



2021-2022 District-Wide Teacher Survey

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 thousands of teachers on the same topics is a powerful way to answer questions like, “across the District, are we seeing 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 not reported or displayed 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 (in person or digitally)** .

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 information you enter in the raffle is completely separate from your survey responses. The Thank You page 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



2021-2022 District-Wide Teacher Survey

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



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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.	<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"/>
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"/>



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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.	<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"/>
My students work hard in my class(es).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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School Leadership

How much do you agree with the following statements?

6. My principal/school leader:

	Strongly Disagree	Disagree	Agree	Strongly Agree
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 formal or informal observation(s) of my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively participates in school-based professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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School Leadership

How much do you agree with the following statements?

7. My principal/school leader:

	Strongly Disagree	Disagree	Agree	Strongly Agree
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"/>



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School Leadership

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

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



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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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school has a no-excuses approach to 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 inform 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"/>
Curriculum, instruction, and learning materials are consistent 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"/>
My school emphasizes the importance of student attendance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe going to and from school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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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	<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"/>
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 Learners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of school resources to provide extra help to 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"/>
Bullying*	<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"/>

*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.



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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	<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"/>
Lack of translated materials for multilingual families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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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	<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 (cutting class)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students report being hungry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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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	<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"/>
Your principal	<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"/>
Other school staff	<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"/>
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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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	Rarely	Sometimes	Often
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"/>
Suggest activities that his or her parents and guardians can do to support student literacy	<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"/>
Contact his or her parents and guardians when he or she is struggling academically	<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"/>
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"/>
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"/>



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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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am encouraged to innovate to improve my practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am willing to question others' 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 my practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Professional Capacity

16. How often, if at all, do groups of teacher(s) at your school meet to address the following topics?

	Never	Rarely	Sometimes	Often	N/A
Classroom management strategies/interventions	<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"/>
Effective instructional strategies	<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"/>
Coordination of instruction <u>within grade</u> levels	<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"/>
Coordination of instruction for a particular student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning high-quality, grade-level, Tier 1 instruction aligned to common core standards using District curriculum and frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers' backgrounds, experience levels, and learning needs are considered when planning <u>District</u> professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers' backgrounds, experience levels, and learning needs are considered when planning <u>school</u> professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher input is taken into consideration when planning <u>District</u> professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher input is taken into consideration when planning <u>school</u> professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my school, teachers meet during the school day for <u>school</u> professional development (in addition to district-designated PD days).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my school, teachers use what they learn from <u>District</u> professional development to adjust and inform teaching practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is enough <u>District</u> professional development that is relevant to my subject area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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

Yes

No



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Professional Capacity

19. How often did District-wide professional development sessions offered by central office (e.g., Tune-up Tuesdays, Friday PD Sessions, etc.)...

	Never	Rarely	Occasionally	Most or all of the time
Provide 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 (from a coach, SBTL, principal, or other instructional leader)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. How often were District-wide professional development sessions offered by central office (e.g., Tune-up Tuesdays, Friday PD Sessions, etc.)...

	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 reinforced and/or encouraged by your principal or other school leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistent with your school's expectations for teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2021-2022 District-Wide Teacher Survey

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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school proactively addresses disciplinary challenges.	<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"/>
I know what is expected of me regarding student discipline.	<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"/>
My administration supports my decisions regarding school discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My administration blames me when my students misbehave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My opinions about discipline are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are enough people in my school who are available to handle student discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with students in a way that does not trigger prior trauma	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De-escalate a student who has experienced trauma in the past	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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School Safety Officers

23. Does your school have a School Safety Officer?

- Yes
- No
- Don't know



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

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't know
My school's Safety Officer builds positive relationships with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My school's Safety Officer makes our school safer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in my school trust the School Safety Officer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally speaking, my school's Safety Officer reacts to students in ways that help them calm down.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generally speaking, my school's Safety Officer reacts to students in ways that worsen situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



2021-2022 District-Wide Teacher Survey

Diversity, Equity, and Inclusion

As part of our commitment to becoming an antiracist organization, the following questions have been designed to assess the diversity, equity, and inclusion practices of our school district. We are asking similar questions of principals, teachers, school support staff, students, and parents/guardians. Your responses to these questions will be used to define areas of strengths and opportunities for change.

By *diversity*, we mean differences among groups of people and individuals based on identity characteristics like ethnicity, race, socioeconomic status (or class), gender, exceptionalities, language, religion, sexual orientation, and where they live, to name a few.

By *equity*, we mean fair policies, practices, and opportunities available for all members of our District community and especially for members of groups historically treated unfairly.

By *inclusion*, we mean how much individuals feel valued by, connected to, and involved as a member of the school community.

25. How often do the following happen?

	Never	Rarely	Occasionally	Most or all of the time	N/A
Teachers at my school have important conversations with each other about race, even when the conversation might be uncomfortable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my classes, I give my students opportunities to learn about people from different races, ethnicities, or cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional development experiences help me explore new ways to promote equity in my practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Strongly disagree	Disagree	Agree	Strongly agree	N/A
I can easily interact with students in my classes who are from a different cultural background than my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable incorporating new material about people from different backgrounds into my lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable discussing race-related topics with my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable discussing race-related topics with my colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When a sensitive issue of diversity arises in class, I can implement strategies to appropriately address the situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leaders at this school work to advance student equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The equity-focused professional development I have received is valuable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I belong at my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel connected to other adults at my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues understand me as a person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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District Goals and Guardrails

27. How much do you agree with the following statements about the District's new curriculum? (if you haven't used any new curriculum this year, you can answer N/A)

Strongly disagree Disagree Agree Strongly agree N/A

The curriculum reflects the district's beliefs and vision about student learning and achievement

The curriculum is clear about what must be taught and at what depth to reflect college- and career-readiness standards for each grade level.

The curriculum contains scaffolds or other supports that address gaps in student knowledge and needs (e.g., ELLs and students with disabilities).

The curriculum includes links to resources, such as textbooks or computer-based products, to indicate where the materials are high quality, where gaps exist, and how to fill them to meet District expectations.

28. To what extent are you aware of SDP's Goals and Guardrails?

- I have never heard of them
- I've heard of them but am not familiar with the details
- I've heard of them, and am somewhat familiar with the details
- I've heard of them, and am very familiar with the details



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Thank you!

Thank you for taking the survey!