



2021 NYC School Survey: Teachers

How many teachers at this school...

	None	Some	A lot	All	I don't know
1. are actively trying to improve their teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	None	Some	A lot	All
2. take responsibility for improving the school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. are eager to try new ideas?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. feel responsible that all students learn?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please mark the extent to which you disagree or agree with each of the following. I am able to...

	Strongly disagree	Disagree	Agree	Strongly agree	I don't know
5. receive support around how to incorporate students' cultural and linguistic backgrounds in my practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. use my students' prior knowledge to make my lessons relevant to their everyday life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. modify instructional activities and materials to meet the developmental needs and learning interests of all my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. ensure instruction represents multiple perspectives, cultures, and backgrounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. affirm racial and cultural identities in my classroom practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. empower students as agents of social change in my classroom practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. design appropriate instruction that is matched to students' need (e.g. English language learners (ELLs) or Emergent Multilingual Learners (EMLLs) proficiency and students with disabilities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Agree	Strongly agree	I don't know
12. apply my knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. develop appropriate Individualized Education Programs for my students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. monitor progress on Individualized Education Program goals for my students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. distinguish linguistic/cultural differences from learning difficulties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Strongly disagree	Disagree	Agree	Strongly agree
16. I feel respected by the NYC DOE central administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Central DOE employees have confidence in the expertise of the teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Central DOE employees place the needs of children ahead of personal interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The Chancellor is an effective manager who makes the NYC DOE run smoothly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. I trust the Chancellor at her word.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Agree	Strongly agree
21. I usually look forward to each working day at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I would recommend this school to parents/guardians seeking a place for their child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Teachers in this school trust each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I have conversations about race and racism at my school that help me examine my own beliefs around identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Teachers respect other teachers who take the lead in school improvement efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I feel respected by other teachers at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Teachers at this school respect their colleagues' specific expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. I would recommend this school to other teachers as a place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Strongly disagree	Disagree	Agree	Strongly agree
30. I feel respected by the principal/school leader at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. The principal/school leader at this school is an effective manager who makes the school run smoothly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. The principal/school leader has confidence in the expertise of the teachers at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I trust the principal/school leader at his or her word (to do what he or she says that he or she will do).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. At this school, it's OK to discuss feelings, worries, and frustrations with the principal/school leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. The principal/school leader takes a personal interest in the professional development of teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. The principal/school leader looks out for the personal welfare of the staff members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. The principal/school leader places the needs of children ahead of personal interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Agree	Strongly agree	N/A
38. The principal and assistant principals function as a cohesive unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Agree	Strongly agree
39. In this school, the staff believes that all students can learn, including English language learners (ELLs), Emergent Multilingual Learners (EMLLs), and students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Agree	Strongly agree	N/A
40. I feel respected by assistant principals at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Strongly disagree	Disagree	Agree	Strongly agree
41. At this school, students with disabilities are included in all school activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. This school educates students with disabilities in the least restrictive environment appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. At this school, there is a positive school culture where students feel respected and listened to.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. This school has well-defined learning expectations for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How often are the following things true?

	None of the time	Rarely	Some of the time	Most of the time
45. At this school students harass, bully, or intimidate other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please mark the extent to which you disagree or agree with each of the following. At this school...

	Strongly disagree	Disagree	Agree	Strongly agree
46. the principal/school leader, teachers, and staff collaborate to make this school run effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. once we start a new program, we follow up to make sure that it's working.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. it is clear how all of the programs offered are connected to our school's instructional vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. teachers design instructional programs (e.g. lessons, units) together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Agree	Strongly agree	N/A
50. teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please mark the extent to which you disagree or agree with each of the following. At this school...

	Strongly disagree	Disagree	Agree	Strongly agree
52. teachers understand families' challenges and concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. teachers work closely with families to meets students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. school staff regularly communicate with parents/guardians about how parents/guardians can help students learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. the principal/school leader encourages feedback through regular meetings with parent and teacher leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. school staff value families' race, ethnicity, culture, or background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please mark the extent to which you disagree or agree with each of the following. Overall, my professional development experiences this year have...

	Strongly disagree	Disagree	Agree	Strongly agree
57. been sustained and coherently focused, rather than short-term and unrelated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. included enough time to think carefully about, try, and evaluate new ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. directly related to my students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please mark the extent to which you disagree or agree with each of the following. The principal/school leader at this school...

	Strongly disagree	Disagree	Agree	Strongly agree
61. makes clear to the staff their expectations for meeting instructional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. communicates a clear vision for this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. understands how children learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. sets high standards for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

The principal/assistant principal(s) at this school...

	Strongly disagree	Disagree	Agree	Strongly agree
65. supports teachers in implementing what they have learned in professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. carefully tracks student academic progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. knows what's going on in my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. provides teachers with formative feedback to improve practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. provides teachers with the support to implement formative feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. participates in instructional planning with teams of teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. supports teachers in modifying instructional activities and materials to meet the developmental needs and learning interests of all my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much influence do teachers have over school policy in each of the areas below?

	No influence	Little	A moderate amount	A great deal of influence
72. Selecting instructional materials and/or curriculum used in classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Developing instructional materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Setting standards for student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How satisfied are you with the following?

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	I don't know
75. The performance of the citywide Panel for Educational Policy with regard to school resources, oversight, curriculum, and progress in student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76. The performance of the Schools Chancellor with regard to school resources, oversight, curriculum, and progress in student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This question is for informational purposes only. It will not be scored and will not be used for accountability for your school.

	Early childhood (e.g. Pre-K or 3-K)	Social Studies	Science	ELA	Math	All subjects (e.g., elementary, self-contained)	Other
77. What content areas do you teach?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please mark the extent to which you disagree or agree with each of the following. For pre-K and 3-K: In planning my instructional unit, I had the resources and tools I needed to...

	Strongly disagree	Disagree	Agree	Strongly agree
78. meet the needs of my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. focus deeply on the concepts emphasized in the Prekindergarten Foundation for the Common Core (PKFCC), New York State Prekindergarten Learning Standards (NYSPLS), and/or Head Start Early Learning Outcomes Framework (ELOF) to help students build strong foundations for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. help students engage with books and materials, or in other learning activities reflective of their diverse racial, cultural, and linguistic perspective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Social Studies: Please mark the extent to which you disagree or agree with each of the following. In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...

	Strongly disagree	Disagree	Agree	Strongly agree
81. students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. reading and writing experiences grounded in evidence from text, both literary and informational.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
83. students to interact with complex grade-level text and tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Agree	Strongly agree
84. students to practice academic language through writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
86. students to engage in extended talk and discussion organized around rich content and topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
87. students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
88. teaching and practicing high-utility vocabulary words.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
89. focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
90. creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
91. students to demonstrate conceptual understanding within real-world examples.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Science: Please mark the extent to which you disagree or agree with each of the following. In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...

	Strongly disagree	Disagree	Agree	Strongly agree
92. students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
93. reading and writing experiences grounded in evidence from text, both literary and informational.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
94. students to interact with complex grade-level text and tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
95. students to practice academic language through writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
96. students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
97. students to engage in extended talk and discussion organized around rich content and topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
98. students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Agree	Strongly agree
99. teaching and practicing high-utility vocabulary words.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
100. focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
101. creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
102. students to demonstrate conceptual understanding within real-world examples.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ELA: Please mark the extent to which you disagree or agree with each of the following. In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...

	Strongly disagree	Disagree	Agree	Strongly agree
103. students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
104. reading and writing experiences grounded in evidence from text, both literary and informational.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
105. students to interact with complex grade-level text and tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
106. students to practice academic language through writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
107. students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
108. students to engage in extended talk and discussion organized around rich content and topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
109. students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
110. teaching and practicing high-utility vocabulary words.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
111. focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
112. creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
113. students to demonstrate conceptual understanding within real-world examples.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Math: Please mark the extent to which you disagree or agree with each of the following. In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...

	Strongly disagree	Disagree	Agree	Strongly agree
114. students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
115. students to interact with complex grade-level text and tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
116. students to practice academic language through writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
117. students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
118. students to engage in extended talk and discussion organized around rich content and topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
119. students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
120. teaching and practicing high-utility vocabulary words.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
121. Focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
122. creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
123. students to demonstrate conceptual understanding within real-world examples.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

All subjects (e.g. elementary, self-contained) or Other: Please mark the extent to which you disagree or agree with each of the following. In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for...

	Strongly disagree	Disagree	Agree	Strongly agree
124. students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
125. reading and writing experiences grounded in evidence from text, both literary and informational.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
126. students to interact with complex grade-level text and tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Agree	Strongly agree
127. students to practice academic language through writing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
128. students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
129. students to engage in extended talk and discussion organized around rich content and topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
130. students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
131. teaching and practicing high-utility vocabulary words.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
132. focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
133. creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
134. students to demonstrate conceptual understanding within real-world examples.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many students in your classes...

	None	Some	A lot	All
135. build on each other's ideas during class discussions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
136. use data or text references to support their ideas?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
137. show that they respect each other's ideas?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
138. provide constructive feedback to their peers/teachers?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
139. participate in class discussions at some point?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree with the following statement?

	Strongly disagree	Disagree	Agree	Strongly agree
140. Discipline is applied to students fairly in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
141. Behavioral supports are applied to students fairly in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many students in your classes...

	None	Some	A lot	All
142. Feel challenged?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
143. listen carefully when the teacher gives directions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
144. have to work hard to do well?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
145. follow the rules in class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
146. respond to challenging test questions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
147. pay attention when they are supposed to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
148. respond to challenging questions in class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
149. do their work when they are supposed to?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many adults at this school...

	None	Some	A lot	All	I don't know
150. help students develop the skills they need to complete challenging coursework despite obstacles?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
151. tell their students they believe they can achieve high academic standards?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
152. teach critical thinking skills to students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
153. teach students how to advocate for themselves?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
154. teach students the organizational skills needed to be prepared for their next level?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
155. recognize disruptive behavior as social-emotional learning opportunities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
156. teach students the skills they need to fully engage academically (i.e. by focusing their attention or managing their thinking, behavior, and feelings)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
157. have access to school-based supports to assist in behavioral/emotional escalations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This question is for informational purposes only.

	Early childhood (e.g. Pre-K or 3-K)	Elementary (K-5)	Middle (6-8)	High (9-12)
158. What grades do you primarily teach? (Please mark one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree with the following statements?

	Strongly disagree	Disagree	Agree	Strongly agree
159. Positive Behavior Guidance is applied fairly to students in my program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
160. It's a priority at this program that staff help families support their child's transition to kindergarten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
161. It's a priority at this program that staff provide families with information about the application/enrollment process for kindergarten.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
162. At the beginning of the school year, teachers support children in adjusting to pre-K or 3-K.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
163. At this program, teachers let families know that they can make a difference in their child's learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
164. At this program, teachers give families opportunities to share what they know about their child.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How much do you agree with the following statements? If the following questions are not applicable because you are teaching remotely, please select N/A. My students are safe...

	Strongly disagree	Disagree	Agree	Strongly agree	N/A
165. outside around this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
166. traveling between home and this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
167. in the hallways, bathrooms, locker rooms, and cafeteria of this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
168. in my class(es).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

