

# 2023-24 PARTNERSHIP TURNAROUND EDUCATOR SURVEY INSTRUMENTS



**Education Policy Innovation Collaborative**

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# PRINCIPAL SURVEY INSTRUMENT

## A Survey of Partnership Educators

A team of researchers from the Education Policy Innovation Collaborative (EPIC) at Michigan State University is conducting a study of how Michigan’s Partnership Model impacts students, teachers, and principals in Partnership Districts across the state. Your perspective is critical to helping us better understand how the Partnership Model is being implemented in different schools and districts and how it impacts educators like you.

You were selected to participate in this survey because you are an educator in a Partnership District. We know that this is a very busy time and that educators—who are always working as hard as they can to educate Michigan’s students—are working harder than ever to do so amidst a pandemic. However, it is more important than ever to understand what is happening inside Michigan’s Partnership schools and districts, and your participation will provide critical feedback to stakeholders across the state. **We have kept the survey brief such that it should take approximately 20 minutes to complete.** Partnership districts are required to have at least 50% principal and teacher participation in the survey. In recognition of your time, **educators who complete this survey will receive 5 (five) State Continuing Education Clock Hours (SCECHs).**

**Your responses will be kept strictly confidential.** The Michigan Department of Education (MDE) supports this study; however, MDE will not have access to the individual data we collect. All responses will be summarized in a way such that no individuals can be identified. The findings the research team compiles will be used to produce reports to Michigan policymakers, policy briefs, journal articles, and presentations at academic conferences. You can view previous years’ reports from EPIC’s study of Michigan’s Partnership schools and districts, along with MDE’s response to this work, [here](#).

There are no major risks to taking this survey. You can complete this survey on any phone, tablet, or computer, but **a laptop or desktop computer is recommended to make responding easier.**

This survey is voluntary. If you decide to participate, you are free to stop at any time. You may also skip questions that you do not wish to answer. Your responses to this survey may also be used in future studies.

If you have any questions or concerns about this survey or the larger survey, please feel free to contact the EPIC Research Team at [mipartnr@msu.edu](mailto:mipartnr@msu.edu). If you have any questions about your rights as a participant, you can contact MSU’s Human Research Protection Program at [irb@msu.edu](mailto:irb@msu.edu).

Thank you for your participation!

## Screening Questions

1. **This survey is intended for principals and school leaders. Do your responsibilities include such activities as providing support and guidance for teachers, evaluating staff, communicating with parents, and/or leading school improvement efforts?**
  - a. Yes
  - b. No
  
2. **Which of the following grade levels does your school serve?** Please select all that apply.
  - a. Early childhood
  - b. Kindergarten
  - c. 1st grade
  - d. 2nd grade
  - e. 3rd grade
  - f. 4th grade
  - g. 5th grade
  - h. 6th grade
  - i. 7th grade
  - j. 8th grade
  - k. 9th grade
  - l. 10th grade
  - m. 11th grade
  - n. 12th grade
  - o. Adult education
  
3. **last year (2022-23)?**
  - a. I was a principal at this school last year.
  - b. I was not the principal but I was in another administrator role at this school last year.
  - c. I was a principal or other administrator in a different school within this district last year.
  - d. I was a principal or other administrator in a different district last year.
  - e. This is my first year as a principal or other administrator.

**School Improvement**

4. Please indicate the extent to which you agree or disagree with the following statements about your organization’s improvement goals. Please mark one option for each row.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I am aware of and understand our improvement goals.					
b. Our improvement goals are feasible to accomplish in a three-year timeframe.					
c. Our improvement goals are focused on the most important issues facing our school.					
d. Our improvement goals help meet the needs of students.					
e. Our improvement goals will help us improve our student outcomes.					
f. We have the resources we need to achieve our improvement goals.					
g. We focus on clear and concrete steps we can take to improve student outcomes.					
h. Our instructional efforts are aligned with our improvement goals.					
i. When we are asked to implement a new initiative at our school, it is usually clear how we are supposed to do so					
j. I can turn to <u>district leadership</u> for help implementing new initiatives at our school.					
k. Our students need additional support beyond what our school can provide if we are to meet our school improvement goals.					
l. It is very important for me personally that the school meet its state and federal performance targets.					

5. To what extent is your school using each of the following strategies to accelerate learning and/or address student needs in the 2023-24 school year? Please mark one option for each row.

	Not at all	To a minimal extent	To a moderate extent	To a great extent	This is a top priority in our school
a. One-on-one in-person tutoring at least once a week					
b. Small group in-person tutoring at least once a week					
c. One-on-one virtual tutoring at least once a week					
d. Small group virtual tutoring at least once a week					
e. Extended learning time via before- or after-school programming					
f. Extra in-school instructional time on core subject areas					
g. Extended learning time via summer programming					
h. Extended learning time via weekend or vacation (non-summer) programming					
i. Additional social and emotional learning interventions (e.g., socioemotional learning, positive behavioral supports)					
j. Trauma-informed instruction					
k. Culturally responsive teaching					
l. Data-driven instruction (e.g., formative assessment to provide data to target instruction)					
m. Focusing on essential skills during core instructional time (e.g., math essentials, literacy essentials)					
n. Focusing on “power standards” (i.e., key standards/pieces of the curriculum that are necessary building blocks for students’ future learning)					
o. Individualized learning plans for students					
p. Virtual learning to assist with remediation					
q. Virtual learning to assist with credit recovery					

6. To what extent is each of the following a hindrance to achieving your improvement goals? Please mark one option for each row.

	Not a hindrance	A slight hindrance	A moderate hindrance	A great hindrance	The greatest hindrance
a. Financial constraints					
b. Insufficient curriculum resources					
c. Insufficient access to technology					
d. Insufficient supply of certified teachers					
e. Lack of availability of substitute teachers					
f. Insufficient non-instructional personnel (e.g., bus drivers, cafeteria staff)					
g. Low teacher attendance					
h. Low teacher retention					
i. Student behavior					
j. Student attendance					
k. Lack of student motivation to learn					
l. Lack of parent engagement					
m. Not enough time to plan for this school year					
n. Not enough time to implement new initiatives					
o. Declining student enrollment					
p. Lack of support from local community organizations					
q. Social and economic inequalities in the school's community					
r. The COVID-19 pandemic's impact on student learning					
s. The COVID-19 pandemic's impact on students' social-emotional well-being					
t. Teacher demoralization and/or mental health challenges					

7. **For the 2023-24 school year, please select the top five areas you are prioritizing from the following list.** Please select up to five options.

- a. Increased learning time
- b. Improved curriculum and instruction
- c. Academic interventions
- d. School culture and climate initiatives
- e. Teacher professional development programs
- f. Teacher retention strategies
- g. Teacher recruitment strategies
- h. Family/community engagement strategies
- i. Student attendance interventions
- j. Behavioral interventions (*e.g., PBIS, restorative justice, suspension reduction*)
- k. Student social-emotional and mental health initiatives
- l. Social supports and services for students' basic economic needs
- m. Effective budgeting and resource allocation
- n. Data use to inform instruction
- o. Multi-tiered systems of support
- p. Initiatives to improve student graduation rates

8. **Of the top five areas of focus for you as a school leader in the 2023-24 school year, which are higher priority and which are lower priority?** Please rank these areas from the highest priority (1) to a lowest priority (5) within the top five.

- *[Pipe in items from Question 9 that are selected by respondent.]*



9. We are interested in whether your school receives support from your district/charter management organization, your intermediate school district (ISD), the Office of Partnership Districts (OPD), Michigan Department of Education (MDE), and other external organizations. **For the current school year (2023-24), please indicate whether these different entities have provided support for your school in the following areas?** Please check all organizations that apply in each row and column.

	District or Charter Management organization	ISD	OPD or Partnership Agreement Liaisons	Other MDE Personnel	Community-based organization	External educational organization	None of these
a. Increased learning time							
b. Improved curriculum and instruction							
c. Academic interventions							
d. School culture and climate initiatives							
e. Teacher professional development programs							
f. Teacher retention strategies							
g. Teacher recruitment strategies							
h. Family/community engagement strategies							
i. Student attendance interventions							
j. Behavioral interventions ( <i>e.g., PBIS, restorative justice, suspension reduction</i> )							
k. Student social-emotional and mental health initiatives							
l. Social supports and services for students' basic economic needs							
m. Effective budgeting and resource allocation							
n. Data use to inform instruction							
o. Multi-tiered systems of support							
p. Initiatives to improve student graduation rates							

10. This question is about the support your district provides for instructional improvement in your school. **Thinking about this school year (2023-24), please indicate your agreement or disagreement with each of the following statements about your district.**

	<b>Strongly disagree</b>	<b>Somewhat Disagree</b>	<b>Somewhat Agree</b>	<b>Strongly Agree</b>
a. My district has a clear vision for improving student outcomes and provides clear direction on how to achieve that vision.				
b. My district has clear expectations for instructional planning at our school.				
c. My district helps me create time and/or opportunities for teacher collaboration on <u>planning for instruction</u> .				
d. My district helps me create time and/or opportunities for teacher collaboration on <u>improving their instructional practice</u> .				
e. My district helps me create time and/or opportunities for teacher collaboration on <u>the use and modification of their instructional materials</u> .				

11. This question is about your school’s instructional systems. **Please indicate your agreement or disagreement with each of the following statements.**

	<b>Strongly disagree</b>	<b>Somewhat Disagree</b>	<b>Somewhat Agree</b>	<b>Strongly Agree</b>
a. The formal evaluation rubrics I use for teachers are closely connected with our instructional goals.				
b. There is consistency in curriculum, instruction, and supplemental materials among teachers in the same grade level at this school.				
c. Curriculum, instruction, and supplemental materials are well coordinated across different grade levels at this school.				

12. This question is about your school’s multi-tiered system of support (MTSS) for instructional interventions. Please indicate the extent to which your school implements the following elements of an instructional MTSS (e.g., to provide students with additional instructional support).

	Not at all implemented	Partially implemented	Fully implemented	I don't know
a. Universal screening to <u>identify</u> students who need targeted or intensive <u>math</u> interventions				
b. Universal screening to <u>identify</u> students who need targeted or intensive <u>ELA/literacy</u> interventions				
c. Using data to classify students into tiers				
d. Using data to <u>select</u> instructional interventions for students				
e. Systems to monitor progress for students receiving instructional interventions				
f. Targeted instructional interventions for Tier 2 students (e.g., <i>small-group instruction</i> )				
g. Intensive instructional interventions for Tier 3 students (e.g., <i>individual instructional support, pull-out instruction</i> )				
h. Professional development related to MTSS (e.g., <i>screening students, how to implement interventions</i> )				
i. School-wide schedule that provides enough time for MTSS instructional interventions				
j. Adequate resources to implement MTSS (e.g., <i>funding, programs, staff</i> )				
k. A leadership team that guides the implementation of the MTSS with established plans, routines, and processes				

13. We are interested in learning about the types of programs and services that are offered to students in the 2023-24 school year. From the following list, please identify the services that are made available to your students by your school/district and which are new this year. Please mark all that apply in each column.

	My school or district provides or facilitates access to this service or resource.
a. A social worker	
b. A counselor who focuses on students' academics	
c. A counselor who provides social or emotional supports (e.g., mental health counseling, grief counseling)	
d. Family counseling	
e. Supports/training for parents	
f. A restorative justice program	
g. Mental health services	
h. Peer-to-peer tutoring	
i. Peer-to-peer mentoring	
j. Student tutoring by adult	
k. Student mentoring by adults	
l. Extended day academic programming	
m. <u>School-based</u> attendance liaison or attendance agent	
n. <u>District-based</u> truancy officer	
o. Health care services or health clinic	
p. A food pantry	
q. Free lunch for all students, not just those who qualify for free- or reduced-price lunch	
r. Free meals for students to take home on the weekends	
s. Assistance for students providing care for younger family members	
t. Availability of a school bus to and from school	

14. During this school year (2023-24), what percentage of students in your school have received or participated in the following services or resources? Please indicate a range of the percentage of students for each.

	Less than 10%	10-25%	26-50%	51-75%	76-90%	Greater than 90%
a. <i>[Pipe in items from Question 13 that are selected by respondent.]</i>						

## School Climate and Culture

15. Please indicate the extent to which you agree or disagree with the following statements about your school. Please mark one option for each row.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. This school does a great job of meeting students' socio-emotional needs (e.g., personal guidance, counseling, enrichment activities).					
b. This school does a great job of meeting students' academic needs.					
c. This school does a great job with literacy practice and instruction.					
d. This school does a great job with mathematics instruction.					
e. Teachers effectively engage students in learning.					
f. Teachers have high expectations for students.					
g. Teachers have a strong rapport with students.					
h. Staff at this school work hard to build trusting relationships with parents.					
i. Students pay attention and listen to teachers and staff.					
j. There is a high degree of staff turnover.					
k. There is a high degree of student mobility.					
l. Our school has a safe and orderly environment.					
m. Teachers effectively manage student behavior in their classrooms.					
n. Teachers consistently enforce school-wide behavioral standards.					
o. Administrators consistently enforce school-wide behavioral standards.					
p. Student fights are frequent at school.					
q. Students are enthusiastic and excited to come to school.					
r. Most of my colleagues share my beliefs and values about what the central mission of the school should be.					
s. Teachers in my school have sufficient knowledge and expertise to help students learn.					

**Teacher and Staff Absenteeism**

16. Think about teacher and staff absences over the last month. Approximately what proportion of teachers and other staff were absent from school (for all or part of the day) each day, on average? Please mark one option for each row.

	Less than 10%	10-25%	26-50%	51-75%	76-90%	Greater than 90%
a. Teachers						
b. Other school staff						

17. When teachers are absent, approximately what proportion of the time are substitute teachers available to teach their classes?

- a. Less than 10%
- b. 10-25%
- c. 26-50%
- d. 51-75%
- e. 76-90%
- f. Greater than 90%

18. Think about a typical day in a typical week during the 2023-24 school year. On that typical day, what proportion of teaching positions in your school are filled by substitute teachers? This includes day-to-day substitute teachers, long-term substitute teachers (*i.e., those serving in the same classroom over a longer period of time, such as for a teacher on leave*), and emergency substitutes (*i.e., those serving in a regular or long-term teaching assignment because a certified teacher is not available*).

- a. Less than 10%
- b. 10-25%
- c. 26-50%
- d. 51-75%
- e. 76-90%
- f. Greater than 90%

## Student Attendance

19. How often do staff members in your school use the following practices to improve student attendance? Please mark one option for each row.

	Never	Once or twice a year	Once or twice a month	Weekly	Daily
a. Communicating with <u>parents</u> about the importance of good attendance.					
b. Communicating with <u>students</u> about the importance of good attendance.					
c. Contacting parents of students who are struggling with attendance.					
d. Visiting the homes of students who are struggling with attendance.					
e. Referring students who are struggling with attendance for social and economic supports (e.g., housing, health, food/nutritional, childcare, economic relief).					
f. Helping students who are struggling with attendance get clean clothing or uniform donations.					
g. Referring students who are struggling with attendance to court.					
h. Arranging transportation for students who are struggling with attendance.					
i. Creating incentives to motivate students who are struggling with attendance to come to school.					
j. Helping the families make a plan for getting their children who are struggling with attendance to school.					
k. Adopting new curricula that we believe will motivate students struggling with attendance.					
l. Pairing students who are struggling with attendance with adult mentors.					



**Educator Recruitment and Retention**

20. The following questions address the recruiting and hiring of new teachers in your school and district or charter management organization. To what extent did your school and district or charter management organization experience difficulties in recruiting and hiring teachers this school year (2023-24)? Please mark one option for each row.

	No difficulties	Minimal difficulties	Some difficulties	Moderate difficulties	Substantial difficulties
a. My <u>school</u> experienced _____ in recruiting and hiring teachers.					
b. My <u>district or charter management organization</u> experienced _____ in recruiting and hiring teachers.					

21. Which of the following **teacher recruitment and retention initiatives** is your district currently implementing? Please mark all that apply.

- a. Grow-your-own teacher preparation programs
- b. New partnerships with colleges of education
- c. Financial incentives to recruit new teachers to the district
- d. Financial incentives to retain current teachers in the district
- e. Financial incentives to reward teacher performance
- f. Increased salary/compensation for all teachers
- g. Increased salary/compensation for high-need subject areas
- h. Increased salary to a level that is competitive with surrounding districts
- i. New district-level systems to facilitate teacher recruitment
- j. Physical wellness program for teachers (e.g., health challenge, pedometer)
- k. Mental health program for teachers (e.g., employee assistance hotline, access to counseling)
- l. Housing assistance (e.g., housing cost subsidies, favorable terms for a home mortgage)
- m. Tuition funds for continuing education
- n. Payments toward college loan debt
- o. New career advancement opportunities for teachers in the district
- p. Screening teacher applicants for good fit with the district
- q. Other (Please specify): \_\_\_\_\_
- r. My district is doing none of the above activities.

22. To what extent is your school using each of the following teacher retention strategies during this school year (2023-24)? Please mark one option for each row.

	My school is not doing this.	To a small extent	To a moderate extent	To a great extent
a. Increased planning or preparation time for teachers				
b. New resources for teachers to use in their classrooms				
c. Increased teacher involvement in school-level decision-making				
d. New approach to school leadership or leadership style				
e. Increased instructional coaching for teachers				
f. New professional development for teachers				
g. Screening teacher applicants for good fit with the school				
h. Increased efforts to improve school climate and culture				
i. Reduced number of additional non-teaching responsibilities for teachers				
j. One day per week for teachers to plan and collaborate without students in the school building				
k. Check-ins with individual teachers about their well-being				

23. To what extent do the following factors affect your ability to recruit and hire teachers in your school? Please mark one option for each row.

	Very negatively impacts	Somewhat negatively impacts	Does not impact	Somewhat positively impacts	Very positively impacts
a. Teacher salaries					
b. Ability to offer professional development or support					
c. School climate and culture					
d. Student academic performance					
e. Student discipline					
f. Student attendance					
g. Student family background					
h. Socioeconomic status of the community					
i. School or district geographic location					
j. School or district/charter network Partnership status					
k. Hiring competition from nearby districts					
l. Hiring competition from nearby PSA/charters					

24. Which of the following best describes your plans for next school year?

I plan to...

- a. continue serving as principal in this school.
- b. serve in a different position next year, but in this same school.
- c. continue serving as principal in my district or charter network, but in a different school.
- d. move into a district-level administrator role in my district or charter network
- e. leave this district next year to work in a different district or charter network.
- f. leave next year to pursue a job not in education.
- g. retire.

25. **To what extent does each of the following factor into your plans to [piped language: answer option from Q24 above]?** Please mark one option for each row.

	Not a factor	A minor factor	A moderate factor	A major factor	A primary factor
a. Leadership					
b. Culture and climate among teachers and staff					
c. Workload					
d. Commute					
e. Pay					
f. The types of students with whom I work					
g. My school's or district's accountability designation					
h. The way district administration has treated educators					

26. **To what extent do you agree with the following statements?** Please mark one option for each row.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I am satisfied with my job.					
b. I am satisfied with my salary.					
c. I feel I am working too hard on my job.					
d. I have enough time within designated school hours to do my job well.					
e. I frequently feel overwhelmed by my job.					

27. **We know you are very busy, and we greatly appreciate your taking the time to complete this survey. If you have any additional comments, please feel free to write them in the space provided below.** Last year, nearly 1,500 educators gave additional comments. We read all of these comments, and they have informed our research.

# TEACHER SURVEY INSTRUMENT

## A Survey of Partnership Educators

A team of researchers from the Education Policy Innovation Collaborative (EPIC) at Michigan State University is conducting a study of how Michigan's Partnership Model impacts students, teachers, and principals in Partnership Districts across the state. Your perspective is critical to helping us better understand how the Partnership Model is being implemented in different schools and districts and how it impacts educators like you.

You were selected to participate in this survey because you are an educator in a Partnership District. We know that this is a very busy time and that educators – who are always working as hard as they can to educate Michigan's students – are working harder than ever to do so in the aftermath of the pandemic. It is crucial that we understand what is happening inside Michigan's Partnership Schools and Districts so that educators' voices are heard and included in feedback provided to stakeholders across the state. We have kept the survey brief such that it should take **approximately 20 minutes to complete**. Partnership districts are required to have at least 50% principal and teacher participation in the survey. In recognition of your time, **educators who complete this survey will receive 5 (five) State Continuing Education Clock Hours (SCECHs)**.

**Your responses will be kept strictly confidential.** The Michigan Department of Education (MDE) supports this study; however, MDE will not have access to the individual data we collect. All responses will be summarized in a way such that no individuals, schools, or districts can be identified. The findings the research team compiles will be used to produce reports to Michigan policymakers, policy briefs, journal articles, and presentations at academic conferences. You can view previous years' reports from EPIC's study of Michigan's Partnership Schools and Districts, [here](#).

There are no major risks to taking this survey. You can complete this survey on any phone, tablet, or computer, but **a laptop or desktop computer is recommended to make responding easier**.

This survey is voluntary. If you decide to participate, you are free to stop at any time. You may also skip questions that you do not wish to answer. Your responses to this survey may also be used in future studies.

If you have any questions or concerns about this survey or the larger survey, please feel free to contact the EPIC Research Team at [mipartnr@msu.edu](mailto:mipartnr@msu.edu). If you have any questions about your rights as a participant, you can contact MSU's Human Research Protection Program at [irb@msu.edu](mailto:irb@msu.edu).

Thank you for your participation!

## Screening Questions

1. **This survey is intended for teachers. Are you a teacher?**
  - a. Yes
  - b. No
  
2. **Which of the following grade levels do you teach?** Please select all that apply.
  - a. Early childhood
  - b. Kindergarten
  - c. 1st grade
  - d. 2nd grade
  - e. 3rd grade
  - f. 4th grade
  - g. 5th grade
  - h. 6th grade
  - i. 7th grade
  - j. 8th grade
  - k. 9th grade
  - l. 10th grade
  - m. 11th grade
  - n. 12th grade
  - o. Adult education

**School Improvement**

3. Please indicate the extent to which you agree or disagree with the following statement about your organization’s improvement goals and initiatives. Please mark one option for each row.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I am aware of and understand our improvement goals.					
b. Our improvement goals are feasible to accomplish in a three-year timeframe.					
c. Our improvement goals are focused on the most important issues facing our school.					
d. Our improvement goals help meet the needs of students.					
e. Our improvement goals will help us improve our student outcomes.					
f. We have the resources we need to achieve our improvement goals.					
g. We focus on clear and concrete steps we can take to improve student outcomes.					
h. Our instructional efforts are aligned with our improvement goals.					
i. When we are asked to implement a new initiative at our school, it is usually clear how we are supposed to do so.					
j. I can turn to <u>school leadership</u> for support when implementing new initiatives at our school.					
k. Our students need additional support beyond what our school can provide if we are to meet our school improvement goals.					
l. It is very important for me personally that the school meets its state and federal performance targets.					

4. **To what extent is each of the following a hindrance to achieving your school's improvement goals?** Please mark one option for each row.

	<b>Not a hindrance</b>	<b>A slight hindrance</b>	<b>A moderate hindrance</b>	<b>A great hindrance</b>	<b>The greatest hindrance</b>
a. Financial constraints					
b. Insufficient curriculum resources					
c. Insufficient access to technology					
d. Insufficient supply of certified teachers					
e. Lack of availability of substitute teachers					
f. Insufficient supply of non-instructional personnel ( <i>e.g., bus drivers, cafeteria staff</i> )					
g. Low teacher attendance					
h. Low teacher retention					
i. Student behavior					
j. Student attendance					
k. Lack of student motivation to learn					
l. Lack of parent engagement					
m. Not enough time to plan for this school year					
n. Not enough time to implement new initiatives					
o. Declining student enrollment					
p. Lack of support from local community organizations					
q. Social and economic inequalities in the school's community					
r. The COVID-19 pandemic's impact on student learning					
s. The COVID-19 pandemic's impact on students' social-emotional well-being					
t. Teacher demoralization and/or mental health challenges					



## School Climate and Culture

5. Please indicate the extent to which you agree or disagree with the following statements about your school. Please mark one option for each row.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. This school does a great job of meeting students' socio-emotional needs ( <i>e.g., personal guidance, counseling, enrichment activities</i> ).					
b. This school does a great job of meeting students' academic needs.					
c. This school does a great job with literacy practice and instruction.					
d. This school does a great job with mathematics instruction.					
e. Teachers effectively engage students in learning.					
f. Teachers have high expectations for students.					
g. Teachers have a strong rapport with students.					
h. Staff at this school work hard to build trusting relationships with parents.					
i. Students pay attention and listen to teachers and staff.					
j. There is a high degree of staff turnover.					
k. There is a high degree of student mobility.					
l. Our school has a safe and orderly environment.					
m. Teachers effectively manage student behavior in their classrooms.					
n. Teachers consistently enforce school-wide behavioral standards.					
o. Administrators consistently enforce school-wide behavioral standards.					
p. Student fights are frequent at school.					
q. Students are enthusiastic and excited to come to school.					
r. Most of my colleagues share my beliefs and values about what the central mission of the school should be.					
s. The other teachers in my school have sufficient knowledge and expertise to help students learn.					
t. In our school, there are a common set of teacher practices used by all teachers in my subject area.					
u. In our school, the curricula for my subject(s) match the teaching practices the school encourages teachers to use.					

## School Leadership

6. Consider your school's current principal or school leader. Please indicate how effectively your principal or school leader performs each of the following. Please mark one option for each row.

	Not at all effectively	Slightly effectively	Somewhat effectively	Very effectively	Extremely effectively
a. Works with staff to meet curriculum standards					
b. Communicates the central mission of the school					
c. Uses evidence to make data-driven decisions					
d. Works with community partners to provide support or resources for the school					
e. Facilitates teacher participation in professional development activities					
f. Supports parental engagement					
g. Communicates improvement goals to teachers					
h. Works with teachers to develop strategies to reach improvement goals					

7. Indicate your agreement or disagreement with the following statements regarding your teaching this school year (2023-24). Please mark one option for each row.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. My principal expects me to use the curriculum materials required or recommended by my district or school as the basis for my lessons.					
b. My principal provides me with feedback on how well I use curriculum materials.					
c. My teacher observations take into account my use of the required or recommended curriculum materials.					
d. My principal helps me improve my instruction.					
e. My principal protects my classroom instruction time from interruptions.					
f. My principal cares about me as a person.					

8. **For the 2023-24 school year, please select the top five areas your principal or school leader is prioritizing from the following list.**

Please select up to five options.

- a. Increased learning time
- b. Improved curriculum and instruction
- c. Academic interventions
- d. School culture and climate initiatives
- e. Teacher professional development programs
- f. Teacher retention strategies
- g. Teacher recruitment strategies
- h. Family/community engagement strategies
- i. Student attendance interventions
- j. Behavioral interventions (*e.g., PBIS, restorative justice, suspension reduction*)
- k. Student social-emotional and mental health initiatives
- l. Social supports and services for students' basic economic needs
- m. Effective budgeting and resource allocation
- n. Data use to inform instruction
- o. Multi-tiered systems of support
- p. Initiatives to improve student graduation rates

9. **Of the top five areas of focus for your school leader in the 2023-24 school year, which are higher priority and which are lower priority?** Please rank these areas from the highest priority (1) to a lowest priority (5) within the top five.

- *[Pipe in items from Question 8 that are selected by respondent.]*

## Student Experiences and Learning

10. To what extent do you agree with each of the following statements? Please mark one option for each row.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. Students in this school began this school year on track with content standards.					
b. By the end of the school year, students in this school will be proficient in content standards.					
c. Students in this school are struggling with academic content given pandemic-related interruptions to learning.					
d. Students in this school are struggling to exhibit appropriate behavior given pandemic-related interruptions to schooling.					

11. To what extent have each of the following been a challenge for your students this school year? Please mark one option for each row.

	Not a challenge	A minimal challenge	A moderate challenge	A major challenge	The greatest challenge	Not sure
a. Access to healthcare						
b. Mental health ( <i>e.g., heightened anxiety, outbursts, depression, anger</i> )						
c. Access to mental health care						
d. Food insecurity						
e. Homelessness or housing instability						
f. Parent or guardian unemployment or underemployment						
g. Students having childcare responsibilities for other children						
h. Inability of students to attend school consistently						
i. Other ( <i>Please specify</i> ): _____						

**Instructional Support and Professional Development**

12. Does your district or school provide a curriculum that is mandated or recommended?

- a. My district or school mandates a curriculum.
- b. My district or school recommends a curriculum, but it is not required.
- c. My district or school provides curricular resources but does not recommend or require a specific curriculum.
- d. My district or school does not provide me with a mandated or recommended curriculum or with curriculum resources.

13. To what extent is the curriculum provided by your district or school adequate for the following purposes? Please mark one option for each row.

	Completely Inadequate	Somewhat Inadequate	Somewhat Adequate	Completely Adequate
a. Helping all students master state standards for my subject(s)				
b. Covering content addressed by <u>benchmark</u> assessments				
c. Covering content addressed by <u>state-mandated</u> assessments				
d. Accelerating the learning of students who are performing below grade level				
e. Providing a manageable number of topics to teach in a school year				
f. Making learning engaging for students				
g. Providing me with strategies to improve my instruction				
h. Providing lessons that are easy for me to implement in the classroom				
i. Supporting students' social and emotional learning				

14. In the prior survey question, you indicated that the curriculum provided by your district or school is inadequate for some purposes. **Who helps you address inadequacies you have identified in the materials provided by your district or school?** Please check all that apply.

- a. Other teachers at my school
- b. An instructional coach
- c. My school leader
- d. District administrators (including curriculum supervisors)
- e. An external consultant (*e.g., someone who works for the curriculum vendor*)
- f. Other: \_\_\_\_\_
- g. No one provides support or assistance to me

15. **How often have you participated in the following professional learning activities this year (2023-24)?** Please mark one option for each row.

	Never	1-3 times per year	4-6 times per year	1-3 times per month	Weekly or more often
a. Professional development on <u>implementing your district's curriculum and instruction</u>					
b. Professional development on <u>addressing traumatic experiences</u> in students' lives ( <i>e.g., ACE training</i> )					
c. Instructional coaching from <u>school</u> personnel					
d. Instructional coaching from personnel who work <u>outside of the school</u> ( <i>e.g., district, intermediate school district, external organization</i> )					
e. Collaborative learning with other teachers ( <i>e.g., professional learning communities</i> ) focused on curriculum and instruction					
f. Mentorship to assist me with my teaching ( <i>i.e., informal support from colleagues or leaders</i> )					

16. This question is about your school’s multi-tiered system of support (MTSS) for instructional interventions. Please indicate the extent to which your school implements the following elements of an instructional MTSS (e.g., to provide students with additional instructional support).

	Not at all implemented	Partially implemented	Fully implemented	I don't know
a. Universal screening to <u>identify</u> students who need targeted or intensive <u>math</u> interventions				
b. Universal screening to <u>identify</u> students who need targeted or intensive <u>ELA/literacy</u> interventions				
c. Using data to classify students into tiers				
d. Using data to <u>select</u> instructional interventions for students				
e. Systems to monitor progress for students receiving instructional interventions				
f. Targeted instructional interventions for Tier 2 students (e.g., <i>small-group instruction</i> )				
g. Intensive instructional interventions for Tier 3 students (e.g., <i>individual instructional support, pull-out instruction</i> )				
h. Professional development related to MTSS (e.g., <i>screening students, how to implement interventions</i> )				
i. Schoolwide schedule that provides enough time for MTSS instructional interventions				
j. Adequate resources to implement MTSS (e.g., <i>funding, programs, staff</i> )				
k. A leadership team that guides the implementation of the MTSS with established plans, routines, and processes				

**Educator Recruitment and Retention**

17. Which of the following best describes your plans for next school year?

**I plan to...**

- a. continue teaching in this school.
- b. serve in a different position next year, but in this same school.
- c. continue teaching in my district, but in a different school.
- d. leave this district next year to work in a different district or charter network.
- e. leave next year to pursue a job not in education.
- f. retire.

18. To what extent does each of the following factor into your plans to [piped language: answer option from Q16 above]? Please mark one option for each row.

	Not a factor	A minor factor	A moderate factor	A major factor	A primary factor
a. Leadership					
b. Culture and climate among teachers and staff					
c. Workload					
d. Commute					
e. Pay					
f. The types of students with whom I work					
g. My school's or district's accountability designation					
h. The way school administration has treated teachers					
i. The way district administration has treated teachers					



19. To what extent do you agree with the following statements? Please mark one option for each row.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
a. I am satisfied with my job.					
b. I am satisfied with my salary.					
c. I feel I am working too hard on my job.					
d. I have enough time within designated school hours to do my job well.					
e. I feel prepared to teach in this kind of school environment.					

20. How frequently have you had the following experiences this school year (2023-24)? Please mark one option for each row.

	Never	Rarely	Sometimes	Often	Always
a. I feel overwhelmed by my job.					
b. I spend my preparation periods subbing for absent teachers.					
c. I have extra students in my class due to teacher absences					

21. Did you receive a financial incentive to accept a job in your district (e.g., recruitment bonus)?

- a. Yes
- b. No

22. **What was the amount of your financial incentive to accept a job in your district (e.g., recruitment bonus)?**

- a. Less than \$1,000
- b. \$1,000 to \$2,499
- c. \$2,500 to \$4,999
- d. \$5,000 to \$7,499
- e. \$7,500 or more

23. **Did you receive any of the following other recruitment incentives to accept a job in your district? Please select all that apply.**

- a. Housing cost subsidies
- b. Favorable terms for a home mortgage
- c. Tuition funds for continuing education
- d. Payments toward college loan debt
- e. Other (Please specify): \_\_\_\_\_
- f. I did not receive any of these incentives.

24. **Did you receive a financial incentive to remain employed by your district (e.g., retention bonus)?**

- a. Yes
- b. No

25. **What was the amount of your financial incentive to remain employed by your district (e.g., recruitment bonus)?**

- a. Less than \$1,000
- b. \$1,000 to \$2,499
- c. \$2,500 to \$4,999
- d. \$5,000 to \$7,499
- e. \$7,500 or more

26. **We know you are very busy, and we greatly appreciate your taking the time to complete this survey. If you have any additional comments, please feel free to write them in the space provided below.** Last year, nearly 600 educators gave additional comments. We read all of these comments, and they have informed our research.