

2023-24 Philly School Experience Survey for Teachers

Welcome

Why are we asking you to complete the survey?

This survey is designed to gather feedback from teachers across the district about six key topics that are critical to school success: School Climate, Instruction, Leadership, Professional Capacity, Family Engagement, and Diversity, Equity and Inclusion. When enough 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 at the system level 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?”

Things to know before you complete the survey:

- 1) Completing it is voluntary. You can skip any questions you do not wish to answer.
- 2) Your responses will not be used to evaluate you, your principal, or anyone at 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 system-wide.
- 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) The survey should take about 20 minutes to complete.

To enter the raffle for a chance to win an online 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. or call 215-400-6565.

Sincerely,

The PSES Team
Office of Research and Evaluation
The School District of Philadelphia

2023-24 Philly School Experience Survey for Teachers

Background Information

Note: These questions will help us direct you to the sections of this survey most relevant to your work. Your responses are confidential and individual responses will never be shared.

1. 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 +

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

- Yes
- No

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

- Yes
- No

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Background Information

* 4. Are you a School-Based Teacher Leader (SBTL)?

- Yes
- No

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Background Information

* 5. What grades do you teach? (Please check all that apply.)

- | | |
|---------------------------------------|-----------------------------|
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 9 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 4 | <input type="checkbox"/> 11 |
| <input type="checkbox"/> 5 | <input type="checkbox"/> 12 |
| <input type="checkbox"/> 6 | |

6. Are you an EL/ESOL teacher?

- Yes
- No

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Background Information

7. Do you teach math or support math instruction?

- Yes
- No

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Instructional Environment

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).

8. 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 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 influence decisions regarding learning activities. | <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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Instructional Environment

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

| | Never | Rarely | Occasionally | Most or all of the time |
|---|-----------------------|-----------------------|-----------------------|-------------------------|
| My students treat each other with respect. | <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 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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Classroom-Level Challenges

10. 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"/> |

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Family Engagement

11. 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 their parents and guardians can do to complement activities in the classroom | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Contact their parents and guardians about their behavior problems or when they break school rules | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Contact their parents and guardians when they are struggling academically | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Contact their parents and guardians about their achievements and successes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Invite their 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 they have been learning and doing in class | <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?

12. 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?

13. 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 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 Climate

14. 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 culture of using data to inform student-level interventions. | <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"/> |
| 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 emphasizes the importance of student attendance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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School Climate

15. 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"/> |
| 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"/> |
| 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"/> |

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School Climate

16. 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 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 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"/> |
| 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"/> |
| Neighborhood crime/safety | <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"/> |

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

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Respect

17. To what extent do you feel respected by:

| | Not at all respected | A little respected | Somewhat respected | Respected a great deal | N/A |
|---------------------------------|-----------------------|-----------------------|-----------------------|------------------------|-----------------------|
| The Board of Education | <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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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.

18. 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"/> |
| My professional development experiences help me explore ways to promote equity in my practice. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

19. 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"/> |
| 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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Trauma-Informed Practices

20. 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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Support for Innovation

21. 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 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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Teacher Collaboration

22. 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"/> |

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Professional Development

23. 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"/> |

24. How much do you agree with the following about school-based professional development?

| | Strongly disagree | Disagree | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Teachers' backgrounds, experience levels, and learning needs are considered when planning school professional development. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teacher input is taken into consideration when planning school professional development. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In my school, teachers meet during the school day for school professional development (in addition to district-designated PD days). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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District-led Professional Development

25. How often did District-wide professional development sessions offered by Central Office...

| | Never | Rarely | Occasionally | Most or all of the time |
|--|-----------------------|-----------------------|-----------------------|-------------------------|
| provide opportunities for analyzing student work? | <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"/> |

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

| | Strongly disagree | Disagree | Agree | Strongly agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 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"/> |
| 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"/> |
| 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"/> |

27. How often were District-wide professional development sessions offered by Central Office...

| | Never | Rarely | Occasionally | Most or all of the time |
|--|-----------------------|-----------------------|-----------------------|-------------------------|
| 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"/> |
| relevant to your subject area? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| cognitively engaging (e.g. made you think deeply, engage in problem-solving or higher-order thinking, etc.)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Math Curriculum

The following section includes optional questions about your experience implementing the new Illustrative Math (IM) curriculum. Summaries of teachers' responses to these questions will be shared with Central Office staff working to improve support for curriculum implementation.

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

| | Strongly disagree | Disagree | Agree | Strongly agree | Not applicable / Don't know |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------------|
| I can explain why Illustrative Math (IM) was chosen as SDP's core math curriculum. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The adoption of the IM curriculum is a step in the right direction to improve student outcomes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I understand how to plan for and implement the IM curriculum components. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| There is enough planning time during the school day to prepare IM lessons. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am using IM lessons and materials for the majority of daily math instruction (and usually do not supplement with non-IM materials). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I enjoy teaching IM. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

| | Strongly disagree | Disagree | Agree | Strongly agree | Not applicable / Don't know |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------------|
| Students have been more engaged when learning math when I have used IM compared to other curricular resources. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If I continue at the current pace, my classes will have been offered all of the grade level math instruction scheduled/intended for this year. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participating in my grade- or subject-level PLC has been useful in supporting my implementation of IM. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I am satisfied with the support(s) that I have received for implementing the IM curriculum. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I feel confident implementing the IM materials and approach. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Math Curriculum

30. What would be helpful for improving your implementation of IM? (Please check all that apply.)

- Support with using IM curricular materials
- More consumable resources (e.g. copy paper and/or materials suggested by IM)
- Better use of PLC time
- Adjustments to scheduling (e.g. more minutes added to the math instructional block)
- More training/PD specific to IM
- Teacher training/PD on general math content aligned to my grade level
- More training or materials to support scaffolding or differentiation for student needs (e.g. support for English Learners and/or students with disabilities)
- Other (please describe):

31. *Optional:* Please describe any significant barriers you have faced when implementing IM in your classroom this year.

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Ninth Grade Success Networks

32. Did you receive any of the following types of support from Philadelphia Academies, Inc (PAI) specific to 9th grade during this school year? Please check all that apply.

- I participated in a PAI Community of Practice.
- I received 9th grade-specific support through my school's Professional Learning Community.
- I received coaching from school leadership specific to 9th grade.
- I don't know.
- None of the above

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

| | Strongly disagree | Disagree | Agree | Strongly agree | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My grade-level team looks at data regularly using the Grade Monitoring Tool (GMT) or another comprehensive data tool. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My grade-level team meets regularly and collaborates to brainstorm and plan interventions for our shared students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My grade-level team implements both Tier 1 and Tier 2 interventions for our shared students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My grade-level team tracks and monitors the interventions we implement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I understand what 9th Grade On-Track is and why it's important. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I or someone at my school helps my students review their grades and set meaningful goals (through Check & Reflect or other similar tool/process). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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School Safety Officers

34. Does your school have a School Safety Officer?

- Yes
- No
- Don't know

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School Safety Officers

35. 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"/> |
| 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"/> |

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Disciplinary Climate

36. 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"/> |
| My administration supports my decisions regarding school discipline. | <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"/> |

2023-24 Philly School Experience Survey for Teachers

Goals and Guardrails

37. 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.

38. To what extent have each of the SDP Goals & Guardrails and Conditions for Success been a focus at your school this year?

| | Not at all | A little | Somewhat | A great deal | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Goals 1 & 2 (Grades 3-8 Reading) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Goal 3 (Grades 3-8 Math) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Goal 4 (Keystone Performance) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Goal 5 (Career and Technical Education) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Guardrail 1 (Safe and Welcoming Schools) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Guardrail 2 (Enriching and Well-Rounded Experiences) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Guardrail 3 (Partnering with Parents and Family Members) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Guardrail 4 (Addressing Racist Practices) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teacher attendance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student attendance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student dropout | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| High school graduation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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Final Questions

39. Would you like to receive a summary of your school's survey results by email when they are available?

- Yes
- No

40. The Office of Research and Evaluation is always looking to learn more about the topics that we ask about on the survey. Would you like to hear about opportunities to participate in focus groups, interviews, or other surveys in the future?

- Yes
- No



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Thank you!

Please click "Done" to submit your survey, and click the link on the next page to enter a raffle for an online gift card.