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# Newcastle Teacher Survey Data

Administered as part of the 2009 School/Community Workshop

Prepared January 22, 2009

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There are three sections:

- School Culture and Operations - 14 Questions
- Distance Learning Classes - 6 Questions
- The Future - 6 Questions

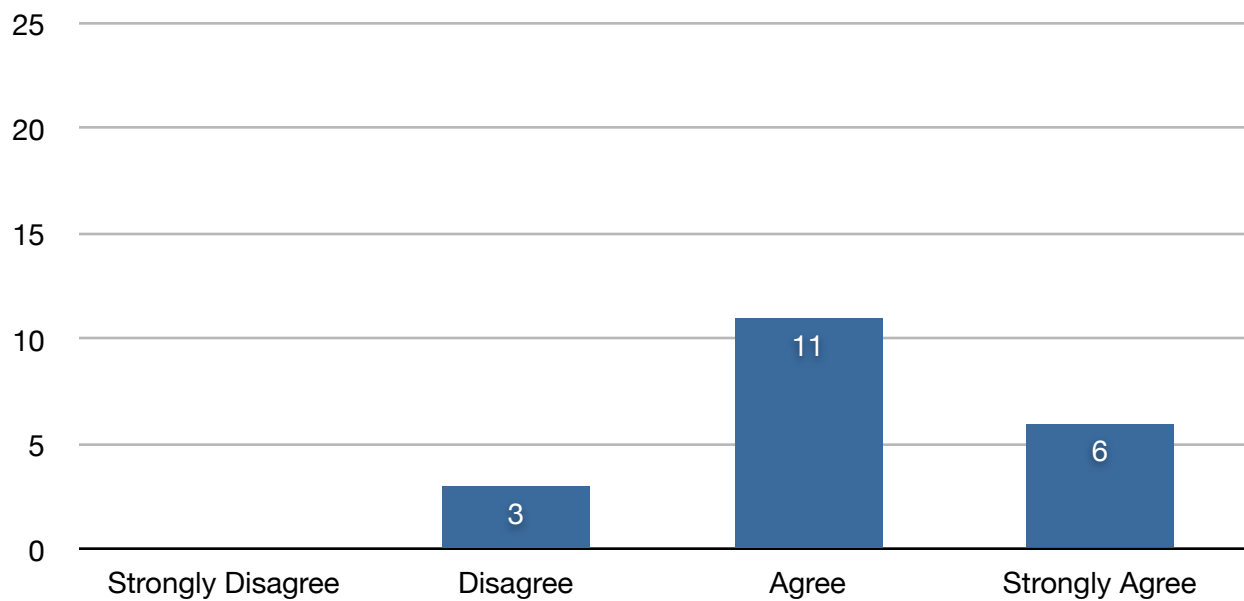
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# Section 1: School Culture and Operations

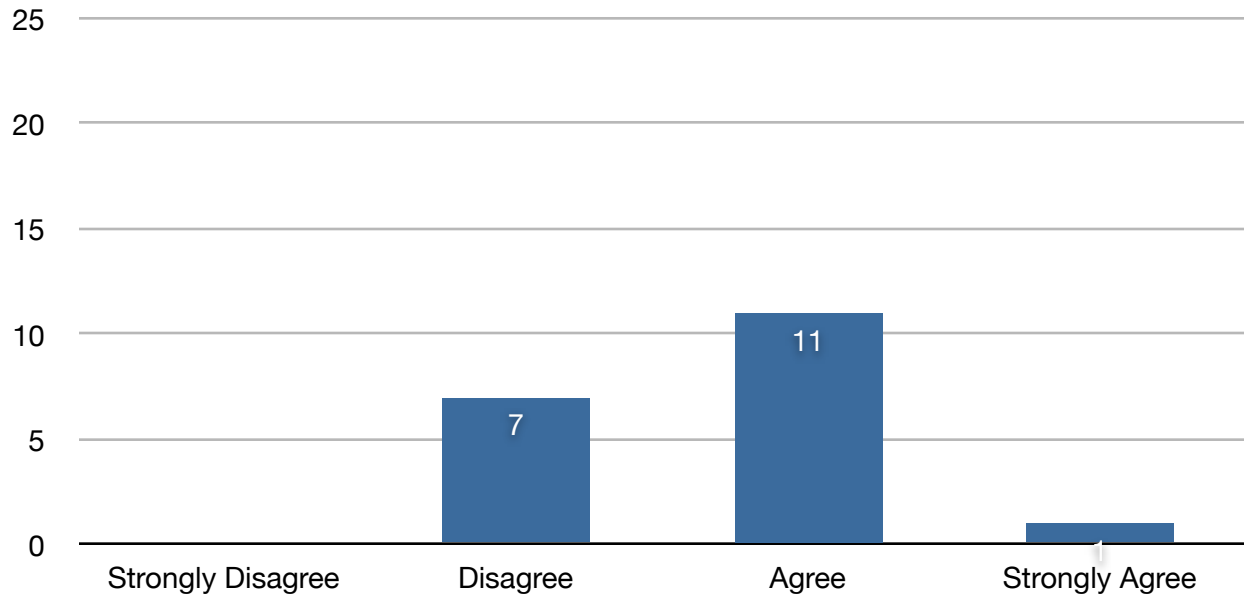
14 Questions

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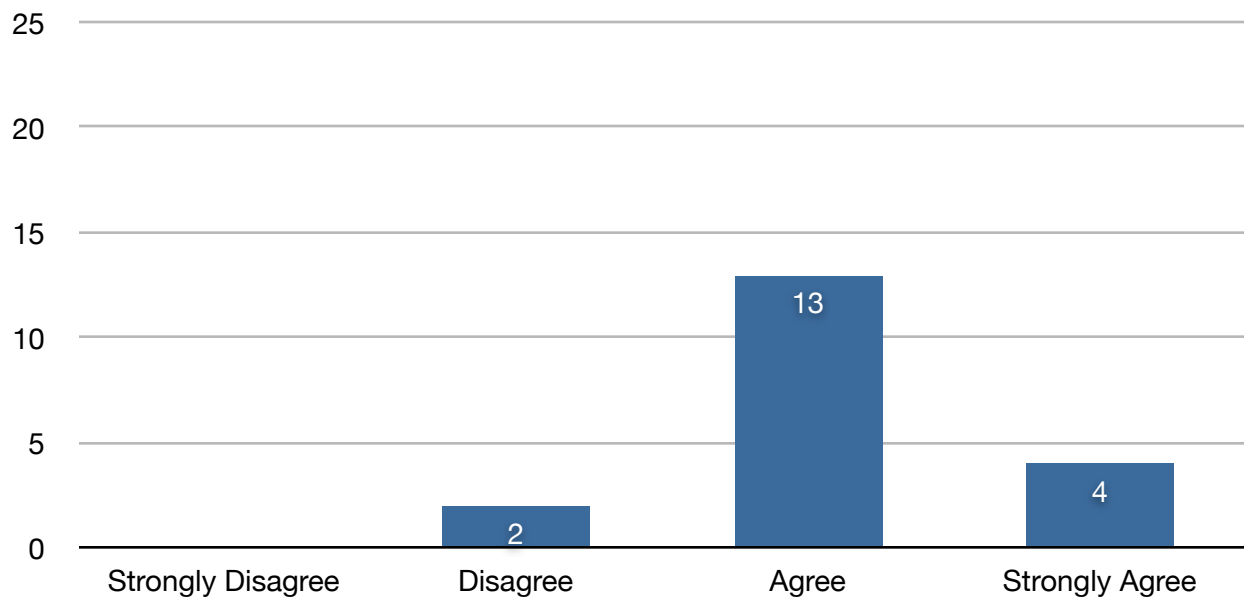
**Q1: Teachers and principals listen to and consider student and parent concerns and suggestions.**



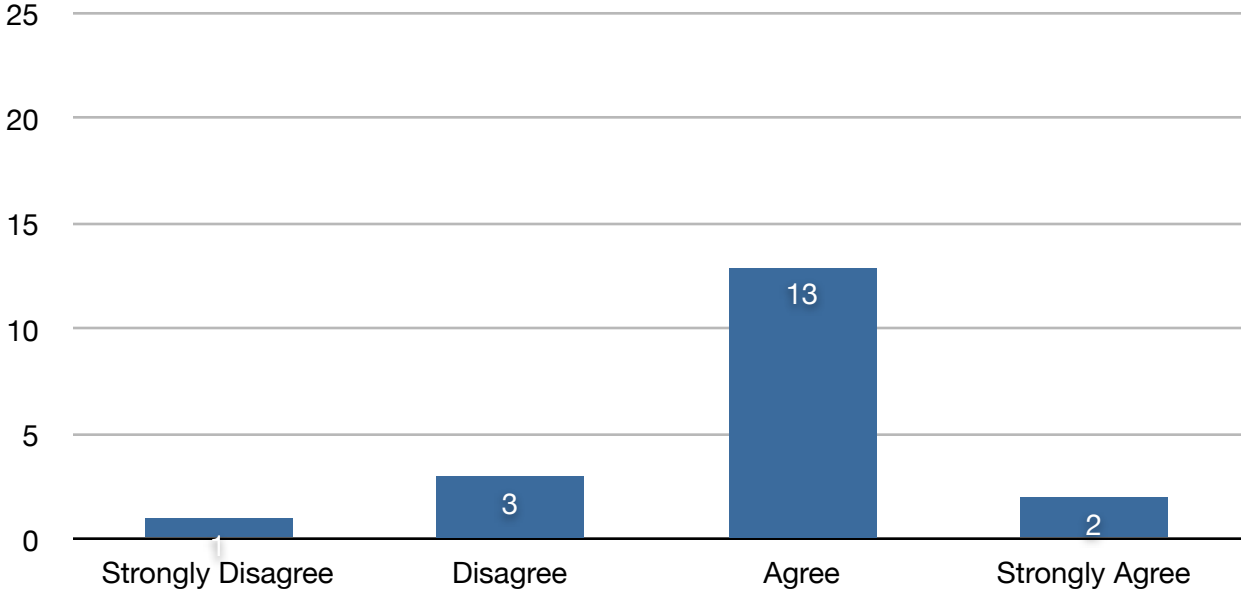
**Q2: Teachers and administrators effectively address bullying and harassment in our schools.**



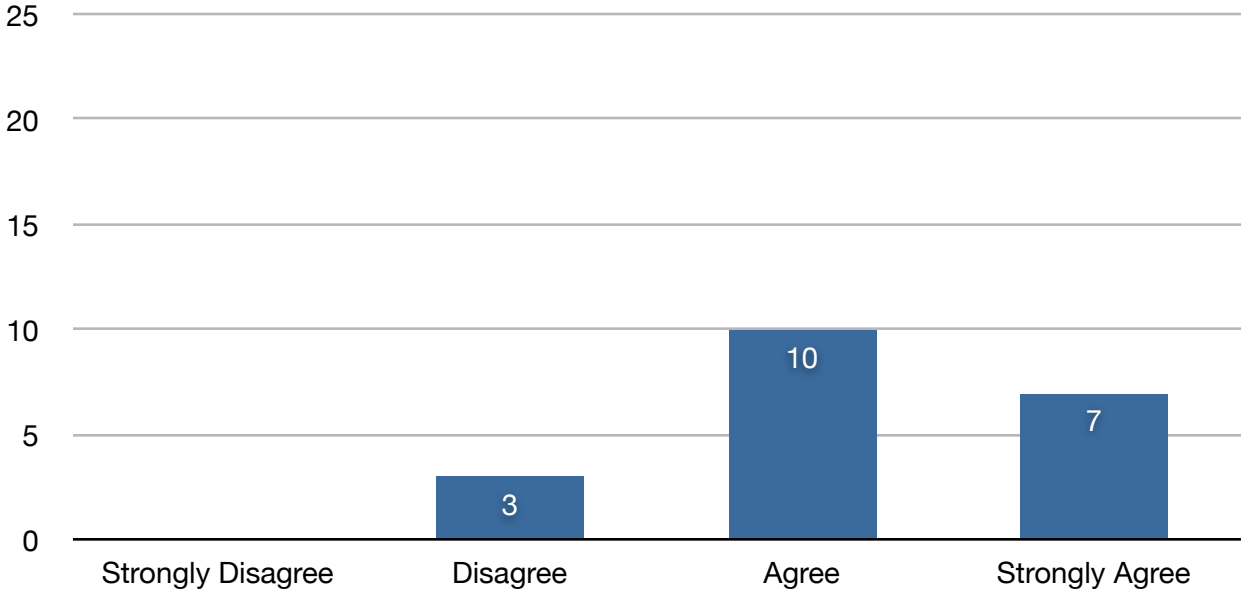
**Q3: Teachers and principals clearly explain handbook regulations i.e. attendance, cell phones, and classroom rules, etc.**



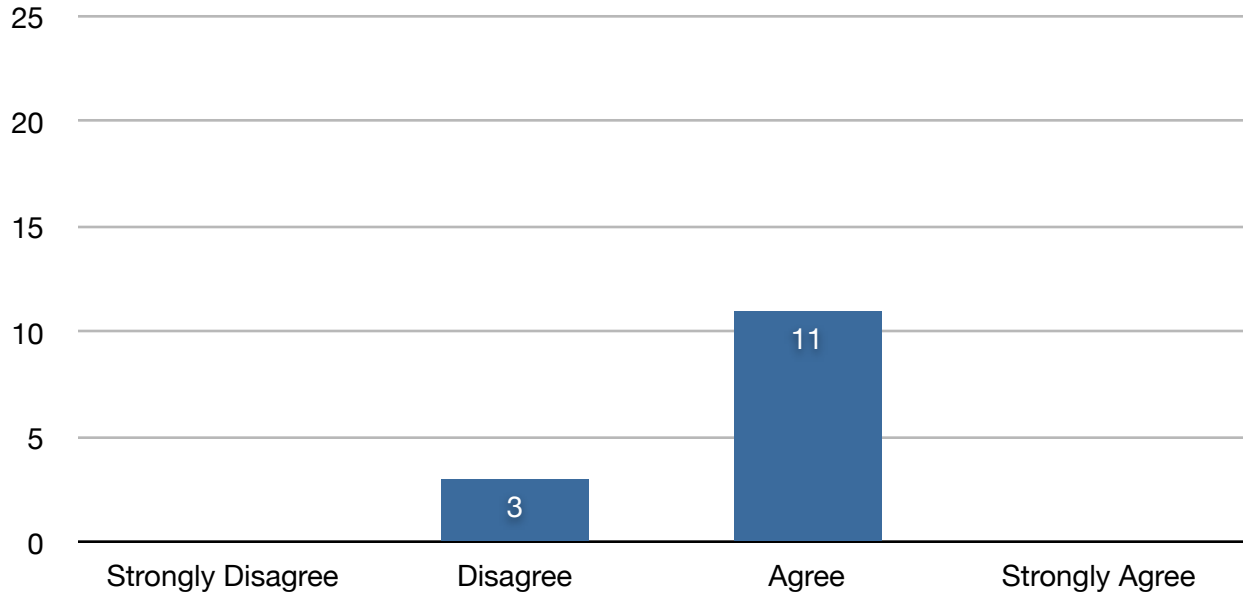
**Q4: Teachers and principals fairly enforce handbook regulations i.e. attendance, cell phones, and classroom rules, etc.**



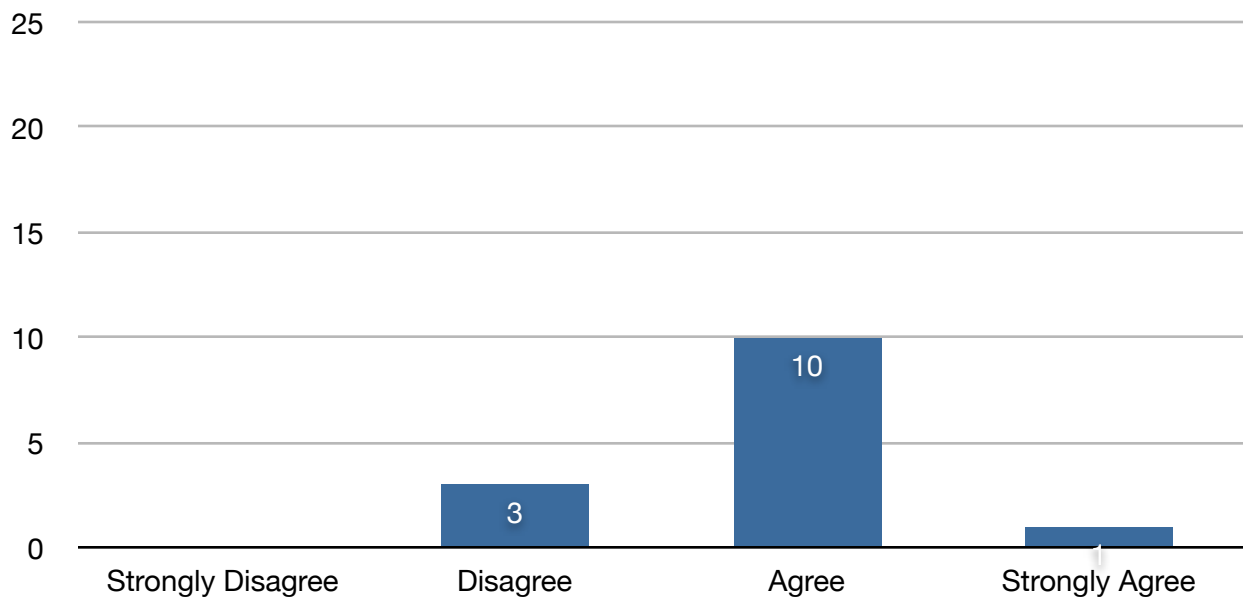
**Q5: Our communication systems (both internal and external communication systems i.e. webpage, newsletters, daily bulletins, School Reach, etc.) are beneficial to me and effective in providing me the information I need.**



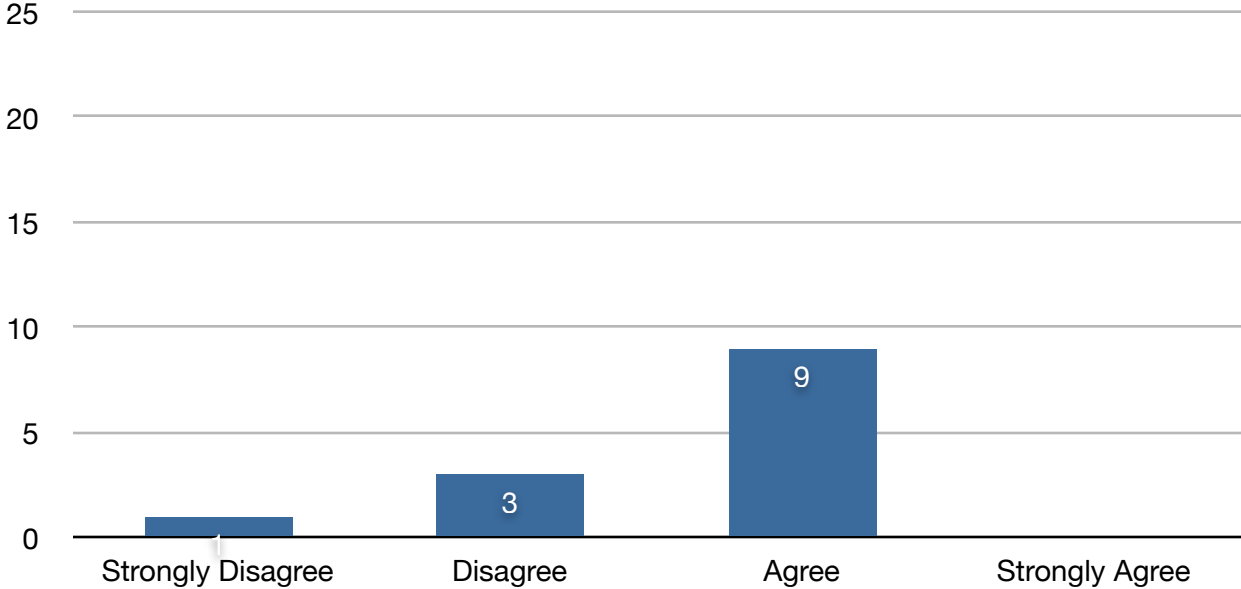
**Q6: Teachers consistently utilize APL strategies to manage students and their classroom responsibilities.**



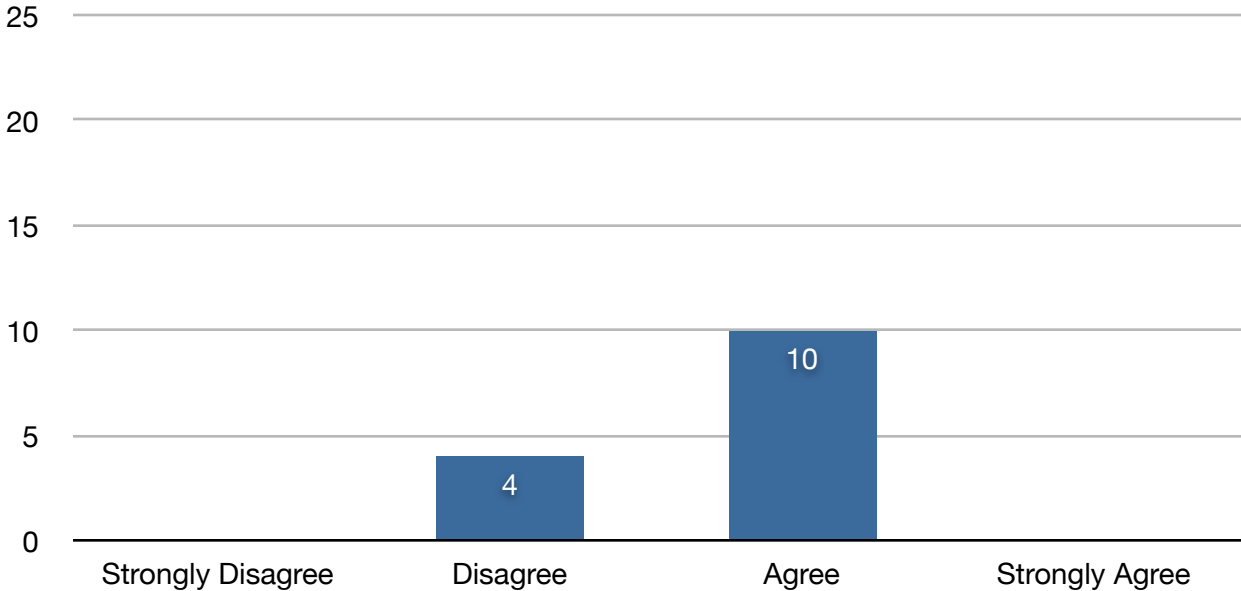
**Q7: Regular education teachers are adequately trained and supported in providing services to special education students in the regular classroom through RTI, ILCD, MDT, and IEP processes and meetings.**



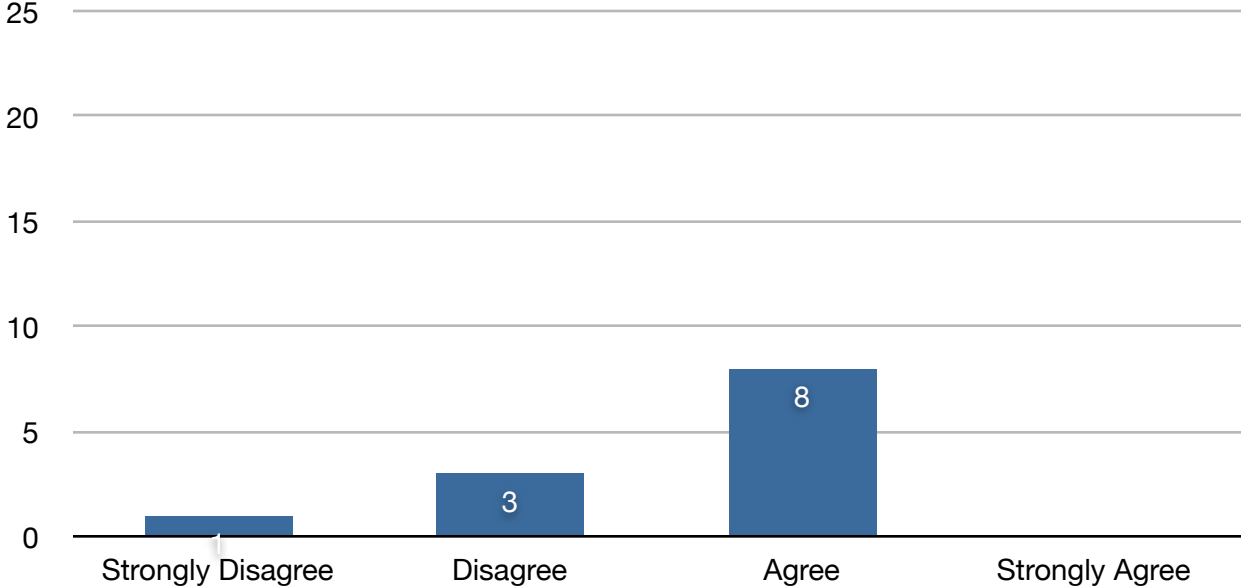
**Q8: Students effectively use the floating study hall and advisor period to complete homework assignments and/or access help from teachers/advisors.**



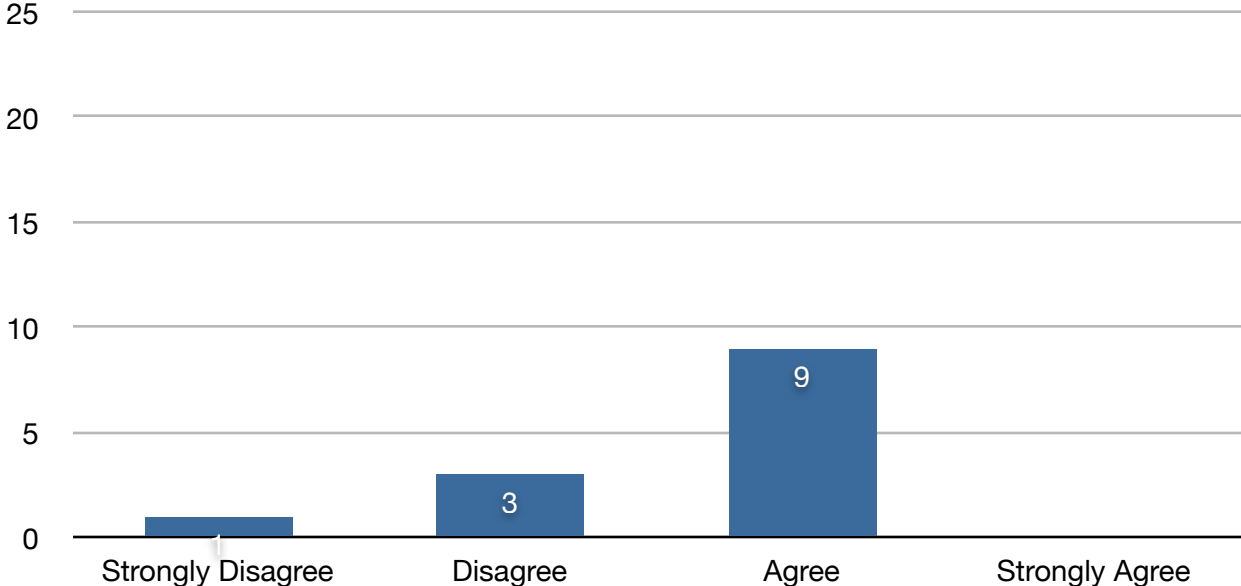
**Q9: Our current systems and schedules allow adequate access to students, teachers, counselor, and principal.**



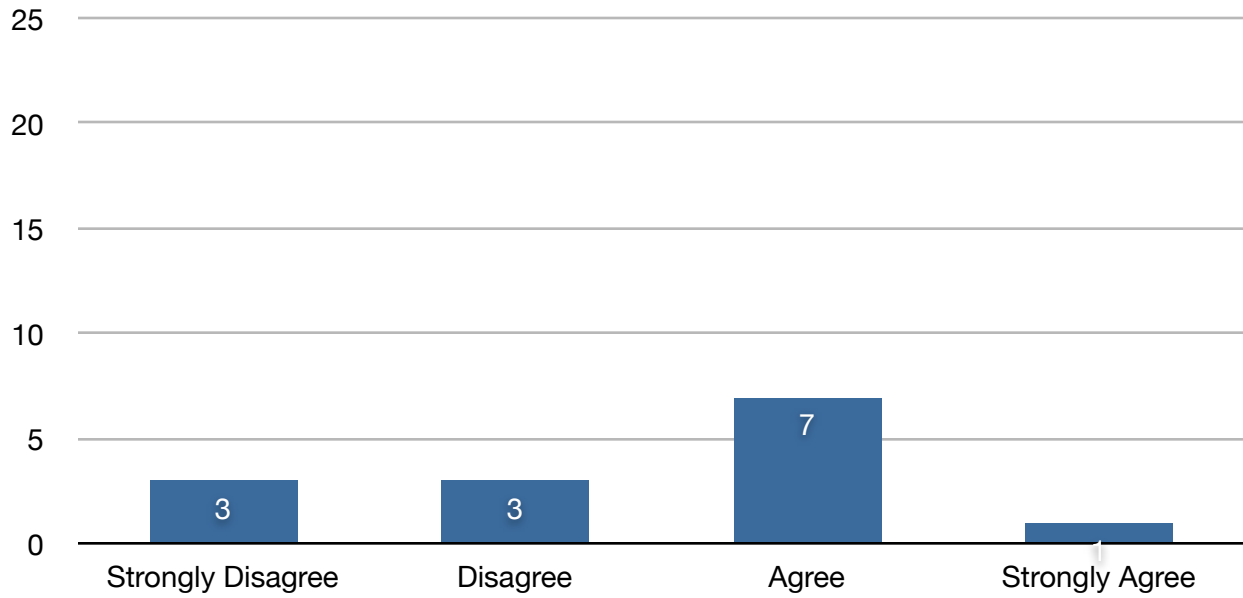
**Q10: I have adequate time to plan for my classes and other school activities.**



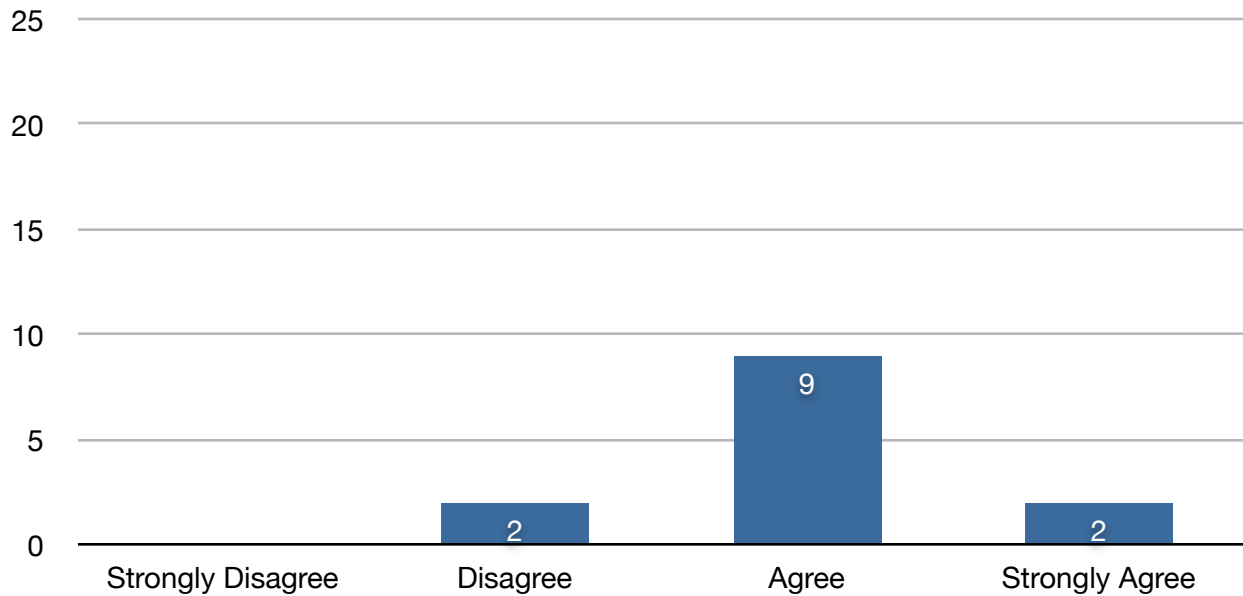
**Q11: Students and teachers generally respect the roles and responsibilities of para-educators in their classrooms.**



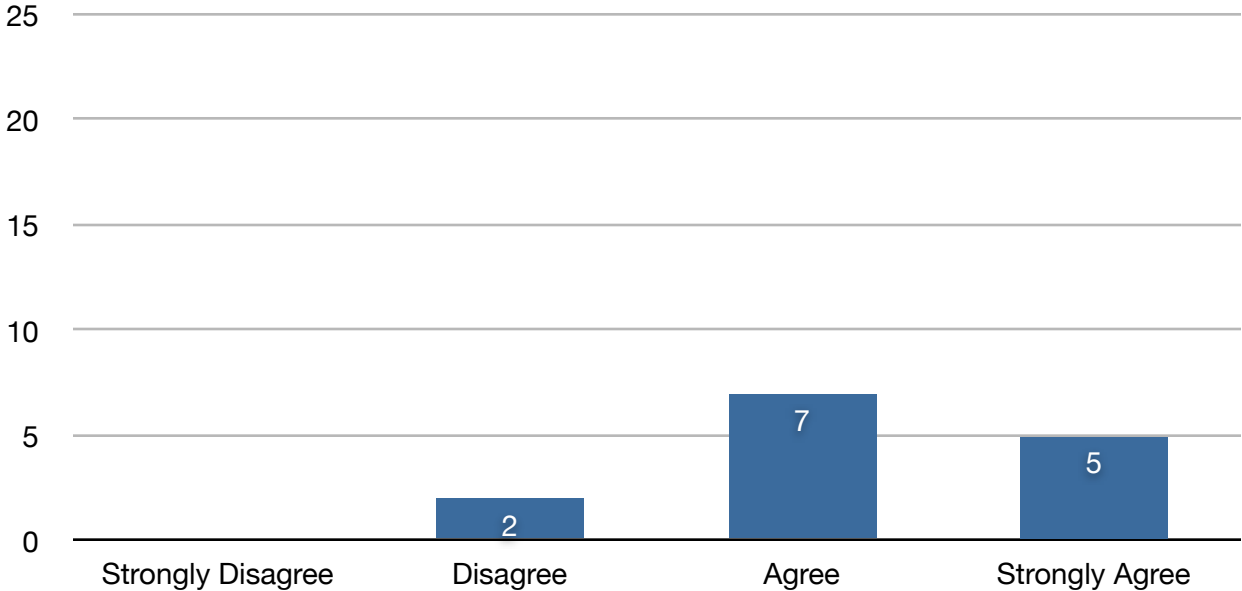
**Q12: Students and teachers have adequate access to technology and technology support to teach, send, receive, and complete course requirements.**



**Q13: Our school is adjusting adequately to the changes that have come about by the sharing between our four districts.**



**Q14: School climate is better today than it was a year ago.**



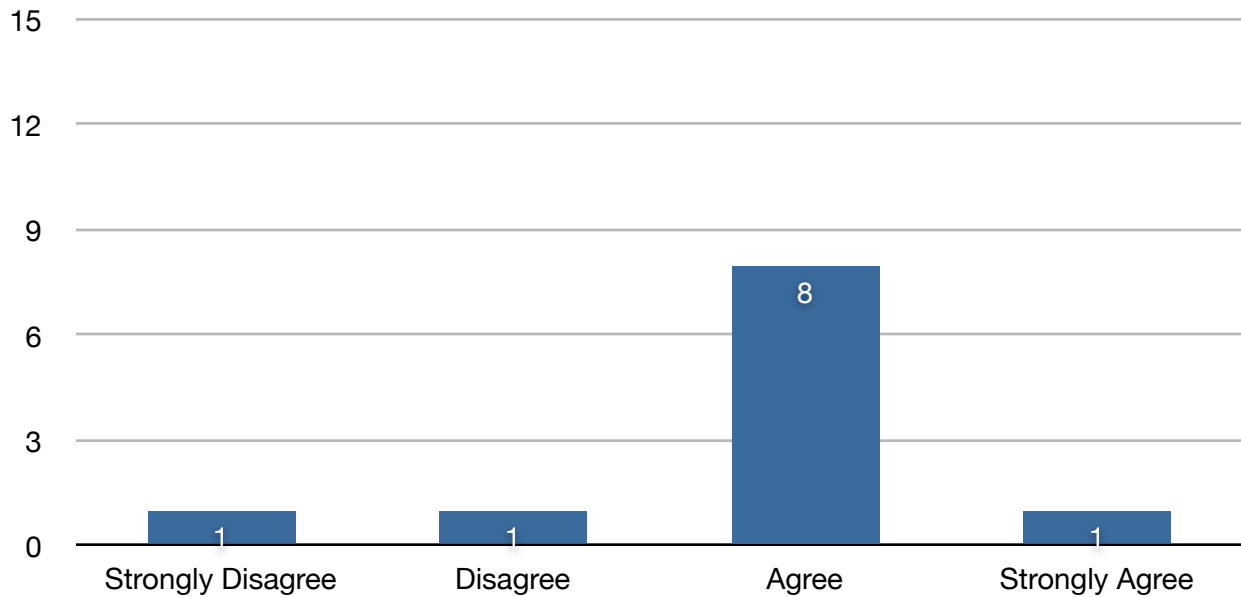
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# Section 2: Distance Learning Classes

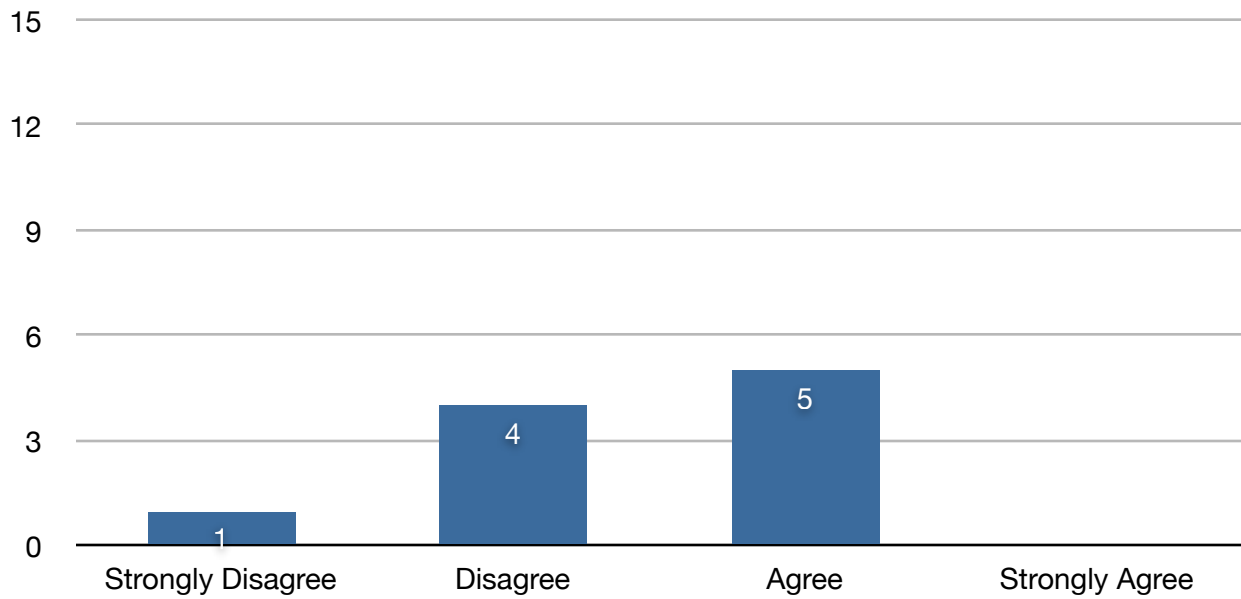
6 Questions

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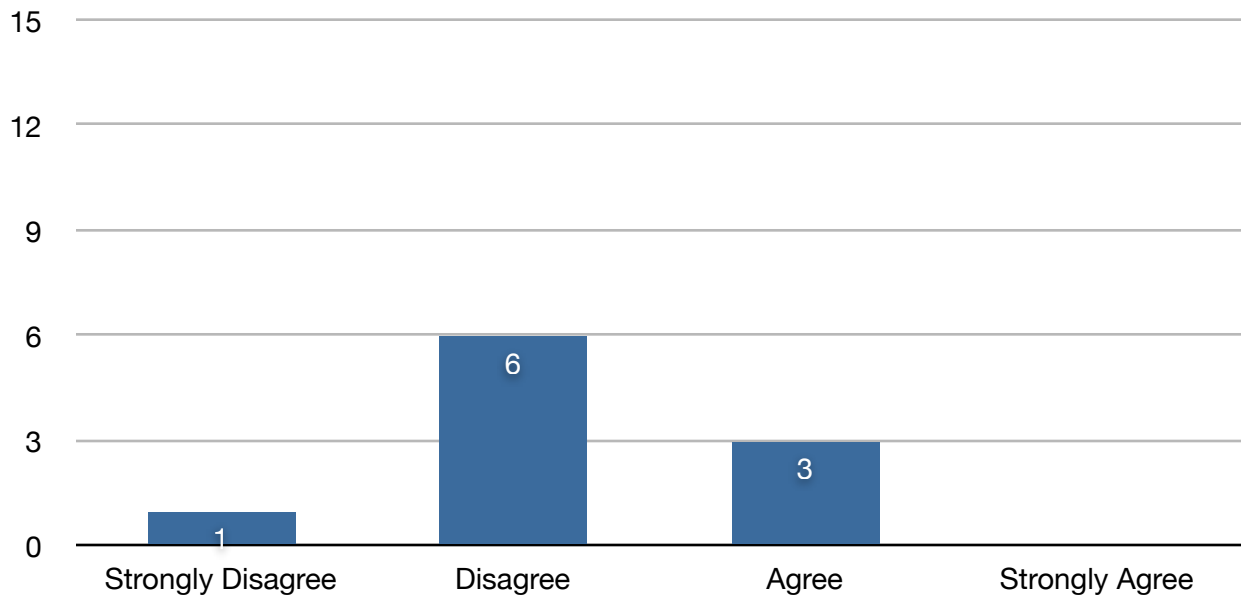
**Q15: The current class schedules accommodate the needs of distance education and expanded curricula in both the four-day and five-day schools.**



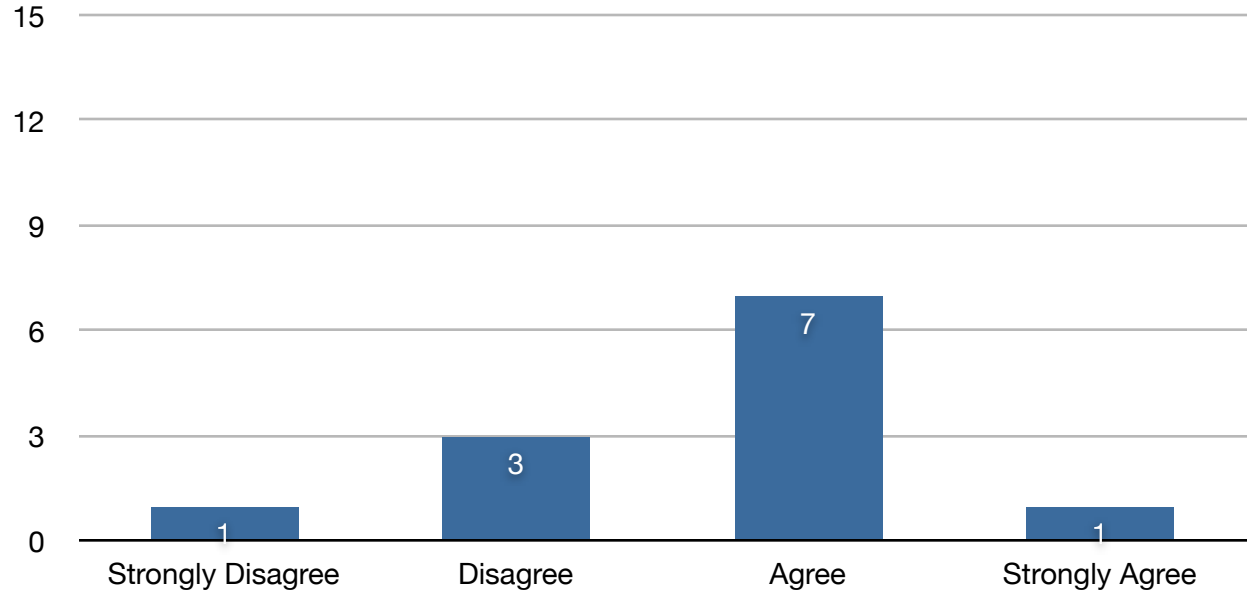
**Q16: Inappropriate student behavior in distance learning classrooms is addressed in the same way it is in the traditional classroom.**



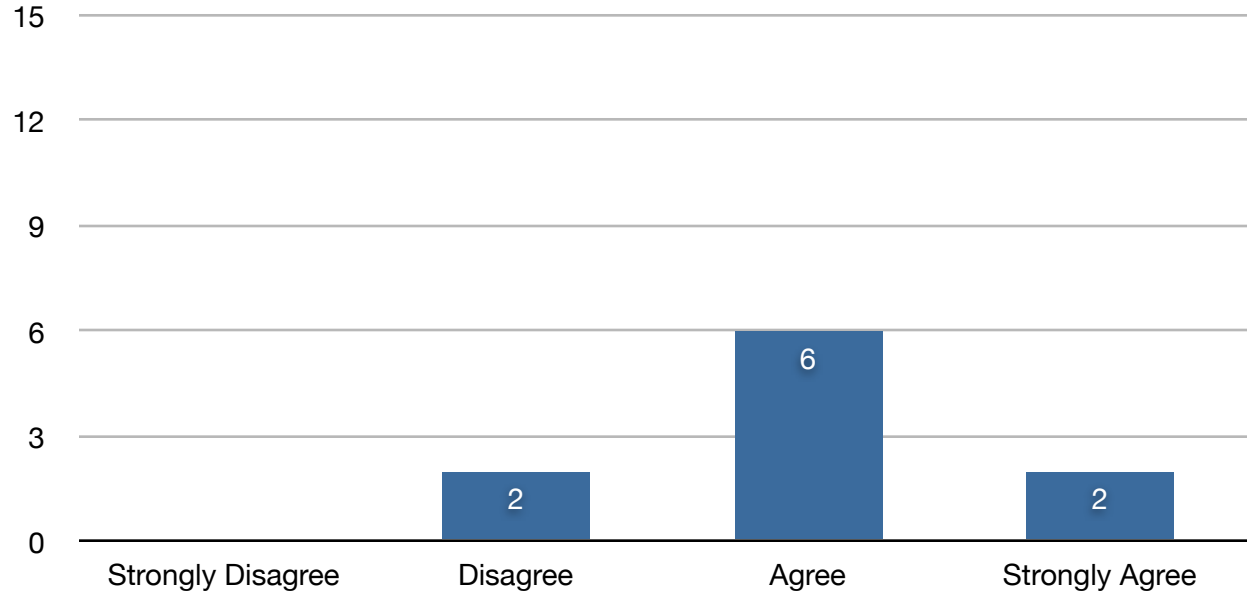
**Q17: Students in distance learning classes receive materials and complete assignments in a timely manner.**



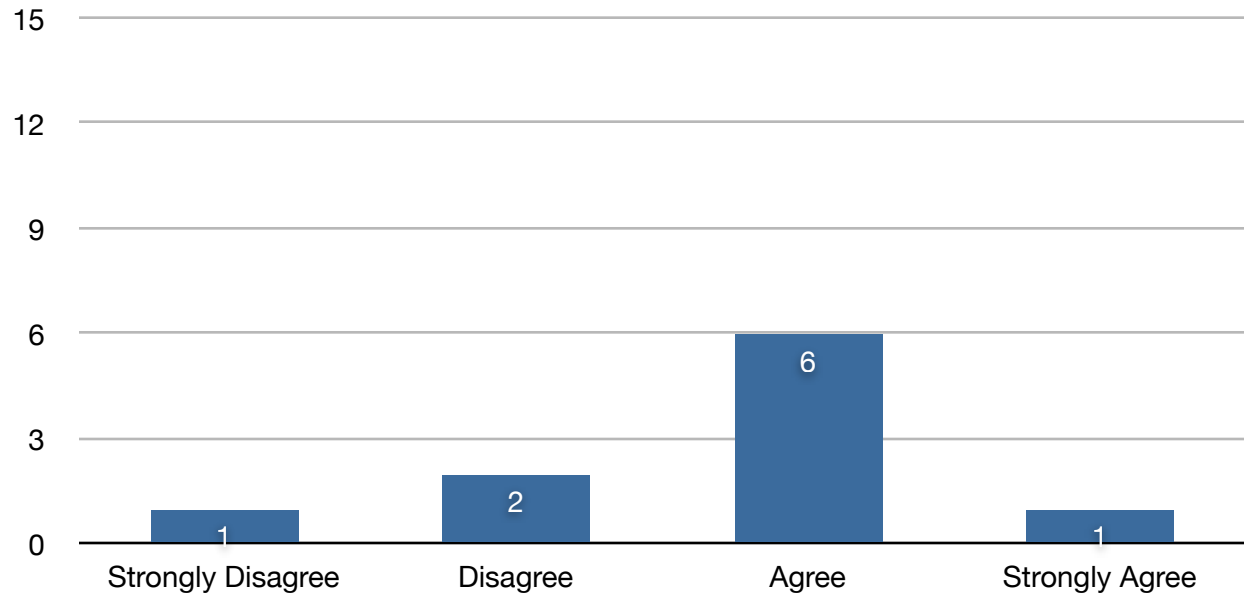
**Q18: Student learning in the distance-learning classroom is comparable to their learning in the traditional classroom.**



**Q19: Distance education teachers increasingly use the mylearning online system to send and receive course materials.**



**Q20: In distance learning classes, students at the receiving site receive the same attention from the teachers as the students in the sending site.**



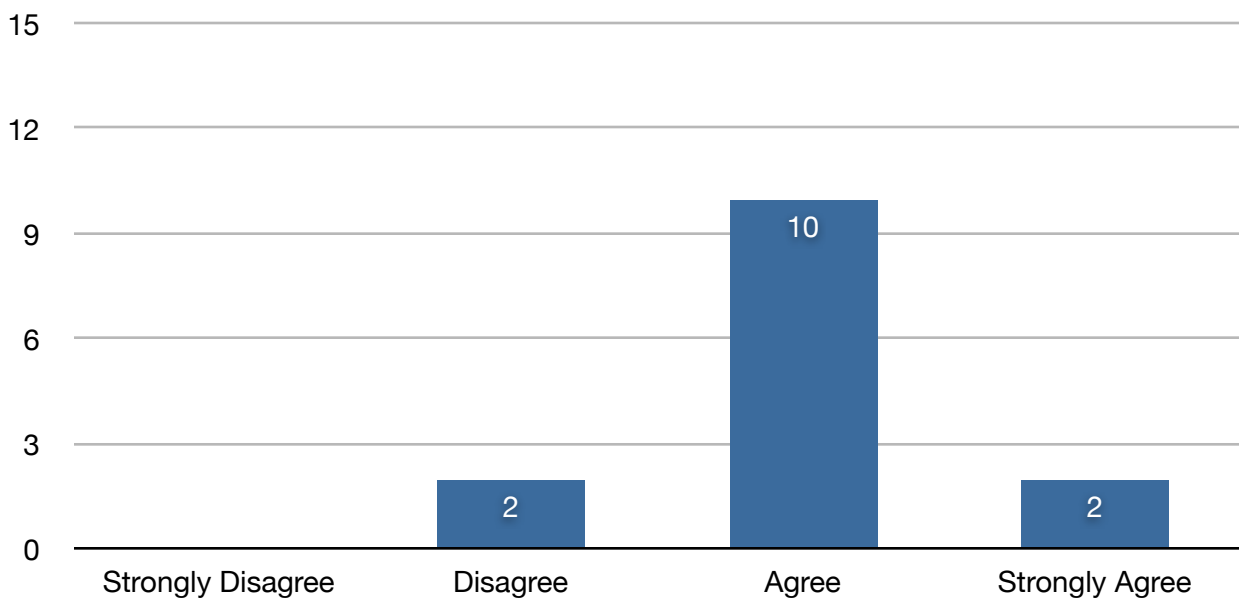
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# Section 3: The Future

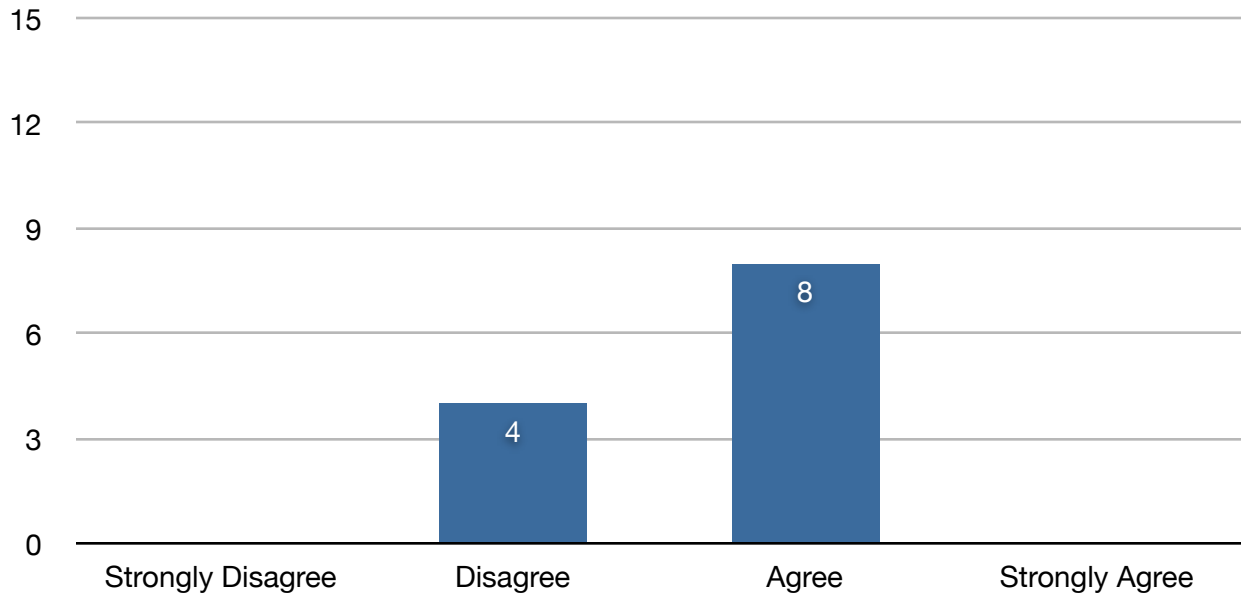
6 Questions

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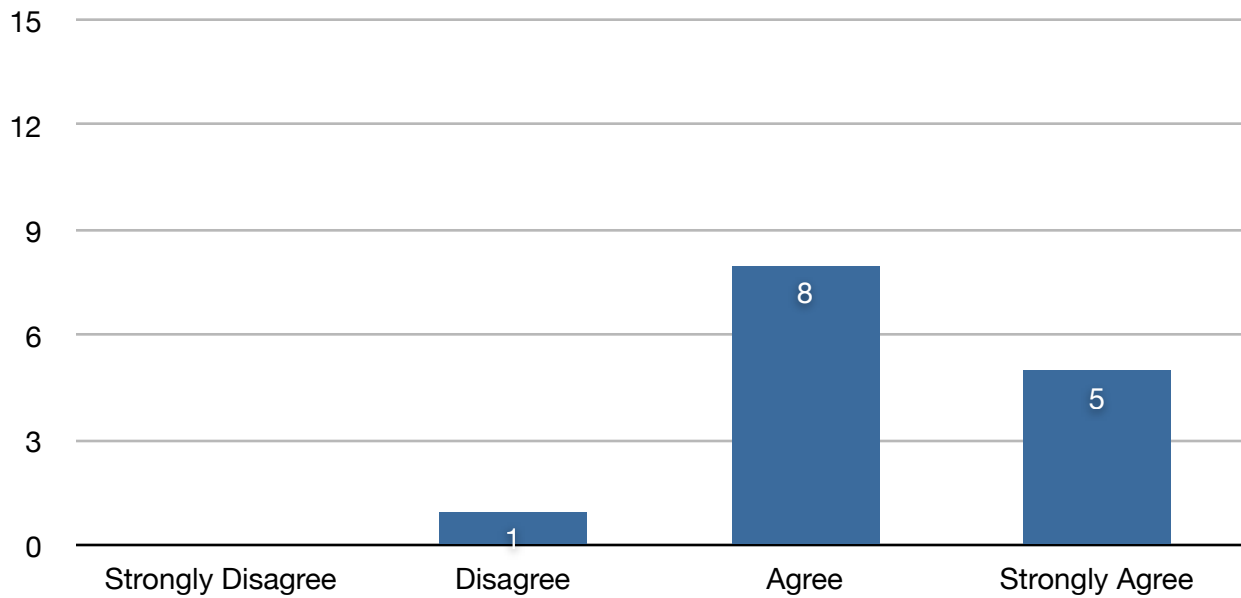
**Q21: I believe our students are getting the education they need to succeed in the 21st Century.**



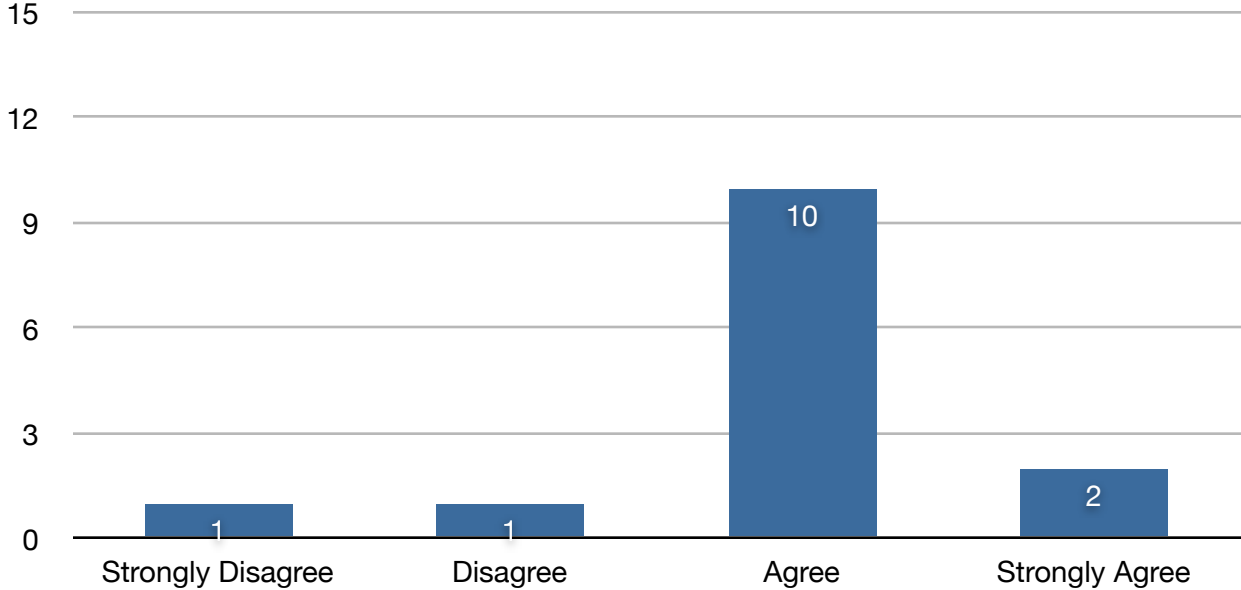
**Q22: Students can see the connection between what they are learning and the rest of their life.**



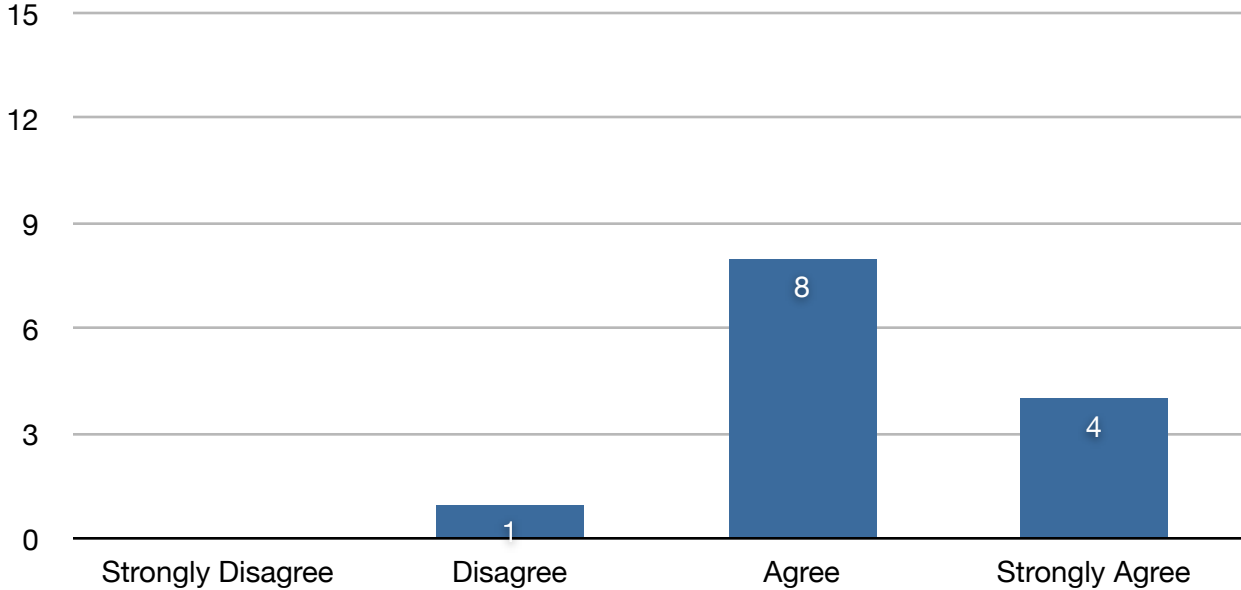
**Q23: The changes we are making as a result of the four-school partnership are moving us in the right direction.**



**Q24: The pace of the changes we are making is appropriate given where we need to go.**



**Q25: I support combining or cooping athletic activities and other programs as declining student enrollment and/or participation jeopardize our ability to be competitive.**



**Q26: If enrollments continue to decline I would support combining or moving students to another school so they can continue to have access to learning opportunities and/or programs.**

