



Locke High School College Going Culture Survey Report

Faculty and Staff Survey: Three Year Comparison (2001-2004)

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SRM Evaluation Group

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The Research Team

The SRM evaluation group work is a team effort directed by Professor Marvin C. Alkin. This report reflects the effort of a number of team members including Jenee Slocum on assignment to the team from UCLA's Center X.

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Introduction and Background

In June of 2005, the evaluation team from Center X supported by key Locke High School staff completed the third administration of the College Going Culture Survey Series. The creation of the Survey Series was prompted by a desire to understand the expectations of students' post-secondary education and employment options. This desire is rooted in the attempt to better understand what kind of information students receive about post-secondary options, where they turn for information, what they see as impediments to their post-secondary aspirations, whether their aspirations are aligned with self-reported academic indicators, views of the school, and their beliefs about people they interact with at school and home (e.g. parents, friends, administrators and teachers). In order to obtain a broader picture of the *college going culture* within the school, the survey series contains staff¹, parental², and peer components. The staff and parental components are separate surveys, while the peer component is incorporated into the student survey. These additional surveys provide the perspectives of people who play an integral part in shaping and supporting student expectations and the school environment³; therefore, the surveys contain questions pertaining to their expectations for students as well as their perceptions of the school environment.

By collecting this information, analyzing it, writing annual reports, and sharing the information with the Locke High School community, the hope is that this information will initiate conversation and action amongst school community members that will foster a college going culture that gets students, teachers, counselors, and parents focused on making college and other post-secondary outcomes a reality for students. This survey series is focused on the high school environment, because for many of the students at Locke High School, information about college and post-secondary options is not available at home. Students depend on the school to provide this support, and the information offered through this survey can help in understanding student perceptions of their environment and how staff and parents' perceptions intersect.

Each year the results of the survey are presented to the Locke teaching staff and administration. Many pertinent questions are often raised in these meetings, leading to a better understanding of the results obtained through the surveys. In presentations prior to June 2005, teachers expressed a desire to have more in-depth and prolonged discussions of the results with their peers and with administrators at Locke High School. Therefore, in June 2005, following the presentation of survey results from 2004,

¹ The term staff is used here and throughout the report to refer to teachers, administrators, and support staff.

² The parental survey has never been administered due to difficulty in accessing this population.

³ McDonough, P.M. (2002). "Counseling Matters: Knowledge, Assistance, and Organizational Commitment in College Preparations." In William J. Tierney (ed.), *Nine Propositions Relating to the Effectiveness of College Preparation Programs*. Albany, New York: State University of New York Press.

members of the teaching staff were asked to participate in focus groups. In those focus groups, teachers and administrators discussed observations made during the presentation, challenges they see to creating a high school culture that supports students' post-secondary expectations, possible solutions to those challenges, and potential actions items.

For example, teachers observed that students have high aspirations regarding post-secondary options, but are unsure of how to go about reaching their goals. This observation led to the discussion of measures the school could take to ameliorate this incongruence including, but not limited to, the following: the extension of college center hours, programming to educate parents about the path to graduation and college, and additional tutoring. Teachers also discussed challenges to making changes in the school culture as well as offered constructive criticism of the survey process. This report is intended to be another opportunity for teachers and students to see the data collected, reflect on the interpretations of the evaluation team, and to evoke continued discussion of the college going culture at Locke High School.

This report focuses on comparing teacher and staff responses from the first (2001-02), second (2002-03), and third (2003-04) year survey administrations⁴. The intent of the comparison is to track trends in staff perceptions about students, the school, and their jobs at Locke High School⁵. Differences in responses between the three years could be seen as indicators of changes in how teachers view their school environment and can also reflect the on-going work and effort of everyone involved in the school. Important changes in teacher responses will be highlighted in the report and marked as discussion points.

This report is divided into three main sections focusing on teacher and staff responses to certain aspects of the school environment throughout the three-year period. The first section examines teacher perceptions of students. The second section highlights how teachers perceive parents, the administration, and other teachers, and the final section is an analysis of teacher perceptions regarding their working environment and school.

Procedures

⁴ **Other Sources For Consideration-** It should be noted that reports from previous years are available and contain the interpretations of survey results obtained during Year 1 and Year 2 of the survey administration. Occasional report 19a is concerned with teacher perspectives and how they changed from Year 1 to Year 2. Occasional report 19b focuses on student responses and how they change from Year 1 to Year 2.

⁵ Approximately 66% of the teachers at Locke have been at the school for less than five years.

Over the course of three years, the process of designing, refining, distributing, and collecting the college going culture survey was completed due to the help and effort of LAUSD's District 7 administrators, teachers, staff, and parents. District superintendent Dr. Rousseau, Locke High School administrators—specifically Vice Principal Guillermina Jaugegui, and members representing the teachers' union contributed to the survey design. Additionally, parent representatives met with the evaluation team to discuss the survey instrument and to make valuable suggestions that became part of the student and staff surveys in Year 2 and 3⁶.

In terms of survey distribution and collection, administrators and staff played a pivotal role in aiding the evaluation team. In Year 2 and 3 of the survey, the staff component was distributed during an after school meeting. Teachers were given 45 minutes to complete the survey and return it to the evaluation team. Teachers were then asked to distribute the student surveys during their second period class the following day, and return completed surveys to the main office for collection by the evaluation team.

Section 1: Teacher/Staff Perceptions of Students

Teachers, administrators, and support staff at Locke High School were asked questions about their expectations for students in regard to post-secondary options and their perceptions of student behavior. These groups of individuals within the high school are key to the creation and maintenance of a college going culture, because for many students and parents, faculty are their main points of contact with the school⁷. The questions in this section focus on the expectations that these key individuals have for student achievement, their perceptions of student behavior in the classroom and school, and their opinion regarding future troubles for students, such as incarceration or penalization through the legal system. Since these questions cover multiple topics, they will be presented in subsections that address each one individually.

A. Teacher, Administrator, and Support Staff future expectations of students

Teachers, administrators, and support staff were asked in each of the three surveys what they think 12th grade students at Locke will do following high school in regard to employment and education. The response "skip college and seek a job or join the military" remained constant at approximately 45% (Year 1=44%, Year 2=46%, Year 3=44%) (Graph1). However, in four of the remaining categories the staff estimates

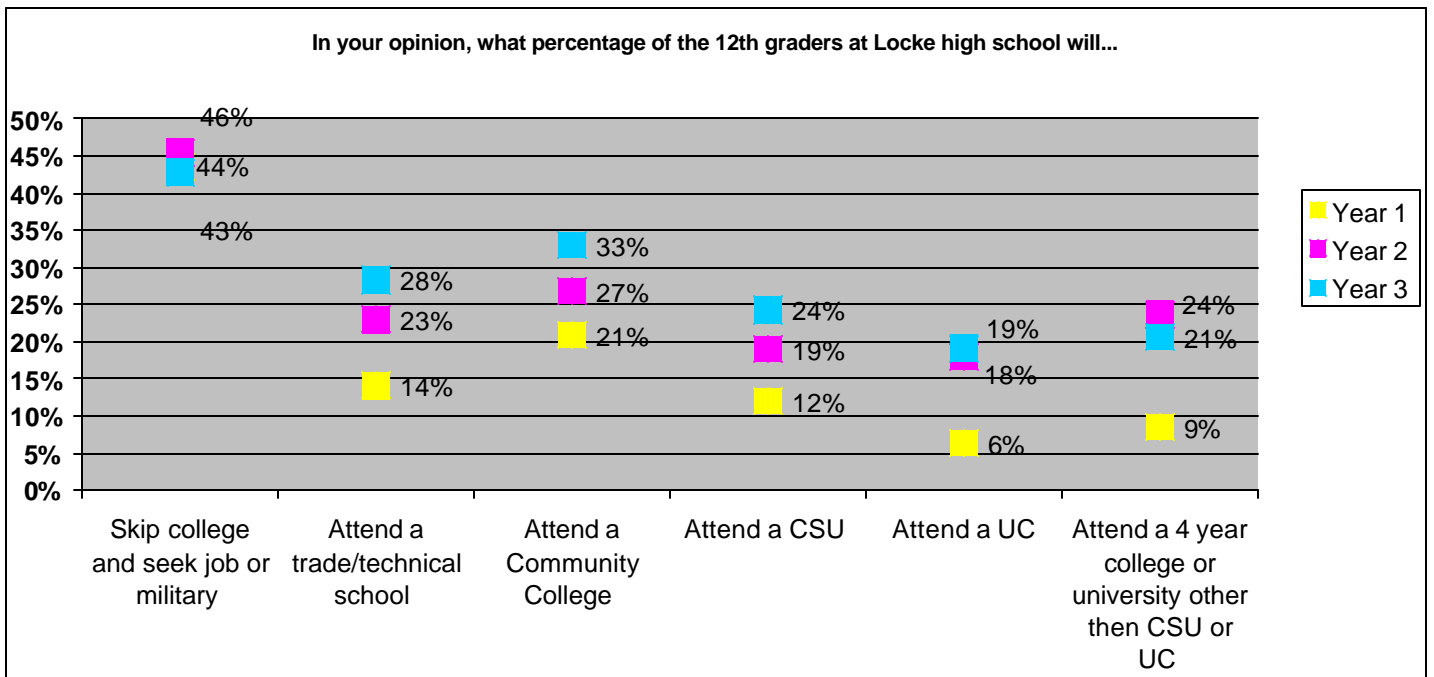
⁶ The instrument reliability alpha is .95.

⁷ McClafferty, K.A., McDonough, P.M., Nunez, A., (2002, April). What is a College Culture? Facilitating College Preparation through Organizational Change. Paper presented at the annual conference of the American Educational Research Association, New Orleans, LA.

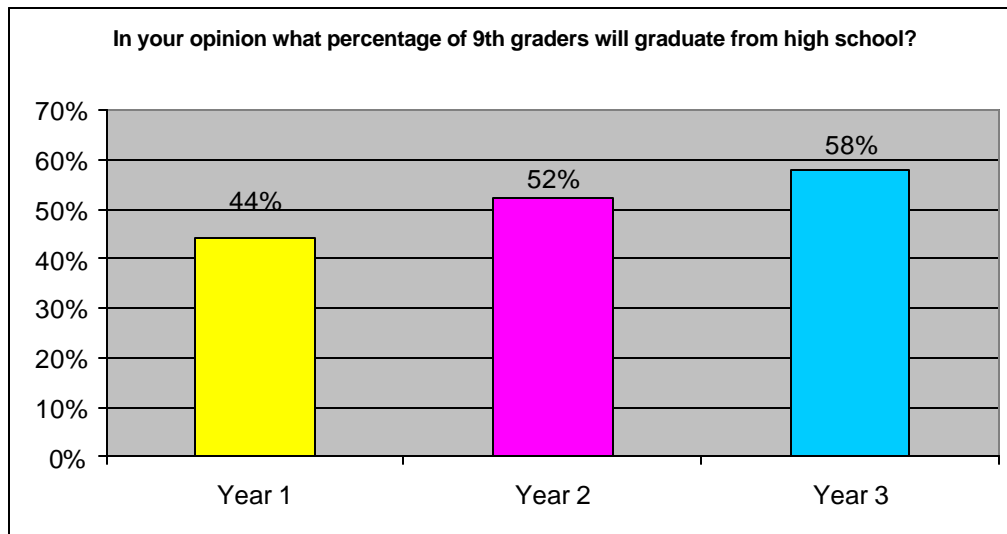
increased dramatically from Year 1 to Year 3, possibly indicating a change in the culture of expectations at the high school. For instance, in the third year, staff estimated that 33% of 12th graders would attend community college, which is an increase of 14% from Year 1 (Graph 1). Additionally, the estimates of 12th graders who would attend a California State University (CSU) increased by 12% from Year 1 to Year 3, and the estimate for students who would attend a University of California (UC) increased by 13% in the same period of time (Graph 1). There was a slight decrease in the estimate of students who would attend a 4-year college other than a CSU or a UC from Year 2 to Year 3. However this decrease is offset by the drastic increases in estimates for other educational outcomes.

The trend of increased expectations for students by the high school staff was also reflected in estimates of 9th grade graduation rates from 44% in Year 1 to 58% in Year 3 (Graph 2). An important caveat to consider in regard to this question is the difficulty discerning how the staff surveyed, arrived at these estimates in the first place. Through conversation during presentations and in meetings with teachers and administrators, some indicated that they answered the question based on available statistical information, while some based their answer on a guess, which could also have been influenced by learning of the exact numbers prior to the survey.

Graph 1:



Graph 2:



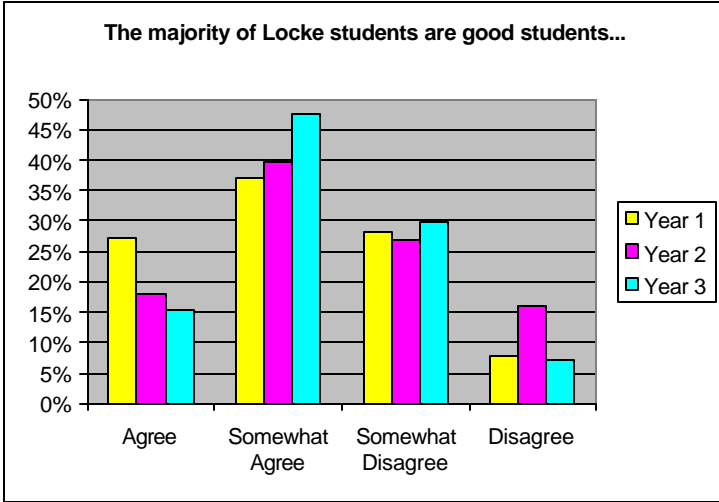
B. Teacher perceptions of student behavior

Knowing staff's, specifically teachers', perceptions of student behavior provides a lens for acquiring insight into student engagement at Locke High School. How teachers perceive students and the social environment of students can impact the interactions that these individuals have with students and their expectations for students' futures. Additionally, behavior issues impact student achievement both for the students who are misbehaving and for others who are disrupted by the behavior. Knowing the level of such events at the school from the teacher perspective, can help us gain some idea of the level of academic engagement at the school. The general trend in teacher perceptions of student behavior indicate that the majority of teachers (63%) considered students to be "good students" (Graph 3), but are not committed to high academic achievement (Graph 4). These results become more pronounced in Year 2 and in Year 3 of the survey. Why? If teachers generally think that their students are good students, yet think they are not committed to high academic achievement, how then do teachers define a "good student" and someone who has a "commitment to high academic achievement?" Is a "good student" someone who stays out of trouble or a "good person," rather than a student who takes studies seriously?

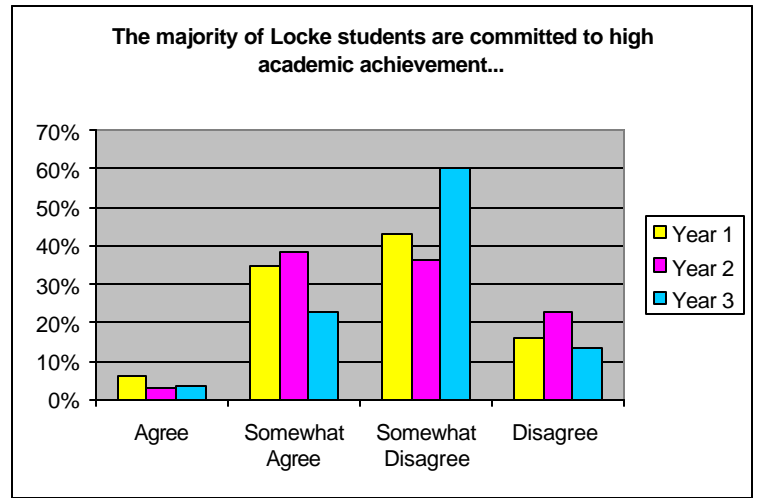
Teachers were also asked if they thought students knew who to talk to about college and if they were able to succeed in college (Graph 5 and 6, Table 1: last two questions). In Year 3, the majority of teachers (53%) indicated that they believe students know who to talk to about going to college, up from 44% in Year 2. Additionally, 58% of teachers believed that their students could succeed in college (Graph 5). This is a 2% increase from Year 1 and a 14% increase from Year 2 (Table 1:

last two questions). These results may indicate that there was a perceived increase in conversation about college going at Locke High School in Year 3.

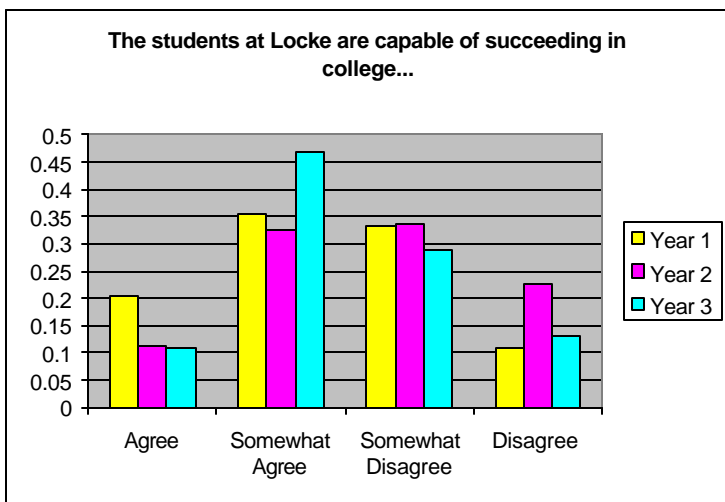
Graph 3:



Graph 4:



Graph 5:



Graph 6:

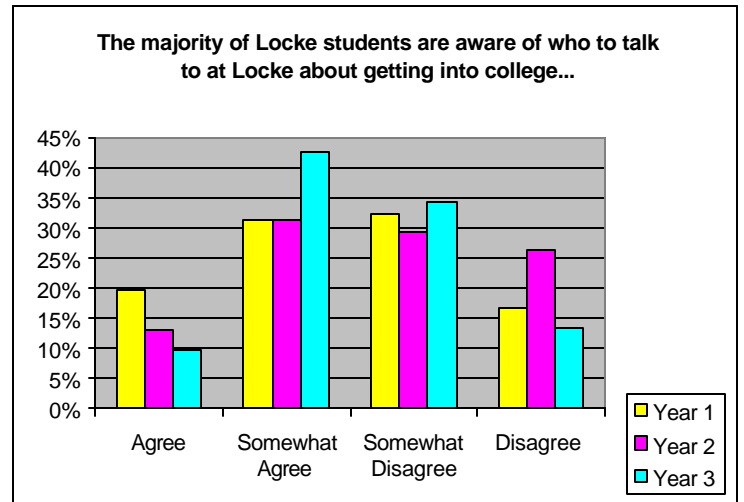


Table 1: The majority of students at Locke are...

	Year 1	Year 2	Year 3	Year 1	Year 2	Year 3
	<i>Agree/ Somewhat Agree</i>			<i>Disagree/ Somewhat Disagree</i>		
Good students	64%	57%	63%	36%	43%	37%
Committed to school	50%	44%	48%	50%	56%	52%
Committed to high academic achievement	41%	41%	27%	59%	59%	73%
Able to engage in a rigorous curriculum	53%	47%	48%	47%	53%	53%
Able to engage in critical thinking	61%	48%	63%	39%	52%	38%
Able to build relationships with teachers	74%	74%	81%	26%	26%	19%
Able to get extra help with their school if they need/want	86%	70%	88%	14%	30%	12%
Respectful of other students	53%	38%	49%	47%	61%	50%
Respectful of teachers, staff, and administrators	54%	47%	52%	46%	53%	48%
Taking a lot of difficult classes	26%	19%	26%	74%	81%	74%
Motivated to participate in extra-curricular activities	38%	34%	41%	62%	66%	59%
Aware of who to talk to at Locke about getting into college	51%	44%	53%	49%	56%	47%
Capable of succeeding in college	56%	44%	58%	44%	56%	42%

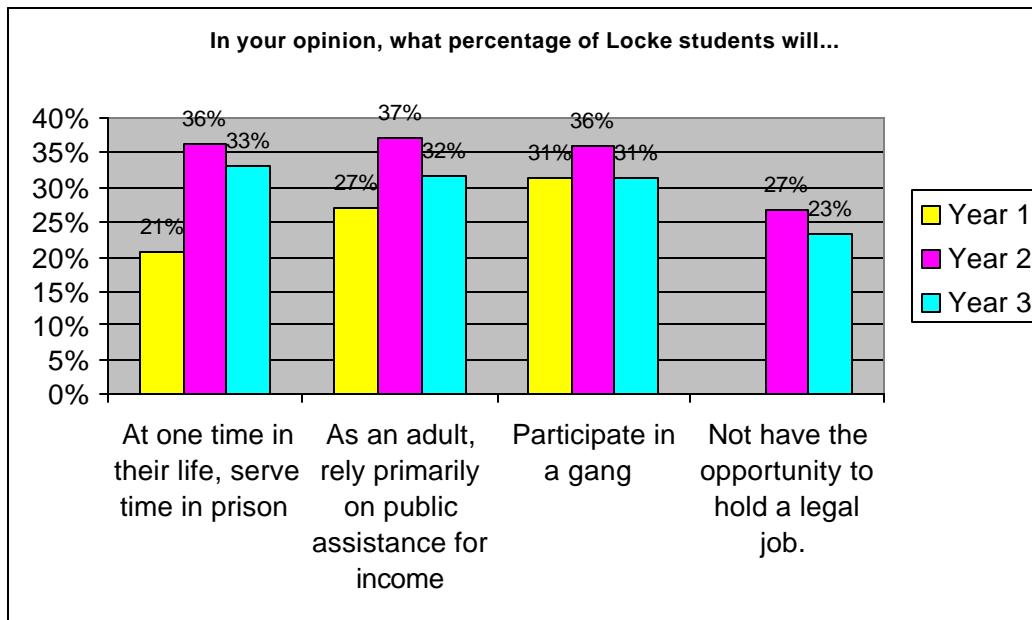
C. Teacher perceptions of future student troubles

Teachers were asked about the possibility of students getting into trouble with the law, becoming involved in gangs, or having to depend on public assistance. Generally, there is a slight decrease in the percentage of teachers who think that the students at Locke High School will get into some form of trouble in Year 3 (Graph 7)⁸. In Year 1, staff estimated that 21% of 9th graders would go to prison or be on probation. Their estimate increased to 36% in Year 2 (Graph 7), and decreased to 33% in Year 3. Similarly, in Year 1, staff estimated that 31% of students would be involved in gangs. The estimate increased to 37% in Year 2, and decreased to 31% in Year 3 (Graph 7). Estimates of the percentage of students who would rely on public assistance at some time in their lives decreased from 37% in Year 2 to 32% in Year 3 (Graph 7), and their estimate of students who would not have an opportunity to hold a legal job decreased from 27% in Year 2 to 23% in Year 3 (Graph 7). The more pessimistic results obtained in Year 2 may be related to the high number of student expulsions that occurred during the 2003-04 school year. These results are echoed throughout the teacher survey. There were 23 expulsions in that year versus an average of 2 expulsions per year in the three

⁸ It is important to note, that in Year 1 and 2, the question asked what percentage of 9th graders would serve time in prison, be on public assistance, and participate in a gang. In Year 2 and 3 the question of whether students would have an opportunity to hold a legal job was added, and in Year 3 the wording of the question was changed to whether teachers thought Locke Students would...rather than just asking about 9th graders.

surrounding years. These results should also be presented to students and staff to spark discussions about the reasons for these trends and possible solutions.

Graph 7:



Section 2: Teacher Perceptions of Parents, the Administration, and Other Teachers

This section focuses on teacher perspectives about parents, the administration, and other teachers at Locke High School. These groups are integral in creating a positive learning environment and encouraging a college going culture⁹. Parents can act as a vital source of support for both students and teachers, while the administration helps in setting goals and enforcing discipline on campus. Teachers are also important as a resource of experience, knowledge, and innovative ideas. The questions in this section are divided into three subsections: teacher perceptions of parents, the administration, and other teachers.

A. Teacher perceptions of parents

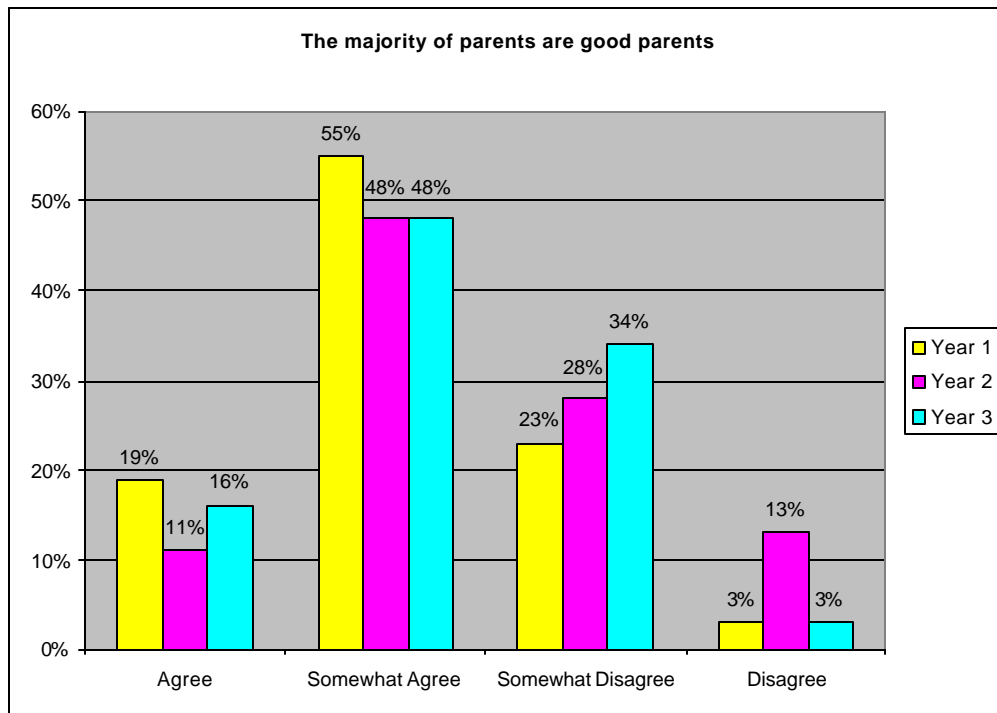
An important aspect affecting student learning is the level of support students receive at home from their family. Parents can help reinforce good study habits and monitor students' academic progress. In addition, collaborative engagement between teachers and parents is important, because each group can share their own unique

⁹ McDonough, P.M. (2002). "Counseling Matters: Knowledge, Assistance, and Organizational Commitment in College Preparations." In William J. Tierney (ed.), *Nine Propositions Relating to the Effectiveness of College Preparation Programs*. Albany, New York: State University of New York Press.

perspective on their students' lives and how students may be helped or supported¹⁰. Thus, we surveyed teachers to better understand how they perceived parents and their relationship with parents.

The survey results show that in Year 3, the majority of teachers believe that parents are "good parents" (64%) and committed to their children's education (62%) (Table 2). This is an increase from the Year 2 (59%) results, but it is also important to note it is a 10% decrease from Year 1 (74%) (Graph 8). Although the majority of teachers think that Locke parents are good parents, there was a consistent negative trend in regard to the following questions. Many teachers (Year 1=67%, Year 2=66%, Year 3=59%) do not think that parents are able to motivate their children to achieve academically (Table 2). Most teachers do not think that parents are communicating with them about their students' academic work, behavior in school, or attitude towards the school (Table 2). Similarly, most teachers (Year 1=58%, Year 2=63%, Year 3=57%) indicated that parents were unable to build relationships with them or the administration (Table 2). These results have changed very little from Year 1 to Year 3, and they suggest critical disengagement between teachers and parents. It would be valuable to gain the parent perspective and bring both parties together in a discussion about the lack of collaboration and possible ways to increase the level of contact between both groups for the benefit of students.

Graph: 8



¹⁰ Freire, P. (1998). *Pedagogy of Freedom: Ethics, Democracy, and Civic Courage*. Rowman and Littlefield Publishers, Inc.: New York.

Table 2: The majority of parents at Locke are...

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
	<i>Agree/ Somewhat Agree</i>			<i>Disagree/ Somewhat Disagree</i>		
Good parents	74%	59%	64%	26%	41%	37%
Committed to their children's education	61%	47%	62%	40%	53%	38%
Able to engage/motivate their children to achieve	33%	34%	41%	67%	66%	59%
Able to build relationships with teachers and administrators	42%	37%	43%	59%	63%	57%
Talking to teachers about students' academic work	32%	29%	33%	69%	71%	67%
Talking to teachers about students' attitudes and behaviors	38%	33%	37%	63%	67%	63%
Talking to teachers about how to get their children ready for college	24%	20%	25%	76%	79%	75%

B. Teacher perceptions of the administration

A crucial factor in building a strong school environment is a positive relationship between the staff and administration. Teachers were asked a series of questions about their views of the administration's ability to build relationships with faculty, engage and motivate faculty, and their commitment to the school and students. There were no major changes in teacher perceptions of administration from Year 1 to Year 3 (Table 3). The majority of staff rated the administration as "average" in almost every area questioned, including their overall quality, ability to motivate, engage, and build relationships with the faculty, and their ability to make an impact on the District (Table 3). Many teachers during each year (Year 1=55%, Year 2=42%, Year 3=49%) however, feel that the administration is "above average" in their commitment to improve Locke High School. This incongruence in the way teachers perceive administrators at Locke High School may indicate that teachers generally think their administrators are committed to the school and to improving the school environment, yet do not see improvement in the areas most pertinent to their lived experiences within the school. Teachers may understand or relate to the administration's overall or long-term goal of improving Locke, but may not be aware of or understand how they are attempting to achieve that goal. Increased dialogue between teachers and the administration can prove invaluable in building a stronger, more cohesive school community.

Table 3: Teacher perceptions of the administration at Locke

	Year 1			Year 2			Year 3		
	Above Average	Average	Above Average	Above Average	Average	Below Average	Above Average	Average	Below Average
Overall quality	32%	52%	16%	21%	55%	24%	27%	58%	15%
Commitment to the job	48%	45%	8%	39%	48%	12%	40%	54%	6%
Commitment to students	47%	44%	9%	37%	45%	16%	41%	49%	10%
Ability to engage and motivate faculty	26%	41%	33%	20%	43%	36%	18%	51%	32%
Ability to build relationships with faculty	27%	48%	25%	22%	47%	31%	20%	51%	29%
Ability to make an impact at the district level	21%	47%	32%	16%	43%	41%	16%	54%	29%
Committed to improving Locke	55%	39%	6%	42%	41%	16%	49%	43%	8%

C. Teacher perceptions of other teachers

Teachers can be a network of support, offering encouragement, guidance, and insight on teaching techniques and strategies. Through teachers' collaborative efforts and thinking, students are impacted both socially and academically. In order to better understand teacher culture at Locke High School, we asked teachers their views of their colleagues. In Year 3, the overwhelming majority (89%) of teachers answered that they agree other teachers at Locke are "good teachers," an 8% percent increase from the previous two years (Table 4). Responses about other teachers are overwhelmingly positive throughout the past three years. Teachers believe their colleagues are committed to their jobs and students, and are able to build relationships with students. However, fewer of them (Year 1=59%, Year 2=53%, Year 3=61%) think that other teachers engage students in rigorous curriculum and require them to study hard. It would be interesting to conduct further research on why they consider other teachers to be "good teachers," yet do not challenge their students. Understanding teachers' beliefs of what constitutes a good teacher could provide valuable information on increasing the overall quality of teaching at Locke High School. In general, Year 3 has seen an increase in approval of teachers' perceptions of other teachers. This could be a result of a more collaborative and open environment, where teachers are sharing, helping and supporting each other in the classroom, or may be linked to ongoing professional development within the school.

Table 4: The majority of teachers at Locke are...

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
	<i>Agree/Somewhat Agree</i>			<i>Disagree/Somewhat Disagree</i>		
Good teachers	81%	81%	89%	19%	19%	12%
Committed to the job	75%	77%	82%	25%	23%	18%
Committed to the students	80%	82%	80%	20%	18%	20%
Able to engage students in rigorous curriculum	66%	65%	74%	34%	35%	26%
Able to build relationships with students	79%	78%	83%	21%	22%	16%
Able to make an impact on students academically	77%	70%	81%	23%	30%	19%
Able to support literacy development in students	73%	63%	72%	27%	37%	28%
Require students to study hard	59%	53%	61%	41%	47%	40%

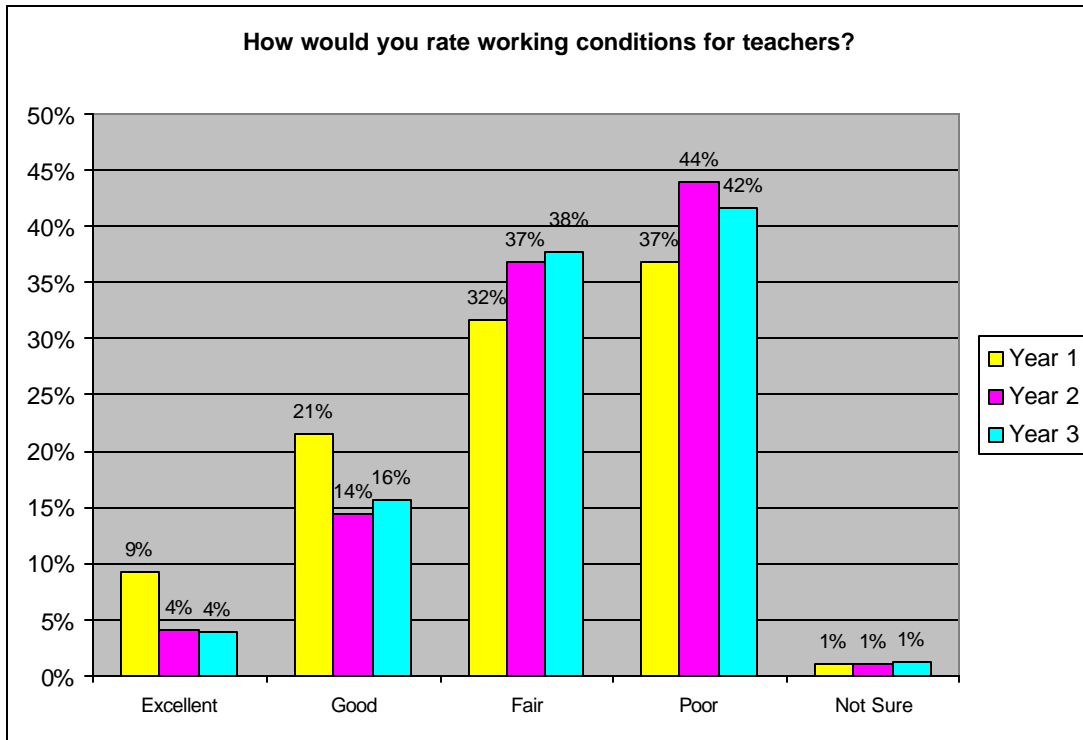
Section 3: Teacher Perceptions of Their Work

In order to assess teachers' satisfaction with their work at Locke High School and to begin identifying implications for students, we asked teachers how they feel about their work, work related activities, and why they remain in the teaching profession. Responses to these questions can help us understand how teachers view their work and what keeps them motivated.

A. Teacher perceptions of their work environment

Performance on the job can often be traced to satisfaction with the work environment. Thus, to further our understanding of teacher performance ratings from other teachers and students, we asked questions about working conditions and job satisfaction. The survey from Year 3 shows a continued trend of dissatisfaction in the work conditions for teachers at Locke (Graph 9). However, there was a return to the Year 1 level of job satisfaction in Year 3, after a significant dip in the second year (Graph 10). Throughout the three years under study, the teachers rated the quality of textbooks and instructional materials, adequacy of the physical facilities, and the availability of technology as only "fair or poor" (Table 5). Table 5 shows a clear depiction that teachers throughout all three years perceive their overall work environment as "fair or poor." These results are extremely important to note and further examination of what teachers would like to see in the workplace will help improve their feelings about their working conditions and job satisfaction, thus enabling them to better serve the students.

Graph 9:



Graph 10:

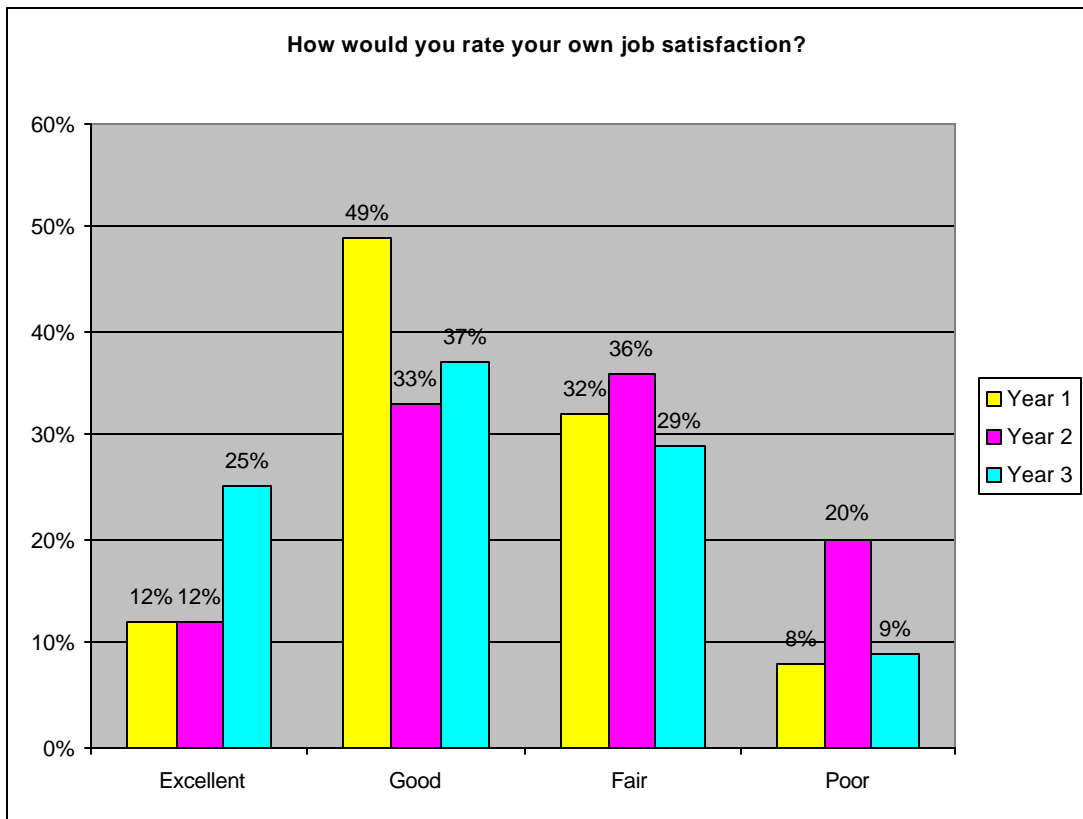


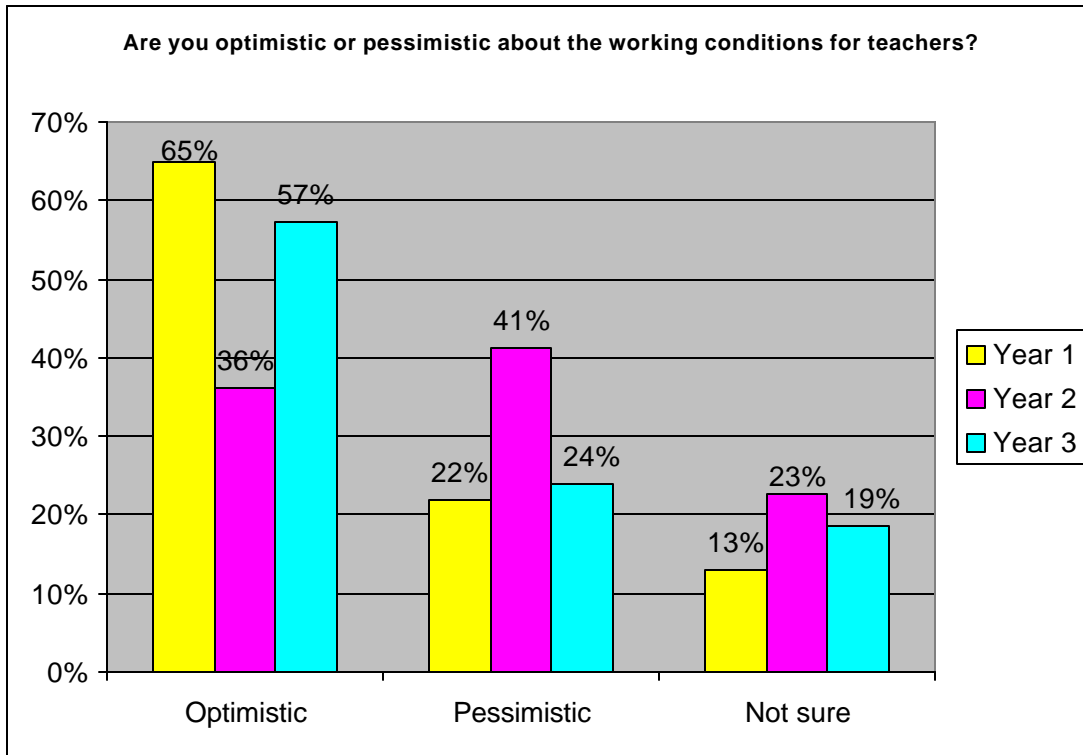
Table 5: Teacher perceptions of work environment

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
	<i>Excellent/Good</i>			<i>Fair/Poor</i>		
The quality of professional development	35%	31%	44%	65%	68%	55%
Working conditions for teachers	31%	18%	20%	68%	81%	80%
Your own job satisfaction	62%	44%	61%	38%	56%	40%
The quality and appropriateness of the tests you are required to administer	34%	31%	24%	52%	62%	70%
The way the school involves parents	36%	19%	16%	64%	80%	82%
The textbooks and instructional materials	24%	26%	32%	71%	71%	66%
The adequacy of the physical facilities at Locke	34%	23%	21%	66%	73%	79%
The availability of technology (computers and other tech)	35%	22%	20%	65%	78%	79%

Teachers were also asked whether they thought the conditions at Locke would improve over the next five years. Year 3 shows a positive increase in teachers' optimism. In Year 1, the majority of teachers (65%) believed that their working conditions would improve at Locke, however, this majority decreased to 39% in Year 2 and increased to 57% in Year 3 (Graph 11). This trend was echoed by the percentage of teachers who were optimistic about the future improvement of their job satisfaction (Year 1=80%, Year 2=53%, Year 3=68%) (Graph 12). Following a dip in Year 2, Year 3 teachers responded that they are optimistic about the future of their own job satisfaction. This trend continued into other areas as well.

It is clear that more teachers in Year 2 are pessimistic about future improvements in the quality of textbooks and instructional materials, adequacy of the physical facilities, and the availability of technology (Table 6). This table also shows the contrast, that teachers in Years 1 and 3 are optimistic about working conditions and job quality. It is important to note the 6% increase during Year 3 in teachers' *pessimism* related to the quality and appropriateness of the standardized tests teachers are required to administer. These trends should be shared and discussed amongst teachers and administration in order to fully grasp the underlying reasons behind decreased job satisfaction and increased pessimism amongst staff.

Graph 11:



Graph 12:

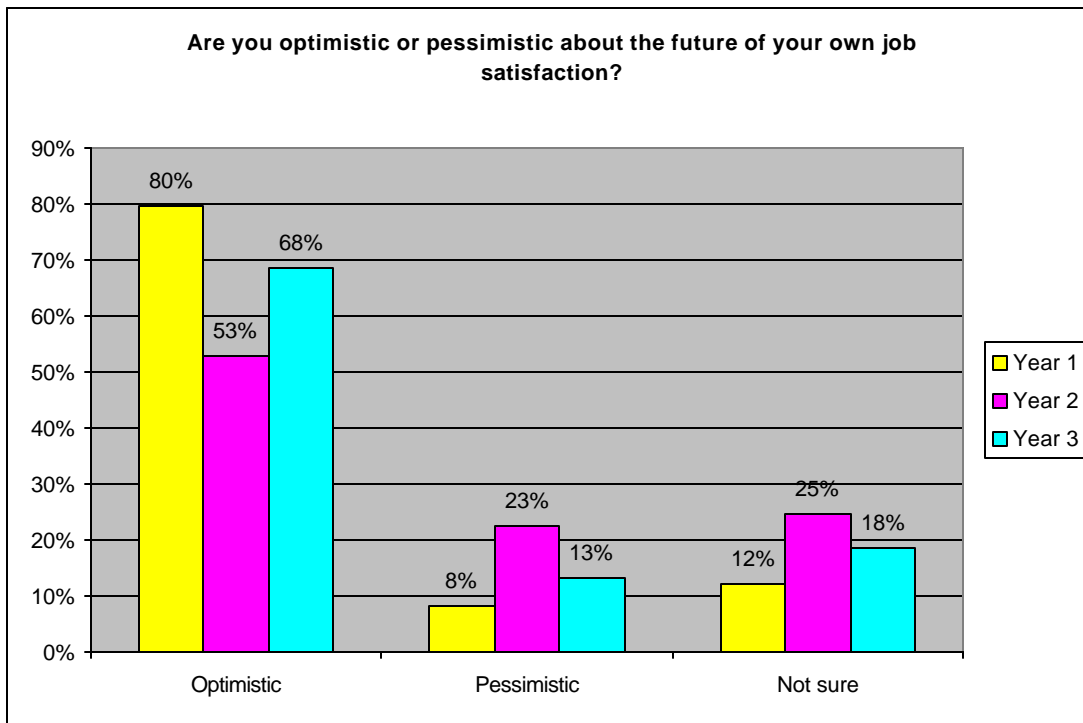


Table 6. Teacher optimism and pessimism regarding future improvement of work environment

	Year 1			Year 2			Year 3		
	Optimistic	Pessimistic	Not sure	Optimistic	Pessimistic	Not sure	Optimistic	Pessimistic	Not sure
The quality of professional development	64%	13%	22%	43%	31%	26%	61%	16%	23%
Working conditions for teachers	65%	22%	13%	36%	41%	23%	57%	24%	19%
Your own job satisfaction	80%	8%	12%	53%	23%	25%	68%	13%	18%
The quality and appropriateness of the standardized tests you are required to administer	45%	31%	24%	32%	40%	28%	38%	46%	16%
The way the school involves parents	59%	21%	21%	38%	37%	25%	46%	33%	21%
The textbooks and instructional materials	63%	18%	18%	37%	42%	21%	74%	13%	13%
The adequacy of the physical facilities in your school	63%	20%	18%	33%	44%	22%	56%	29%	15%
Availability of technology (computers & other technology)	70%	17%	13%	46%	36%	18%	59%	24%	17%

B. Teacher perceptions of work related activities

Teachers engage in many activities during the course of a school year such as creating curriculum plans, working with students one-on-one, and professional development. These activities can have a collective effect on the quality of the educational environment at the school. Thus, teachers were surveyed on the importance of each activity as well as the average amount of time they spent engaged in each activity.

Results of the survey indicated that most teachers (typically above 70% in all three years) considered *all* the school related activities surveyed to be “important or very important” (Table 7). The four activities rated highest for all three years included, developing curriculum plans, adjusting curriculum plans according to student needs, using student assessment to adjust curriculum, and discussing individual student needs with parents (Table 7).

Most ratings remained the same over the course of the three years under study, with only slight changes in perceived importance in Year 3. It is important to note the small decrease in teachers’ rating of importance of preparing students for standardized testing (Year 1=92%, Year 2=76%, Year 3=74%) (Table 7). This is most likely related to

the results above in Table 6, where teachers in Year 3 were increasingly pessimistic about the quality and appropriateness of the standardized tests they are required to administer to students. Teachers' pessimistic attitude about the quality of standardized tests is reflected in the importance they give to helping prepare students for these tests. How is this affecting student preparation for exams? What does this say about teacher moral in regard to testing and is it impacting students? Overall the results in Table 7 show a teacher population that values all the activities needed to create a quality educational environment, but a critical look at specific activities that teachers give value to or not, can shed light on student performance.

It is also important to note the amount of time that teachers typically spend on these activities during the normal course of a week. The hours spent on each activity may indicate what activities teachers feel more obligated to do or most important. In Year 1, teachers indicated that they spent most of their time developing curriculum plans, preparing students for standardized tests, and *doing professional development* (Table 8). In Year 2 there were slight changes¹¹. Teachers indicated that they spent most of their time developing curriculum plans, preparing students for standardized tests, and *conducting one-on-one student instruction* (Table 8)¹². Again, in Year 3, there were only small changes. Teachers responded that they spent the most time on developing curriculum plans, *adjusting curriculum plans according to student needs*, and doing professional development (Table 8). The number of hours spent on the activities mentioned corresponds very closely with the reported level of importance of each activity in all three years. This indicates that teachers are engaging most frequently with the activities they deem most important. It is interesting to note that teachers highly value discussing students' needs with parents (Year 1=99%, Year 2=92%, Year 3=98%)(Table 7) and spend over 2 hours a week on average partaking in this activity (Table 8). Yet, as noted in Table 2, teachers do not believe parents are talking to them often about their students. We reinforce the importance and need for open communication between teachers and parents, for the benefit of students.

Table 7. Teacher perceptions of work related activities

¹¹ Differences between years indicated in *italicized* font.

¹² It should be noted that the decrease in the reported number of hours in Year 2 was largely due to discussions with teachers before the administration of the survey. In Year 1 most teachers considered professional development and developing curriculum plans to be the same activity, because they could be engaged in both activities at the same time. Thus, they reported the combined time spent on each. In Year 2 teachers were

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
	<i>Very Important/Important</i>			<i>Not very important/ Not at all important</i>		
Develop curriculum plans	99%	94%	100%	1%	3%	0%
Adjust curriculum plans according to student needs	100%	93%	100%	0%	7%	0%
Use student assessment to adjust curriculum	97%	93%	99%	3%	7%	1%
Prepare students for standardized tests	92%	76%	74%	8%	24%	27%
Discuss individual students' needs with other teachers	94%	92%	94%	6%	8%	5%
Discuss individual students' needs with parents	99%	92%	98%	1%	8%	3%
Discuss individual students' needs with administrators	89%	66%	72%	11%	34%	27%
Find new teaching materials	67%	86%	96%	33%	13%	4%
Conduct one on one student instruction	97%	90%	92%	3%	10%	6%
Professional development	79%	74%	79%	21%	26%	21%

Table 8. Number of hours spent on different activities

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
	<i>Average hours per week</i>		
Develop curriculum plans	9.78	6.07	8.56
Adjust curriculum plans according to student needs	6.71	3.50	4.48
Use student assessment to adjust curriculum	7.64	3.47	3.34
Prepare students for standardized tests	9.70	3.94	3.29
Discuss individual students' needs with other teachers	2.82	1.91	2.14
Discuss individual students' needs with parents	2.61	1.45	2.13
Discuss individual students' needs with administrators	2.01	0.86	0.92
Find new teaching materials	3.74	3.18	1.13
Conduct one on one student instruction	6.52	4.83	3.75
Professional development	9.20	3.05	4.52

encouraged to think of these activities as separate and report the hours spent on each. – **how did this change in year 3?**

C. Why teachers remain in education

Examining teacher's views on why they remain in the field of education is critical in understanding the motivating factors that contribute to their work. Given the relatively high teacher turnover rate, this question may also provide some insight as to how teachers can be supported in the areas that they value most about education.

When teachers were asked about their motivations for staying in education, the most frequent answer was their commitment to students (Year 1=99%, Year 2=94%, Year 3=100%) (Table 9). This result increased in the past year with 100% of teachers in Year 3 believing their commitment to their students is an important factor in their decision to stay in education. Most teachers (Year 1=96%, Year 2= 84%, Year 3=92%) felt that their work helped change the world and further social justice (Table 9), and also felt that their career was both fulfilling and challenging (Year 1= 95%, Year 2=84%, Year 3=90%)(Table 9). Relationships with colleagues and enjoyment of the subjects they teach received high marks of importance in all years. Most ratings for high importance dropped in Year 2, but increased again in Year 3.

Teachers were also asked if they felt empowered to make a difference in students' lives, improve students' self-esteem, and help students prepare for college. By examining these indicated levels of empowerment, we found there was about a 10% decrease in this perception in Year 2, but an almost equal rise in Year 3 (Table 10). Teachers seem to have a renewed sense of empowerment and effect on students' lives. These results reflect positively on the environment at Locke because often, the more empowered teachers feel, the more they attempt to engage in processes to guide and support students.

Finally, teachers were surveyed on the length of time they plan on remaining in the teaching profession and nearly half responded that they would stay as long as possible. Again, there was a slight drop in this response in Year 2, but it returned to the same level in Year 3 (Year 1=45%, Year 2=41%, Year 3=45%) (Graph 13). This drop may reflect teachers' feelings of disempowerment within the school or other factors related to their job satisfaction. Further examination is needed to understand the underlying reasons behind these changes. It would be valuable to arrange focus groups and discussions amongst teachers to better understand their perspective and reasons behind these responses.

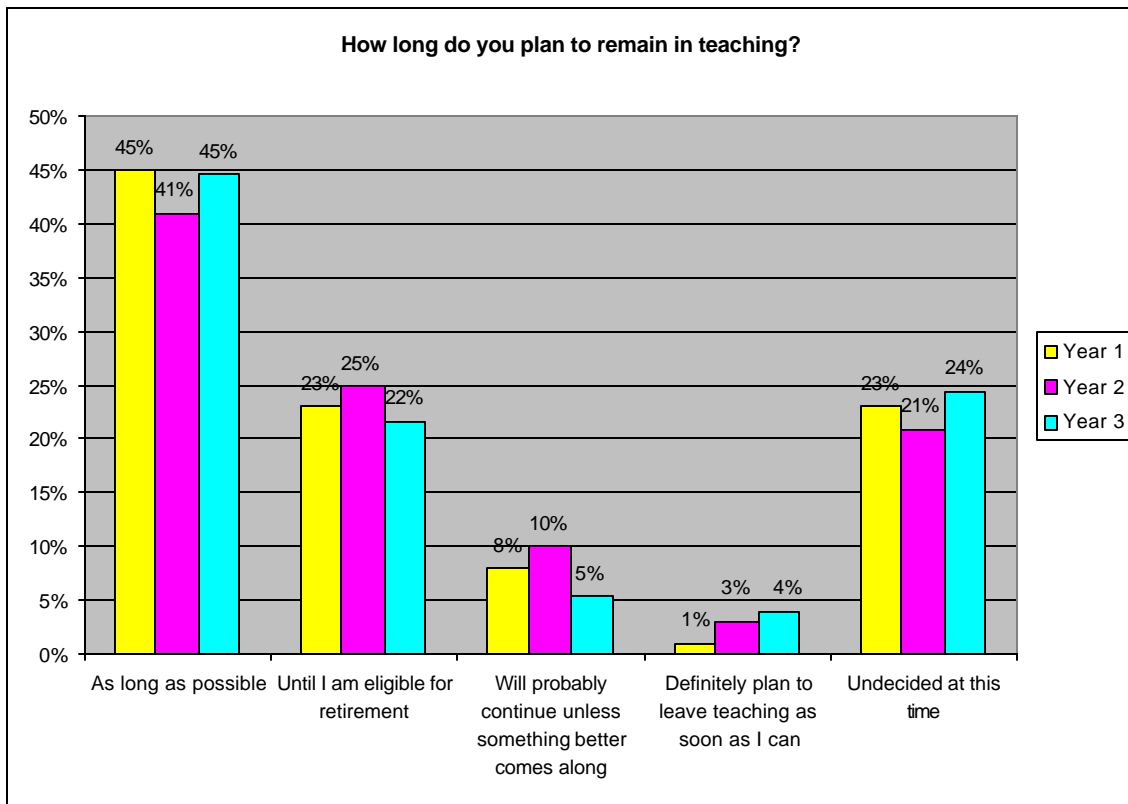
Table 9. Teacher reasons for staying in education

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
	<i>Very Important/Important</i>			<i>Not very important/ Not at all important</i>		
I feel that my work helps change the world and further social justice	96%	84%	92%	4%	16%	8%
I'm committed to the students	99%	94%	100%	1%	6%	0%
It is a fulfilling and challenging career	95%	84%	90%	5%	16%	10%
I'm committed to working in a low-income community	79%	64%	76%	21%	36%	24%
I have a lot of autonomy in my job	82%	68%	82%	18%	32%	19%
It is a flexible career conducive to parenting/ family life	64%	68%	72%	36%	32%	28%
I like the school calendar and the work hours	72%	71%	77%	28%	29%	23%
There is strong administrative support and leadership	81%	62%	69%	19%	38%	31%
It provides job security	76%	71%	76%	24%	29%	25%
I enjoy the subject(s) I teach	98%	80%	94%	2%	20%	4%
I have a good relationship with my colleagues	90%	81%	81%	10%	19%	19%

Table 10. Teacher perceptions of empowerment

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
	<i>Agree/Somewhat Agree</i>			<i>Disagree/ Somewhat Disagree</i>		
Make a difference in students' lives	97%	88%	98%	3%	13%	3%
Encourage students to participate in extra-curricular act.	89%	87%	88%	11%	12%	11%
Improve students' self-esteem	100%	92%	97%	0%	7%	4%
Help students prepare for college	98%	85%	93%	2%	13%	6%

Graph 13:



Section 3: Summary

This survey was conducted to provide a more comprehensive look at teachers' beliefs of students and the school environment at Locke High School. We hope to raise questions for further study and incite conversation between the entire staff, parents, and student population based around the issues discussed here. To reemphasize the major changes across the three years, we note high positive responses overall from teachers in Years 1 and 3, with a substantial decrease of this attitude in Year 2. This decrease in optimism about the students and school environment could be a result of many factors including a change in teachers who took the survey, the energy or emotions at the school during the time the survey was administered, or major recent events that occurred at Locke during Year 2. Further investigation is needed to understand the trends shown in this report, followed by continued survey administration in the coming years to see how Locke's college going culture is changing.