

## 2015-2016 District-wide Teacher Survey

Welcome

**Dear Teacher,**

**Thank you for participating in this year's survey. Your feedback is invaluable to your school. Please note that your responses to the following items are CONFIDENTIAL. Your name will NOT be included in any results.**

**Sincerely,**

**Office of Research and Evaluation  
The School District of Philadelphia**

\* 1. Do you teach students in your current role?

Yes

No

## 2015-2016 District-wide Teacher Survey

### General Instructions

2. Please think about one class you teach during the day and write down the name of that class (grade, subject, and period) in the box below. If you are an elementary school teacher, please write "Homeroom." When taking the remainder of this survey, please use this class as your reference (i.e., when you are answering items, think specifically about the class you wrote down).

## 2015-2016 District-wide Teacher Survey

### Instruction

3. How often do the following statements reflect what occurs in your classroom?

	Never	Rarely	Occasionally	Most or all of the time
My students complete their assigned work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students explain material to their classmates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students reflect back on what they have learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students tell me their work is too easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students are motivated to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students are interested in what we do in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students are competitive with one another about their grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My class is interrupted by announcements or messages from the office or colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students influence decisions regarding learning activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students misbehave in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning activities in my class are relevant to my students' lives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I set learning goals that are suitable for each and every one of my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use assessment data to guide my instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I call on all of my students, even if they don't volunteer to answer questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I convey to each of my students that I care about them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide students with extra help if they need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I reflect back on the impact of each lesson I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am passionate about the subject(s) I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2015-2016 District-wide Teacher Survey

### Instruction

4. How often do the following statements reflect what occurs in your classroom?

	Never	Rarely	Occasionally	Most or all of the time
My students treat me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students treat each other with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students consistently attend my class(es).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students ask me questions when they need help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students are more focused on grades than learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students are aware of different strategies for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My students are good at using their time effectively in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If my students find their schoolwork challenging, they give up.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students work hard in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my class, my students are learning what they need to be successful in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I treat every student with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I encourage each of my students to work hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I set high expectations for every student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my knowledge of the Common Core.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident in my ability to teach to the Common Core.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am pleased with the quality of the education I am providing my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2015-2016 District-wide Teacher Survey

### School Leadership

Please mark the extent to which you agree or disagree with each of the following statements.

5. The principal at this school:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
Communicates a clear mission for our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets high standards for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets high standards for teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sets clear expectations for teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides me with constructive feedback based on observation(s) of my teaching (formally or informally).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Leadership

Please mark the extent to which you agree or disagree with each of the following statements.

6. The principal at this school:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
Is committed to shared decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works to create a sense of community in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes parent, guardian, and community involvement in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creates buy-in among faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages students to be involved in the school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2015-2016 District-wide Teacher Survey

### School Leadership

7. How much control do **YOU** have over the following **in your class** (if you would like to have more control over any of the following, please check the box at the end of the row **in addition** to your rating of how much control you currently have):

	None	A little	Some	A great deal	I would like to have more control over this than I currently have
Determining course objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choosing books and other instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selecting content, topics, and skills to be taught	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selecting the sequence in which topics are covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting the pace for covering topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining how classroom space is used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting standards of behavior in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choosing the teaching methods and strategies I use with my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining the amount of homework to be assigned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choosing criteria for grading students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Choosing the evaluation and assessment activities used in my class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 2015-2016 District-wide Teacher Survey

### School Environment

8. To what extent do you agree or disagree with the following statements?

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	N/A
My school has clear strategies for improving instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school adheres to a no-excuses approach for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school has a culture of using data to drive student-level interventions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many new programs come and go in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is consistency in curriculum, instruction, and learning materials among teachers <u>in the same grade level</u> at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum, instruction, and learning materials are well coordinated <u>across different grade levels</u> at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher morale is high at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at my school have high expectations for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at my school support the idea that all students can learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers feel responsible when students in my school fail academically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of my colleagues share my beliefs and values about what the central mission of the school should be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school or District/CMO recognizes or rewards me based on my teaching or student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school or District/CMO penalizes me based on my teaching or student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## 2015-2016 District-wide Teacher Survey

### School Environment

9. To what extent do you consider each of the following factors a challenge to student learning in your school?

	Not a challenge	A slight challenge	A moderate challenge	A great challenge
Frequent changes in school priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principal turnover	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher turnover	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shortage of highly qualified teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers teaching a subject or grade outside of their certification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of high-quality professional development opportunities for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shortage of instructional support staff (e.g., teaching aides and reading specialists)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shortage of other support staff (e.g., nurses, counselors, and security)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students transferring in or out of the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of teacher planning time built into the school day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressure to perform well on the state standardized tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support for teaching special education students (i.e., students with IEPs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support for teaching English Language Learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of school resources to provide the extra help for students who need it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School crime/safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems with student transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of computers or other technological resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2015-2016 District-wide Teacher Survey

### School Environment

10. To what extent do you consider each of the following factors a challenge to student learning in your school?

	Not a challenge	A slight challenge	A moderate challenge	A great challenge
Frequent changes in district initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neighborhood crime/safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have inadequate basic skills or prior preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from parents and guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultural differences between home and school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Environment

11. To what extent do you consider each of the following factors a challenge to student learning in your classroom?

	Not a challenge	A slight challenge	A moderate challenge	A great challenge
Insufficient class time to cover all of the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wide range of student abilities in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inadequate textbooks, materials, or other non-technological instructional resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of computers or other technological resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student absenteeism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2015-2016 District-wide Teacher Survey

### School Environment

12. To what extent do you feel respected by:

	Not at all respected	A little respected	Somewhat respected	Respected a great deal	Don't know	Does not apply
The School Reform Commission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District/Charter administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents/Guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Environment

13. At your school, to what extent are the following types of bullying a problem?

	Not at all	A little	Some	A great extent
Principal-Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principal-Student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher-Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher-Student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-Student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2015-2016 District-wide Teacher Survey

### Parent-Community Ties

14. Think about a "typical" student in the class you identified at the beginning of the survey. During this academic year, how often did you do the following for that student?

	Never	1-4 times a year	5-7 times a year	Monthly or about monthly (8-9 times a year)	Weekly or about weekly	Daily or almost daily
Suggest activities that his or her parents and guardians can do to complement activities in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contact his or her parents and guardians about his or her behavior problems or when he or she breaks school rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contact his or her parents and guardians when he or she was struggling academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contact his or her parents and guardians about his or her achievements and successes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a conference with his or her parents and guardians	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Invite his or her parents and guardians to be involved in class (e.g., attend special events, volunteer in the classroom, chaperone field trips)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send emails, newsletters, or notes home telling parents and guardians what he or she has been learning and doing in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2015-2016 District-wide Teacher Survey

### Professional Capacity

15. Please mark the extent to which you agree or disagree with each of the following statements.

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
I am encouraged to try new teaching approaches in my classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am encouraged to innovate to improve my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am willing to question other's views on issues of teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am expected to continually learn and seek out new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am free to be creative in the teaching methods and strategies I use in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. During a typical week, how much time is formally set aside for collaborating with one or more teachers during work hours?

- No time
- Less than 30 minutes
- 30 to 59 minutes
- 60 to 119 minutes
- 2 to 4 hours
- More than 4 hours

## 2015-2016 District-wide Teacher Survey

### Professional Capacity

17. How often, if at all, do you collaborate with other teacher(s) or other school staff at your school to address the following topics?

	Never or almost never	1-4 times a year	5-7 times a year	Monthly or about monthly (8-9 times a year)	Weekly or about weekly	Daily or almost daily	N/A
Classroom management strategies/interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying, developing, or revising curricular materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The individual learning needs of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordination of instruction <u>within grade</u> levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordination of instruction <u>across grade</u> levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordination of instruction for a particular student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. How often do you do the following (formally or informally):

	Never	1-4 times a year	5-7 times a year	Monthly or about monthly (8-9 times a year)	Weekly or about weekly	Daily or almost daily	N/A
Have teachers observe your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Observe other teachers' classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## 2015-2016 District-wide Teacher Survey

### Professional Capacity

19. For approximately how many hours did you receive professional development on the following topics during the 2015-2016 school year?

	Less than 1 hour	1-4 hours	5-8 hours	9-16 hours	17 or more hours
Math content and/or how students learn math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading content and/or how students learn reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Common Core State Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional strategies for English Language Learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional strategies for Special Education Students (e.g., students with IEPs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to analyze data to plan instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent involvement/engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Danielson Framework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Response to Instruction and Intervention (RtII)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blended Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2015-2016 District-wide Teacher Survey

### Professional Capacity

20. How often did your professional development activities:

	Never	Rarely	Occasionally	Most or all of the time
Offer opportunities to interact/work with teachers from your school, department, or grade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide opportunities for analyzing student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide opportunities for you to be observed teaching and receive feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a lecture or stand-and-deliver format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a small group discussion/problem-solving format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have periodic follow-up throughout the school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. How often were your professional development activities:

	Never	Rarely	Occasionally	Most or all of the time
Consistent with your school's mission	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrated/linked with your daily lessons/curricula	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Isolated and/or unconnected to other professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explicitly supported and/or encouraged by your principal or other school leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistent with school and district policies (such as state standardized testing and standards)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2015-2016 District-wide Teacher Survey

### Instruction

**We know that teachers use a variety of strategies in their classroom instruction and that many different strategies can be effective for classroom learning. Please respond to the following items regarding the instructional strategies you use.**

22. How often do students in your class do the following?

	Never	Less than once a month	1-3 times per month	1-2 times per week	3-4 times per week	Every day
Work in small groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn or practice basic facts, concepts, and procedures related to a topic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work independently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in hands-on activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help other students learn content (for example, peer tutoring or shared reading)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on extended learning activities (for example, portfolios, writing or projects)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Answer multiple-choice, fill-in-the blank, or true-false questions (for example worksheets, quizzes, tests, or warm-ups)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply their knowledge to new situations, concepts, or problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critique, evaluate, or synthesize	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receive direct instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in student-led discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Present work to the class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Never	Less than once a month	1-3 times per month	1-2 times per week	3-4 times per week	Every day
Engage in call and response	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a personal computing device (for example, computers or tablets)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in self-reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assessment

23. This year, approximately how many hours of class time did you spend on practice tests and test-taking strategies for state standardized tests (e.g., PSSA, Keystone)?

24. How do state standardized tests and preparing for them affect your class?

Technology

25. When I or my students access online content through my school's Internet connection, we encounter slow connectivity speeds:

- Never
- Rarely
- Occasionally
- Most or all of the time

26. How do students **primarily** access technology in your school?

- Computer lab
- Mobile laptop or tablet cart
- Desktops, laptops, or tablet computers located in classrooms
- Personal devices (e.g. their smartphones, laptops from home)
- None of the items listed here are available to students in my school
- Other (please specify)

## 2015-2016 District-wide Teacher Survey

### Technology

27. How often do students in your classroom use technology for the following:

	Never	Rarely	Occasionally	Most or all of the time
Learning material for the first time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remediation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enrichment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing classwork or homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completing assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborating with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. How often do you:

	Never	Rarely	Occasionally	Most or all of the time
Use student data from technology sessions to personalize instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have students use cloud-based software	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have students use computer-based learning programs that <b><u>adapt to student learning</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have students use computer-based learning programs that <b><u>guide students through a fixed path</u></b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have students use standard software (e.g., Microsoft Office) or Web browsers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Please identify the blended learning professional development opportunities you would like to see offered at your school in the future. Select all that apply.

- Classroom management
- Data sharing and student privacy
- How to use different blended learning models
- How to use **hardware** for blended learning
- How to use **software** for blended learning
- How to integrate blended learning into the existing curriculum
- How to conduct real-time assessments/checks for understanding
- How to differentiate instruction using blended learning
- I am not interested in receiving professional development regarding blended learning
- Other (please specify)



\* 30. Do you currently teach at a Charter school?

Yes

No

## 2015-2016 District-wide Teacher Survey

### Response to Instruction and Intervention (RtII)

31. With regard to **RtII**, how often do you:

	Never	1-4 times a year	5-7 times a year	Monthly or about monthly (8-9 times a year)	Weekly or about weekly	Daily or almost daily	Does not apply
Review screening data to identify students in need of intervention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review diagnostic data to identify individual areas of concern	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design intervention plans for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review progress-monitoring data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Move students out of intervention plans to new intervention plans based on progress-monitoring data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review overdue tasks in the RtII Online Documentation System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. Please rate the ease of completing the following tasks on the RtII Online Documentation System.

	Very Difficult	Difficult	Easy	Very Easy	I have never done this task.
Choosing a plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating a plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tracking intervention delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitoring student progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adding students to a plan/removing students from a plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2015-2016 District-wide Teacher Survey

### Response to Instruction and Intervention (RtII)

33. To what extent have the following been challenges to the implementation of RtII at your school?

	Not a challenge	A slight challenge	A moderate challenge	A great challenge
A lack of understanding of RtII among school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of understanding of how special education students fit into the RtII process among school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of turn-around training on RtII	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of buy-in for RtII among school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of available assessment tools (e.g., screeners or progress monitoring tools)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of training in assessment tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of collaboration time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of available intervention programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems with rostering for interventions/intervention programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2015-2016 District-wide Teacher Survey

34. Please indicate your level of agreement with the following statements.

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Somewhat Agree (4)	Agree (5)	Strongly Agree (6)
Out-of-school suspension is useful for removing disruptive students so that other students can learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out-of-school suspension is useful as a deterrent to the suspended student's future misbehavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The negative impacts of out-of-school suspension on students outweigh any possible benefits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out-of-school suspension helps ensure a safe school environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out-of-school suspension of misbehaving students encourages other students to follow the rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Out-of-school suspension is useful for sending messages to parents about the seriousness of an infraction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Please indicate your level of agreement with the following statements.

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)	Not sure
My school consistently uses positive behavioral supports to encourage responsible behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school does a good job of addressing disciplinary challenges proactively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school's response to student misbehavior is trauma-informed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At my school, there is zero tolerance for behavioral infractions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what is expected of me regarding student discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been adequately trained to manage student behavior effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My administration supports my decisions regarding school discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 2015-2016 District-wide Teacher Survey

36. How often are the following individuals involved in decisions about out-of-school suspension at your school?

	Never	Rarely	Occasionally	Most or all of the time	I don't know	Not applicable
Principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dean	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
RTII Coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The student in question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone from an outside agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. How effective is your school's in-school suspension process (including reflection or accommodation rooms) at redirecting student behavior?

- Not at all effective
- Somewhat effective
- Highly effective
- I don't know
- Not applicable (we don't use in-school suspension at my school)

Additional Feedback

38. If you have any additional feedback you would like to provide, please write it in the box below. Thank you!