

Tool 17

Teacher Survey

Please think about each statement below. For each statement, decide to what degree you believe the statement to be true, and mark the appropriate box. Please answer every question. Your answers will be anonymous. Thank you for taking the time to share your thoughts about your school.

NA = Not Applicable or No Answer

Question #	Trait	Question	Always True	Most Often True	Sometimes True	Never True	NA
1	1A2	Our school's curriculum is aligned to state standards or national disciplinary standards (in subjects for which there are state or national disciplinary standards).					
2	1B2	The curriculum in the subject(s) I teach builds logically from one level to the next.					
3	1C2	There are sufficient quantities of instructional materials available for me to use with my classes.					
4	1E2	I have sufficient quantities of intervention and enrichment materials for my students' needs.					
5	2B1	Students find my classes rigorous and challenging.					
6	2C1	I believe all students in my classes can make substantial learning gains.					
7	2C2	My students express high expectations for their own learning.					
8	2D2	As I start every new unit, I tell my students exactly what they will be expected to know and be able to do at the conclusion of the unit.					
9	2E1	Students are attentive during classroom instruction.					
10	2E2	My activities and assignments are rigorous and demand higher-order thinking skills.					
11	2F1	I feel very knowledgeable about the subject(s) I teach.					
12	2F2	I use several different instructional strategies in every lesson.					

REPRODUCIBLE

Question #	Trait	Question	Always True	Most Often True	Sometimes True	Never True	NA
13	2F3	I believe that good instruction can lead to closing achievement gaps between groups of students (e.g., whites and African Americans).					
14	2G1	I meet on a regular basis with other teachers to review student work and plan common lessons and assessments.					
15	2G2	I have time to meet with other teachers for shared planning and collaboration.					
16	2H1	Instructional time is protected from interruption by noninstructional activities such as announcements and assemblies.					
17	2I2	School administrators ensure that the instructional program is coordinated.					
18	2I3	School administrators ensure that sufficient time and resources are available to support the instructional program.					
19	2J1	When school administrators observe my teaching, they provide feedback on whether what I taught matches the written curriculum.					
20	3B1	I use formative and summative assessments in each unit I teach.					
21	3C1	We use diagnostic assessments in reading and mathematics to identify student skill levels.					
22	3E1	As a staff we review and analyze state assessment data, including disaggregated data.					
23	4A1	As a staff we participate in the development of the school's strategic plan.					
24	4A3	The school strategic plan is used to guide school decision-making.					
25	4A4	School administrators take personal responsibility for implementing the school strategic plan.					
26	4B1	School administrators believe that all students can do well in school.					

REPRODUCIBLE

Question #	Trait	Question	Always True	Most Often True	Sometimes True	Never True	NA
27	4B2	School administrators have high expectations of staff members.					
28	4C1	School administrators see student learning as the number-one priority for the school.					
29	4D1	Sufficient funds have been allocated to achieve school goals.					
30	4E1	School leadership is shared among staff members based on knowledge and skills.					
31	4F1	School administrators acknowledge staff members for their accomplishments.					
32	4F2	Internal staff expertise is recognized and utilized by school administrators in areas such as professional development.					
33	4F3	School administrators encourage staff members to seek professional development to build their leadership capacities.					
34	4G1	School administrators ensure that there are ample organized opportunities for staff members to communicate, plan, and work with one another.					
35	4G2	School administrators ensure that the time set aside for staff collaboration is focused on improving student learning.					
36	4H1	School administrators work to resolve conflict between staff members.					
37	4H2	School administrators defuse negative situations before they get out of hand.					
38	4I1	School administrators are accessible to staff members.					
39	4I2	School administrators demonstrate integrity and fairness in their dealings with staff members.					
40	4I3	School administrators convey a sense of confidence in the knowledge and skills of our staff.					

REPRODUCIBLE

Question #	Trait	Question	Always True	Most Often True	Sometimes True	Never True	NA
41	4I4	School administrators acknowledge and value teachers as an important part of the school community.					
42	4J1	School administrators are knowledgeable about instructional theory and practice.					
43	4J2	School administrators adapt to changing circumstances.					
44	4J3	School administrators welcome innovative ideas.					
45	4K1	School administrators informally observe my teaching and provide instructional feedback to me based on those observations.					
46	4K2	Adequate release time is provided for me to participate in frequent, well-planned peer observation, coaching, and lesson study.					
47	4L1	I am formally evaluated by my supervisor at least annually.					
48	5A2	Our staff supports strategic planning efforts.					
49	5E2	Before strategic plans are made final, they are circulated to staff members for input.					
50	5G1	Staff members agree upon strategic plan goals and the role of the staff in meeting those goals.					
51	5G3	Sufficient resources have been allocated to carry out the activities of the strategic plan.					
52	5H1	At least annually, the staff evaluates the impact of the strategic plan on student learning.					
53	6A1	My professional development gives me deeper knowledge about the subject(s) I teach.					
54	6A2	My professional development gives me deeper knowledge about how to teach more effectively.					
55	6B2	The professional development provided by the school and the district aligns with state standards.					

REPRODUCIBLE

Question #	Trait	Question	Always True	Most Often True	Sometimes True	Never True	NA
56	6B3	The professional development provided by the school and the district aligns with and supports my curriculum.					
57	6C1	Teachers are members of collaborative work teams focused on improving student achievement and learning.					
58	6C2	Schoolwide professional development includes opportunities for practicing and refining newly acquired knowledge and skills.					
59	6C3	School and district professional development is differentiated based on teachers' knowledge, skills, and experience levels.					
60	6C4	My professional development addresses both my individual goals and schoolwide goals.					
61	6D2	Our professional development is sustained and ongoing, rarely consisting of one-time workshops.					
62	6E1	We have opportunities to learn effective teaching strategies for the cultural groups present in our school.					
63	6E2	Schoolwide professional development has challenged me to think deeply about culture, race, and learning.					
64	6G1	The school provides adequate funding to meet my professional development needs.					
65	6H1	We are asked to evaluate all school-based professional development.					
66	7A1	Students feel a sense of connection to the school.					
67	7B1	Students have a caring relationship with at least one adult in the school.					
68	7D1	I know which children in my classes are at risk of not completing school.					

REPRODUCIBLE

Question #	Trait	Question	Always True	Most Often True	Sometimes True	Never True	NA
69	7E1	The school has an effective program in place to help students avoid at-risk behaviors.					
70	8A3	In making major decisions, school administrators seek the advice of school staff members.					
71	8A4	I am encouraged by school administrators to grow professionally.					
72	8B1	I feel safe at school.					
73	8B2	The school atmosphere is welcoming to students.					
74	8B4	I am familiar with school safety procedures.					
75	8B5	Requested building repairs are made in a timely manner.					
76	8C1	I trust and feel trusted by school administrators and other staff members.					
77	8C2	Students behave respectfully toward teachers.					
78	8D1	I feel knowledgeable about how to work effectively with students, parents, and families from diverse backgrounds.					
79	8F1	The school discipline system supports me as a teacher and supports teaching and learning as the priority of the school.					
80	8F3	The school quickly identifies and provides appropriate interventions for disruptive or violent students.					
81	8G1	Staff members have high expectations for student behavior.					
82	8G2	All staff members uniformly enforce the school behavior and discipline policies.					
83	8G3	I am satisfied with the way the responsibility for discipline is currently divided between staff members and administrators.					
84	8G4	School administrators are often visible outside of their office.					

REPRODUCIBLE

Question #	Trait	Question	Always True	Most Often True	Sometimes True	Never True	NA
85	8H2	Consequences for breaking school rules are appropriate to the offense.					
86	8H3	Discipline is fairly and consistently applied to all students.					
87	9A2	Families from all cultures feel welcome and comfortable at this school.					
88	9B1	This school encourages family and community involvement.					
89	9B3	Bilingual assistance is available to me when I talk with parents whose language I do not speak.					
90	9C2	School staff members behave respectfully toward parents and families.					
91	10C1	The district coordinates the development and implementation of curriculum and assessment districtwide.					
92	10E1	The board and district have high expectations for all district employees.					

Please circle the most accurate answer to the following three questions:

1	Which title most accurately describes your position in this school?	<div style="display: flex; justify-content: space-around;"> Certificated Teacher Certificated Specialist Administrator </div>				
2	How long have you been with this school?	Less than 1 year	1–3 years	4–10 years	11–15 years	More than 15 years
3	How long have you been in education?	Less than 1 year	1–3 years	4–10 years	11–15 years	More than 15 years

What is your primary teaching assignment?

- | | | |
|--|--|--|
| <input type="checkbox"/> Elementary | <input type="checkbox"/> Art, Media, PE | <input type="checkbox"/> Special Education/ELL |
| <input type="checkbox"/> English/Language Arts | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Science | <input type="checkbox"/> Other (specify) _____ | |

Comments: _____