

Section I Family/Personal Reasons and Employment After Leaving the NYC School System						
A. Family or Personal Reasons		Impact on Your Decision to Leave NYC Public Schools				
Please indicate the level of influence each of the following had on your decision to leave the New York City public schools:		Not At All Important	Slightly Important	Somewhat Important	Very Important	Extremely Important
1	Change of residence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Pregnancy/child rearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Other family or personal reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Current Employment		Importance in Your Decision to Leave NYC Public Schools				
1. Only respond to these items if you left teaching for employment in an area <b>OTHER THAN EDUCATION</b> :		Not At All Important	Slightly Important	Somewhat Important	Very Important	Extremely Important
1	Better salary and/or benefits in your non-teaching job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Better working conditions in your non-teaching job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Greater capacity to secure affordable housing in a safe neighborhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Greater prestige in your non-teaching job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Only respond to these items if you left the New York City school system to teach in a <b>DIFFERENT SCHOOL SYSTEM</b> :		Not At All Important	Slightly Important	Somewhat Important	Very Important	Extremely Important
5	Better salary and/or benefits in the other system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Better working conditions in the other system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Greater capacity to secure affordable housing in a safe neighborhood outside of New York City	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Better media treatment of teachers in other system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Comparisons		Aspects of Work				
If you are now employed on a full-time basis, whether you are working as a teacher or outside the field of education, please compare the NYC teaching job you left with your current job.		Better as a NYC Teacher	About the Same	Better in Current Position		
1	Salary					
2	Opportunities for professional advancement					
3	Opportunities for professional development					
4	Opportunities for learning from colleagues					
5	Recognition and support from administrators/managers					
6	Safety of environment					
7	Influence over workplace policies and practices					
8	Autonomy or control over own work					
9	Professional prestige					
10	Benefits					
11	Procedures for performance evaluation					
12	Manageability of workload					
13	General working conditions					
14	Job security					
15	Intellectual challenge					
16	Overall job satisfaction					

**Section II School Climate / Professional Factors and Allocation of Time**

<b>A. School Climate / Professional Factors</b>		<b>Impact on Your Decision to Leave NYC Public Schools</b>				
<b>Please respond to these items in terms of their impact on your decision to leave the NYC public schools.</b>		<b>Not At All Important</b>	<b>Slightly Important</b>	<b>Somewhat Important</b>	<b>Very Important</b>	<b>Extremely Important</b>
1	Classroom management issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	In-school time demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	After-school time demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Shortage or difficulty in obtaining textbooks and other instructional materials and supplies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Level of school safety and security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Condition of school building (level of repair and maintenance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Student behavior in the school as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Level of parental involvement/support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Inclusion of special needs students in class(es)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Amount of in-school planning and preparation time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Limited opportunities to collaborate with other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	Size of class(es)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	Size of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Level of administrative assistance to support teacher efforts to engage students in enrichment opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Level of administrative assistance to support teacher efforts to engage students in instructional/remedial activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	Size and manageability of work load	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Availability of resources and equipment for doing job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Professional caliber of colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19	Intellectual challenge of teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20	I did not have an assigned mentor or buddy teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21	Level of professional development provided to me in teaching strategies and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22	Level of supervisory support provided to me in my content area/grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23	Impact on teaching and learning environment of noise and related discipline issues in halls and other "public" space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24	Disciplinary processes and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>B. Allocation of Time in NYC Public Schools</b>	
<b>Please respond to the next two questions in whole hours based on a full week of teaching:</b>	
1	Approximately how many hours of scheduled school time did you have for planning? <input type="text"/> Hours
2	Approximately how many hours did you spend before school, after school and on the weekend on the following types of activities? a. School-related activities such as coaching, field trips, tutoring, etc. <input type="text"/> Hours b. School-related activities such as preparing lessons, grading papers, attending meetings, meeting parents <input type="text"/> Hours
3	In a typical full week of teaching, how often did you have to interrupt your class(es) to deal with student misbehavior or discipline? Please use the following five-point scale: 5=Constantly, 4=Often, 3=Sometimes, 2=Rarely, 1=Not At All. Enter Rating Number Here ---> <input type="text"/>
<b>Section III Influences to Leave</b>	
<b>Impact on Your Decision to Leave NYC Public Schools</b>	
	<b>To what extent did the issues below influence your decision to leave teaching in the NYC public schools:</b>
	<b>Not At All Important      Slightly Important      Somewhat Important      Very Important      Extremely Important</b>
1	Excessive duties/paperwork interfered with my job of teaching <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2	Student disrespect for teachers <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3	Student absenteeism / cutting classes <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4	Level of input in selecting textbooks and other materials <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5	Lack of recognition for a job well done <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6	Inability of students to stay focused on learning tasks <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7	Conflicts among students <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8	Inability to select teaching techniques <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9	Vandalism, robbery and/or theft <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
10	Opportunities for professional advancement <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
11	Level of input in establishing curriculum <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
12	Insufficient professional development in classroom management and conflict resolution skills <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
13	Inability to select grade level assignment I wanted <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
14	Inability to select content area assignment I wanted <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
15	Level of input in deciding content, topics and skills to be taught <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
16	Student threats and/or violence <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

<b>Section IV Instructional Support</b>		<b>Effectiveness of Aspects of Instructional Supervision</b>				
<b>To what degree were the instructional supervisors in your school, effective in each of the following areas:</b>		<b>Not At All Effective</b>	<b>Limited In Effect</b>	<b>Somewhat Effective</b>	<b>Very Effective</b>	<b>Extremely Effective</b>
1	Communicating respect for teachers and their value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Facilitating/encouraging teacher professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Encouraging teachers to use student evaluation results in planning curriculum and instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Encouraging professional collaboration between teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Working with individual teachers to develop and meet curriculum standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Working with individual teachers to develop and implement pedagogic strategies and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Encouraging teachers to change teaching methods if students were not achieving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Acknowledging/publicly recognizing individual achievements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Section V Organization / Leadership</b>		<b>Effectiveness of Aspects of Organization and Leadership</b>				
<b>To what extent were your school's organizational structure and leadership effective in these areas:</b>		<b>Not At All Effective</b>	<b>Limited In Effect</b>	<b>Somewhat Effective</b>	<b>Very Effective</b>	<b>Extremely Effective</b>
1	Communicating respect for teachers and their value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Facilitating/encouraging teacher professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Encouraging teachers to use student evaluation results in planning curriculum and instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Encouraging professional collaboration between teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Providing teachers with opportunities to develop and meet curriculum standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Providing teachers with opportunities to develop and implement pedagogic strategies and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Encouraging teachers to change teaching methods if students were not achieving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Providing teachers with opportunities to engage students in enrichment activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Providing teachers with opportunities to engage students in instructional support activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Maintaining a positive tone and creating a positive work environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Holding supervisors/administrators accountable for the observation, support and development of new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>