



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.

Strongly Disagree
 Disagree
 Neutral
 Agree
 Strongly Agree

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

Strongly Disagree
 Disagree
 Neutral
 Agree
 Strongly Agree

41. Parents have confidence in teachers' expertise.

Strongly Disagree
 Disagree
 Neutral
 Agree
 Strongly Agree

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

Strongly Disagree
 Disagree
 Neutral
 Agree
 Strongly Agree

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

Strongly Disagree
 Disagree
 Neutral
 Agree
 Strongly Agree

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?

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

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

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

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

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

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

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

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?

SAMPLE FORM