



Locke High School College Going Culture Survey Report
Year 2: (2003-2004)

Teacher Survey: Comparison between Year 1 & Year 2 (Summary)

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Introduction

This report focuses on comparing the second year (2003-2004) teacher responses with the first year (2002-2003). The intent of the comparison is to track changes in teacher perspectives about students, school, and their own jobs. These comparisons could be seen as indicators of changes in teachers' views of their school environment and may reflect the on-going work and effort at the school.

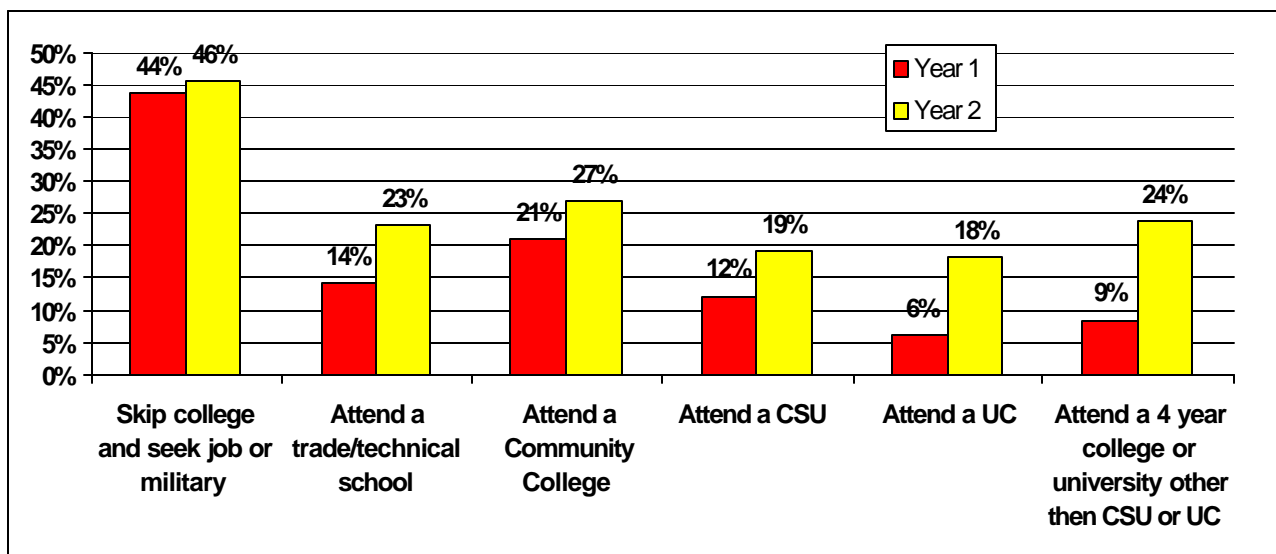
This summary report is divided into 6 sections, with each section focusing on teacher responses to certain aspects of the school environment. The first section looks at teacher perceptions of students from year one to year two. Second section looks at how teachers perceive parents, the administration, and other teachers. The final section looks at teacher perceptions of their working environment and school.

Section 1: Teacher Perceptions of Students

- **Teacher future expectations of students**

- a. Many teachers estimated that about 45% (year 1=44%, year 2=46%) of 12th graders at the school would skip college and seek a job or join the military (Graph 1)
- b. In the second, year teachers estimated that 24% of 12th graders would attend a 4 year college; this was an increase of 15% from the previous year (Graph 1)
- c. In year 1, teachers estimated that 44% of 9th graders would graduate high school, and in year 2, this teacher estimate increased to 52% of 9th graders would graduate

Graph 1. In your opinion, what percent of the 12th grade students at Locke High School will ...



- Teacher perceptions of student behavior
 - a. The general trend of student behavior revealed that teachers thought that the students were good students (Table 1), but that they were not respectful of other students, and were not committed to high academic achievement
 - b. In year one, half the teachers (51%) believed that students did know who to talk to about going to college, in year two that percentage dropped to 46% (Table 1), meaning that teachers thought that less students knew who to talk to about college

Table 1. Teacher perceptions of students¹

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

- Teacher perceptions future student troubles
 - a. 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.
 - b. In the second year staff estimated that a larger percentage of students would be involved in gangs (year 1=34%, year 2=36%), or depend on public support (year 1=27%, year 2=37%).

Section 2: Teacher perceptions of parents, the administration, and other teachers.

A. Teacher perceptions of parents

- a. The majority of teachers thought that parents were good parents.
- b. Many teachers (year 1=67%, year 2=66%) did not think that parents were able to motivate their children to achieve academically.
- c. Most teachers did not think that parents were talking to them about their children’s academic work, behavior in school, and attitude towards school.
- c. Most teachers (year 1=58%, year 2=63%) indicated that parents were unable to build relationships with them or the administration.

¹ Table 1 contains the results of teacher responses to student related questions with both years represented and the majority opinion highlighted in green.

B. Teacher perceptions of the administration

- a. The majority of staff rated the administration as average on their ability to motivate and engage faculty (Table 2)
- b. Many teachers believed that the administration did an average job of building relationship with them (Table 2)
- c. Faculty did recognize the administration for being highly committed to the improvement of Locke high school (Table 2)

Table 2. Teacher perceptions of the administration

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

C. Teacher perceptions of other teachers

- a. The majority of teachers believed that other teachers were good teachers who were committed to students and their jobs, and were able to build relationships with students
- b. In year one, 73% of teachers believed that other teachers were able to support literacy development in students, this percentage dropped in year two to 63%.
- c. During the first year of the survey 77% of teachers indicated that other teachers were able to impact students academically, and this dropped to 70% in the second year of the survey

Section 3: Teacher perceptions of their work & school

A. Teacher perceptions of their work environment

The general trends from the survey indicated that teachers were less satisfied with their working conditions in the second year of the survey (2003-2004) (Table 3), and were also more pessimistic about things getting better in five years (Table 4).

- d. More teachers in the second year (year 1= 38%, year 2=56%) rated their own job satisfaction as fair to poor (Table 3).
- e. A higher percentage of teachers in the second year rated the quality of textbooks and instructional materials, adequacy of the physical facilities, and the availability of technology as fair or poor (Table 3).
- f. In year one, the majority of teachers (65%) believed that their working conditions would improve at Locke, this majority dropped to a minority of 39%, in year 2 (Table 4).
- g. There was an increase in the percentage of teachers who were pessimistic about the future improvement of their working conditions (year 1=22%, year 2=41%)(Table 4).

Table 3. Teacher perceptions of work environment

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

Table 4. Teacher optimism and pessimism rating of future improvement of work environment

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

B. Teacher perceptions of work related activities

- a. Most teachers (typically above 70% in both years) considered all the school related activities to be important or very important
- b. The highest 4 rated activities for both 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
- c. In year 1, teachers indicated that they spend most of their time developing curriculum plans, using student assessment to adjust curriculum, preparing students for standardized tests, and professional development

C. Why teachers remain in education**- Motivations**

- a. When teachers were asked about their reasons for staying in education, their number one reason was their commitment to students (year 1=99%, year 2=94%) (Table 5).
- b. Most teachers (year 1=96%, year 2= 84%) also felt that their work helped change the world and further social justice (Table 5).
- c. In addition, most teachers thought that their career was both fulfilling and challenging (year 1= 95%, year 2=84%) (Table 5).

Table 5. Teacher reasons for staying in education

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</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%	4%	16%
I'm committed to the students	99%	94%	1%	6%
It's a fulfilling and challenging career	95%	84%	5%	16%
I'm committed to working in a low-income community	79%	64%	21%	36%
I have a lot of autonomy in my job	82%	68%	18%	32%
It's a flexible career conducive to parenting/ family life	64%	68%	36%	32%
I like the school calendar and the work hours	72%	71%	28%	29%
There is strong administrative support and leadership	81%	62%	19%	38%
It provides job security	76%	71%	24%	29%
I enjoy the subject(s) I teach	98%	80%	2%	20%
I have a good relationship with my colleagues	90%	81%	10%	19%

- Empowerment

There was an overall drop in teacher's perception of power. Teachers were asked if they felt empowered to make a difference in students' lives, improve students' self-esteem, and help students prepare for college. In year 1, at least 97% of teachers indicated that they did feel empowered to do all the things mentioned (Table 6). This overall percentage dropped in year 2 by an average of 10%.

Table 6. Teacher perceptions of empowerment

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

- How long they plan on teaching

Many teachers indicated that they would stay as long as possible, but there was a slight drop in this response in year 2 (year 1=45%, year 2=41%) (Graph 2)

Graph 2. How long do you plan to remain in teaching?

