Welcome

Why are we asking you to complete the survey?

This survey is designed to gather feedback from teachers across the district about five key topics that are critical to school success: School Climate, Instruction, Leadership, Professional Capacity, and Parent/Guardian Community Ties. When most or all of the teachers at a school answer questions about these topics, we can get a valid and reliable measure for that school. This data can be used to identify strengths and challenges and set goals for improvement.

This is the case for the District as well; feedback from thousand of teachers on the same topics is a powerful way to answer questions like, "across the district, are we see positive trends in teachers' perceptions of professional development?"

If you are interested in examples of how we use survey data, check out the vignettes on the District-Wide Survey Website. We also welcome you to explore our District-Wide Survey Results page , where you can see how respondents answered each question every year since the survey has been open.

Things to know before you complete the survey

1) Completing it is voluntary.

2) **Your responses will not be used to evaluate you, your principal, or your school** . Rather, they will be combined with other teachers' responses to help understand your school's strengths and challenges and identify opportunities for improvement across the District.

3) **Your responses are confidential.** No one in your school will know whether you completed the survey or how you responded. When the data is shared, neither your name, nor any other identifiable information, will ever be connected with your responses. To protect confidentiality, survey data is suppressed unless a minimum number of teachers at each school complete the survey.

4) Please complete this survey ONLY if **you are actively teaching students in a classroom**.

5) The survey should take about 30 minutes to complete. **Once you start taking the survey, you cannot pause and re-start** . If you are unable to complete it in one sitting, you may take it again. We will keep the most completed survey from each individual.

To enter the raffle for a chance to win a gift card, click the link on the Thank You page. The Thank You page is the page that will appear after you complete the survey and click DONE.

If you have any questions or concerns about the survey, please contact schoolsurveys@philasd.org.

Sincerely,

Office of Research and Evaluation
The School District of Philadelphia

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

◯ Yes

◯ No

General Instructions

Please think about one class you teach during the day. When taking this survey, please use this class as your reference (i.e., when you are answering items, think specifically about this class).

2. How many years in total have you been teaching in the School District of Philadelphia?

○ This is my first year

○ 2-3 years

○ 4-8 years

○ 9-15 years

○ 16 +

3. Are you an EL/ESOL teacher?

○ Yes

○ No

Instruction

4. How often are the following statements true about your classroom?

	Never	Rarely	Occasionally	Most or all of the time
My students complete their assigned work.	○	○	○	○
My students explain material to their classmates.	○	○	○	○
My students reflect back on what they have learned.	○	○	○	○
My students tell me their work is too easy.	○	○	○	○
My students are motivated to learn.	○	○	○	○
My students are interested in what we do in class.	○	○	○	○
My students are competitive with one another about their grades.	○	○	○	○
My class is interrupted by announcements or messages from the office or colleagues.	○	○	○	○
My students influence decisions regarding learning activities.	○	○	○	○
Students misbehave in my classroom.	○	○	○	○
I call on all of my students, even if they don't volunteer to answer questions.	○	○	○	○

Instruction

5. How often are the following statements true about your classroom?

	Never	Rarely	Occasionally	Most or all of the time
My students treat me with respect.	◯	◯	◯	◯
My students treat each other with respect.	◯	◯	◯	◯
My students consistently attend my class(es).	◯	◯	◯	◯
My students ask me questions when they need help.	◯	◯	◯	◯
My students are more focused on grades than learning.	◯	◯	◯	◯
My students are aware of different strategies for learning.	◯	◯	◯	◯
My students are good at using their time effectively in class.	◯	◯	◯	◯
If my students find their schoolwork challenging, they give up.	◯	◯	◯	◯
My students work hard in my class(es).	◯	◯	◯	◯

School Leadership

How much do you agree with the following statements?

6. The principal/school leader at this school:

	Strongly Disagree	Disagree	Agree	Strongly Agree
Communicates a clear mission for our school.	○	○	○	○
Sets high standards for student learning.	○	○	○	○
Sets high standards for teachers.	○	○	○	○
Sets clear expectations for teachers.	○	○	○	○
Provides me with constructive feedback based on formal or informal observation(s) of my teaching.	○	○	○	○
Actively participates in school-based professional development.	○	○	○	○

School Leadership

How much do you agree with the following statements?

7. The principal/school leader at this school:

	Strongly Disagree	Disagree	Agree	Strongly Agree
Is committed to shared decision-making.	○	○	○	○
Works to create a sense of community in this school.	○	○	○	○
Promotes parent, guardian, and community involvement in the school.	○	○	○	○
Creates buy-in among faculty.	○	○	○	○
Encourages students to be involved in the school community.	○	○	○	○

School Leadership

8. How much control do **you** have over the following **in your class**?

	None	A little	Some	A great deal
Determining course objectives	○	○	○	○
Choosing the books and other instructional materials that I use	○	○	○	○
Selecting content, topics, and skills that I teach	○	○	○	○
Selecting the sequence in which topics are covered	○	○	○	○
Setting the pace for covering topics	○	○	○	○
Determining how classroom space is used	○	○	○	○
Setting standards of behavior in my classroom	○	○	○	○
Choosing the teaching methods and strategies I use with my students	○	○	○	○
Determining the amount of homework I assign	○	○	○	○
Choosing criteria for grading students	○	○	○	○
Choosing the evaluation and assessment activities I use in my class	○	○	○	○

School Climate

9. How much do you agree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree	N/A
My school has clear strategies for improving instruction.	○	○	○	○	○
My school has a no-excuses approach to student learning.	○	○	○	○	○
My school has a culture of using data to inform student-level interventions.	○	○	○	○	○
Many new programs come and go in my school.	○	○	○	○	○
Curriculum, instruction, and learning materials are consistent among teachers in the same grade level at my school.	○	○	○	○	○
Curriculum, instruction, and learning materials are well coordinated across different grade levels at my school.	○	○	○	○	○
Teacher morale is high at my school.	○	○	○	○	○
Teachers at my school have high expectations for students.	○	○	○	○	○
Teachers at my school support the idea that all students can learn.	○	○	○	○	○
Teachers feel responsible when students in my school fail academically.	○	○	○	○	○
Most of my colleagues share my beliefs and values about what the central mission of the school should be.	○	○	○	○	○
My school or District/CMO recognizes or rewards me based on my teaching or student achievement.	○	○	○	○	○
My school or District/CMO penalizes me based on my teaching or student achievement.	○	○	○	○	○
My school emphasizes the importance of student attendance.	○	○	○	○	○
I feel safe going to and from school.	○	○	○	○	○

School Climate

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 school priorities	○	○	○	○
Principal turnover	○	○	○	○
Teacher turnover	○	○	○	○
Shortage of highly qualified teachers	○	○	○	○
Teachers teaching a subject or grade outside of their certification	○	○	○	○
Shortage of instructional support staff (e.g., teaching aides and reading specialists)	○	○	○	○
Shortage of other support staff (e.g., nurses, counselors, and security)	○	○	○	○
Students transferring in or out of the school	○	○	○	○
Student absenteeism	○	○	○	○
Student tardiness	○	○	○	○
Lack of teacher planning time built into the school day	○	○	○	○
Pressure to perform well on the state standardized tests	○	○	○	○
Lack of support for teaching special education students (i.e., students with IEPs)	○	○	○	○
Lack of support for teaching English Learners	○	○	○	○
Lack of school resources to provide extra help to students who need it	○	○	○	○
School crime/safety	○	○	○	○
Bullying*	○	○	○	○
Problems with student transportation	○	○	○	○
Lack of computers or other technological resources	○	○	○	○

*Bullying occurs when someone repeatedly and purposefully says or does mean or hurtful things to another person who has a hard time defending him or herself.

School Climate

11. 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	◯	◯	◯	◯
Neighborhood crime/safety	◯	◯	◯	◯
Students have inadequate basic skills or prior preparation	◯	◯	◯	◯
Lack of support from parents and guardians	◯	◯	◯	◯
Cultural differences between home and school	◯	◯	◯	◯
Lack of translated materials for multi-lingual families	◯	◯	◯	◯

School Climate

12. 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	○	○	○	○
Wide range of student abilities in class	○	○	○	○
Student behavior	○	○	○	○
Inadequate textbooks, materials, or other non-technological instructional resources	○	○	○	○
Lack of computers or other technological resources	○	○	○	○
Student absenteeism (cutting class)	○	○	○	○
Students report being hungry	○	○	○	○

School Climate

13. To what extent do you feel respected by:

	Not at all respected	A little respected	Somewhat respected	Respected a great deal	Does not apply
The School Board	○	○	○	○	○
District/Charter administrators	○	○	○	○	○
Your principal	○	○	○	○	○
Teachers in your school	○	○	○	○	○
Other school staff	○	○	○	○	○
Parents/guardians	○	○	○	○	○
Students	○	○	○	○	○

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	○	○	○	○	○	○
Suggest activities that his or her parents and guardians can do to support student literacy.	○	○	○	○	○	○
Contact his or her parents and guardians about his or her behavior problems or when he or she breaks school rules	○	○	○	○	○	○
Contact his or her parents and guardians when he or she is struggling academically	○	○	○	○	○	○
Contact his or her parents and guardians about his or her achievements and successes	○	○	○	○	○	○
Have a conference with his or her parents and guardians	○	○	○	○	○	○
Invite his or her parents and guardians to be involved in class (e.g., attend special events, volunteer in the classroom, chaperone field trips)	○	○	○	○	○	○
Send emails, newsletters, or notes home telling parents and guardians what he or she has been learning and doing in class	○	○	○	○	○	○

Professional Capacity

15. How much do you agree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
I am encouraged to try new teaching approaches in my practice.	○	○	○	○
I am encouraged to innovate to improve my practice.	○	○	○	○
I am willing to question other's views on issues of teaching and learning.	○	○	○	○
I am expected to continually learn and seek out new ideas.	○	○	○	○
I am free to be creative in the teaching methods and strategies I use in my practice.	○	○	○	○

Professional Capacity

16. How often, if at all, do groups of teacher(s) at your school meet 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	○	○	○	○	○	○	○
Identifying, developing, or revising curricular materials	○	○	○	○	○	○	○
Effective instructional strategies	○	○	○	○	○	○	○
The individual learning needs of students	○	○	○	○	○	○	○
Coordination of instruction within grade levels	○	○	○	○	○	○	○
Coordination of instruction across grade levels	○	○	○	○	○	○	○
Coordination of instruction for a particular student	○	○	○	○	○	○	○

Professional Capacity

17. How much do you agree with the following about professional development?

	Strongly disagree	Disagree	Agree	Strongly agree
Professional development is available to me at various times, such as job-embedded experiences, before or after-school hours, and summer experiences.	○	○	○	○
Teachers' backgrounds, experience levels, and learning needs are considered when planning <u>district</u> professional development.	○	○	○	○
Teachers' backgrounds, experience levels, and learning needs are considered when planning <u>school</u> professional development.	○	○	○	○
Teacher input is taken into consideration when planning <u>district</u> professional development.	○	○	○	○
Teacher input is taken into consideration when planning <u>school</u> professional development.	○	○	○	○
In my school, teachers meet during the school day for <u>school</u> professional development (in addition to district-designated PD days).	○	○	○	○
In my school, teachers use what they learn from <u>district</u> professional development to adjust and inform teaching practices.	○	○	○	○
There is enough <u>district</u> professional development that is relevant to my subject area.	○	○	○	○

* 18. Do you currently teach at a Charter School?

   ◯ Yes

   ◯ No

Professional Capacity

19. How often did District-wide professional development sessions offered by central office (e.g., Tune-up Tuesdays, Literacy or Math Summer Institute)...

	Never	Rarely	Occasionally	Most or all of the time
Provide opportunities to interact/work with teachers from your school, department, or grade	○	○	○	○
Provide opportunities for analyzing student work	○	○	○	○
Provide opportunities for you to be observed teaching and receive feedback	○	○	○	○
Use a lecture or stand-and-deliver format	○	○	○	○
Use a small group discussion/problem-solving format	○	○	○	○
Have periodic follow-up throughout the school year (from a coach, SBTL, principal, or other instructional leader)	○	○	○	○

20. How often were District-wide professional development sessions offered by central office (e.g., Tune-up Tuesdays, Literacy or Math Summer Institute)...

	Never	Rarely	Occasionally	Most or all of the time
Consistent with your school's mission	○	○	○	○
Integrated/linked with your daily lessons/curricula	○	○	○	○
Isolated and/or unconnected to other professional development	○	○	○	○
Explicitly reinforced and/or encouraged by your principal or other school leaders	○	○	○	○
Consistent with my school's expectations for teaching and learning	○	○	○	○

School Climate

21. How much do you agree or disagree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
My school consistently uses positive behavioral supports to encourage responsible behavior.	○	○	○	○
My school proactively addresses disciplinary challenges.	○	○	○	○
My school's response to student misbehavior is trauma-informed.	○	○	○	○
At my school, there is zero tolerance for behavioral infractions.	○	○	○	○
I know what is expected of me regarding student discipline.	○	○	○	○
I have been adequately trained to manage student behavior effectively.	○	○	○	○
My administration supports my decisions regarding school discipline.	○	○	○	○
My administration blames me when my students misbehave.	○	○	○	○
My opinions about discipline are valued.	○	○	○	○
There are enough people in my school who are available to handle student discipline.	○	○	○	○

School Climate

22. How confident are you in your ability to do the following?

	Not at all confident	Somewhat confident	Mostly confident	Completely confident
Identify students who have experienced trauma in the past	○	○	○	○
Interact with students in a way that does not trigger prior trauma	○	○	○	○
De-escalate a student who has experienced trauma in the past	○	○	○	○

School Police Officers

Please note that the following questions ask about School District of Philadelphia police officers, not City of Philadelphia police officers.

* 23. Does your school have a School District of Philadelphia police officer?

○ Yes

○ No

○ I'm not sure

24. How much do you agree with the following statements:

	Strongly disagree	Disagree	Agree	Strongly agree	I don't know
My school's police officer builds positive relationships with students.	○	○	○	○	○
My school's police office makes our school safer.	○	○	○	○	○
Students in my school trust the school police officer.	○	○	○	○	○
Generally speaking, my school's SDP police officer reacts to students in ways that help them calm down.	○	○	○	○	○
Generally speaking, my school's SDP police officer reacts to students in ways that worsen situations.	○	○	○	○	○

Thank you!

Thank you for taking the survey!