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WORKPLACE SATISFACTION AND STAFF MORALE SURVEY

GREECE CENTRAL SCHOOL DISTRICT

Prepared for:
Greece Teachers Association

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WORKPLACE SATISFACTION AND STAFF MORALE SURVEY: GREECE CENTRAL SCHOOL

DISTRICT

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SUMMARY

The Greece Teachers Association (GTA) serves as the sole bargaining agent for the professional teaching staff of approximately 1,100 teachers in the Greece Central School District (GCSD). In this capacity the GTA has heard concerns from teachers regarding a variety of issues including changes in the “shared decision-making” process, the introduction of “inclusion” in the classrooms, changes in the observation of new teachers, and general morale issues.

In order to objectively evaluate the existence and degree of concern among the GTA membership over these issues, the GTA asked CGR (Center for Governmental Research) to develop a survey instrument that would provide the teachers with an opportunity to express their opinions on a variety of workplace issues.

Overall, the Greece Teachers Association appears to have identified several issues that likely require additional attention from the Association and the District. The teachers appear to have substantial concerns in a number of the areas addressed in the survey.

A total of 730 teachers responded out of approximately 1,100 teachers represented by the Greece Teachers Association. This response rate of 66% is outstanding, and indicates that the results are highly reliable and may be considered representative of the entire professional teaching staff in GCSD.

More detailed analysis follows in the full report, while several key findings include the following:

- Overall morale is low, and it gets worse as the years of teaching experience increase. While 41% of first year teachers disagree or strongly disagree that “overall morale has been good over the past 3 years,” this figure jumps to 90% among those with over 20 years of experience.
- Eight percent (8%) of respondents agree or strongly agree that “I personally feel good about morale within GCSD.”
- Teachers appear to be unhappy with the current decision-making protocol. Eighty percent (80%) disagree or strongly disagree that “teachers possess appropriate levels of authority and involvement in decision-making.”
- The majority of respondents (83%) believe that the recent changes in teachers’ roles in the decision-making process has affected general working conditions negatively or somewhat negatively.
- Teachers appear to view the District Office administration more negatively than their individual building level administration. While 43% agree or strongly agree that they feel supported by the GCSD administration at the building level, only 14% feel this way about the administration at the District Office.
- In many cases, respondents in the high schools were more negative than those in the middle schools, who in turn were more negative than elementary school teachers. For example, when asked whether “new teachers feel supported by their supervisors at the building level,” responses ranged from 21% at the elementary level who disagreed or strongly disagreed to 58% at the high school level.
- Respondents are somewhat more positive in their responses when they are asked directly about their own morale, rather than morale in the District as a whole.

Among all respondents, 38% agree or strongly agree that they like teaching in the GCSD, while 29% disagree or strongly disagree.

- The NYS and GCSD assessments appear to add job stress. Nearly all respondents (93%) agreed or strongly agreed that the increased assessments have led to additional job stress for the professional teaching staff.
- More than half of first year teachers (58%) agreed or strongly agreed that “the observation and evaluation process for new teachers within the GCSD is appropriate at this time.” Interestingly, longer tenured teachers were less likely to agree. Only 9% of those with more than 20 years of experience agreed or strongly agreed with the same statement.
- Teachers appear to have concerns about inclusion and meeting the needs of all children. The majority of respondents (69%) agreed or strongly agreed with the statement “I feel that I need more training and/or support to meet the needs of all children in an inclusion setting.”

The Greece Teachers Association has clearly identified several issues of concern among its constituent teachers. The survey results found in the full report will serve as an aid to the GTA and to the GCSD as they move forward to address these concerns.

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Staff Team

Jaclyn Boushie provided assistance in data entry and analysis. Her willingness to jump into the project quickly was very helpful.

Jill Garza and Lynn Rodgers completed the data entry in a very rapid and accurate manner, and this is much appreciated.

INTRODUCTION

The Greece Teachers Association (GTA) serves as the sole bargaining agent for the professional teaching staff of approximately 1,100 teachers in the Greece Central School District (GCSD). The GTA's mission is such that it "promotes the general welfare of its members, ensures that teachers share as equal partners in the education decision-making process, advances the standards of the teaching profession, and seeks to improve public education for the children of the Greece Community."

In the last three years, the GTA has seen several changes in the GCSD administration. The GTA reports that it has heard concerns from teachers regarding a variety of issues including changes in the "shared decision-making" process, the introduction of "inclusion" in the classrooms, changes in the observation of new teachers, and general morale issues.

In order to objectively evaluate the existence and degree of concern among the GTA membership over these issues, the GTA asked CGR (Center for Governmental Research) to develop a survey instrument that would provide the teachers with an opportunity to express their opinions on a variety of workplace issues.

METHODOLOGY

The survey instrument was designed by CGR to capture a variety of demographic and school-related information from respondents to enable us to analyze respondent data by characteristics such as tenure and grade level taught. In addition, the survey included questions about teachers' thoughts on the past and current status of "shared decision making," the "inclusion issue," and the current approach to teacher observation, among other issues. The survey instrument is included in the Appendix.

Teachers in the Greece Central School District are accustomed to participating in managerial and educational decision-making that impact their working conditions, including hiring practices,

building budgets, teaching schedules, and course selections. In recent years some GTA members believe this approach has shifted to a “top-down” decision-making model. The survey effort was designed in part to help determine the proportion of members who perceive such a shift has taken place, and their feelings about the change.

Movement towards Inclusion raises new issues for all school districts.

A movement towards including children with special needs in general education settings is underway nationwide. In Greece, special education services are now provided to children with special needs in general education classrooms. GTA has heard comments from some members that indicate they have not received adequate training for this change, nor are they working with special education teachers in a coordinated fashion. The survey addresses issues of inclusion, and the extent to which general education teachers feel they have the appropriate training and support needed to teach children with special needs.

NYS and School District learning standards have increased.

NYS and District learning standards have increased. Some GTA members have expressed concerns over increased workload and increased job stress as a result. The survey is designed to help determine whether these feelings are widespread.

Finally, the GTA felt that some younger members indicated that they did not feel supported by their supervisors, but rather felt that they are under inappropriately intense scrutiny. The survey was designed to address issues of teacher evaluation, how it has changed, issues related to teacher observation and mentoring, and whether GTA members feel the current approach is appropriate.

The GTA distributed the survey instrument, along with a cover letter encouraging participation in the survey process, to each of the 1,100 GTA member teachers in the district. The GTA was responsible for assuring the confidentiality of the survey process, collecting the completed surveys, and returning them to CGR for its independent analysis.

Research Questions

The survey was designed to help answer questions such as the following:

- Is there a low morale problem among the professional teaching staff within the Greece CSD?

- If so, how widespread is it? Does it appear to affect a particular demographic group, such as veterans/new teachers, elementary/middle/high school teachers?
- What are the causes underlying the morale problem, if one exists?
- Do teachers feel the decision-making process has changed with the new administration?
- Do general education teachers feel adequately prepared to teach special education children?
- Do teachers feel the teacher observation and evaluation process is appropriate?
- Do teachers feel the increased NYS and District learning standards have led to increased workload and/or additional job stress?
- Do teachers feel valued by their school administration?

SURVEY RESULTS

Overall, the Greece Teachers Association appears to have identified important issues. The teachers appear to have substantial concerns in a number of the areas addressed in the survey. A summary of the major findings follows, with more detailed findings in tables in the Appendix. In addition, the last page of the survey provided an opportunity for respondents to write in their thoughts about issues raised in the survey. These open-ended responses are being analyzed separately by GTA.

Description of Respondents

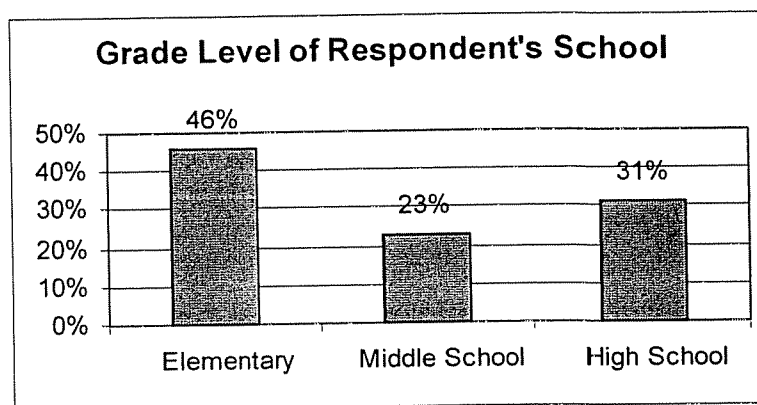
A total of 730 teachers responded out of approximately 1,100 teachers represented by the Greece Teachers Association. A response rate of 66% is outstanding. A response rate this high means that we can draw conclusions from the data with confidence that the responses are representative of the entire teacher population in the GCSD.

The respondents were highly representative of entire teaching staff in GCSD.

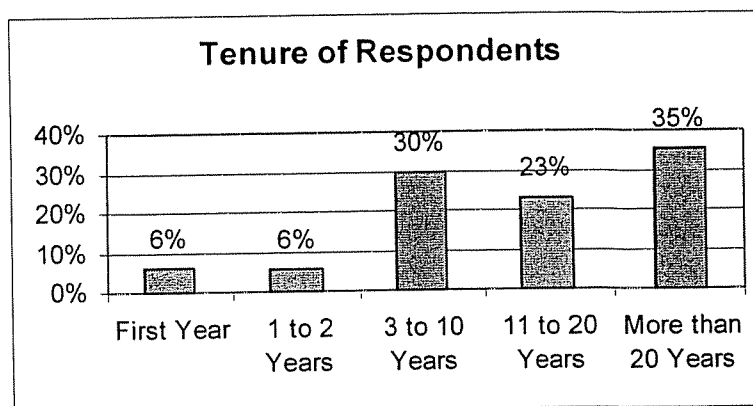
As further indication of the representativeness of the responses to the survey, more than 55% of the district's high school teachers, more than 60% of the middle school teachers, and about 75% of the elementary teachers completed and returned the survey. Moreover, with the exception of one school, we received responses from half or more—usually considerably more—of the teachers in each building.

Further, those who responded cross over a variety of important characteristics including grade level taught, tenure, and type of students taught.

Nearly half the teachers who responded were from elementary schools (46%), while 23% teach in middle schools, and 31% teach at the high school level (Table 1). Respondents covered a wide range of grade levels taught. While 29% reported that they teach grade levels 9 through 12, 22% each teach K through 2, 3 to 5, and 6 to 8. The remaining approximately 4% indicated that they teach special education only, and did not select a grade level.



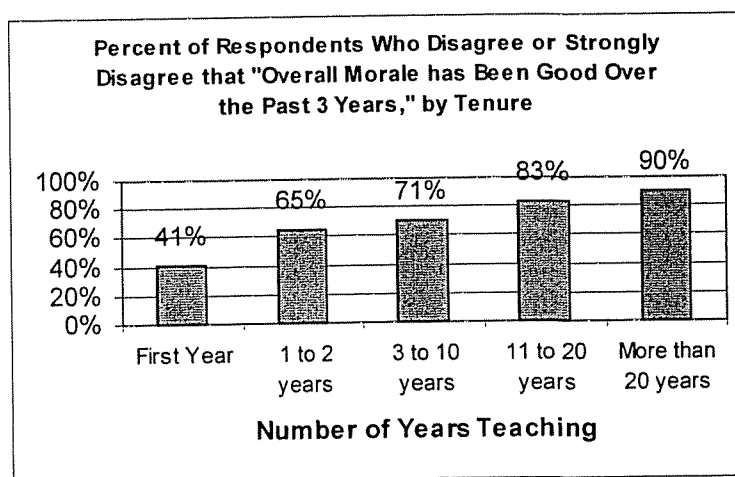
About a third of the respondents (35%) had been teaching for over 20 years, while 23% have taught for 11 to 20 years, 30% have taught for 3 to 10 years, and 12% have taught for 2 years or less. Nearly a third of the respondents were in the 41 to 50 year old age group (32%), but there was good representation among the youngest teachers ages 21 to 30 (19%), and the older group ages 51 and older (27%).



Nearly two-thirds of respondents (63%) indicated that they teach only general education students, while 10% teach only special education, and the remaining 26% teach a combination of the two. However, a high proportion of respondents who teach general education indicated that they have “some” special education students in their classroom (77%).

Overall Morale

Overall morale among teachers in the GCSD does not appear to be high. When asked whether overall morale has been good over the last 3 years, 79% of respondents disagreed, or strongly disagreed (Table 2). The responses varied substantially by tenure. Among the first year teachers, 41% disagreed or strongly disagreed, while among those with 20 or more years of tenure, 90% disagreed or strongly disagreed.

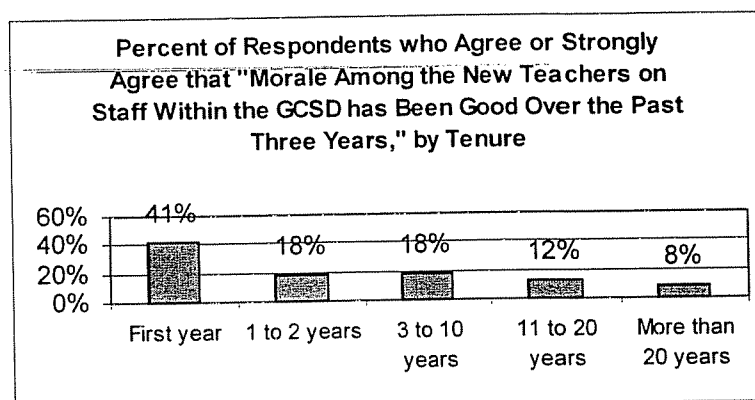


High school teachers were slightly more likely to disagree or strongly disagree that morale has been high (84%), compared to elementary (75%) or middle school teachers (79%).

When asked about morale among new teachers, 60% of respondents disagreed or strongly disagreed that the morale has been good over the past 3 years. Among elementary school teachers, 46% disagreed or strongly disagreed, compared to 67% of middle school teachers and 75% of high school teachers.

Positive opinions on new teacher morale drop off substantially after the first year of tenure.

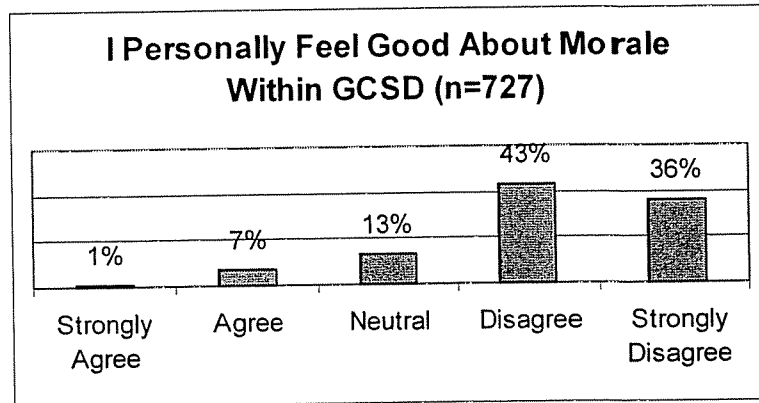
While 41% of first year teachers agreed or strongly agreed that new teacher morale has been good over the last three years, this percentage drops to 18% for those with 1 to 2 years of experience, 18% for those with 3 to 10 years, 12% for those with 11 to 20 years, and to 8% for those with more than 20 years experience. The most substantive drop is between the first-year teachers and those with 1 to 2 years of experience, both of which would be considered new teachers.



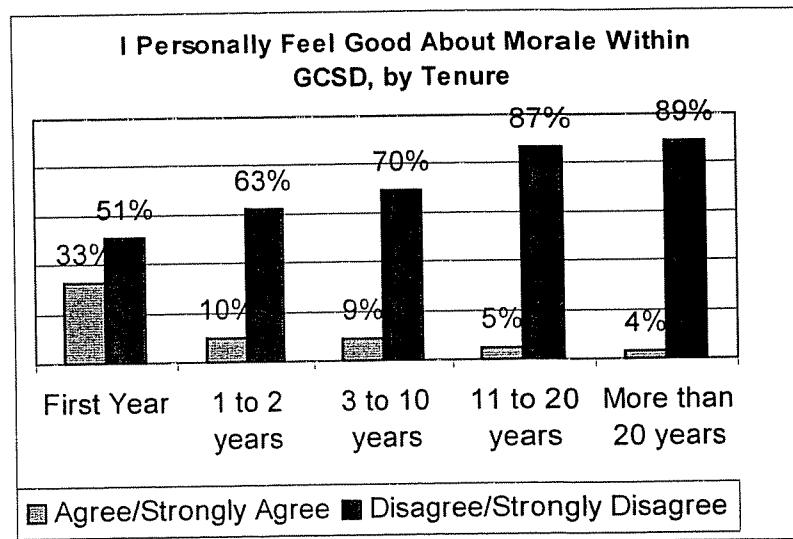
When asked whether veteran morale has been good over the last 3 years, 86% disagreed or strongly disagreed. Responses to this question from teachers in different school types ranged from 83% in elementary to 89% in high schools.

In the survey, we wanted to ensure that we were eliciting not only the perceptions of each teacher regarding the teacher morale as a whole, but also the individual teacher's feelings about his or her own morale. Teachers were asked to agree or disagree with the statement "I personally feel good about morale within GCSD."

Nearly 4 out of 5 (79%) respondents disagreed or strongly disagreed with this statement.



Differences in personal feelings about morale varied tremendously by tenure. The percentage of respondents who agreed or strongly agreed with the statement dropped from 33% of first year teachers, to 10% of those with one to two years of experience, and dropped further as tenure increased. Conversely, while 51% of first year teachers disagreed or strongly disagreed with the statement, this percentage increased to 89% of those with more than 20 years of experience.



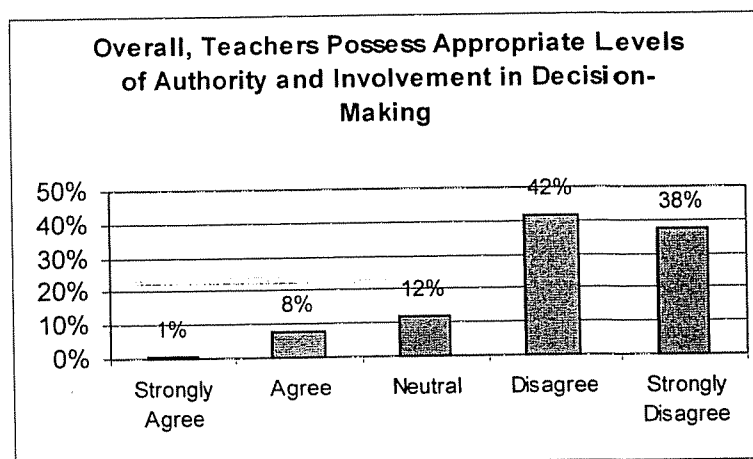
School grade level also was associated with variation in opinions about morale. Three quarters of elementary school teachers (76%) disagreed or strongly disagreed that "I personally feel good about

Changes in Decision-Making

morale within GCSD,” compared with 84% of high school teachers.

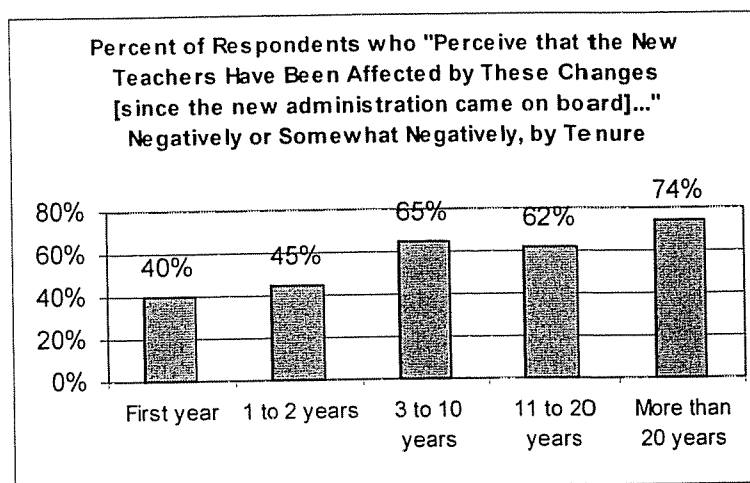
As described earlier, the GCSD has undergone a change in recent years in its approach to decision-making. The survey included several questions regarding these changes, and their perceived impact on teachers and teachers’ roles.

First the survey asked whether teachers possess appropriate levels of involvement in decision-making, and whether there is sufficient school-based decision-making in the GCSD. In both cases, the percentage of respondents who disagreed or strongly disagreed was near 80% (Table 3).



Two-thirds of respondents think that the changes in decision-making have affected new teachers negatively or somewhat negatively.

The survey asked whether the changes in decision-making have affected new versus veteran teachers differently. Among all respondents, 66% believe that the changes have affected new teachers negatively or somewhat negatively, and high school teachers are more likely to respond negatively (78%) compared to elementary school teachers (59%) or middle school teachers (62%). Further, newer teachers are *less* likely than their more tenured counterparts with more than 20 years experience to feel that new teachers have been affected negatively or somewhat negatively (40% versus 74%, respectively).



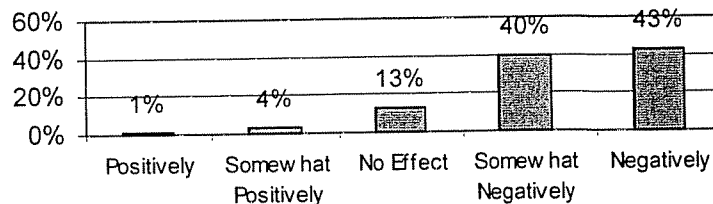
Most respondents (84%) believe that veteran teachers have been affected negatively or somewhat negatively, with higher negative ratings among the longer-tenured teachers.

A group of questions addressed how the changes in teachers' roles in the decision-making process have affected a variety of issues including general working conditions, hiring practices, school building budgets, teaching schedules, and course selections (Table 4).

83% believe that changes in decision-making have had a negative or somewhat negative impact on general working conditions.

Teachers' responses indicate that they believe the changes in decision-making have had the strongest negative impact on general working conditions (83% responding negatively or somewhat negatively), followed by the impact on teaching schedules (67% negative), and hiring practices (60% negative). Very few respondents indicated that the changes have had a positive impact. Eight percent of respondents thought that the change in decision-making had a positive or somewhat positive impact on hiring practices and on school building budgets. Six percent saw a positive impact on teaching schedules and on course selections, and five percent saw a positive impact on general working conditions.

In Recent Years, the Change in Teachers' Roles in the Decision-Making Process has Affected General Working Conditions...(n=714)

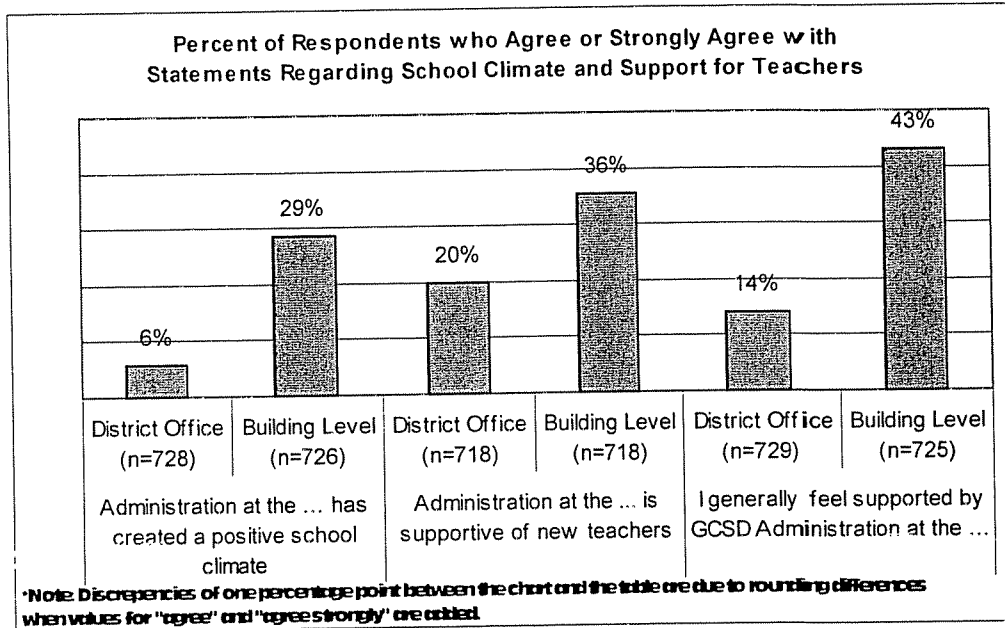


General Climate in GCSD, Support from Administration

A number of questions in the survey asked about the general working climate in the school, and the level of support for teachers from the administration at the building level and the District Office level (Table 5). Overall, the respondents indicate that the creation of positive school climate, and support for new teachers, is stronger at the building level than at the District Office level.

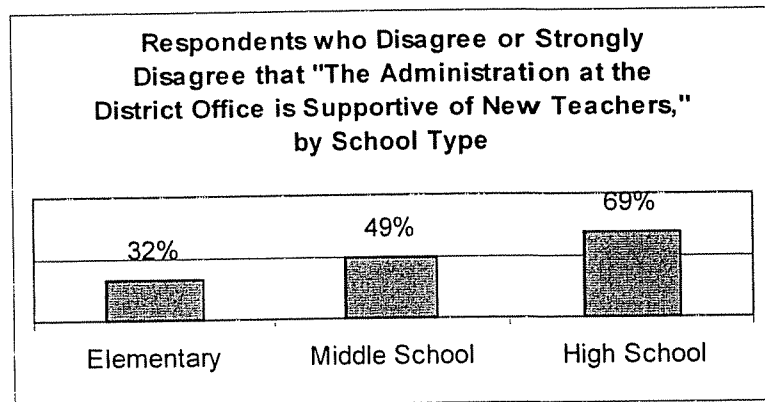
Teachers feel more support from their building level administration than from the District Office.

While 29% of respondents agree or strongly agree that the administration at the building level has created a positive school climate and culture for teachers within GCSD, only 6% of respondents feel the same way about the District Office. Similarly, while 36% of respondents feel the building level administration is supportive of new teachers, only 20% of respondents feel the District Office administration is supportive of new teachers. And 14% of teachers feel personally supported by the District Office, compared with 43% who feel supported at the building level.



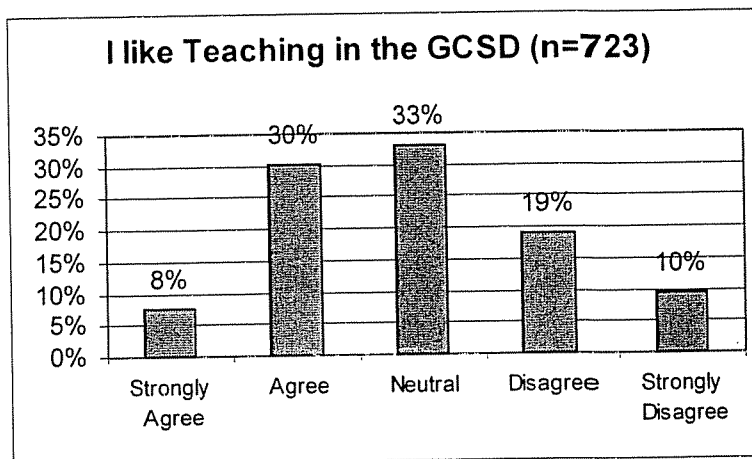
High school teachers are more likely than elementary teachers to disagree that District Office is supportive of new teachers.

Teachers at the elementary level are much less likely to disagree or strongly disagree that the District Office administration is supportive of new teachers (32%), compared to 69% of high school teachers. Similarly, elementary teachers are less likely to disagree or strongly disagree that the building level administration is supportive of new teachers (17%) compared to high school teachers (57%).

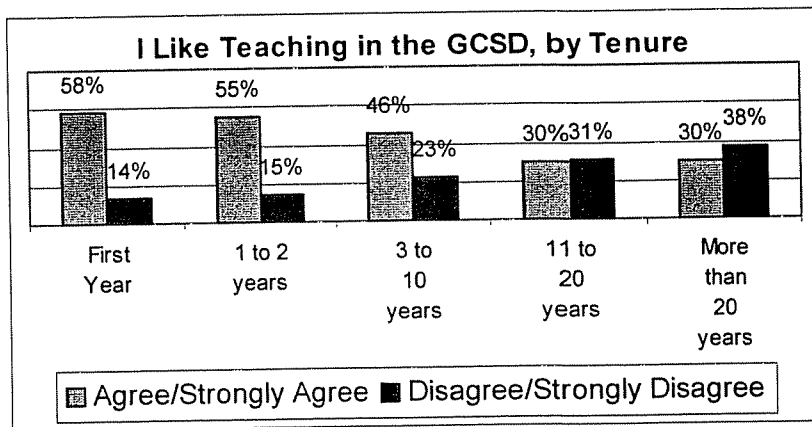


Several survey questions addressed general perceptions of teacher support, including mentoring, support from supervisors, support from parents, and the like (Table 6). Teachers were asked if,

overall, they like teaching in the GCSD. A higher proportion responded favorably (38%) than non-favorably (29%), while the remaining respondents were neutral (33%).



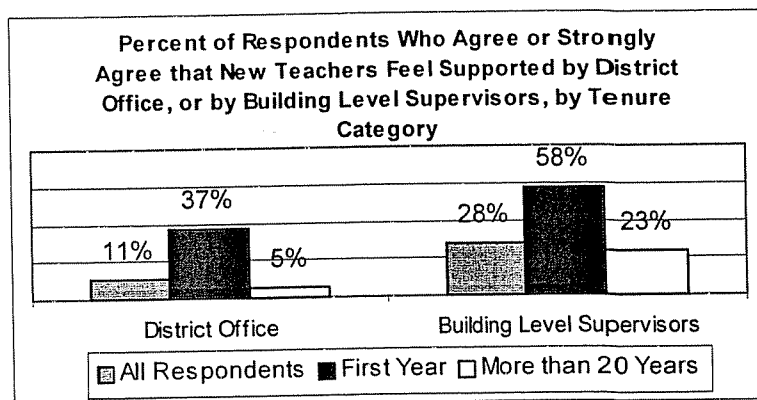
While 38% of all respondents either agreed or strongly agreed that they like teaching in the GCSD, this ranged from a high of 58% among the first year teachers, to a low of 30% of those with more than 20 years of experience.



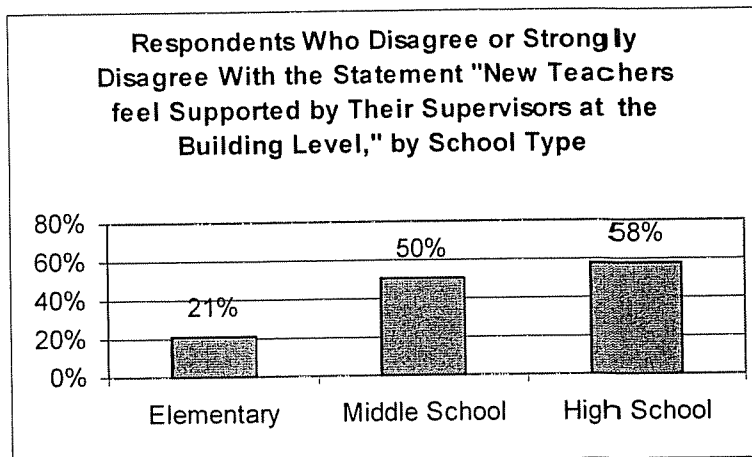
High school teachers were more likely to disagree or strongly disagree that they like to teach in GCSD (36%) compared to elementary teachers (25%) or middle school teachers (28%).

Since new teachers may require a different level of support from their supervisors and from the administration overall, the survey included a series of questions targeted at this type of support. Overall, 60% of respondents disagreed or strongly disagreed that the mentoring and supervision of new teachers is effective, while 16% agreed or strongly agreed. High school teachers were more likely to disagree or strongly disagree (77%), compared to elementary school teachers (47%).

Only 11% of respondents agreed or strongly agreed that new teachers feel supported by the District office, while 28% of respondents agreed or strongly agreed that new teachers feel supported by their supervisors at the building level. Among the first-year teachers, rates of agreement regarding support from the District Office (37%) and from building level supervisors (58%) were higher than among the total teacher population, while rates among those with 20 or more years of experience were lower.

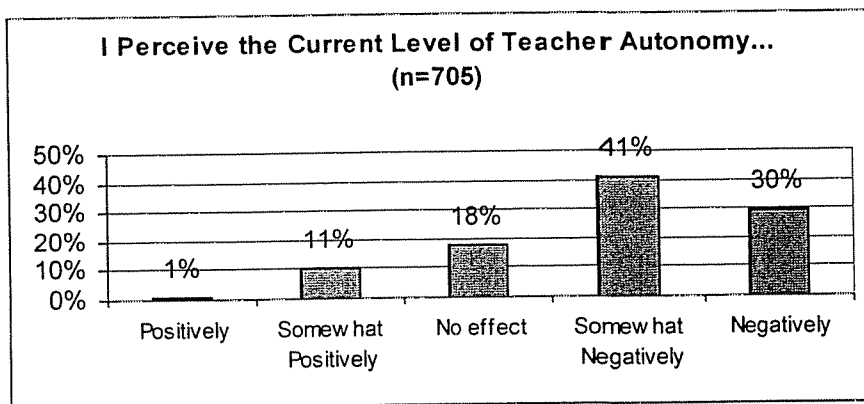


High school teachers were more likely to disagree or strongly disagree that new teachers feel supported by the District Office administration (67%), compared to elementary school teachers (42%). Even more striking was the difference between high school teachers' disagreement that new teachers feel supported by their supervisors at the building level (58%), compared to 21% of elementary school teachers.



In another series of questions, teachers were asked to indicate their perceptions of the current level of support from administration at the District office, level of teacher autonomy, and the current level of parental support. While 11% perceived the current level of support from administration at the District Office positively or somewhat positively, 12% of respondents perceived the current level of teacher autonomy positively and 36% perceived the current level of parental support positively.

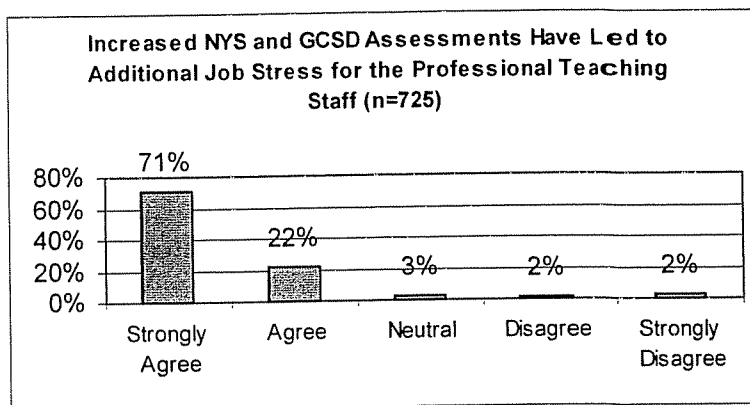
36% perceived the current level of parental support positively.



Assessments

Only 16% of respondents agree or strongly agree that increased NYS and GCSD assessments are appropriate for the students of the District, while 68% disagree or strongly disagree (Table 7). Further, 91% agree or strongly agree that the increased assessments have led to increased workload for the professional

teaching staff, and 93% agree or strongly agree that the increased assessments have led to additional job stress.

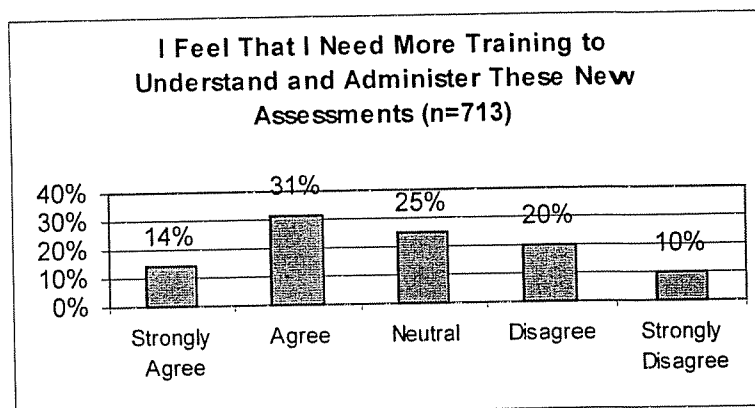


Teachers feel they do not have enough time to grade assessments, and that they lose valuable instruction time.

The time dedicated to administering and grading assessments appears to be substantial. More than two-thirds (69%) of respondents disagreed or strongly disagreed that they have enough time to grade the assessments, and 75% of respondents agreed or strongly agreed that valuable instructional time is lost in the administration of the assessments.

Opinions on whether the standards for the assessments should be raised, lowered, or left the same are varied. Eleven percent of respondents agree or strongly agree that standards should be raised, while 31% feel they should be lowered, and 21% believe they should be left as they currently are. Approximately one-third of respondents were neutral on each of the three independently-asked questions.

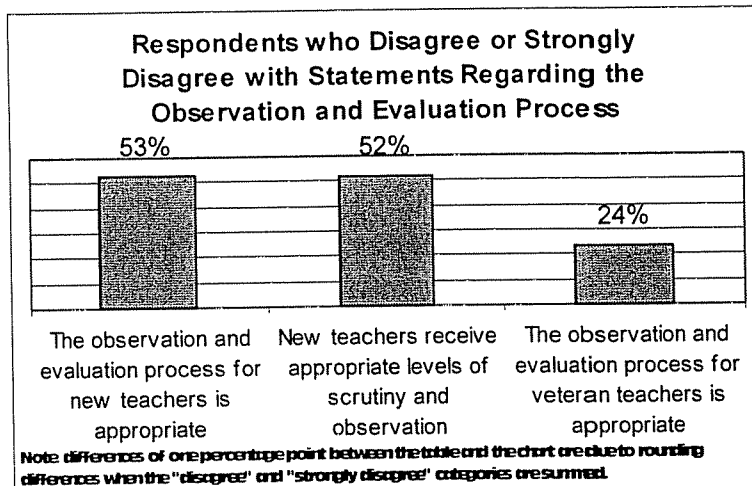
Finally, 45% of respondents agreed or strongly agreed that they need more training to understand and administer the new assessments, while 30% disagreed or strongly disagreed with this statement.



Observation and Performance Evaluation

The series of survey questions regarding the observation and evaluation process was focused on new teachers, since they are subject to a more rigorous review process, but did address veteran teachers as well. Nearly half of respondents (43%) agreed or strongly agreed that the observation and evaluation process for veteran teachers at GCSD is appropriate, while 24% disagreed or strongly disagreed (Table 8). High school teachers were more likely to disagree than their elementary and middle school counterparts.

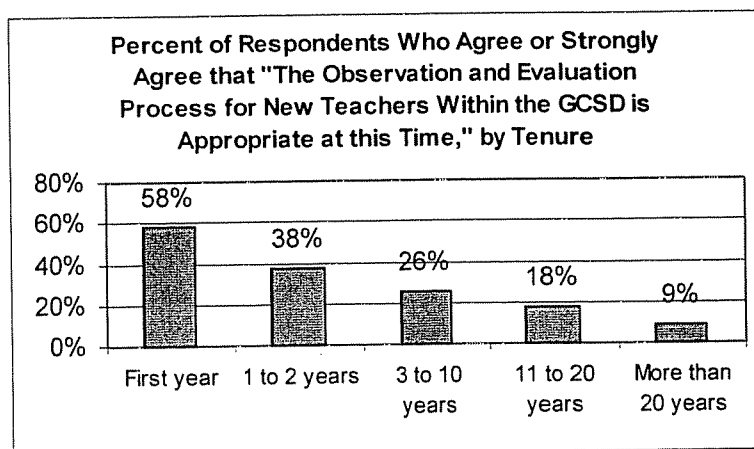
There was much less support for the process used for new teachers. Only 21% of respondents felt the process for new teachers is appropriate, while 53% of the respondents disagreed or strongly disagreed that the observation and evaluation process for new teachers is appropriate.



60% of first year teachers agreed or strongly agreed that new teachers receive appropriate levels of scrutiny and observation.

A similar question about whether new teachers receive appropriate levels of scrutiny and observation within the GCSD yielded nearly identical results overall, but varied substantially by tenure. While 60% of first year teachers agreed or strongly agreed that new teachers receive appropriate levels of scrutiny and observation, only 16% of those with more than 20 years of experience felt this way.

Newer teachers were more likely to agree or strongly agree that the observation and evaluation process for new teachers is appropriate (58%), compared to their long-tenured counterparts (9% of those with more than 20 years.



Finally, respondents were asked if new teachers feel threatened by the scrutiny and observation they receive within GCSD. Most of the respondents agreed or strongly agreed with this statement (59%), while 17% disagreed or strongly disagreed. Teachers with more than 20 years experience were slightly more likely to agree or strongly agree with this statement (66%), compared to first year teachers (54%).

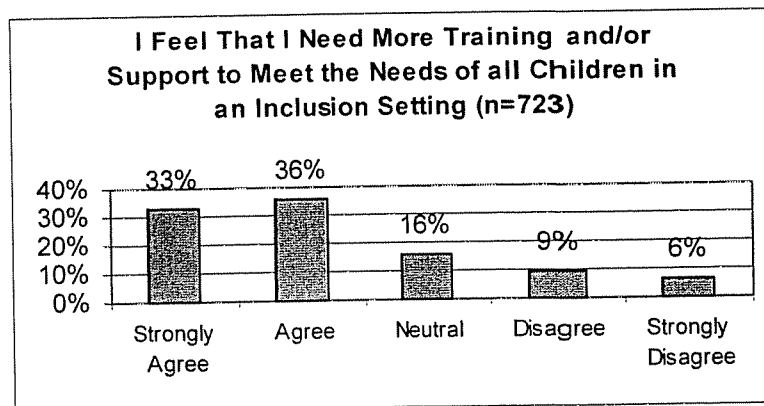
Special Education

Special education and the movement towards an inclusion approach generate a number of issues for teachers of both general and special education students. The survey included seven questions that address some of these issues (Table 9).

Teachers do not feel they have had sufficient input into the inclusion of children with special needs in general education classrooms.

Teachers do not feel they have had sufficient input into decisions made about increasing inclusion of children with special needs in general education classrooms. In fact, 86% of respondents disagreed or strongly disagreed that teachers have had sufficient input, while 6% agreed or strongly agreed.

General education teachers do not feel they have had sufficient training; 85% disagreed or strongly disagreed that they have had sufficient training on how to effectively integrate special education students, and 69% of respondents agreed or strongly agreed that they feel they need more training or support to meet the needs of all children in an inclusion setting.

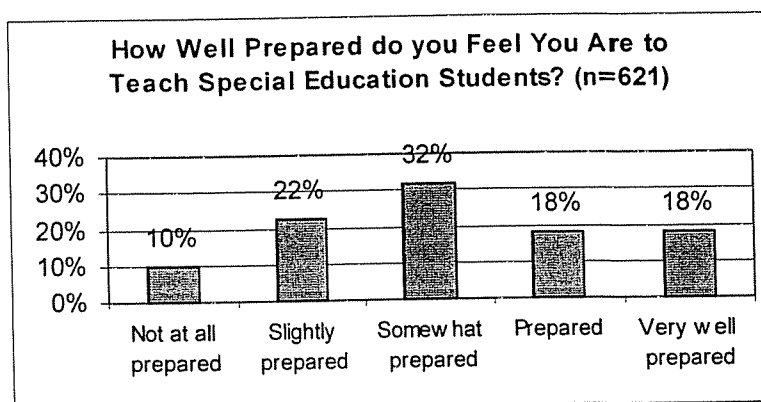


Some administrative issues surrounding special education and inclusion are also of concern. For example, 30% of respondents

3% of respondents agreed that general and special education teachers have sufficient time to coordinate a plan for inclusion in their classrooms.

agreed or strongly agreed that general and special education teachers have coordinated efforts to meet the needs of all children, while 50% of respondents disagreed or strongly disagreed. Further, only 3% of respondents agreed that general and special education teachers have sufficient time to coordinate a plan for inclusion in their classrooms, while 90% disagreed or strongly disagreed. Finally, only 7% of respondents agreed or strongly agreed that teacher aides have been sufficiently provided to meet the needs of all children in an inclusion setting, while 82% disagreed or strongly disagreed.

Early in the survey, teachers who indicated that they have special education students in their classroom were asked how well prepared they feel they are to teach these students. Among the 621 respondents to this question, 36% feel prepared or very well prepared, while 32% feel not at all prepared or slightly prepared. An additional 32% feel somewhat prepared.



Summary Perceptions of Teachers at GCSD

The final series of questions in the survey instrument was geared to summarize teachers' perceptions about how well valued the teaching staff as a whole feels at GCSD, and also how well valued the teacher him or herself feels in this school district (Table 10). Interestingly, when asked to respond regarding the teaching staff as a whole, respondents were more negative than when asked to respond about their own individual feelings of value.

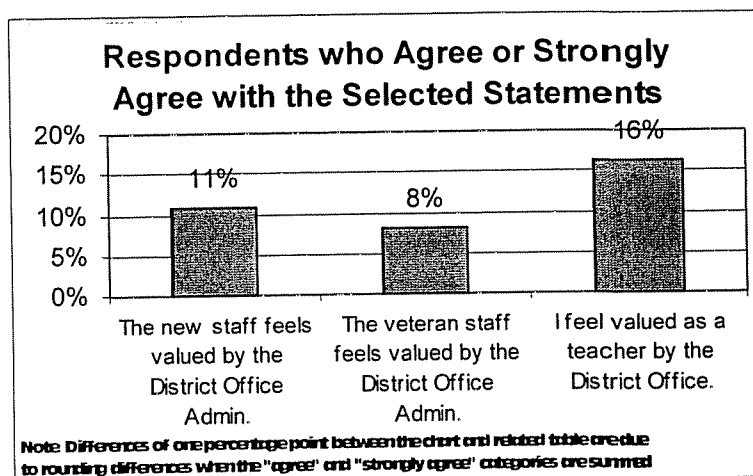
Since many of the administrative changes at GCSD have occurred over the last 3 years, the survey included a question about whether

overall student academic achievement has improved over this time. Nearly a quarter of respondents agreed or strongly agreed that performance has improved (24%), while 35% disagreed or strongly disagreed.

High school teachers are more likely (70%) than elementary teachers (50%) to disagree or strongly disagree that new staff feel valued by District Office.

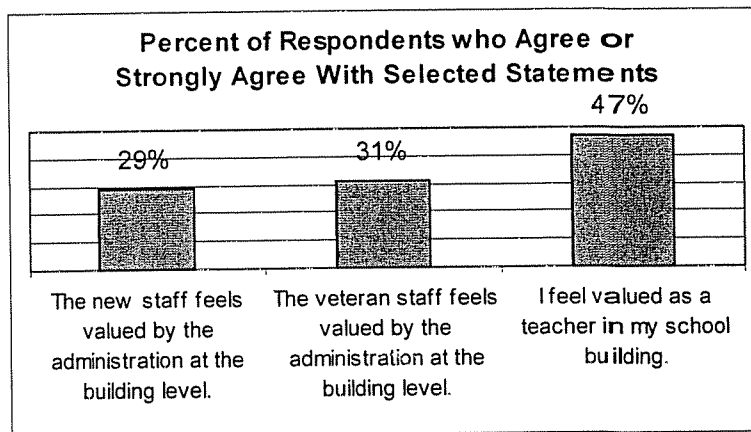
Three questions were asked about how the District Office values GCSD teachers. These questions were asked of all respondents. When respondents were asked whether they perceive that new staff feel valued by the District Office, 11% agreed or strongly agreed, while 58% disagreed or strongly disagreed. Rates of disagreement on this question were higher among high school teachers (70%) than elementary (50%) or middle school teachers (59%).

When all respondents were asked whether veteran staff feel valued by the District Office, 8% agreed or strongly agreed, while 77% disagreed or strongly disagreed. Finally, when asked if the respondent him or herself feels valued as a teacher by the District Office, 16% agreed or strongly agreed, while 67% disagreed or strongly disagreed.



The same three questions were asked about how the building level administration values its teachers. The differences in perceptions regarding new and veteran teachers were small. When respondents were asked whether they perceive that new staff feel valued by the building level administration, 29% agreed or strongly agreed. Similarly, when they were asked whether the veteran staff

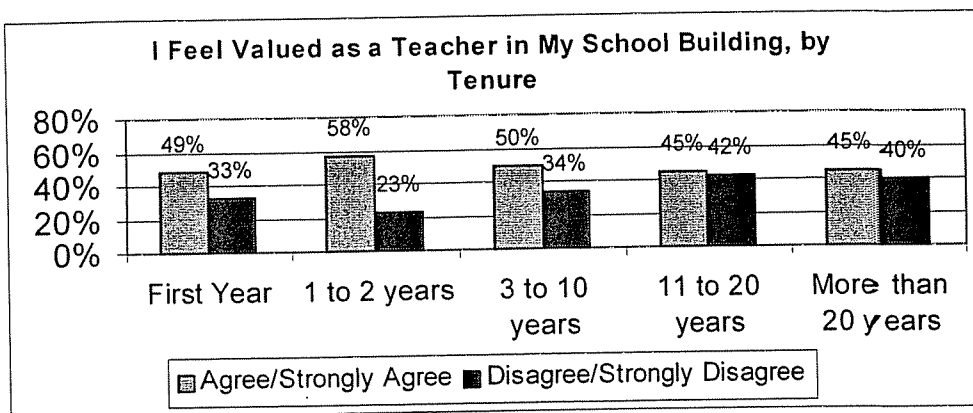
feel valued by building level administration, 31% agreed or strongly agreed.



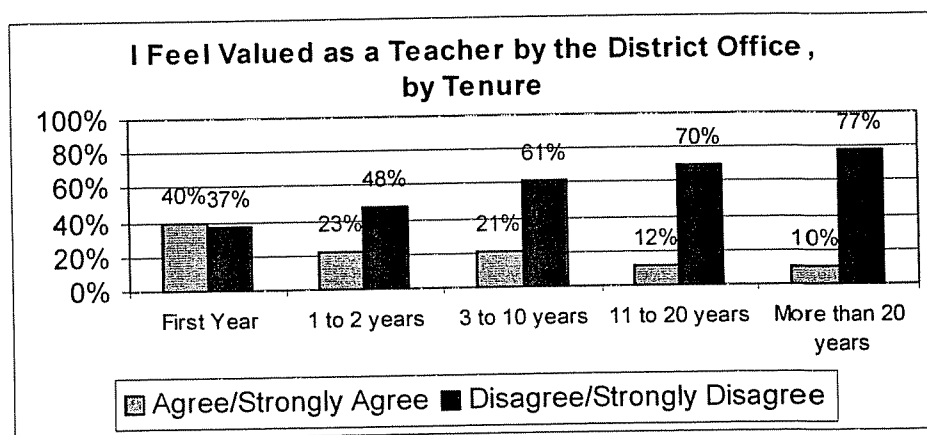
When asked if the respondent him or herself feels valued by the building level administration, 47% agree or strongly agree, while 38% disagree or strongly disagree.

While 61% of high school teachers disagreed or strongly disagreed with the statement that “the new professional teaching staff feels valued by the administration at the building level,” this compares to much lower rates among elementary teachers (25%) and middle school teachers (49%). Similarly, while 63% of high school teachers disagreed that the veteran staff feels valued by the building level administration, this compares to 36% of elementary school teachers and 64% of middle school teachers.

When analyzed by tenure, results on feeling valued by the school building administration did not vary substantially by tenure, as shown below.



Conversely, the results for feeling valued by the District Office administration varied tremendously by tenure, as shown below. While 37% of those in their first year disagree or strongly disagree that they valued by the District Office, this percentage increases to 77% of those with 20 or more years of experience.



CONCLUSION

Teachers in the Greece Central School District, represented by the Greece Teachers Association appear to have several concerns about their morale and their teaching environment. These

concerns vary by tenure and by school grade level, but the general themes are consistent across these characteristics.

These survey results, along with an analysis of the open-ended responses to be analyzed by GTA, should serve as a useful starting point for the GTA and the GCSD as they move forward to address these issues.

Table 1: Descriptive Characteristics of Respondents

Total	730	100%
Q 2: Grade Level of the Respondent's School (n=728)		
Elementary	334	46%
Middle School	166	23%
High School	228	31%
Q 3: Respondent Tenure (n=728)		
First Year	43	6%
1 to 2 Years	40	6%
3 to 10 Years	218	30%
11 to 20 Years	169	23%
More than 20 Years	258	35%
Q 4: Age of Respondent (n=729)		
21 to 30	141	19%
31 to 40	160	22%
41 to 50	234	32%
51 or older	194	27%
Q 5: Grade Level Taught by Respondent (n=725)		
K through 2	162	22%
3 to 5	161	22%
6 to 8	160	22%
9 to 12	212	29%
Special Education only	30	4%
Q 6: Type of Students Taught by Respondent (n=708)		
General Education	448	63%
Special Education	73	10%
Combination of Both	187	26%
Q 7: Respondents with General Education Classrooms that Include Special Education Students (n=535)		
Have Special Education Children	414	77%
No Special Education	212	23%

Table 2: Morale Among New and Veteran Teachers

Q 9: Overall morale has been good over past 3 years (n=722)

	Total		Strongly Agree/Agree		Neutral		Disagree/Strongly Disagree	
Total	721	100%	44	6%	110	15%	567	79%
First Year	39	100%	7	18%	16	41%	16	41%
1 to 2 years	40	100%	5	13%	9	23%	26	65%
3 to 10 years	216	100%	19	9%	44	20%	153	71%
11 to 20 years	168	100%	5	3%	24	14%	139	83%
20 years +	258	100%	8	3%	17	7%	233	90%

Q 10: Morale among new teachers has been good over past 3 years (n=714)

	Total		Strongly Agree/Agree		Neutral		Disagree/Strongly Disagree	
Total	713	100%	101	14%	186	26%	426	60%
First Year	41	100%	17	41%	9	22%	15	37%
1 to 2 years	40	100%	7	18%	12	30%	21	53%
3 to 10 years	212	100%	37	17%	48	23%	127	60%
11 to 20 years	167	100%	20	12%	57	34%	90	54%
20 years +	253	100%	20	8%	60	24%	173	68%

Q 11: Morale among veterans has been good over past 3 years (n=724)

	Total		Strongly Agree/Agree		Neutral		Disagree/Strongly Disagree	
Total	723	100%	35	5%	69	10%	619	86%
First Year	41	100%	6	15%	15	37%	20	49%
1 to 2 years	40	100%	3	8%	8	20%	29	73%
3 to 10 years	216	100%	12	6%	33	15%	171	79%
11 to 20 years	168	100%	6	4%	7	4%	155	92%
20 years +	258	100%	8	3%	6	2%	244	95%

Q 12: I personally feel good about morale within GCSD (n=727)

Total	727	100%	56	8%	97	13%	574	79%
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Table 3: Perceptions of the Impact of Changes in Decision-Making

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q 13: Overall, teachers possess appropriate levels of authority and involvement in decision-making (n=724)	1%	8%	12%	42%	38%
Q 18: There is sufficient school-based decision-making autonomy within the District (n=723)	1%	6%	13%	36%	43%
	Positively	Somewhat Positively	No Effect	Somewhat Negatively	Negatively
Q 21: I perceive recent changes in the District decision-making process... (n=718)	1%	9%	8%	39%	42%
Q 22: I perceive that new teachers have been affected by these changes... (n=708)	2%	10%	23%	40%	26%
Q 23: I perceive that the veteran teachers have been affected by these changes... (n=716)	1%	5%	10%	42%	42%

Table 4: Impact of Changes in Decision-Making Process

	Positively	Somewhat Positively	No Effect	Somewhat Negatively	Negatively
Q 24: In recent years, the change in teachers' roles in the decision-making process has affected general working conditions...(n=714)	1%	4%	13%	40%	43%
Q 25: In recent years, the change in teachers' roles in the decision-making process has affected hiring practices...(n=698)	1%	7%	32%	35%	25%
Q 26: In recent years, the change in teachers' roles in the decision-making process has affected school building budgets...(n=692)	1%	7%	39%	31%	22%
Q 27: In recent years, the change in teachers' roles in the decision-making process has affected teaching schedules... (n=711)	1%	5%	26%	36%	31%
Q 28: In recent years, the change in teachers' roles in the decision-making process has affected course selections...(n=665)	1%	6%	50%	26%	19%

Table 5: GCSD Climate and Administrative Support for Teachers, at the Building Level and District Office Level

	<u>Strongly</u> <u>Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly</u> <u>Disagree</u>
Q 14. The administration at the District Office has created a positive school climate and culture for teachers within GCSD (n=728)	1%	5%	14%	39%	42%
Q 15. The administration at the building level has created a positive school climate and culture for teachers within GCSD (n=726)	6%	23%	19%	29%	23%
Q 16. The administration at the District Office is supportive of new teachers (n=718)	2%	18%	32%	28%	19%
Q 17. The administration at the building level is supportive of new teachers (n=718)	7%	28%	30%	20%	15%
Q 32. I generally feel supported by GCSD administration at the District Office (n=729)	2%	13%	19%	35%	32%
Q 33. I generally feel supported by GCSD administration at the building level (n=725)	11%	32%	17%	22%	17%

Table 6: General Perceptions of Teacher Support

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Q 19. I like teaching in the GCSD (n=723)	8%	30%	33%	19%	10%
Q 20. New teachers receive effective mentoring and supervision within the GCSD (n=724)	2%	14%	24%	32%	28%
Q 38. New teachers feel supported by the District Office (n=711)	2%	9%	36%	31%	22%
Q 39. New teachers feel supported by their supervisors at the building level (n=711)	5%	23%	33%	23%	16%
	<u>Positively</u>	<u>Somewhat Positively</u>	<u>No effect</u>	<u>Somewhat Negatively</u>	<u>Negatively</u>
Q 29. I perceive the current level of support from administration at the District Office... (n=711)	1%	10%	10%	40%	39%
Q 30. I perceive the current level of teacher autonomy... (n=705)	1%	11%	18%	41%	30%
Q 31. I perceive the current level of parental support... (n=715)	7%	29%	23%	27%	14%

Table 7: Teacher Perceptions of New York State and GCSD Assessments

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q 40. Increased NYS and GCSD assessments are appropriate for the students of the District (n=724)	2%	14%	17%	41%	27%
Q 41. Increased NYS and GCSD assessments have led to increased workload for the professional teaching staff (n=727)	65%	26%	6%	2%	2%
Q 42. Increased NYS and GCSD assessments have led to additional job stress for the professional teaching staff (n=725)	71%	22%	3%	2%	2%
Q 43. I feel that I am given enough time to score/grade these assessments (n=716)	3%	7%	21%	30%	39%
Q 44. I feel that valuable instructional time is lost in the administration of these assessments (n=723)	48%	27%	14%	7%	5%
Q 45. The standards for the NYS and GCSD assessments need to be changed and raised. (n=713)	3%	8%	32%	34%	23%
Q 46. The standards for the NYS and GCSD assessments need to be changed and lowered. (n=707)	9%	22%	40%	22%	7%
Q 47. The NYS and GCSD assessments should be left as they currently are. (n=708)	3%	18%	32%	29%	18%
Q 48. I feel that I need more training to understand and administer these new assessments. (n=713)	14%	31%	25%	20%	10%

Table 8: Teacher Perceptions of Observation and Performance Evaluation

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Q 34. The observation and evaluation process for new teachers within the GCSD is appropriate at this time. (n=715)	2%	19%	27%	27%	25%
Q 35. The observation and evaluation process for veteran teachers within the GCSD is appropriate at this time. (n=722)	4%	39%	33%	13%	11%
Q 36. New teachers receive appropriate levels of scrutiny and observation within the GCSD. (n=717)	3%	21%	25%	31%	21%
Q 37. New teachers feel threatened by the scrutiny and observation they receive within the GCSD. (n=716)	28%	31%	24%	11%	6%

Table 9: Teacher Perceptions About Special Education Issues

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>
Q 49. Teachers have had sufficient input into decisions made about increasing inclusion of children with special needs in general education classrooms (n=726)	2%	4%	8%	27%	59%
Q 50. General education teachers have had sufficient in-service training and orientation on how to effectively integrate students with special needs into a general education setting (n=725)	1%	5%	9%	30%	55%
Q 51. General education and special education teachers have coordinated their efforts to meet the needs of all children. (n=718)	7%	23%	20%	28%	22%
Q 52. General education and special education teachers have sufficient time to coordinate a plan for inclusion in their classrooms. (n=725)	0%	3%	7%	31%	59%
Q 53. Teacher aides have been sufficiently provided to meet the needs of all children in an inclusion setting. (n=722)	2%	5%	11%	34%	48%
Q 54. I feel that I need more training and/or support to meet the needs of all children in an inclusion setting. (n=723)	33%	36%	16%	9%	6%
	<u>Not at all prepared</u>	<u>Slightly prepared</u>	<u>Somewhat prepared</u>	<u>Prepared</u>	<u>Very well prepared</u>
Q 8. How well prepared do you feel you are to teach Special Education students? (n=621)	10%	22%	32%	18%	18%

Table 10: Summary Perceptions of Teachers at GCSD

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Q 55. Overall student academic achievement has improved over the past three years (n=713)	3%	21%	41%	25%	10%
Q 56. The new professional teaching staff feels valued by the administration at the District Office	1%	10%	31%	32%	26%
Q 57. The new professional teaching staff feels valued by the administration at the building level.	5%	24%	29%	23%	19%
Q 58. The veteran professional teaching staff feels valued by the administration at the District Office.	1%	8%	15%	33%	44%
Q 59. The veteran professional teaching staff feels valued by the administration at the building level.	5%	26%	19%	25%	26%
Q 60. I feel valued as a teacher in my school building.	14%	33%	16%	18%	20%
Q 61. I feel valued as a teacher by the District Office.	3%	13%	17%	31%	36%

APPENDIX: SURVEY INSTRUMENT



Greece Teachers Association Survey

Part I: Please provide us with information about you and your classroom.

1. Please write in the name of the school at which you currently teach: _____
2. Which grade level is the school?
1. Elementary 2. Middle School 3. High School
3. How long have you been teaching?
1. First year 2. 1-2 years 3. 3-10 years 4. 11-20 years 5. More than 20 years
4. In which age group do you fall?
1. 21-30 2. 31-40 3. 41-50 4. 51 or older
5. Which grade level do you currently teach? (Please mark all that apply.)
1. K – Grade 2 2. Grade 3 - 5 3. Grade 6-8 4. Grade 9-12 5. Special education only
6. In which of the following areas do you currently primarily teach?
1. General education 2. Special education (skip to number 8) 3. Combination of both (skip to number 8)
7. Do you have any Special Education students in your classroom?
1. Yes 2. No (skip to number 9)
8. How well prepared do you feel you are to teach Special Education students?
1. Not at all prepared 2. Slightly prepared 3. Somewhat Prepared 4. Prepared 5. Very well prepared

Part II: Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9. Overall morale among the professional teaching staff within the Greece Central School District (GCSD) has been good over the past three years.	1	2	3	4	5
10. Morale among the new (non-tenured) teachers on the professional teaching staff within the GCSD has been good over the past three years.	1	2	3	4	5
11. Morale among the veterans (tenured) on the professional teaching staff within the GCSD has been good over the past three years.	1	2	3	4	5
12. I personally feel good about morale within GCSD.	1	2	3	4	5
13. Overall, teachers possess appropriate levels of authority and involvement in decision-making.	1	2	3	4	5
14. The administration at the District Office has created a positive school climate and culture for teachers within GCSD.	1	2	3	4	5
15. The administration at the building level has created a positive school climate and culture for teachers within GCSD.	1	2	3	4	5
16. The administration at the District Office is supportive of new teachers.	1	2	3	4	5
17. The administration at the building level is supportive of new teachers.	1	2	3	4	5
18. There is sufficient school-based decision-making autonomy within the District.	1	2	3	4	5
19. I like teaching in the Greece Central School District.	1	2	3	4	5
20. New teachers receive effective mentoring and supervision within the GCSD.	1	2	3	4	5

Many changes have been made in GCSD since the new administration came on board three years ago. What has been the perceived extent of positive or negative impact of each of the following within the District?

	Positively	Somewhat Positively	No effect	Somewhat Negatively	Negatively
21. I perceive recent changes in the District decision-making process...	1	2	3	4	5
22. I perceive that the new teachers have been affected by these changes...	1	2	3	4	5
23. I perceive that the veteran teachers have been affected by these changes...	1	2	3	4	5
24. In recent years, the change in teachers' roles in the decision-making process has affected general working conditions...	1	2	3	4	5
25. In recent years, the change in teachers' roles in the decision-making process has affected hiring practices...	1	2	3	4	5
26. In recent years, the change in teachers' roles in the decision-making process has affected school building budgets...	1	2	3	4	5
27. In recent years, the change in teachers' roles in the decision-making process has affected teaching schedules...	1	2	3	4	5
28. In recent years, the change in teachers' roles in the decision-making process has affected course selections...	1	2	3	4	5
29. I perceive the current level of support from administration at the District Office...	1	2	3	4	5
30. I perceive the current level of teacher autonomy...	1	2	3	4	5
31. I perceive the current level of parental support...	1	2	3	4	5

Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
32. I generally feel supported by GCSD administration at the District Office.	1	2	3	4	5
33. I generally feel supported by GCSD administration at the building level.	1	2	3	4	5
34. The observation and evaluation process for new teachers within the GCSD is appropriate at this time.	1	2	3	4	5
35. The observation and evaluation process for veteran teachers within the GCSD is appropriate at this time.	1	2	3	4	5
36. New teachers receive appropriate levels of scrutiny and observation within the GCSD.	1	2	3	4	5
37. New teachers feel threatened by the scrutiny and observation they receive within the GCSD.	1	2	3	4	5
38. New teachers feel supported by the District Office.	1	2	3	4	5
39. New teachers feel supported by their supervisors at the building level.	1	2	3	4	5

Please indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
40. Increased New York State and Greece Central School District assessments are appropriate for the students of the District.	1	2	3	4	5

41. Increased New York State and GCSD assessments have led to increased workload for the professional teaching staff.	1	2	3	4	5
42. Increased New York State and GCSD assessments have led to additional job stress for the professional teaching staff.	1	2	3	4	5
43. I feel that I am given enough time to score/grade these assessments.	1	2	3	4	5
44. I feel that valuable instructional time is lost in the administration of these assessments.	1	2	3	4	5
45. The standards for the New York State and GCSD assessments need to be changed and raised.	1	2	3	4	5
46. The standards for the New York State and GCSD assessments need to be changed and lowered.	1	2	3	4	5
47. The New York State and GCSD assessments should be left as they currently are.	1	2	3	4	5
48. I feel that I need more training to understand and administer these new assessments.	1	2	3	4	5
49. Teachers have had sufficient input into decisions made about increasing inclusion of children with special needs in general education classrooms.	1	2	3	4	5
50. General education teachers have had sufficient in-service training and orientation on how to effectively integrate students with special needs into a general education setting.	1	2	3	4	5
51. General education and special education teachers have coordinated their efforts to meet the needs of all children.	1	2	3	4	5
52. General education and special education teachers have sufficient time to coordinate a plan for inclusion in their classrooms.	1	2	3	4	5
53. Teacher aides have been sufficiently provided to meet the needs of all children in an inclusion setting.	1	2	3	4	5
54. I feel that I need more training and/or support to meet the needs of all children in an inclusion setting.	1	2	3	4	5
55. Overall student academic achievement has improved over the past three years.	1	2	3	4	5
56. The new professional teaching staff feels valued by the administration at the District Office.	1	2	3	4	5
57. The new professional teaching staff feels valued by the administration at the building level.	1	2	3	4	5
58. The veteran professional teaching staff feels valued by the administration at the District Office.	1	2	3	4	5
59. The veteran professional teaching staff feels valued by the administration at the building level.	1	2	3	4	5
60. I feel valued as a teacher in my school building.	1	2	3	4	5
61. I feel valued as a teacher by the District Office.	1	2	3	4	5

