MNPS School Climate Survey (Teacher & Staff)

We are conducting a survey to learn more about what teachers and staff think about your school. Your voice will help us know how to better support your school. We value your honest feedback. If you agree to take the survey, you will be asked questions about your school and your school leader(s). The survey should take about 20 minutes to complete. This survey is confidential. Your answers can never be traced back to you by any MNPS staff member or administrator. Any personal information that could identify you will be removed or changed before survey data is shared with other researchers or results are made public. This survey is optional. It's your decision to take the survey or not. If you start and then change your mind, you can stop at any time. You can skip any question you don’t want to answer.

1. Choose ‘Yes’ and click ‘Submit’ to participate in the survey. If you do not want to take the survey, choose ‘No’ and click ‘Submit’. If you choose ‘No’, you will exit the survey.

   No [ ]  Yes [ ]

School Climate Survey (Certificated Staff)

If you are not a classroom teacher, please respond to questions about teaching as they apply to your role.

2. How long have you worked in Metro Nashville Public Schools?
   - [ ] 2 years or less
   - [ ] 3 to 5 years
   - [ ] 6 to 10 years
   - [ ] 11 to 20 years
   - [ ] More than 20 years

School Climate

In this section, we would like your feedback on the overall climate at your school.

3. This school consistently has high expectations for student behavior with strict and fair discipline.
   - [ ] Strongly Disagree
   - [ ] Disagree
   - [ ] Neutral
   - [ ] Agree
   - [ ] Strongly Agree

4. Students consistently feel comfortable seeking help from teachers and other staff members for both academic and personal concerns.
   - [ ] Strongly Disagree
   - [ ] Disagree
   - [ ] Neutral
   - [ ] Agree
   - [ ] Strongly Agree

5. Teachers and other staff members consistently show respect, warmth, and concern for students.
   - [ ] Strongly Disagree
   - [ ] Disagree
   - [ ] Neutral
   - [ ] Agree
   - [ ] Strongly Agree

6. This school consistently has high academic expectations for students.
   - [ ] Strongly Disagree
   - [ ] Disagree
   - [ ] Neutral
   - [ ] Agree
   - [ ] Strongly Agree

School Safety and Discipline

In this section, we’d like to learn more from you about how well your school is fostering a safe and productive learning environment. Staff refers to teachers and other staff members at your school.

7. How well-informed are staff about school policies and procedures?
   - [ ] Not at all well-informed
   - [ ] Slightly well-informed
   - [ ] Somewhat well-informed
   - [ ] Quite well-informed
   - [ ] Extremely well-informed
8. How often do staff at this school recognize students for positive behavior?
   - Almost never
   - Once in a while
   - Sometimes
   - Frequently
   - Almost always

9. How equally are school rules applied to all students?
   - Not at all equally
   - Slightly equally
   - Somewhat equally
   - Quite equally
   - Extremely equally

10. How fair is discipline at this school?
    - Not at all fair
    - Slightly fair
    - Somewhat fair
    - Quite fair
    - Extremely fair

11. How well do staff at this school work together to ensure an orderly environment?
    - Not at all well
    - Slightly well
    - Somewhat well
    - Quite well
    - Extremely well

**Leadership**

In this section, we would like your feedback on the administrative leadership at your school (i.e. Principal, Assistant Principal(s), and other administrative leaders).

12. How positive is the tone that school leaders set for the culture of the school?
    - Not at all positive
    - Slightly positive
    - Somewhat positive
    - Quite positive
    - Extremely positive

13. For your school leaders, how important is teacher satisfaction?
    - Not important at all
    - Slightly important
    - Somewhat important
    - Quite important
    - Extremely important

14. Overall, how positive is the influence of the school leaders on the quality of your teaching?
    - Not at all positive
    - Slightly positive
    - Somewhat positive
    - Quite positive
    - Extremely positive

15. How effectively do school leaders communicate important information to teachers?
    - Not at all effectively
    - Slightly effectively
    - Somewhat effectively
    - Quite effectively
    - Extremely effectively

16. How knowledgeable are your school leaders about what is going on in teachers’ classrooms?
    - Not knowledgeable at all
    - Slightly knowledgeable
    - Somewhat knowledgeable
    - Quite knowledgeable
    - Extremely knowledgeable

17. How responsive are school leaders to your feedback?
    - Not at all responsive
    - Slightly responsive
    - Somewhat responsive
    - Quite responsive
    - Extremely responsive

18. How effective are the school leaders at developing rules for students that facilitate their learning?
    - Not at all effective
    - Slightly effective
    - Somewhat effective
    - Quite effective
    - Extremely effective
19. How clearly do your school leaders identify their goals for teachers?

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

20. When the school makes important decisions, how much input do teachers have?

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

**Professional Learning**

In this section, we would like to learn about your opportunities for learning and growth at your school.

21. At your school, how valuable are the available professional development opportunities?

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

22. How helpful are your colleagues' ideas for improving your teaching?

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

23. 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

24. Through working at your school, how many new teaching strategies have you learned?

- Almost no strategies
- A few strategies
- Some strategies
- Many strategies
- A great number of strategies

25. Overall, how much do you learn about teaching from the leaders at your school?

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

26. How often do your professional development opportunities help you explore new ideas?

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

27. How relevant have your professional development opportunities been to the content that you teach?

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

28. Overall, how supportive has the school been of your growth as a teacher?

- Not at all supportive
- Slightly supportive
- Somewhat supportive
- Quite supportive
- Extremely supportive
Feedback and Coaching
In this section, we would like to learn about the feedback and coaching you receive from the administrative leadership at your school (i.e. Principal, Assistant Principal(s), and other administrative leaders).

29. How often do you receive feedback on your teaching?
   - Almost never
   - Once in a while
   - Sometimes
   - Frequently
   - Almost always

30. At your school, how thorough is the feedback you receive in covering all aspects of your role as a teacher?
   - Not at all thorough
   - Slightly thorough
   - Somewhat thorough
   - Quite thorough
   - Extremely thorough

31. How useful do you find the feedback you receive on your teaching?
   - Not at all useful
   - Slightly useful
   - Somewhat useful
   - Quite useful
   - Extremely useful

32. How much feedback do you receive on your teaching?
   - No feedback at all
   - A little bit of feedback
   - Some feedback
   - Quite a bit of feedback
   - A tremendous amount of feedback

33. How much do you learn from the teacher evaluation processes at your school?
   - Learn almost nothing
   - Learn a little bit
   - Learn some
   - Learn quite a bit
   - Learn a tremendous amount

34. From whom do you most often receive feedback on your teaching?
   - Principal
   - Assistant Principal
   - Other School Administrative Leader
   - School-Based Coach
   - District-Based Coach
   - Peer Educator
   - Other

35. From whom do you receive the most useful feedback on your teaching?
   - Principal
   - Assistant Principal
   - Other School Administrative Leader
   - School-Based Coach
   - District-Based Coach
   - Peer Educator
   - Other

Family Relationships
At this school…

36. Most students’ parents do their best to help their children learn.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

37. Teachers in school feel good about parents’ support for their work.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

38. Most students’ parents support my teaching efforts.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree
39. Teachers and parents think of each other as partners in educating kids.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

40. It isn’t difficult overcoming cultural barriers between teachers and parents.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

41. Parents have confidence in teachers’ expertise.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

42. Staff work hard to build trusting relationships with parents.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

43. Teachers feel respect from the parents of their students.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
</table>

**Culture of Inclusion**

For the following questions, we want to learn more about your staff’s experiences with identities including, but not limited to, race, ethnicity, culture, religion, spirituality, sexuality, gender, relationship or familial status, socio-economic status, ability, age, education level, nationality, citizenship, and native language. Your school’s staff includes all certificated and support employees.

44. How often do you have opportunities to learn from other members of your staff about other races, cultures, or other identities?

<table>
<thead>
<tr>
<th>Not this year</th>
<th>Once or twice a semester</th>
<th>About once a month</th>
<th>Two or three times a month</th>
<th>Once a week or more</th>
</tr>
</thead>
</table>

45. How often does your staff have honest conversations about race, culture, or other identities?

<table>
<thead>
<tr>
<th>Not this year</th>
<th>Once or twice a semester</th>
<th>About once a month</th>
<th>Two or three times a month</th>
<th>Once a week or more</th>
</tr>
</thead>
</table>

46. How well would your school support you in addressing inequities related to race, culture, or other identities among your school’s staff?

<table>
<thead>
<tr>
<th>Not at all well</th>
<th>Slightly well</th>
<th>Somewhat well</th>
<th>Quite well</th>
<th>Extremely well</th>
</tr>
</thead>
</table>

47. How often do you participate in professional learning about different races, cultures, or other identities?

<table>
<thead>
<tr>
<th>Not this year</th>
<th>Once or twice a semester</th>
<th>About once a month</th>
<th>Two or three times a month</th>
<th>Once a week or more</th>
</tr>
</thead>
</table>

**Inclusive Pedagogy**

For the following questions, diversity includes, but is not limited to, race, ethnicity, culture, religion, spirituality, sexuality, gender, relationship or familial status, socio-economic status, ability, age, education level, nationality, citizenship, and native language.
48. How often do you intentionally create opportunities for diverse students to connect personally with what they learn?

- Not this year
- Once or twice a semester
- About once a month
- Two or three times a month
- Once a week or more

49. How often do you engage students in critical learning (e.g. thinking, reading, writing, and/or discussion) about issues of diversity?

- Not this year
- Once or twice a semester
- About once a month
- Two or three times a month
- Once a week or more

50. How often do you design the organization and structure of your classroom to promote diversity and inclusion of all learners?

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

51. How often do teachers at your school plan lessons that represent diverse people and perspectives?

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

52. How well do the district-provided curriculum, materials, and resources represent diverse people and perspectives?

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

53. How interested would you be in participating in professional development that supports inclusive instruction?

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

**Engagement**

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

54. My current duties and work assignments are interesting.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

55. I am satisfied with the work I do.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

56. I am motivated to contribute more than what is expected of me.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

57. I am proud to work for MNPS.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

58. Working for a public school system gives me a feeling of accomplishment.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree
59. I would feel comfortable referring a good friend to work for this district.

- [ ] Strongly disagree
- [ ] Disagree
- [ ] Neutral
- [ ] Agree
- [ ] Strongly agree

60. I feel there are long-term career opportunities for my professional growth at MNPS.

- [ ] Strongly disagree
- [ ] Disagree
- [ ] Neutral
- [ ] Agree
- [ ] Strongly agree

**Input on ESSER 3.0 Plan**

The following questions will help inform our third ESSER phase. MNPS has been allotted $276 million to help address the impact the pandemic has had – and continues to have – on our schools.

61. Which of the following are your highest priorities for the ESSER 3.0 funds? Select your **top two** priorities.

- [ ] Build Infrastructure (technology, facilities, health services)
- [ ] Accelerate Academics
- [ ] Grow People (educators and staff support)
- [ ] Every Student Known (social-emotional learning, whole family supports)

62. What is your biggest concern for students reentering the classroom after virtual learning due to COVID-19?

- [ ] Social emotional learning gaps
- [ ] Mental health needs
- [ ] Physical well-being
- [ ] Academic learning progress
- [ ] Economic challenges (income reduction, job loss, etc.)
- [ ] Other

63. Which of the following strategies is most important for accelerating learning progress (or addressing learning loss)? Select the **top two** most important.

- [ ] High-impact tutoring
- [ ] Summer learning programs
- [ ] Intervention programs for literacy and numeracy
- [ ] Extended learning options (before and after school programs)
- [ ] High-quality instructional materials
- [ ] Planning time and professional development

**Optional**

Thank you so much for your thoughtful responses. If you have any final thoughts about your school, please let us know. To ensure your confidentiality, please avoid including identifying information about yourself. Your survey responses will not be read immediately. Therefore, if you need help right away, please contact your immediate supervisor, MNPS Human Resources, the MNPS Employee Wellness Center (615-259-8755), or the Employee Assistance Program (888-297-9028; TTY: 800-697-0353). If and only if there is a report of someone harming themselves or someone else, confidentiality may be breached to provide assistance as soon as possible.

64. What are the most positive aspects of working at your school?

__________________________________________________________________________________

65. Is there a success you are experiencing in your classroom or school that you would like to share with other educators?

__________________________________________________________________________________

66. If you could change anything about working at your school, what would you change?

__________________________________________________________________________________
67. What additional resources do you need to feel more supported and to better support your students at this time?