

Belonging - *Teacher and Staff*

How much faculty and staff feel that they are valued members of the school community.

Question	Response Options				
How well do your colleagues at school understand you as a person?	Do not understand at all	Understand a little	Understand somewhat	Understand quite a bit	Completely understand
How connected do you feel to other adults at your school?	Not at all connected	Slightly connected	Somewhat connected	Quite connected	Extremely connected
How much respect do colleagues in your school show you?	No respect at all	A little bit of respect	Some respect	Quite a bit of respect	A tremendous amount of respect
How much do you matter to others at this school?	Do not matter at all	Matter a little bit	Matter some	Matter quite a bit	Matter a tremendous amount
Overall, how much do you feel like you belong at your school?	Do not belong at all	Belong a little bit	Belong somewhat	Belong quite a bit	Completely belong

Cultural Awareness and Action (Adult Focus) - *Teacher and Staff*

How well a school supports faculty and staff in learning about, discussing, and confronting issues of race, ethnicity, and culture.

Question	Response Options				
How often do school leaders encourage you to teach about people from different races, ethnicities, or cultures? (Teacher Only)	Almost never	Once in a while	Sometimes	Frequently	Almost always
How often do you think about what colleagues of different races, ethnicities, or cultures experience?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How confident are you that adults at your school can have honest conversations with each other about race?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
At your school, how often are you encouraged to think more deeply about race-related topics?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How comfortable are you discussing race-related topics with your colleagues?	Not at all comfortable	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable
How often do adults at your school have important conversations about race, even when they might be uncomfortable?	Almost never	Once in a while	Sometimes	Frequently	Extremely fairly
When there are major news events related to race, how often do adults at your school talk about them with each other?	Almost never	Once in a while	Sometimes	Frequently	Almost always
How well does your school help staff speak out against racism?	Not at all well	Slightly well	Somewhat well	Quite well	Extremely well

FREE-RESPONSE QUESTION

How can school leaders help you better learn about, discuss, and confront issues of race, ethnicity, and culture?

School Climate - Teacher

Perceptions of the overall social and learning climate of the school.

Question	Response Options				
On most days, how enthusiastic are the students about being at school?	Not at all enthusiastic	Slightly enthusiastic	Somewhat enthusiastic	Quite enthusiastic	Extremely enthusiastic
To what extent are teachers trusted to teach in the way they think is best?	Not at all trusted	Trusted a little bit	Trusted somewhat	Trusted quite a bit	Trusted a tremendous amount
How positive are the attitudes of your colleagues?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive
How supportive are students in their interactions with each other?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
How respectful are the relationships between teachers and students?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
How optimistic are you that your school will improve in the future?	Not at all optimistic	Slightly optimistic	Somewhat optimistic	Quite optimistic	Extremely optimistic
How often do you see students helping each other without being prompted?	Almost never	Once in a while	Sometimes	Frequently	Almost all the time
When new initiatives to improve teaching are presented at your school, how supportive are your colleagues?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
Overall, how positive is the working environment at your school?	Not at all positive	Slightly positive	Somewhat positive	Quite positive	Extremely positive

School Leadership - Teacher

Perceptions of the school leadership's effectiveness.

Question	Response Options				
How clearly do your school leaders identify their goals for teachers?	Not at all clearly	Slightly clearly	Somewhat clearly	Quite clearly	Extremely clearly
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
How effectively do school leaders communicate important information to teachers?	Not at all effectively	Slightly effectively	Somewhat effectively	Quite effectively	Extremely effectively
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
How responsive are school leaders to your feedback?	Not at all responsive	Slightly responsive	Somewhat responsive	Quite responsive	Extremely responsive
For your school leaders, how important is teacher satisfaction?	Not important at all	Slightly important	Somewhat important	Quite important	Extremely important
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
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
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

Staff-Leadership Relationships - *Teacher and Staff*

Perceptions of faculty and staff relationships with school leaders.

Question	Response Options				
How friendly are your school leaders toward you?	Not at all friendly	Slightly friendly	Somewhat friendly	Quite friendly	Extremely friendly
At your school, how motivating do you find working with the leadership team?	Not at all motivating	Slightly motivating	Somewhat motivating	Quite motivating	Extremely motivating
How much trust exists between school leaders and staff?	Almost no trust	A little bit of trust	Some trust	Quite a bit of trust	A tremendous amount of trust
How much do your school leaders care about you as an individual?	Do not care at all	Care a little bit	Care somewhat	Care quite a bit	Care a tremendous amount
How confident are you that your school leaders have the best interests of the school in mind?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident
How fairly does the school leadership treat the staff?	Not at all fairly	Slightly fairly	Somewhat fairly	Quite fairly	Extremely fairly
When you face challenges at work, how supportive are your school leaders?	Not at all supportive	Slightly supportive	Somewhat supportive	Quite supportive	Extremely supportive
How respectful are your school leaders towards you?	Not at all respectful	Slightly respectful	Somewhat respectful	Quite respectful	Extremely respectful
When challenges arise in your personal life, how understanding are your school leaders?	Not at all understanding	Slightly understanding	Somewhat understanding	Quite understanding	Extremely understanding

Teacher Self-Reflection - Teacher

Faculty perceptions of their professional strengths and areas for growth related to social-emotional learning.

Question	Response Options					
How confident are you that you can engage students who typically are not motivated?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	
How confident are you that you can help your school's most challenging students to learn?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	
How thoroughly do you feel that you know all the content you need to teach?	Not thoroughly at all	Slightly thoroughly	Somewhat thoroughly	Quite thoroughly	Extremely thoroughly	
Thinking about grit in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "grit."
Thinking about growth mindset in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "growth mindset."
Thinking about social awareness in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "social awareness."
Thinking about self-management in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "self-management."
Thinking about self-efficacy in particular, how confident are you that you can support your students' growth and development?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by "self-efficacy."
<i>To ask about additional competencies:</i>						
Thinking about [COMPETENCY] in particular, how confident are you that you can support your students' growth?	Not at all confident	Slightly confident	Somewhat confident	Quite confident	Extremely confident	I am not sure what we mean by [COMPETENCY].

FREE-RESPONSE QUESTION

What is the most effective thing that you do to model social-emotional learning for your students?

Well-Being - Teacher and Staff

Faculty and staff perceptions of their own professional well-being.

Question	Response Options					
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During the past week, how often did you feel _____ at work?

engaged	Almost never	Once in a while	Sometimes	Frequently	Almost always
excited	Almost never	Once in a while	Sometimes	Frequently	Almost always
exhausted	Almost never	Once in a while	Sometimes	Frequently	Almost always
frustrated	Almost never	Once in a while	Sometimes	Frequently	Almost always
happy	Almost never	Once in a while	Sometimes	Frequently	Almost always
hopeful	Almost never	Once in a while	Sometimes	Frequently	Almost always
overwhelmed	Almost never	Once in a while	Sometimes	Frequently	Almost always
safe	Almost never	Once in a while	Sometimes	Frequently	Almost always
stressed out	Almost never	Once in a while	Sometimes	Frequently	Almost always
worried	Almost never	Once in a while	Sometimes	Frequently	Almost always
How effective do you feel as your job right now?	Not at all effective	Slightly effective	Somewhat effective	Quite effective	Extremely effective
How much does your work matter to you?	Does not matter at all	Matters a little bit	Matters some	Matters quite a lot	Matters a tremendous amount
How meaningful for you is the work that you do?	Not at all meaningful	Slightly meaningful	Somewhat meaningful	Quite meaningful	Extremely meaningful
Overall, how satisfied are you with your job right now?	Not at all satisfied	Slightly satisfied	Somewhat satisfied	Quite satisfied	Extremely satisfied

FREE-RESPONSE QUESTIONS

What can school or district leaders do to better support your well-being?

What has helped you most in managing work-related stress?