Some 3 Most 4 All

- 01 Approach new explorations with enthusiasm?
- 02 Ask you questions about what they are learning?
- 03 Seem excited to tell you about their explorations?
- 04 Feel better after approaching an adult to help solve a problem?
- 05 Seem happy, rather than frustrated or angry?
- 06 Provide encouragement to *each other* when facing something difficult?

52) **[SELF-CONTAINED PRE-K TS AND ASSTS]** How true is each of the following statements about children in your classroom:

1 Not at all true 2 A little true 3 Somewhat true 4 Mostly true 5 Completely true

- 01 Children treat each other with respect.
- 02 Children enjoy playing with each other.
- 03 Children help each other learn.
- 04 Children wait patiently for their turn when another child is occupying an activity they want.

53) **[ALL PRE-K]** How much does your preschool program feel integrated with the rest of your elementary school?

1 Not at all 2 A little 3 Somewhat 4 Very much

54) [SELF-CONTAINED PRE-K TS AND ASSTS] How true is each statement about interactions that occur between children in your classroom?

1 Not at all true 2 A little true 3 Somewhat true 4 Mostly true 5 Completely true

- 01 Children build on each other's ideas to extend group discussions.
- 02 Children communicate their interests and ideas with each other during play.
- 03 Children ask each other questions that expand their understanding of concepts.
- 04 Children rely on each other to solve problems rather than turn to a teacher.

55) [SELF-CONTAINED PRE-K TS AND ASSTS] Think of a child whose early math skills are about average for your classroom. About how often do you set up activities for that child to practice...

*1 Less than monthly 2 Monthly 3 2-3 Times a month 4 Weekly 5 2-3 Times a week
6 Daily 7 2-3 times a day*

- 01 Naming how many items are in a small set (up to 3) instantly, without counting.
- 02 Measuring things using common objects (e.g., paper clips, cubes, hands or feet).
- 03 Sorting shapes by their features (corners, sides, curves) versus their names (triangle, circle, square).
- 04 Identifying where a number belongs on a number line.

56) [SELF-CONTAINED PRE-K TS AND ASSTS] Think of a child whose early language and literacy skills are about average for your classroom. About how often do you set up activities for that child to practice...

*1 Less than monthly 2 Monthly 3 2-3 Times a month 4 Weekly 5 2-3 Times a week
6 Daily 7 2-3 times a day*

- 01 Using written language to describe their own work (e.g., a picture, a structure)?
- 02 Saying words that begin with the same sound?
- 03 Retelling the storyline from a book in an accurate sequence?
- 04 Generating resolutions to problems raised in storybooks?
- 05 Writing a string of letters that make a word (even if it is not the correct spelling)?

57) [SELF-CONTAINED PRE-K TS AND ASSTS] Think of a child whose early cognitive skills are about average for your classroom. About how often do you set up activities for that child to practice...

*1 Less than monthly 2 Monthly 3 2-3 Times a month 4 Weekly 5 2-3 Times a week
6 Daily 7 2-3 times a day*

- 01 Exploring how objects work (e.g., a mechanical toy, the light switch).
- 02 Making explicit observations about objects and events around them (e.g., how things move, things that connect to other experiences in their lives, patterns, etc).
- 03 Comparing different objects to identify their similarities and differences.
- 04 Explaining *how* or *why* something happens, with examples of their thinking.

58) **[SELF-CONTAINED PRE-K TS AND ASSTS]** Think of a child whose early social-emotional skills are about average for your classroom. About how often do you set up activities for that child to practice...

1 Less than monthly 2 Monthly 3 2-3 Times a month 4 Weekly 5 2-3 Times a week
6 Daily 7 2-3 times a day

- 01 Taking the perspective of another person by describing *why* that person feels the way he or she does.
- 02 Helping other children come up with solutions when they encounter something difficult.
- 03 Using vocabulary words to describe a broad range of feelings and emotions.
- 04 Identifying the emotions characters in a book are having using context clues.
- 05 Identifying different emotions portrayed only by facial expressions without verbal language.

TEACHER ASSISTANT SECTION

At the beginning of the survey, you indicated that you were either a Teacher assistant or a Special education classroom assistant. In this section, we will ask you some questions to help us better understand the work you do.

We'd like to remind you that all individual-level responses are completely confidential, and we will not report any results that might identify a particular person.

59) **[SPED ASSISTANTS OR TEACHER ASSISTANTS]** How many different TEACHERS do you regularly work with during a given week?

1 1 2 2-4 3 5-7 4 8 or more 5 Not Applicable

60) **[SPED ASSISTANTS OR TEACHER ASSISTANTS]** How many different STUDENTS do you regularly work with during a typical day?

1 None 2 One 3 2-10 4 11-35 5 More than 35

61) **[SPED ASSISTANTS OR TEACHER ASSISTANTS]** Which of the following do you regularly attend?
Please check all that apply.

1 Yes 2 No

- 01 Faculty meetings
- 02 Teacher team meetings (such as grade level or subject/department meetings)
- 03 Meetings with instructional coach or specialist
- 04 Parent-Teacher conferences
- 05 Professional Development days

62) **[SPED ASSISTANTS OR TEACHER ASSISTANTS]** How often do you talk about instruction in the teachers' lounge, faculty meetings, etc.?

1 Never or rarely 2 About every other month 3 Once or twice a month 4 Weekly 5 Daily

63) [SPED ASSISTANTS OR TEACHER ASSISTANTS] This school year, how often have you had conversations with TEACHERS about the following:

1 Less than once a month 2 2 or 3 times per month 3 1 or 2 times per week 4 Almost daily

- 01 What helps students learn the best.
- 02 Development of new curriculum.
- 03 The goals of this school
- 04 Managing classroom behavior

64) [SPED ASSISTANTS OR TEACHER ASSISTANTS] This school year, how often have you had conversations with other TEACHER ASSISTANTS about the following:

1 Less than once a month 2 2 or 3 times per month 3 1 or 2 times per week 4 Almost daily

- 01 What helps students learn the best.
- 02 Development of new curriculum.
- 03 The goals of this school
- 04 Managing classroom behavior

For the questions below, please think of one teacher with whom you work. If you work with more than one teacher, please think about the second teacher you assist on Monday. If you do not work on Monday, think about the second teacher you assist on Tuesdays.

65) [SPED ASSISTANTS OR TEACHER ASSISTANTS] In this class, who is primarily responsible with communicating with the parents or guardians regarding the following matters?

1 Primarily the teacher 2 Responsibilities equally divided 3 Primarily the teacher assistant

- 01 Student academic difficulties
- 02 Student behavior in class
- 03 Student progress or achievements
- 04 Concerns about home/ life outside of school
- 05 Upcoming classroom or school events

For the questions below, please again think of one teacher with whom you work. If you work with more than one teacher, please think about the second teacher you assist on Monday. If you do not work on Monday, think about the second teacher you assist on Tuesdays

66) [SPED ASSISTANTS OR TEACHER ASSISTANTS] In this class, how often are you responsible for performing the following activities?

*1 Never 2 Less than once a month 3 2 or 3 times per month 4 1 or 2 times per week
5 Almost daily*

- 01 Performing clerical tasks for the classroom teacher
- 02 Setting up materials for classroom activities
- 03 Managing student behavior
- 04 Leading individual and small group learning
- 05 Tracking student progress
- 06 Grading student work
- 07 Creating lesson plans
- 08 Leading whole class instruction

67) **[SPED ASSISTANTS OR TEACHER ASSISTANTS]** About how many hours of professional development have you received this year?

1 None 2 1-9 hours 3 10-20 hours 4 21-40 hours 5 More than 40 hours

68) **[SPED ASSISTANTS OR TEACHER ASSISTANTS W/ 1+ PD HOURS]** Please choose all the individuals/groups that have provided professional development opportunities to you this year:

1 Yes 2 No

- 01 School staff
- 02 **[NO CHARTERS]** Your network
- 03 **[NO CHARTERS]** Your district
- 04 External providers
- 05 **[CHARTERS ONLY]** Your CMO or other charter network

69) **[SPED ASSISTANTS OR TEACHER ASSISTANTS]** To what extent do you feel included as part of the teaching staff of this school?

1 Not at all included 2 Somewhat included 3 Included 4 Very Included

REACH SECTION

The next set of questions is about the teacher evaluation system, REACH. Responses to these questions will not be part of your school's 5Essentials Survey report. As always, all responses are confidential, and we will not share any identifiable information with anyone. **[NO CHARTERS]**

70) **[ALL]** Did you receive a REACH Summary Report this fall?

1 Yes 2 No 3 Don't know

71) **[TEACHERS THAT RECEIVED REACH REPORTS, GRADES 3-8]** In addition to a REACH performance task score, did you receive a value-added score?

1 Yes - Individual teacher value-added score 2 Yes - School-wide value-added in literacy 3 No 4 I don't know

72) **[TEACHERS THAT RECEIVED REACH REPORTS]** Think about your REACH scores from your REACH Summary Report.

To what extent did you find the following were an accurate representation of your effectiveness?

1 Not at all accurate 2 Somewhat accurate 3 Mostly accurate 4 Highly accurate

- 01 My REACH observation scores
- 02 My REACH performance task score
- 03 My REACH value-added score **[IND OR SW VALUE-ADD]**
- 04 My REACH summative score

73) **[ALL AND REACH REPORT, NO TEACHERS]** Think about your REACH scores from your REACH Summary Report.

To what extent did you find your REACH score(s) were an accurate representation of your effectiveness?

1 Not at all accurate 2 Somewhat accurate 3 Mostly accurate 4 Highly accurate

74) **[TEACHERS THAT RECEIVED REACH REPORTS]** To what extent has each of the following had an influence on your practice this school year?

1 No influence 2 weak influence 3 moderate influence 4 a great deal of influence
5 Not Applicable

- 01 My REACH observation scores
- 02 My REACH value-added score **[IND OR SW VALUE-ADD]**
- 03 My REACH performance tasks score
- 04 My overall REACH summative score

75) **[ALL AND REACH REPORT, NO TEACHERS]** To what extent has your REACH score had an influence on your practice this school year?

1 No influence 2 weak influence 3 moderate influence 4 a great deal of influence
5 Not Applicable

76) **[ALL]** Have you had a REACH observation (formal or informal) this school year?

1 Yes 2 No

77) **[TEACHERS W/ REACH OBSERVATION]** For the next question, please think about your most recent REACH observation.

To what extent do the following statements describe the evaluator who conducted your most recent observation? My evaluator:

1 Not at all 2 A little 3 Some 4 To a great extent

- 01 Is able to accurately assess my instruction.
- 02 Knows my strengths and weaknesses as a teacher.
- 03 Is fair and unbiased.
- 04 Knows what's going on in my classroom.

78) **[ALL W/ REACH OBSERVATION; NO TEACHERS]** To what extent do the following statements describe the evaluator who conducted your most recent observation? My evaluator:

1 Not at all 2 A little 3 Some 4 To a great extent

- 01 Is able to accurately assess my practice
- 02 Knows my strengths and weaknesses
- 03 Is fair and unbiased
- 04 Knows what's going on in my work

79) **[ALL W/ REACH OBSERVATION]** Did you receive feedback (verbal or written) from your evaluator after your most recent observation?

1 Yes 2 No

80) [ALL W/ REACH OBSERVATION EXCEPT WHERE INDICATED] To what extent do you disagree or agree with the following statements? Please think of your most recent REACH observation.

1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree 5 Not applicable

- 01 The feedback I received was actionable [ALL W/ EVALUATOR FEEDBACK]
- 02 I have made changes in the way I teach as a result of the feedback I received [TEACHERS W/ EVALUATOR FEEDBACK]
- 03 My conversation with my evaluator after my observation was difficult [ALL W/ OBSERVATION & EVALUATOR FEEDBACK]
- 04 I knew what my evaluator was looking for when they observed my classroom.
- 05 The observation evidence recorded by my evaluator was accurate

81) [ALL] To what extent do you disagree or agree with the following statements about the REACH Framework for Teaching?

1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree

- 01 The Framework is clear and easy to understand.
- 02 The Framework does a good job of defining distinguished practice.
- 03 I use the Framework when I talk about instruction with my colleagues.

82) [ALL W/ REACH OBSERVATION] After your most recent observation, were you directed to or given any of the following supports? [CHECK ALL THAT APPLY]

1 Yes 2 No

- 01 Coaching from my school leadership
- 02 Coaching or mentorship from a colleague
- 03 Professional development provided by CPS or my network
- 04 Professional development provided by my school
- 05 Online training or resources
- 06 Other support

83) [ALL] To what extent do you disagree or agree with each of the following statements?

1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree

- 01 I have had easy access to professional development opportunities this year.
- 02 My professional development experiences were aligned with needs revealed by my REACH evaluation scores.
- 03 My professional development experiences were focused on specific elements of the REACH Framework for Teaching.
- 04 My school leadership has frequently provided me feedback on my practice using evidence from student progress or other data.
- 05 My school leadership supports my professional growth

84) [TEACHERS] To what extent do you disagree or agree with each of the following statements?

1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree

- 01 The evaluation system is fair to all teachers, regardless of the subjects or grades they teach.
- 02 The evaluation system is fair to all teachers, regardless of the schools where they teach.
- 03 The evaluation system does a good job identifying distinguished teachers.
- 04 The evaluation system does a good job identifying ineffective teachers.
- 05 The evaluation system ignores important aspects of teacher performance.

85) **[ALL; NO TEACHERS]** To what extent do you disagree or agree with each of the following statements?

1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree

- 01 The evaluation system is fair to all staff, regardless of the students they work with.
- 02 The evaluation system is fair to all staff, regardless of the schools where they work.
- 03 The evaluation system does a good job identifying distinguished staff
- 04 The evaluation system does a good job identifying ineffective staff
- 05 The evaluation system ignores important aspects of my performance.

86) **[ALL]** To what extent do you disagree or agree with the following statements?

1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree

- 01 Evaluation results should be used to determine dismissal.
- 02 Evaluation results should be used to determine tenure attainment.

87) **[TEACHERS]** To what extent do you disagree or agree with the following statements?

1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree

- 01 The evaluation process has helped me identify specific things I can do to improve my instruction.
- 02 As a result of the evaluation process, I have made changes in the way I teach.
- 03 Overall, I am satisfied with the evaluation process.

88) **[ALL EXCEPT TEACHERS]** To what extent do you disagree or agree with the following statements?

1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree

- 01 The evaluation process has helped me identify specific things I can do to improve my practice.
- 02 As a result of the evaluation process, I have made changes in my practice.
- 03 Overall, I am satisfied with the evaluation process.

CCSS-M/NGSS SECTION

The following questions will ask you about the new learning standards, such as the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Please check all that apply. Although you may be expected to implement more than one of the following sets of standards, you will only be asked about one subject. **[GRADES 6-12 ONLY]**

89) **[TEACHERS]**

In your classes this year, which of the following are you expected to implement? [CHECK ALL THAT APPLY]

1 Yes, 2 No

- 01 The Common Core State Mathematics Standards (CCSS-M)
- 02 The Next Generation Science Standards (NGSS)

90) **[CCSS MATHEMATICS ONLY TEACHERS]** On the previous question you have indicated that you teach CCSS Mathematics (CCSS-M) but you aren't teaching Next Generation Science Standards (NGSS). Please confirm this by selecting CCSS Mathematics and clicking "Next" to continue or click the "Previous" button to change your answer.

1 CCSS Mathematics

- 91) **[NGSS ONLY TEACHERS]** On the previous question you have indicated that you teach Next Generation Science Standards (NGSS) but you aren't teaching CCSS Mathematics (CCSS-M). Please confirm this by selecting NGSS and clicking "Next" to continue or click the "Previous" button to change your answer.

1 NGSS

- 92) **[CCSS MATHEMATICS AND NGSS TEACHERS; 50% RANDOMLY ASSIGNED MATH]** On the previous question you have indicated that you teach CCSS Mathematics (CCSS-M) and Next Generation Science Standards (NGSS). For the next set of questions, you will be asked ONLY about your experiences teaching CCSS Mathematics.

Please confirm this by selecting CCSS Mathematics and click "Next" to continue or click the "Previous" button to change your answer.

1 CCSS Mathematics

- 93) **[CCSS MATHEMATICS AND NGSS TEACHERS; 50% RANDOMLY ASSIGNED SCIENCE]** On the previous question you have indicated that you teach CCSS Mathematics (CCSSM) and Next Generation Science Standards (NGSS). For the next set of questions, you will be asked ONLY about Next Generation Science Standards.

Please confirm this by selecting NGSS and click "Next" to continue or click the "Previous" button to change your answer.

1 NGSS

- 94) **[CCSS MATHEMATICS TEACHERS]** Are you a designated Mathematics Teacher Leader for your school OR a designated Teacher Facilitator for your network? If you are unsure whether you are a Leader or Facilitator, please answer no.

1 Yes 2 No

- 95) **[NGSS TEACHERS]** Are you a designated Science Teacher Leader for your school OR a designated Teacher Facilitator for your network? If you are unsure whether you are a Leader or Facilitator, please answer no.

1 Yes 2 No

- 96) **[CCSS MATHEMATICS AND NGSS TEACHERS]** How familiar are you with [Common Core State Standards-Math (CCSS-M)/Next Generation Science Standards (NGSS)] for your grade level?

*1 Not at all familiar 2 A little familiar 3 Somewhat familiar 4 Very familiar
5 Completely familiar*

97) **[CCSS MATHEMATICS TEACHERS]** In the current school year, how often have you participated in each of the following professional learning opportunities to improve mathematics instruction?

1 Never 2 Once or twice this year 3 Once or twice a month 4 Once or twice a week
5 Almost every day

- 01 Full-day workshop
- 02 Half-day workshop
- 03 After school workshop
- 04 A professional learning community (PLC)
- 05 Collaborative planning time with colleagues (e.g. grade level meetings, department meetings)
- 06 Instructional coaching
- 07 Classroom observations with other colleagues at your school

98) **[NGSS TEACHERS]** In the current school year, how often have you participated in each of the following professional learning opportunities to improve science instruction?

1 Never 2 Once or twice this year 3 Once or twice a month 4 Once or twice a week
5 Almost every day

- 01 Full-day workshop
- 02 Half-day workshop
- 03 After school workshop
- 04 A professional learning community (PLC)
- 05 Collaborative planning time with colleagues (e.g. grade level meetings, department meetings)
- 06 Instructional coaching
- 07 Classroom observations with other colleagues at your school

99) **[CCSS MATHEMATICS TEACHERS]** What proportion of your mathematics professional learning opportunities was provided by the following people?

1 None 2 about 10% 3 about 20% 4 about 30% 5 about 40% 6 about 50% 7 about 60%
8 about 70% 9 about 80% 10 about 90% 11 All

- 01 Staff from your school
- 02 A network, district, or university partner
- 03 Other

100) **[NGSS TEACHERS]** What proportion of your science professional learning opportunities was provided by the following people?

1 None 2 about 10% 3 about 20% 4 about 30% 5 about 40% 6 about 50% 7 about 60%
8 about 70% 9 about 80% 10 about 90% 11 All

- 01 Staff from your school
- 02 A network, district, or university partner
- 03 Other

- 101) **[CCSS MATHEMATICS TEACHERS]** *Thinking about all your professional learning about mathematics in the current school year, how much emphasis was placed on each of the following topics?*

1 Was not addressed 2 Minimal emphasis 3 Moderate emphasis 4 Major emphasis

- 01 Unpacking the standards (e.g. understanding what students should learn)
- 02 Selecting and/or using instructional materials and resources in alignment with the standards
- 03 Differentiating instruction for specific groups (e.g. students with disabilities, English learners)
- 04 Learning how to use formative assessments in your instruction
- 05 Preparing for standards-aligned standardized testing
- 06 Developing your content knowledge in your subject area
- 07 Developing high quality instructional practices (i.e. “best practices”)
- 08 Developing lesson plans that are aligned with CCSS-M content and practices

- 102) **[NGSS TEACHERS]** *Thinking about all your professional learning about science in the current school year, how much emphasis was placed on each of the following topics?*

1 Was not addressed 2 Minimal emphasis 3 Moderate emphasis 4 Major emphasis

- 01 Unpacking the standards (e.g. understanding what students should learn)
- 02 Selecting and/or using instructional materials and resources in alignment with the standards
- 03 Differentiating instruction for specific groups (e.g. students with disabilities, English learners)
- 04 Learning how to use formative assessments in your instruction
- 05 Preparing for standards-aligned standardized testing
- 06 Developing your content knowledge in your subject area
- 07 Developing high quality instructional practices (i.e. “best practices”)
- 08 Developing lesson plans that are aligned with NGSS content and practices

- 103) **[CCSS MATHEMATICS AND NGSS TEACHERS]** *To what extent is each of the following a barrier to achieving the goals of the [CCSS-M/NGSS] standards?*

1 Not a barrier 2 A minimal barrier 3 A moderate barrier 4 A major barrier

- 01 Not enough time to collaborate with other [mathematics/science] teachers
- 02 Being held accountable for student assessments (i.e., standardized tests) that are not aligned with [CCSS-M/NGSS].
- 03 Inadequate professional development on [mathematics/science] instructional practices
- 04 Students’ inadequate preparation in prior grades
- 05 Lack of administrator support for changing instructional practice
- 06 Students’ wide-ranging instructional needs
- 07 Too many other competing job demands
- 08 Not enough time during class to get through the lesson

- 104) **[CCSS MATHEMATICS AND NGSS TEACHERS]** *In the current school year, how often have you accessed instructional resources from the Knowledge Center?*

*1 Never 2 Once or twice this year 3 Once or twice a month 4 Once or twice a week
5 Almost every day 6 Not familiar with the Knowledge Center*

- 105) **[CCSS MATHEMATICS TEACHERS]** *In the current school year, what proportion of your mathematics instructional materials have you developed on your own?*

*1 None 2 about 10% 3 about 20% 4 about 30% 5 about 40% 6 about 50% 7 about 60%
8 about 70% 9 about 80% 10 about 90% 11 All*

- 106) **[NGSS TEACHERS]** *In the current school year, what proportion of your science instructional materials have you developed on your own?*

1 None 2 about 10% 3 about 20% 4 about 30% 5 about 40% 6 about 50% 7 about 60%
8 about 70% 9 about 80% 10 about 90% 11 All

- 107) **[CCSS MATHEMATICS TEACHERS]** *In the current school year, what proportion of your mathematics instructional materials is district supported?*

1 None 2 about 10% 3 about 20% 4 about 30% 5 about 40% 6 about 50% 7 about 60%
8 about 70% 9 about 80% 10 about 90% 11 All

- 108) **[NGSS TEACHERS]** *In the current school year, what proportion of your science instructional materials is district supported?*

1 None 2 about 10% 3 about 20% 4 about 30% 5 about 40% 6 about 50% 7 about 60%
8 about 70% 9 about 80% 10 about 90% 11 All

- 109) **[CCSS MATHEMATICS TEACHERS]** *In the current school year, how often have all/nearly all of your students done the following?*

1 Never 2 Once or twice this year 3 Once or twice a month 4 Once or twice a week
5 Almost every day

- 01 Discussed different ways to approach a problem
- 02 Justified their mathematical reasoning in writing
- 03 Participated in a formal Math Talk
- 04 Worked on a Mathematics Assessment Resource Service (MARS) task
- 05 Engaged in a problem that allowed for multiple solution methods

- 110) **[NGSS TEACHERS]** *In the current school year, how often have all/nearly all of your students done the following?*

1 Never 2 Once or twice this year 3 Once or twice a month 4 Once or twice a week
5 Almost every day

- 01 Discussed different ways to approach a problem
- 02 Justified their scientific reasoning in writing
- 03 Developed their own questions about a scientific topic
- 04 Developed or used scientific models
- 05 Planned and carried out a scientific investigation
- 06 Analyzed or interpreted data
- 07 Used mathematics or computational thinking in science
- 08 Constructed their own explanations and arguments using evidence and reasoning
- 09 Participated in a hands-on scientific experience
- 10 Written in a science journal (e.g., taken notes/recorded questions or observations)

- 111) **[CCSS MATHEMATICS AND NGSS TEACHERS]** *Overall, how confident do you feel about your ability achieve the goals of the [CCSS-M/NGSS] standards?*

1 Not at all confident 2 A little confident 3 Somewhat confident 4 Very confident
5 Extremely confident

2017 CPS 5Essentials Teacher Survey

112) **[ALL]** Are you a graduate of a CPS high school?

1 Yes 2 No

113) **[TEACHERS AND PREK ASSTS]** How many years have you been a teacher (at CPS or somewhere else)?

1 Less than one year 2 Between one and two years 3 3 to 5 years 4 6 to 10 years
5 11 to 15 years 6 More than 15 years

114) **[ALL]** How many years have you...

1 None 2 Less than 1 year 3 1 to 3 years 4 4 to 5 years 5 6 to 10 years 6 11 to 15 years 7 More than 15 years

- 01 Worked at this school?
- 02 Worked in a different CPS school, including charter schools?
- 03 Worked full-time in a profession outside of education?

115) **[ALL]** Was working in CPS your first choice (as opposed to other school districts)?

1 Yes 2 No

116) **[TEACHERS]** Which of the following best describes your *desired* career plans for next year?

- 01 Continue teaching at my current school in the same grade level/subject area
- 02 Continue teaching at my current school in a different grade level/subject area
- 03 Continue teaching in CPS but leave my current school
- 04 Continue teaching in Illinois but leave CPS
- 05 Continue teaching but not in Illinois
- 06 Leave classroom teaching and pursue an administrative position
- 07 Leave classroom teaching but pursue a career within the education sector
- 08 Leave education entirely for another career
- 09 Leave the workforce to pursue further education
- 10 Leave the workforce
- 11 Relocate, unrelated to my career
- 12 Retire
- 13 Other

117) **[ALL EXCEPT TEACHERS]** Which of the following best describes your *desired* career plans for next year? **[SELECT ONE]**

- 01 Continue working at my current school in the same position
- 02 Continue working at my current school in a different position
- 03 Continue working in CPS but leave my current school
- 04 Leave CPS for another school district in Illinois
- 05 Leave CPS for another school district outside of Illinois
- 06 Leave my current position but pursue another career within the education sector
- 07 Leave education entirely for another career
- 08 Leave the workforce to pursue further education
- 09 Leave the workforce
- 10 Relocate, unrelated to my career
- 11 Retire
- 12 Other

2017 CPS 5Essentials Teacher Survey

118) [ALL; NO CHARTERS] To what extent has each of the following had an influence in your career plans for next year?

*1 No influence 2 weak influence 3 moderate influence 4 a great deal of influence
5 not applicable*

- 01 My REACH observation scores
- 02 My REACH value-added scores
- 03 My REACH performance task scores
- 04 My overall REACH summative scores

Thank you for taking the survey. Your feedback is appreciated!

If you are seeing this page after indicating you are either: a tutor, a student teacher, a substitute teacher, or “none of the above,” please note that this survey is tailored to the experiences of classroom teachers and instructional coaches. Only those individuals are eligible to take this survey. Thank you for your time!