

# STUDENTS AS ALLIES IN SCHOOL REFORM

## TEACHER SURVEY (2011)

### Notes

The original Students as Allies Teacher Survey was co-created in 2003 by teachers, students, and WKCD (What Kids Can Do, Inc.), then completed by over 450 teachers in 21 schools across five cities: Chicago, Houston, Oakland, Philadelphia, and St. Louis. This is a revised version.

As with the first version, the 2011 teacher survey complements the Students as Allies Student Survey. Questions asked students are reframed here for teachers, making it possible to compare perceptions between the two groups. It is these comparisons that are of most interest: areas where students and teachers share the same views and areas where their perceptions differ significantly. The survey also includes questions for teachers only: about obstacles they face to doing their job well, and about how well they think their school is preparing students for college and careers.

Like the student survey, we used the online tool “Survey Monkey” ([www.surveymonkey.com](http://www.surveymonkey.com)) to lay out the teacher survey. As noted elsewhere, Survey Monkey also does a wonderful job of organizing survey data, once entered.

If you want to add your own questions and/or subtract some of ours, that's fine. We caution you, though, against re-wording, unless a particular word or phrase seems confusing in the context of your school.

Effective teaching and learning, we believe, demands a sturdy partnership between teachers and students: it's a two-way street. Having teachers join their perspectives with those of students—in this case, having both teachers and students complete Student as Allies surveys—strengthens this partnership.

The caveat noted for the student surveys applies equally to teachers: for the results to be valid, it's critical that the majority (indeed, almost all) of a school's teachers complete the survey.

*If you have any questions or concerns, please contact us at [info@whatkidscando.org](mailto:info@whatkidscando.org) or 401.247.7665.*

# Students as Allies in School Reform: Teacher Survey (2011)

**1. Thinking about your school, how much do you agree or disagree with the following?  
For each statement, please check the appropriate box.**

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
Students in my school treat one another with respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My school disciplines students fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My school respects all races and cultures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My principal models respectful behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty and staff value what students have to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students in my school care about learning and getting a good education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classes in my school are challenging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are involved in decisions about things that affect them in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most teachers at my school are enthusiastic about teaching and communicate this to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel respected by my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students in my school help one another even if they are not friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bullying is not much of an issue at my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are encouraged to say what they think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel physically safe in my classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand what my students' lives are like outside of school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## 2. How well do you think your school is preparing students for the following?

	Extremely well	Somewhat	Not much	Not at all
To go to college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To get good jobs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To know how to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To be good citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
To get along well with others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 3. How would you assess your school's faculty, as a whole, on each of the following?

	Excellent	Good	Fair	Poor
Knowing their subjects well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Having high expectations for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining discipline in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching individual students according to their different needs and abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 4. How often do you feel you speak with students one-on-one about the following?

	Regularly	Occasionally	Never
Their academic performance: noticing when it's good and offering suggestions when it's not-so-good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Their behavior in class: recognizing good behavior and helping students redirect their behavior when it's troublesome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Their understanding: checking with individual students to see if they have questions about what's being taught in class, homework, and other assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking to individual students about interests and things that are important to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking to individual students about their plans for college or work after high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## 5. Helping students with personal problems:

	More than 3	2 - 3	1	0	Can't say
If a student at your school had a personal problem (involving something in or outside school), how many adults in the building could she or he reliably turn to for help?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 6. Thinking about the obstacles you face in teaching, how much of an issue are each of the following for you? (Please rate on a scale of 1 to 4, with 1 equalling "low," and 4 equalling "high.")

	1 (not an issue)	2	3	4 (a big issue)
Students with discipline problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students whose family circumstances make it hard for them to concentrate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Too many students performing below grade level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insufficient professional development or opportunities to plan with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Too much emphasis on testing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not enough time to get to know individual students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A growing atmosphere of mistrust and disrespect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feeling increasingly unsupported and under-appreciated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 7. Think of the best students you have had. What are the qualities that made them good learners?

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## 8. What do you think are the most important issues that need to be addressed in your school?

## 9. Please tell us more about yourself.

Your gender

The grade you teach

Your race

The number of years you've taught.

Please choose answer from pull down menu for each item.

GENDER: female male

GRADE LEVEL: 9th 10th 11th 12th multiple grades

RACE: African-American Asian Caucasian Latino/a Other

YEARS TEACHING: 1-5 6-10 11-20 more than 20