



Certificated Staff Survey

Teacher Survey

With the beginning of the school year underway, we want to hear from you about how things are going! Please give us your honest thoughts to help us better support you and our students.

Student Needs

For the following questions, we are interested in learning more about the concerns you have for students at this time.

1. How concerned are you about students' academic growth right now?

☐ Not at all concerned
 ☐ Slightly concerned
 ☐ Somewhat concerned
 ☐ Quite concerned
 ☐ Extremely concerned

2. How concerned are you about students' social-emotional well-being right now?

☐ Not at all concerned
 ☐ Slightly concerned
 ☐ Somewhat concerned
 ☐ Quite concerned
 ☐ Extremely concerned

3. How concerned are you about students' behavior right now?

☐ Not at all concerned
 ☐ Slightly concerned
 ☐ Somewhat concerned
 ☐ Quite concerned
 ☐ Extremely concerned

4. How concerned are you about students' peer relationships right now?

☐ Not at all concerned
 ☐ Slightly concerned
 ☐ Somewhat concerned
 ☐ Quite concerned
 ☐ Extremely concerned

5. How concerned are you about students' relationships with adults at school right now?

☐ Not at all concerned
 ☐ Slightly concerned
 ☐ Somewhat concerned
 ☐ Quite concerned
 ☐ Extremely concerned

Student Engagement

For the following questions, we are interested in learning more about students' engagement with their schoolwork at this time.

6. In the past week, how engaged have students been in your classes?

☐ Not at all engaged
 ☐ Slightly engaged
 ☐ Somewhat engaged
 ☐ Quite engaged
 ☐ Extremely engaged
 ☐ I do not teach in-person classes right now

Your Professional Needs

For the following questions, tell us about your experience with professional development and school leadership this year.

7. How valuable has professional development been so far this year?

☐ Not at all valuable
 ☐ Slightly valuable
 ☐ Somewhat valuable
 ☐ Quite valuable
 ☐ Extremely valuable
 ☐ I have not had professional development so far this year



8. Which area do you need the most support in right now?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supporting students with IEPs	Supporting English Language Learners	Supporting academically advanced students	Supporting students' social-emotional needs	Using technology	Family engagement	I do not need support in any of these areas

9. How helpful has leadership at your school been in resolving challenges so far this year?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all helpful	Slightly helpful	Somewhat helpful	Quite helpful	Extremely helpful

Communication with the School

For the following questions, we are interested in learning more about your experience with communications from your school and district.

10. How satisfied are you with the frequency of communication from school leadership?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish they communicated more frequently	I wish they communicated less frequently	I am happy with the frequency of communication

11. How satisfied are you with the frequency of communication from district leadership?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish they communicated more frequently	I wish they communicated less frequently	I am happy with the frequency of communication

12. How clear is the process for notifying the school about concerns with a student's health or well-being?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all clear	Slightly clear	Somewhat clear	Quite clear	Extremely clear

Professional Learning about Equity

For the following questions, please think about the extent to which your school creates an equitable environment for students and staff of all races, ethnicities, and cultures.

13. How supportive has your school administration been in helping you advance equity and inclusion in your classroom?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive

14. How often do professional development opportunities help you explore new ideas about how to promote equity in your practice?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost never	Once in a while	Sometimes	Frequently	Almost always

15. Overall, how much do you learn about promoting racial or cultural equity from the leaders at your school?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn almost nothing	Learn a little bit	Learn some	Learn quite a bit	Learn a tremendous amount

Teaching Environment

In this first section, please give us your perceptions of your teaching environment, both inside your classroom and at your school more generally.



16. How clearly can you explain the most complicated content to your students?

- ☐ Not at all clearly
 ☐ Slightly clearly
 ☐ Somewhat clearly
 ☐ Quite clearly
 ☐ Extremely clearly

17. How optimistic are you that your school will improve in the future?

- ☐ Not at all optimistic
 ☐ Slightly optimistic
 ☐ Somewhat optimistic
 ☐ Quite optimistic
 ☐ Extremely optimistic

18. How confident are you that you can move through material at a pace that works well for each of your students?

- ☐ Not at all confident
 ☐ Slightly confident
 ☐ Somewhat confident
 ☐ Quite confident
 ☐ Extremely confident

19. How confident are you that you can help your school's most challenging students to learn?

- ☐ Not at all confident
 ☐ Slightly confident
 ☐ Somewhat confident
 ☐ Quite confident
 ☐ Extremely confident

20. To what extent are teachers trusted to teach in the way they think is best?

- ☐ Not trusted at all
 ☐ Trusted a little bit
 ☐ Trusted somewhat
 ☐ Trusted quite a bit
 ☐ Trusted a tremendous amount

21. If a parent were upset about something in your class, how confident are you that you could have a productive conversation with this parent?

- ☐ Not at all confident
 ☐ Slightly confident
 ☐ Somewhat confident
 ☐ Quite confident
 ☐ Extremely confident

22. How confident are you that you can meet the learning needs of your most advanced students?

- ☐ Not at all confident
 ☐ Slightly confident
 ☐ Somewhat confident
 ☐ Quite confident
 ☐ Extremely confident

23. How respectful are the relationships between teachers and students?

- ☐ Not at all respectful
 ☐ Slightly respectful
 ☐ Somewhat respectful
 ☐ Quite respectful
 ☐ Extremely respectful

24. When one of your teaching strategies fails to work for a group of students, how easily can you think of another approach to try?

- ☐ Not at all easily
 ☐ Slightly easily
 ☐ Somewhat easily
 ☐ Quite easily
 ☐ Extremely easily

25. How confident are you that you can engage students who typically are not motivated?

- ☐ Not at all confident
 ☐ Slightly confident
 ☐ Somewhat confident
 ☐ Quite confident
 ☐ Extremely confident

26. Overall, how positive is the working environment at your school?

- ☐ Not at all positive
 ☐ Slightly positive
 ☐ Somewhat positive
 ☐ Quite positive
 ☐ Extremely positive



Professional Learning

In this section, we would like to learn about your opportunities for learning and growth at your school.

27. How often do you receive feedback on your teaching?

- ☐ Almost never
 ☐ Once in a while
 ☐ Sometimes
 ☐ Frequently
 ☐ Almost always

28. At your school, how thorough is the feedback you receive in covering all aspects of your role as a teacher?

- ☐ Not at all thorough
 ☐ Slightly thorough
 ☐ Somewhat thorough
 ☐ Quite thorough
 ☐ Extremely thorough

29. How much input do you have into individualizing your own professional development opportunities?

- ☐ Almost no input
 ☐ A little bit of input
 ☐ Some input
 ☐ Quite a bit of input
 ☐ A tremendous amount of input

30. Through working at your school, how many new teaching strategies have you learned?

- ☐ Almost no strategies
 ☐ A few strategies
 ☐ Some strategies
 ☐ Many strategies
 ☐ A great number of strategies

31. How useful do you find the feedback you receive on your teaching?

- ☐ Not at all useful
 ☐ Slightly useful
 ☐ Somewhat useful
 ☐ Quite useful
 ☐ Extremely useful

32. Overall, how much do you learn about teaching from the leaders at your school?

- ☐ Learn almost nothing
 ☐ Learn a little bit
 ☐ Learn some
 ☐ Learn quite a bit
 ☐ Learn a tremendous amount

33. How often do your professional development opportunities help you explore new ideas?

- ☐ Almost never
 ☐ Once in a while
 ☐ Sometimes
 ☐ Frequently
 ☐ Almost always

34. How relevant have your professional development opportunities been to the content that you teach?

- ☐ Not at all relevant
 ☐ Slightly relevant
 ☐ Somewhat relevant
 ☐ Quite relevant
 ☐ Extremely relevant

35. How much do you learn from the teacher evaluation processes at your school?

- ☐ Learn almost nothing
 ☐ Learn a little bit
 ☐ Learn some
 ☐ Learn quite a bit
 ☐ Learn a tremendous amount

36. Overall, how supportive has the school been of your growth as a teacher?

- ☐ Not at all supportive
 ☐ Slightly supportive
 ☐ Somewhat supportive
 ☐ Quite supportive
 ☐ Extremely supportive

Leadership

In this section, we would like your feedback on the leadership at your school.



37. How positive is the tone that school leaders set for the culture of the school?

- ☐ Not at all positive
 ☐ Slightly positive
 ☐ Somewhat positive
 ☐ Quite positive
 ☐ Extremely positive

38. For your school leaders, how important is teacher satisfaction?

- ☐ Not important at all
 ☐ Slightly important
 ☐ Somewhat important
 ☐ Quite important
 ☐ Extremely important

39. How confident are you that your school leaders have the best interests of the school in mind?

- ☐ Not at all confident
 ☐ Slightly confident
 ☐ Somewhat confident
 ☐ Quite confident
 ☐ Extremely confident

40. Overall, how positive is the influence of the school leaders on the quality of your teaching?

- ☐ Not at all positive
 ☐ Slightly positive
 ☐ Somewhat positive
 ☐ Quite positive
 ☐ Extremely positive

41. How much trust exists between school leaders and faculty?

- ☐ Almost no trust
 ☐ A little bit of trust
 ☐ Some trust
 ☐ Quite a bit of trust
 ☐ A tremendous amount of trust

42. How effectively do school leaders communicate important information to teachers?

- ☐ Not at all effectively
 ☐ Slightly effectively
 ☐ Somewhat effectively
 ☐ Quite effectively
 ☐ Extremely effectively

43. When you face challenges at work, how supportive are your school leaders?

- ☐ Not at all supportive
 ☐ Slightly supportive
 ☐ Somewhat supportive
 ☐ Quite supportive
 ☐ Extremely supportive

44. How knowledgeable are your school leaders about what is going on in teachers' classrooms?

- ☐ Not knowledgeable at all
 ☐ Slightly knowledgeable
 ☐ Somewhat knowledgeable
 ☐ Quite knowledgeable
 ☐ Extremely knowledgeable

45. At your school, how motivating do you find working with the leadership team?

- ☐ Not at all motivating
 ☐ Slightly motivating
 ☐ Somewhat motivating
 ☐ Quite motivating
 ☐ Extremely motivating

46. How responsive are school leaders to your feedback?

- ☐ Not at all responsive
 ☐ Slightly responsive
 ☐ Somewhat responsive
 ☐ Quite responsive
 ☐ Extremely responsive

47. How much do your school leaders care about you as an individual?

- ☐ Do not care at all
 ☐ Care a little bit
 ☐ Care somewhat
 ☐ Care quite a bit
 ☐ Care a tremendous amount



48. How respectful are your school leaders towards you?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful

49. How clearly do your school leaders identify their goals for teachers?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly

50. When the school makes important decisions, how much input do teachers have?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Almost no input	A little bit of input	Some input	Quite a bit of input	A tremendous amount of input

51. How fairly does the school leadership treat the faculty?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not fairly at all	Slightly fairly	Somewhat fairly	Quite fairly	Extremely fairly

Educating All Students

In this section, please give us your sense of working with different populations of students.

52. How easy do you find interacting with students at your school who are from a different cultural background than your own?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all easy	Slightly easy	Somewhat easy	Quite easy	Extremely easy

53. How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable

54. How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not knowledgeable at all	Slightly knowledgeable	Somewhat knowledgeable	Quite knowledgeable	Extremely knowledgeable

55. If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable

56. How easy would it be for you to teach a class with groups of students from very different religions from each other?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all easy	Slightly easy	Somewhat easy	Quite easy	Extremely easy

57. In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable



58. How easily do you think you could make a particularly overweight student feel like a part of class?

- ☐ Not at all easily
 ☐ Slightly easily
 ☐ Somewhat easily
 ☐ Quite easily
 ☐ Extremely easily

59. How comfortable would you be having a student who could not communicate well with anyone in class because his/her home language was unique?

- ☐ Not at all comfortable
 ☐ Slightly comfortable
 ☐ Somewhat comfortable
 ☐ Quite comfortable
 ☐ Extremely comfortable

60. When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?

- ☐ Not at all easily
 ☐ Slightly easily
 ☐ Somewhat easily
 ☐ Quite easily
 ☐ Extremely easily

General Perceptions of Teaching

In this section, please let us know the extent to which most teachers might be able to improve different aspects of teaching over time.

61. To what extent can teachers increase how much their most difficult students learn from them?

- ☐ Cannot increase at all
 ☐ Can increase a little
 ☐ Can increase somewhat
 ☐ Can increase quite a bit
 ☐ Can increase a tremendous amount

62. How easily can teachers change their teaching style to match the needs of a particular class?

- ☐ Not at all easily
 ☐ Slightly easily
 ☐ Somewhat easily
 ☐ Quite easily
 ☐ Extremely easily

63. To what extent can teachers improve their implementation of different teaching strategies?

- ☐ Cannot improve at all
 ☐ Can improve a little
 ☐ Can improve somewhat
 ☐ Can improve quite a bit
 ☐ Can improve a tremendous amount

64. How possible is it for teachers to change their ability to work with dissatisfied parents?

- ☐ Not at all possible to change
 ☐ A little possible to change
 ☐ Somewhat possible to change
 ☐ Quite possible to change
 ☐ Completely possible to change

65. How much can teachers improve their classroom management approaches?

- ☐ Cannot improve at all
 ☐ Can improve slightly
 ☐ Can improve somewhat
 ☐ Can improve quite a bit
 ☐ Can improve a tremendous amount

66. To what extent can teachers change their intelligence about the subjects that they teach?

- ☐ Cannot change at all
 ☐ Can change a little bit
 ☐ Can change somewhat
 ☐ Can change quite a bit
 ☐ Can change a tremendous amount



67. Over the course of a school year, to what extent can teachers improve the clarity of their explanations of challenging concepts?

- ☐ Cannot improve at all
 ☐ Can improve slightly
 ☐ Can improve somewhat
 ☐ Can improve quite a bit
 ☐ Can improve a tremendous amount

68. How possible is it for teachers to change how well they relate to their most difficult students?

- ☐ Not at all possible to change
 ☐ A little possible to change
 ☐ Somewhat possible to change
 ☐ Quite possible to change
 ☐ Completely possible to change

Belonging

In this section, please tell us how you're doing. We're asking you these questions because we want to better support teachers' professional well-being, and will not use responses to evaluate or judge individuals. You can skip any question that you don't feel comfortable answering.

69. How well do your colleagues at school understand you as a person?

- ☐ Do not understand at all
 ☐ Understand a little
 ☐ Understand somewhat
 ☐ Understand quite a bit
 ☐ Completely understand

70. How connected do you feel to other adults at your school?

- ☐ Not at all connected
 ☐ Slightly connected
 ☐ Somewhat connected
 ☐ Quite connected
 ☐ Extremely connected

71. How much respect do colleagues in your school show you?

- ☐ No respect at all
 ☐ A little bit of respect
 ☐ Some respect
 ☐ Quite a bit of respect
 ☐ A tremendous amount of respect

72. How much do you matter to others at your school?

- ☐ Do not matter at all
 ☐ Matter a little bit
 ☐ Matter some
 ☐ Matter quite a bit
 ☐ Matter a tremendous amount

73. Overall, how much do you feel like you belong at your school?

- ☐ Do not belong at all
 ☐ Belong a little bit
 ☐ Belong somewhat
 ☐ Belong quite a bit
 ☐ Completely belong

Cultural Awareness and Action

In this section, please share your perspective on how your school helps teachers learn about, discuss, and confront issues of race, ethnicity, and culture.

74. How often do school leaders encourage you to teach about people from different races, ethnicities, or cultures?

- ☐ Almost never
 ☐ Once in a while
 ☐ Sometimes
 ☐ Frequently
 ☐ Almost always



75. How often do you think about what colleagues of different races, ethnicities, or cultures experience?

☐ Almost never ☐ Once in a while ☐ Sometimes ☐ Frequently ☐ Almost always

76. How confident are you that adults at your school can have honest conversations with each other about race?

☐ Not at all confident ☐ Slightly confident ☐ Somewhat confident ☐ Quite confident ☐ Extremely confident

77. At your school, how often are you encouraged to think more deeply about race-related topics?

☐ Almost never ☐ Once in a while ☐ Sometimes ☐ Frequently ☐ Almost always

78. How comfortable are you discussing race-related topics with your colleagues?

☐ Not at all comfortable ☐ Slightly comfortable ☐ Somewhat comfortable ☐ Quite comfortable ☐ Extremely comfortable

79. How often do adults at your school have important conversations about race, even when they might be uncomfortable?

☐ Almost never ☐ Once in a while ☐ Sometimes ☐ Frequently ☐ Almost always

80. When there are major news events related to race, how often do adults at your school talk about them with each other?

☐ Almost never ☐ Once in a while ☐ Sometimes ☐ Frequently ☐ Almost always

81. How well does your school help staff speak out against racism?

☐ Not at all well ☐ Slightly well ☐ Somewhat well ☐ Quite well ☐ Extremely well

Professional Growth

In this section, please tell us about your opportunities to learn more about student social-emotional learning.

82. In terms of social-emotional learning (SEL) in particular, how supportive has the school been of your growth as a teacher?

☐ Not at all supportive ☐ Slightly supportive ☐ Somewhat supportive ☐ Quite supportive ☐ Extremely supportive

83. At your school, how valuable are the social-emotional learning (SEL) professional development opportunities?

☐ Not at all valuable ☐ Slightly valuable ☐ Somewhat valuable ☐ Quite valuable ☐ Extremely valuable

84. How relevant have your social-emotional learning (SEL) professional development opportunities been to the content that you teach?

☐ Not at all relevant ☐ Slightly relevant ☐ Somewhat relevant ☐ Quite relevant ☐ Extremely relevant



85. Overall, how much do you learn about supporting your students' social-emotional learning (SEL) from the leaders at your school?

- ☐ Learn almost nothing
 ☐ Learn a little bit
 ☐ Learn some
 ☐ Learn quite a bit
 ☐ Learn a tremendous amount

School Resource Officer

For the following question, we are interested in learning more about your thoughts on having a school resource (police) officer in your building.

86. How important is it to have a school resource officer in your building?

- ☐ Not at all important
 ☐ Slightly important
 ☐ Somewhat important
 ☐ Quite important
 ☐ Extremely important

Background Questions

87. What is your gender?

- ☐ Male
 ☐ Female
 ☐ Prefer to self-describe

88. If you selected "Prefer to self-describe," how would you describe your gender?

89. For how many years have you taught at your current school?

- ☐ Less than 1 year
 ☐ 1-2 years
 ☐ 3-5 years
 ☐ 6-10 years
 ☐ 11 or more years

90. What is your race or ethnicity?

- ☐ American Indian or Alaska Native
 ☐ Asian
 ☐ Black or African American
 ☐ Hispanic or Latino
 ☐ Native Hawaiian or Other Pacific Islander
 ☐ White
 ☐ Two or More Races/Ethnicities
 ☐ Other

91. For how many years have you taught?

- ☐ Less than 1 year
 ☐ 1-2 years
 ☐ 3-5 years
 ☐ 6-10 years
 ☐ 11 or more years