



## 1. Teacher and Staff Survey

Your experience matters! We're asking you the below survey questions so that we can better support you and your colleagues. Your feedback here will help us create a more inclusive, equitable, and supportive school community in ways that ultimately benefit not just staff and faculty but also the students we all serve. Thank you for taking the time to candidly share your thoughts and feelings with us.

### Professional Growth

In this section, please tell us about your opportunities to learn more about student social-emotional learning.

1. In terms of social-emotional learning (SEL) in particular, how supportive has the school been of your growth as a teacher?

- Not at all supportive     
  Slightly supportive     
  Somewhat supportive     
  Quite supportive     
  Extremely supportive

2. At your school, how valuable are the social-emotional learning (SEL) professional development opportunities?

- Not at all valuable     
  Slightly valuable     
  Somewhat valuable     
  Quite valuable     
  Extremely valuable

3. When it comes to social-emotional learning (SEL), how helpful are your colleagues' ideas for improving your teaching?

- Not at all helpful     
  Slightly helpful     
  Somewhat helpful     
  Quite helpful     
  Extremely helpful

4. How often do your social-emotional learning (SEL) professional development opportunities help you explore new ideas?

- Almost never     
  Once in a while     
  Sometimes     
  Frequently     
  Almost all the time

5. How relevant have your social-emotional learning (SEL) professional development opportunities been to the content that you teach?

- Not at all relevant     
  Slightly relevant     
  Somewhat relevant     
  Quite relevant     
  Extremely relevant

6. Thinking of social-emotional learning (SEL) in particular, how much input do you have into individualizing your own professional development opportunities?

- Almost no input     
  A little bit of input     
  Some input     
  Quite a bit of input     
  A tremendous amount of input

7. Overall, how much do you learn about supporting your students' social-emotional learning (SEL) from the leaders at your school?

- Learn almost nothing     
  Learn a little bit     
  Learn some     
  Learn quite a bit     
  Learn a tremendous amount

8. What professional development topics should your school focus on to better support students' social-emotional growth?

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DCPS believes that honest feedback from our students, staff and families can make our schools better places to learn and work. As we think about how to support our district's strategic plan, it is vital for us to get input from staff about perceptions of their students and their experiences at the school. Your participation in this survey is voluntary. This is a confidential survey. Survey responses are not used to evaluate your performance but are used to continue strengthening schools and DCPS. Please complete this survey by March 18, 2018. Thank you in advance for helping us support our students by making sure we hear your thoughts and feelings.

### Perseverance

Perceptions of how well students are able to persevere through setbacks to achieve important long-term goals.

9. If your students have a problem while working towards an important goal, how well can they keep working?

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not well at all       | Slightly well         | Somewhat well         | Quite well            | Extremely well        |

10. How often do your students stay focused on the same goal for several months at a time?

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Almost never          | Once in a while       | Sometimes             | Frequently            | Almost always         |

11. Some people pursue some of their goals for a long time, and others change their goals frequently. Over the next several years, how likely are your students to continue to pursue one of their current goals?

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not at all likely     | Slightly likely       | Somewhat likely       | Quite likely          | Extremely likely      |

12. When your students are working on a project that matters a lot to them, how focused can they stay when there are lots of distractions?

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not at all focused    | Slightly focused      | Somewhat focused      | Quite focused         | Extremely focused     |

13. If your students fail to reach an important goal, how likely are they to try again?

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not at all likely     | Slightly likely       | Somewhat likely       | Quite likely          | Extremely likely      |

### Rigorous Expectations

How much teachers hold students to high expectations around effort, understanding, persistence and performance in class.

14. How often do you make your students explain their answers?

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Almost never          | Once in a while       | Sometimes             | Frequently            | Almost always         |

15. When students feel like giving up on a difficult task, how likely are you to make them keep trying?

- |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Not at all likely     | Slightly likely       | Somewhat likely       | Quite likely          | Extremely likely      |

16. How much do you encourage your students to do their best?

- |                              |                         |                       |                            |                                    |
|------------------------------|-------------------------|-----------------------|----------------------------|------------------------------------|
| <input type="radio"/>        | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/>              |
| Do not encourage them at all | Encourage them a little | Encourage them some   | Encourage them quite a bit | Encourage them a tremendous amount |



17. How often do you take time to make sure your students understand the material?

- Almost never     
  Once in a while     
  Sometimes     
  Frequently     
  Almost always

18. Overall, how high are your expectations of your students?

- Not high at all     
  Slightly high     
  Somewhat high     
  Quite high     
  Extremely high

**Educating All Students**

Teachers' perceptions of their readiness to address issues of diversity.

19. How easy do you find interacting with students at your school who are from a different cultural background than your own?

- Not at all easy     
  Slightly easy     
  Somewhat easy     
  Quite easy     
  Extremely easy

20. How comfortable would you be incorporating new material about people from different backgrounds into your curriculum?

- Not at all comfortable     
  Slightly comfortable     
  Somewhat comfortable     
  Quite comfortable     
  Extremely comfortable

21. How knowledgeable are you regarding where to find resources for working with students who have unique learning needs?

- Not knowledgeable at all     
  Slightly knowledgeable     
  Somewhat knowledgeable     
  Quite knowledgeable     
  Extremely knowledgeable

22. If students from different backgrounds struggled to get along in your class, how comfortable would you be intervening?

- Not at all comfortable     
  Slightly comfortable     
  Somewhat comfortable     
  Quite comfortable     
  Extremely comfortable

23. How easy would it be for you to teach a class with groups of students from very different religions from each other?

- Not at all easy     
  Slightly easy     
  Somewhat easy     
  Quite easy     
  Extremely easy

24. In response to events that might be occurring in the world, how comfortable would you be having conversations about race with your students?

- Not at all comfortable     
  Slightly comfortable     
  Somewhat comfortable     
  Quite comfortable     
  Extremely comfortable

25. How confident are you in ensuring a student who has been socially marginalized feels like a part of your class?

- Not at all confident     
  Slightly confident     
  Somewhat confident     
  Quite confident     
  Extremely confident

26. How comfortable would you be working with a student who had difficulty communicating with others because his/her home language is different than the primary language spoken in your classroom and/or school?

- Not at all comfortable     
  Slightly comfortable     
  Somewhat comfortable     
  Quite comfortable     
  Extremely comfortable

27. When a sensitive issue of diversity arises in class, how easily can you think of strategies to address the situation?

- Not at all easily     
  Slightly easily     
  Somewhat easily     
  Quite easily     
  Extremely easily



### Staff Engagement

Please indicate how strongly you agree or disagree with the following statements.

28. My performance is measured against outcomes and metrics that are clearly explained.

Strongly disagree       Disagree       Neither agree nor disagree       Agree       Strongly agree

29. I have access to everything that I need in order to perform well at my job.

Strongly disagree       Disagree       Neither agree nor disagree       Agree       Strongly agree

30. At work, I have the opportunity to put my strengths into practice every day.

Strongly disagree       Disagree       Neither agree nor disagree       Agree       Strongly agree

31. I regularly receive meaningful recognition for doing my job well.

Strongly disagree       Disagree       Neither agree nor disagree       Agree       Strongly agree

32. My opinions are taken into account and considered at this job.

Strongly disagree       Disagree       Neither agree nor disagree       Agree       Strongly agree

33. Working for the purpose or mission of this organization gives me a feeling of accomplishment.

Strongly disagree       Disagree       Neither agree nor disagree       Agree       Strongly agree

34. My supervisor cares about me as a person.

Strongly disagree       Disagree       Neither agree nor disagree       Agree       Strongly agree

35. I feel comfortable sharing feedback with my supervisor.

Strongly disagree       Disagree       Neither agree nor disagree       Agree       Strongly agree

36. My supervisor makes decisions that put students first even when it is difficult.

Strongly disagree       Disagree       Neither agree nor disagree       Agree       Strongly agree

37. My colleagues are committed to doing quality work.

Strongly disagree       Disagree       Neither agree nor disagree       Agree       Strongly agree

38. My colleagues treat me with respect.

Strongly disagree       Disagree       Neither agree nor disagree       Agree       Strongly agree



39. My team collaborates to reach our goals.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

40. On my team, we learn from our failures by trying new things.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

41. We regularly take time to celebrate our successes as a team.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

42. There is someone at work who encourages my personal progress and development.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

43. In my role, there are ongoing opportunities to learn and grow.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

44. I enjoy my work at DCPS.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree

SAMPLE FORUM