2024 CPS 5Essentials Teacher Survey

Dear Educator,

In this survey, you will be asked questions about topics such as your school's climate, professional development, and school leadership. This survey should take you about 45 minutes.

Goals of the Survey

1. All of the information collected will be compiled into a system-wide report. In addition, UChicago Impact will release reports for each school that show how it is doing in each of these factors, keeping respondent identities completely confidential. These school reports will display **summary information**, such as the percent of teachers who find their schools' professional development initiatives helpful. These reports are made public in order to help school staff as well as network- and district-wide efforts to improve schools. School reports can be found at: 5-essentials.org/cps/5e/2023/.

2. In addition to our work with CPS on these school reports, the Consortium uses survey data to conduct research on Chicago Public Schools. We examine the impact of policies and identify trends. Surveys help us understand teachers' attitudes and concerns and enables us to bring these to the attention of policy makers and the public so that issues can be addressed and successes can be celebrated. Results of our studies will be published in our own reports, newspapers, magazines, academic reports, articles and book chapters and presentations. As in the school reports, study findings will use aggregated information and your name will never be linked to your responses. You can find our reports at our website: consortium.uchicago.edu.

Your participation is voluntary. You have the right to discontinue the survey at any time for any reason. Your decision to withdraw or not to participate will not involve any penalty or loss of benefits to which you are entitled.

Teacher identities will be kept completely confidential. No one at your school or at the district office will see individuals' responses. Furthermore, teacher responses are NOT broken down by grade, subject, or department. Only data aggregated to the school level will appear in school reports or be shared with CPS Central Office, principals or charter organizations. Data obtained from the teacher survey belongs to the Consortium.

No one should attempt to influence your responses. School leaders and other personnel should not attempt to influence or suggest the survey answers that you provide. As in the past, survey practices that appear to violate this code of conduct will be investigated. Depending on the outcome of the investigation, a school's survey results may be invalidated.

If you have any questions about your rights as a participant in this research, you can confidentially contact the following office at the University of Chicago: Social and Behavioral Sciences Institutional Review Board, University of Chicago, 1155 E. 60th Street, Room 414, Chicago, IL 60637; Phone: 773-702-0472; Email: sbs-irb@uchicago.edu. If you make a report about someone trying to influence your or someone else's survey, your identity will not be given to CPS.

If you have any questions or concerns about the research or the survey in general, you may contact 5Essentials Support at 1-866-440-1874 or impact-surveys@uchicago.edu.

Please click "Next" if you would like to participate in this survey.

01) [ALL] *Is your school a charter school?
1 Yes   2 No

02) [ALL] *Please select the position in which you spend the majority of your time. Please Note: School results will never be broken down by position or grade, and will only show aggregate staff responses. (CHOOSE ONE)
01 Teacher (all departments and subjects)
02 Special education classroom assistant
03 Teacher Assistant
04 Instructional Coach
05 Reading Specialist/ Speech Pathologist
06 Librarian
07 Counselor, Social worker, Case manager, Psychologist
08 Tutor, Student teacher, Substitute teacher   **[GO TO END]**
09 None of the above   **[GO TO END]**

[**NOTES ON SKIP RULES BASED ON POSITION**]

- **ALL** = Teacher, Special education classroom assistant, Teacher Assistant, Instructional Coach, Reading Specialist/speech pathologist, Librarian, Counselor, Social Worker and Case Manager, psychologist
- **INELIGIBLE STAFF MEMBERS** = Tutors, Student teachers and Substitute teachers
- **NONE OF THE ABOVE** = Staff members not otherwise defined in Q2.
- **DEPARTMENTALIZED/SUBJECT-SPECIFIC** = Staff who teach or provide support to two or more classes of students per Q7
- **SELF-CONTAINED** = Staff who teach or provide support to one, unique class of students per Q5
- **NO PRE-K** = Excludes anyone who said they ONLY work with Pre-K per Q7
- **PRE-K Checked** = Includes staff who teach or provide PRE-K services and supports per Q8
- **NO ASSTS UNLESS PREK:** Includes assistant teachers only if they said they teach pre-k per Q8
- **TEACHERS AND PREK/K ASSISTANTS:** All teachers, AND assistants that teach pre-k or K per Q8

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3) [TEACHERS] Are you a:
1 Yes   2 No
01 Special education teacher
02 *Bilingual, ESL or ELL teacher

4) [TUTOR, STUDENT TEACHER, SUBSTITUTE TEACHER, NONE OF THE ABOVE] On the previous page you indicated that you hold one of the following positions: tutor, student teacher, substitute teacher, or "None of the above". This survey is not tailored to the experiences of these positions. Therefore, individuals in these positions are not eligible to take the survey. Thank you for your time!
Please indicate below whether this position selection was correct. Once you click "Next", you will be directed to the final page of the survey. If you wish to select a different position, click "Previous" below to return to question 1. [GO TO END]
1 Yes, I selected the correct position   2 No, I selected this position in error

5) [If yes to Q3 item 2] Do you teach language arts in Spanish? *1 yes   2 no*

06) *[ALL] Which situation *best* describes your daily routine?

01 I teach or provide support to one, unique class of students (self-contained)
02 I teach or provide support to two or more classes of students (departmentalized)
03 I provide pull-out instruction for one or more students
04 I provide push-in instruction for one or more students
05 I provide non-instructional services to students
06 I primarily work with teachers, not students

07) [DEPARTMENTALIZED (SUBJECT-SPECIFIC) STAFF] * What is the <u>primary</u> subject you teach or provide support to? If you divide your time equally between multiple subjects, please choose a subject to focus on during this survey. This will be the subject we ask you more about.

01 Art/music/drama
02 Career/Technical
03 Computer science/technology
04 English/Language arts/Reading
05 ESL
06 Mathematics
07 Natural Sciences
08 Physical education/Health
09 Social Sciences
10 World language
11 Other

08) [ALL] *What grade(s) are you primarily responsible for during the school day? [CHECK ALL THAT APPLY]

01 Pre-kindergarten
02 Kindergarten
03 1st grade
04 2nd grade
05 3rd grade
06 4th grade
07 5th grade
08 6th grade
09 7th grade
10 8th grade
11 9th grade
12 10th grade
13 11th grade
14 12th grade
15 NA

09) [ALL EXCEPT WHERE INDICATED] Please indicate the extent to which you disagree or agree with each of the following:

1 Strongly disagree   2 Disagree   3 Agree   4 Strongly agree

01 **[NO ASSTS, NO PRE-K]** Teachers talk about instruction in the teachers' lounge, faculty meetings, etc.
02 **[NO ASSTS, NO PRE-K]** Teachers in this school share and discuss student work with other teachers.
03 **[ALL; NO ASSTS UNLESS PREK/K]** Experienced teachers invite new teachers into their classes to observe, give feedback, etc.
04 **[ALL; NO ASSTS UNLESS PREK/K]** A conscious effort is made by faculty to make new teachers feel welcome here.

10) [ALL; NO ASSTS UNLESS PREK/K] How many teachers are assigned a mentor teacher when they first begin working at this school?

1 None   2 A few   3 Most   4 All

11) [ALL] This school year, how often have you had conversations with colleagues about the following:

1 Less than once a month 2 2 or 3 times per month   3 1 or 2 times per week 4 Almost daily

01   What helps students learn the best.
02   Development of new curriculum.
03   The goals of this school.
04   Managing classroom behavior.

12) [TEACHERS AND PREK/K ASSISTANTS] This school year, how often have you…

1 Never 2 Once or twice   3 3-9 times   4 10 or more times

01   Observed another teacher's class to offer feedback?
02   Observed another teacher's class to get ideas for your own instruction?
03   Gone over student assessment data with other teachers to make instructional decisions?
04   Worked with other teachers to develop materials or activities for particular classes?
05   Worked on instructional strategies with other teachers?

13) [ALL EXCEPT WHERE INDICATED] How many teachers in this school…

1 None   2 Some   3 About half   4 Most 5 Nearly all

01   [NO PRE-K] Help maintain discipline in the entire school, not just their classroom?
02   Take responsibility for improving the school?
03   Feel responsible to help each other do their best?
04   Feel responsible that all students learn?
05   Feel responsible for helping students develop self-control?
06   Feel responsible when students in this school fail?

14) [ALL; NO ASSTS UNLESS PREK/K] How many teachers at this school…

1 None   2 Some   3 About half   4 Most 5 Nearly all

01   Are really trying to improve their teaching?
02   Are willing to take risks to make the school better?
03   Are eager to try new ideas?

15) **[ALL; NO ASSTS UNLESS PREK/K] Please indicate the extent to which you disagree or agree with the following:**
   1 Strongly disagree   2 Disagree   3 Agree 4 Strongly agree

   01 In this school, teachers are continually learning and seeking new ideas.

16) **[ALL] Please indicate the extent to which you disagree or agree with each of the following:**
   1 Strongly disagree   2 Disagree   3 Agree   4 Strongly agree
   01 I usually look forward to each working day at this school.
   02 I wouldn't want to work in any other school.
   03 I feel loyal to this school.
   04 I would recommend this school to parents/guardians seeking a place for their child.
   05 This school would be my first choice for my own child.

17) **[ALL EXCEPT WHERE INDICATED] To what extent is each of the following a problem at your school?**
   1 Not at all   2 A little   3 Some   4 To a great extent
   01 [NO PRE-K] Physical conflicts among students
   02 Robbery or theft
   03 [HS ONLY] Gang activity
   04 Disorder in classrooms
   05 [NO PRE-K] Disorder in hallways
   06 Student disrespect of teachers
   07 Threats of violence toward teachers

18) **[ALL] To what extent do you feel respected by your principal?**
   1 Not at all 2 A little 3 Some 4 To a great extent

19) **[ALL] Please indicate the extent to which you disagree or agree with each of the following:**
   1 Strongly disagree   2 Disagree   3 Agree   4 Strongly agree
   01 The principal has confidence in the expertise of the teachers.
   02 I trust the principal at his or her word.
   03 It's OK in this school to discuss feelings, worries, and frustrations with the principal.
   04 The principal takes a personal interest in the professional development of teachers.
   05 The principal looks out for the personal welfare of the faculty members.
   06 The principal places the needs of children ahead of personal and political interests.
   07 The principal at this school is an effective manager who makes the school run smoothly.

20) **[ALL; NO ASSTS UNLESS PREK/K] To what extent do you feel respected by other teachers at this school?**
   1 Not at all   2 A little   3 Some   4 To a great extent

21) [ALL; NO ASSTS UNLESS PREK/K] Please indicate the extent to which you disagree or agree with each of the following:

 1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree

01 Teachers in this school trust each other.
02 It's OK in this school to discuss feelings, worries, and frustrations with other teachers.
03 Teachers respect other teachers who take the lead in school improvement efforts.
04 Teachers at this school respect those colleagues who are experts at their craft.

22) [TEACHERS AND ASSISTANTS] How many teachers in this school feel good about parents'/guardians' support for their work?

 1 None 2 Some   3 About half 4 Most   5 Nearly all

23) [TEACHERS AND ASSISTANTS] For the students you teach this year, how many of their parents/guardians…

 1 None 2 Some 3 About half 4 Most 5 All

01 Support your teaching efforts?
02 Do their best to help their children learn?

24) [TEACHERS AND ASSISTANTS, NO PRE-K] To what extent do you feel respected by the parents/guardians of your students?

 1 Not at all 2 A little 3 Some 4 To a great extent

25) [TEACHERS AND ASSISTANTS] Please indicate the extent to which you disagree or agree with the following:

 1 Strongly disagree 2 Disagree 3 Agree 4 Strongly agree

01 Teachers and parents at this school think of each other as partners in educating children.
02 **[NO PRE-K]**Staff at this school work hard to build trusting relationships with parents/guardians.

26) [TEACHERS AND PREK/K ASSTS] For the students you teach this year, how many of their parents/guardians…

 1 None   2 Some   3 About half   4 Most   5 All

01 Attended parent-teacher conferences when you requested them?
02 Volunteered time to support the school (e.g., volunteer in classrooms, help with school-wide events, etc.)?
03 Contacted you about their child's performance?
04 Responded to your suggestions for helping their child?

27) [ALL; NO ASSTS UNLESS PREK/K] To what extent does this school…

 1 Not at all 2 A little 3 Somewhat 4 A great deal

01 Involve parents/guardians in the development of programs aimed at improving students' academic outcomes?
02 Involve parents/guardians in commenting on school curricula?
03 Include parent leaders from all backgrounds in school improvement efforts?
04 Develop formal networks to link all families with each other (for example: sharing parent directories, providing a website for parents/guardians to connect with one another, etc.)?
05 Encourage more involved parents/guardians to reach out to less involved parents/guardians?

28) **[ALL] The next set of questions will ask about the leadership in your school.**
Please indicate the extent to which you disagree or agree with each of the following:
A member of the school leadership team…
1 Strongly disagree   2 Disagree   3 Agree   4 Strongly agree
01   Makes clear to the staff the leadership's expectations for meeting instructional goals.
02   Communicates a clear vision for our school.
03   Presses teachers to implement what they have learned in professional development.
04   Knows what's going on in my classroom.
05   Provides me with useful feedback to improve my teaching.
06   Has provided me with the support I need to improve my teaching.
07   Makes sure teachers receive the coaching and support they need to implement new practices.

29) **[COUNSELORS, SOCIAL WORKERS, CASE MANAGERS, PSYCHOLOGISTS ONLY] Please indicate**
how often you perform the following tasks in your role as a school professional.
1 Never   2 Less than once a month   3 2 or 3 times per month   4 1 or 2 times per week
5 Almost daily
In my role as a school professional I…
01 Deliver student mental health services (e.g. individual therapy, group counseling, etc.).
02 Complete student mental health assessments.
03 Work with families to meet the behavioral or mental health needs of individual students.
04 Provide teachers with strategies for creating emotionally supportive classroom environments.
05 Collaborate with teachers to develop plans for classroom behavior interventions.
06 Teach school personnel about topics related to meeting the behavioral and mental health needs of students. 07
Work as part of an interdisciplinary team that focuses on meeting students' behavioral and mental health needs. 08
Serve as a consultant for issues relating to school-wide culture and climate.
09 Supervise the implementation of school-wide approaches to behavior management or mental health (e.g.
classroom strategies, discipline techniques, etc.).

30) **[ALL; NO ASSTS UNLESS PREK/K] How much influence do teachers have over school policy in each of**
the areas below?
1 No influence   2 A little influence   3 Some influence   4 A great deal of influence
01   Planning how discretionary school funds should be used.
02   Determining which books and other instructional materials are used in classrooms.
03   Establishing the curriculum and instructional program.
04   Determining the content of in-service programs.
05   Setting standards for student behavior.

31) [ALL] To what extent do you disagree or agree with the following:
1 Strongly disagree   2 Disagree   3 Agree   4 Strongly agree
01 Once we start a new program in this school, we follow up to make sure that it's working.
02 Curriculum, instruction, and learning materials are well coordinated across different grade levels at this school.
03 There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.

32) [ALL] To what extent do you disagree or agree with the following:
1   Strongly disagree   2 Disagree   3 Agree   4 Strongly agree
01   We have so many different programs in this school that I can't keep track of them all.
02   Many special programs come and go at this school.

33) [ALL] Please indicate the extent to which you disagree or agree with each of the following:

Overall, my professional development experiences this year have…
1 Strongly disagree   2 Disagree   3 Agree   4 Strongly agree
01 Been sustained and coherently focused, rather than short-term and unrelated.
02 Included enough time to think carefully about, try, and evaluate new ideas.
03 Been closely connected to my school's improvement plan.
04 Included opportunities to work productively with colleagues in my school.
05 Included opportunities to work productively with teachers from other schools.

34) [TEACHERS OR COACHES; HS ONLY] Please indicate the extent to which you disagree or agree with each of the following:
1 Strongly disagree   2 Disagree   3 Agree   4 Strongly agree

01 Teachers expect most students in this school to go to college.
02 Teachers at this school help students plan for college outside of class time.
03 The curriculum at this school is focused on helping students get ready for college.
04 Most of the students in this school are planning to go to college.
05 Teachers in this school feel that it is a part of their job to prepare students to succeed in college.

─────────────SKYLINE EVALUATION ITEMS─────────────

The next set of questions is about the CPS Skyline Curriculum for English Language Arts. These questions are being asked as part of a UChicago Consortium study and **WILL NOT affect your school's 5Essentials ratings or report.**

The results of this study will be published in our reports and may be shared in presentations using aggregated information only. Neither schools nor teachers will be identified, and your name will never be linked to your responses.

35) [Teachers, K-5, self-contained/push-in/pull out] Do you teach language arts to your students?

    1 Yes 2 No

    [Teachers only in K-5 grades, include Self-contained, push-in, or pull-out if Q39=yes or departmental IF teach ELA (indicated by response to Q7=4))]

    Think about the instructional materials (e.g., unit plans, lesson plans, books, handouts, and other resources) you have been using to teach language arts this year.

36) How challenging are the materials for your language arts class, given the academic needs and skills of your students?

    1 Not challenging enough   2 Appropriately challenging 3 Too challenging

37) To what extent do your language arts instructional materials reflect the cultural and linguistic backgrounds of your students?

    1) Not at all reflective 2) Somewhat reflective 3) Reflective 4) Highly reflective

38) To what extent do your language arts instructional materials include sufficient resources for differentiating instruction based on your students' needs?

    1) Not at all sufficient 2) Somewhat sufficient 3) Sufficient 4) Highly sufficient

39) To what extent do your language arts materials support you in effectively engaging your students in…
    1 Not at all 2 Slightly 3 Moderately 4 A great deal

      01 Systematic and sequential foundational reading skills instruction in English (e.g., phonics, phonemic awareness, word recognition, and fluency)
      02 **[if yes to Q5]** Systematic and sequential foundational reading skills instruction in Spanish
      03 Reading rich, engaging, grade-level texts
      04 Reading and responding to different types of texts (e.g., narrative and informational texts, as well as videos, podcasts, music, etc.)
      05 Daily independent reading of texts that students choose themselves

40) To what extent do your language arts materials support you in effectively engaging your students in…

1 Not at all 2 Slightly 3 Moderately 4 A great deal

    01 Extensive discussion to build academic language and vocabulary
    02 Frequent process-based writing (e.g., drafting, revising, editing, publishing)
    03 Authentic, "real world" learning opportunities
    04 Rigorous instructional tasks aligned with individual students' learning needs
    05 Developing digital literacy through engagement with digital content, ed tech tools, and multimedia resources
    06 Social emotional learning activities
    07 Connecting with texts that reflect the cultural, racial, and social diversity of society

41) On average, how much time per week do you spend SEARCHING for instructional materials to teach language arts?

1 None   2 Around half an hour   3 1 hour   4 2 hours   5 3 hours   6 4 hours   7 5 hours   8 6 hours   9 7 hours, 10 More than 7 hours

42) On average, how much time per week do you spend DIFFERENTIATING the instructional materials to support the needs of individual students for your language arts class? (Note: Examples of differentiating materials include creating preview lesson materials or just-in-time supports.)

1 None   2 Around half an hour   3 1 hour   4 2 hours   5 3 hours   6 4 hours   7 5 hours   8 6 hours   9 7 hours, 10 More than 7 hours

43) For how much of the content covered in your language arts class do you have access to aligned assessments?
1 None   2 Some   3 About half   4 Most   5 All

44) On average, what proportion of your language arts *assessments* are teacher-created (i.e., developed by you or another classroom teacher)?
1 None 2 Around 25% 3 around 50% 4 Around 75% 5 All or nearly all

45)   How useful are the assessments in your language arts class for showing you what students have learned and where they need help?
1 Not at all useful   2 Somewhat Useful   3 Useful   4 Very useful

46) Where do you get English language arts instructional materials from? (Check all that apply.)

    01 Skyline ELA (CPS-developed digital curriculum)
    02 Another published English language arts curriculum (e.g., ARC Core, Core Knowledge Language Arts (CKLA), myView Literacy, etc.)
    03 Curricular resources designed to teach one component of language arts (e.g., Wilson Foundations, Units of Study for Writing)
    04 Internet (e.g., Teachers Pay Teachers, Pinterest, Teacher Blogs, Twitter, YouTube, open educational resources)
    05 Independently created (e.g., developed by you, your grade-level team, or other colleagues)
    06 Other sources

47) [Previous skips and non-charter only] Have you adopted Skyline ELA, CPS' free digital curriculum, for English language arts instruction?

1 Yes-fully 2 Yes-partially 3 No, I have not adopted Skyline ELA.

48) [Answered 1 or 2 to Q47 (previous skips and non-charter only are given to get Q47)] In which year did you first begin using the Skyline ELA curriculum?

1. This is the first year I have used Skyline ELA.
2. This is the second year I have used Skyline ELA.
3. This is the third year I've used Skyline ELA.

49) [Answered 1 or 2 to Q47] During Summer 2023, did you participate in the following professional learning opportunities related to Skyline ELA?

1 Yes 2 No

    01 Bridging to Skyline
    02 Skyline Summer Kick-Off

50) [Answered 1 or 2 to Q47] During this school year, how many times have you participated in the following professional learning activities related to Skyline ELA?

1 None 2 Once 3 Twice 4 Three times 5 Four or more times

    01. Skyline ELA Instructional Practice/Unit Planning Summits (quarterly content specific sessions)
    02. Skyline ELA Sprints (e.g., Skyline Foundational Skills Sprint, Support for Diverse Learners Sprint)

51) [Answered 1 or 2 to Q47] During this school year, how often have you participated in the following professional learning activities related to Skyline ELA?

1 Never 2 Once this year 3 Two or three times this year 3 Once a month 4 Every two weeks 5 Weekly

01) Skyline Co-Labs with your school-based team
02) Direct support with Skyline from your Network ISL or school coach
03) Support from Continuous Learning Partners (e.g., Teaching Lab)

52) [Answered 1 or 2 to Q47] Since adopting Skyline, which of the following Skyline Essentials Badges (self-paced modules about the Skyline Digital Learning Environment) have you completed? [CHECK ALL THAT APPLY]

01. Navigating with Skyline
02. Planning with Skyline
03. Teaching with Skyline
04. Assessing with Skyline
05. Customizing with Skyline
06. Accessibility with Skyline

[Pre-K skip now to Catalyze]

—————————————— **START TARGET CLASS SECTION** ——————————————

53) [DEPARTMENTAL RESPONDENTS; NO PRE-K]
The next section of questions will focus on only ONE of your classes, rather than the school environment. We call this your TARGET CLASS.

Please think about your <u>**second class on Mondays in**</u> **[SUBJECT]**<u>.</u> **This will be your TARGET CLASS. If you don't teach on Mondays, please think about your second class on Tuesdays.**

We'd like to remind you that all responses will be kept completely confidential, and we will not release any information that might identify a particular teacher.

* What period is your TARGET CLASS?
1 1st period   2 2nd period   3 3rd period   4 4th period   5 5th period   6 6th period   7 7th period
8 8th period   9 9th period

[FILL IN PERIOD AND PRIMARY SUBJECT FOR [TARGET CLASS (E.G.,"2nd period English language arts class on Mondays") FOR "[TARGET CLASS]" BELOW.]

SELF-CONTAINED per pos2=1 SHOULD SEE NO WORDS FOR [TARGET] (e.g., "In discussions that occur in your class, how often do the following occur:")]

54) [ALL SELF-CONTAINED AND PUSH-IN OR PULL-OUT TEACHERS, NO PRE-K]
The next section of questions will focus on a specific class, rather than the school environment. Consider this your TARGET CLASS.

> **If you teach only one class of students, this is your TARGET CLASS.**

> **If you are a special education teacher, think about your self-contained class. If you provide pull-out or push-in instruction only, think about your** <u>**second class on Mondays**</u>**.**

> **If you are a pre-kindergarten teacher with multiple classes, think about your** <u>**second class on Mondays**</u>**.**

> **We'd like to remind you that all responses will be kept completely confidential, and we will not release any information that might identify a particular teacher.**

> *** Select OK and click "Next" to continue.**

> *01 Ok*

* 55) [ALL TEACHERS, AND ANY SELF-CONTAINED OR SUBJECT-SPECIFIC RESPONDENTS, NO PRE-K] What is the predominant grade level of your [TARGET] class?

01 Pre-K	*08 6th grade*
02 Kindergarten	*09 7th grade*
03 1st grade	*10 8th grade*
04 2nd grade	*11 9th grade*
05 3rd grade	*12 10th grade*
06 4th grade	*13 11th grade*
07 5th grade	*14 12th grade*

56) [SUBJECT-SPECIFIC RESPONDENTS WITH TARGET CLASS PREDOMINANTLY 9TH – 12TH GRADE] What course level is your [TARGET] class?
  1 Regular   2 Honors   3 Advanced

57) [ALL TEACHERS, AND ANY SELF-CONTAINED OR SUBJECT-SPECIFIC RESPONDENTS]
How many students are in your [TARGET] class?
  1 20 or fewer   2 21-25   3 26-30   4 31-35   5 36 or more

58) [ALL TEACHERS, AND ANY SELF-CONTAINED OR SUBJECT-SPECIFIC RESPONDENTS; NO PRE-K per Q55] In discussions that occur in your [TARGET] class, how often do the following occur?
  1 Never   2 Rarely   3 Sometimes   4 Almost Always
  01   Students build on each other's ideas during discussion.
  02   Students use data and text references to support their ideas.
  03   Students show each other respect.
  04   Students provide constructive feedback to their peers and to me.
  05   Most students participate in the discussion at some point.
  06   Students encourage each other to participate in discussion.

59) [ALL TEACHERS AND ANY SELF-CONTAINED OR SUBJECT-SPECIFIC RESPONDENTS; NO PRE-K per Q55] How many of the students in your [TARGET] class…
  1 None   2 Some   3 About half   4 Most   5 Nearly all
  01   Come to class on time?
  02   Attend class regularly?
  03   Come to class prepared with the appropriate supplies and books?
  04   Regularly pay attention in class?
  05   Actively participate in class activities?
  06   Always turn in their homework?

60) [ALL TEACHERS AND ANY SELF-CONTAINED OR SUBJECT-SPECIFIC RESPONDENTS; NO PRE-K per Q55]How many of the students in your [TARGET] class regularly…

1 None   2 A few   3 A lot   4 Almost All

01   Refuse to respond when addressed?
02   Use inappropriate language during class?
03   Threaten you verbally?
04   Do off-task things (e.g., play games, text, talk on cell phone) during instructional time?
05   Create serious behavior problems in your class?

———————————————— **END TARGET CLASS SECTION** ————————————————

———————————————— **CATALYZE ITEMS** ————————————————

The next set of questions are about organizational conditions and professional culture in your school. Responses to these questions will not be part of your school's 5Essentials report.

61) [ALL] In your school, how true is the following:

1:Not at all true 2:A little true 3:Somewhat true 4:Mostly true 5:Completely true

01. The systems of communication ensure I have the information I need.
02. The resources I need to do my job well are provided to me.
03. There are systems in place to facilitate productive collaboration.
04. There are systems in place to ensure staff receive regular, constructive feedback on their work.
05. There are systems in place to support an appropriate work-life balance.

62) [ALL] In your school, how true is the following:

1:Not at all true 2:A little true 3:Somewhat true 4:Mostly true 5:Completely true

01. The organizational vision is communicated in a way that is clear and understandable to me.
02. The organizational vision reflects input from the communities we serve.
03. There is a shared sense of responsibility for advancing the organizational vision.
04. The organizational vision is used to guide choices and actions.
05. Professional learning is aligned to the organizational vision.

63) [ALL] In your school, how true is the following:

1:Not at all true 2:A little true 3:Somewhat true 4:Mostly true 5:Completely true

01. I feel respected.
02. I feel connected to my colleagues.
03. I am confident everyone is good at their job.
04. There is a great deal of collaboration among everyone.
05. People build trust with one another through actions, not just words.
06. Leaders demonstrate care for everyone's well-being.

64) [ALL] In your school, how true is the following:

1:Not at all true 2:A little true 3:Somewhat true 4:Mostly true 5:Completely true

01. There is consistent, protected time for collaborative learning.
02. There is a culture of using data to grow as professionals.
03. People regularly discuss challenges to learn from one another.
04. People are encouraged to innovate and experiment, even when success is not guaranteed.
05. Professional learning experiences actually help me improve my work.

65) [ALL] In your school, how true is the following:

1:Not at all true 2:A little true 3:Somewhat true 4:Mostly true 5:Completely true

01. Leaders take my ideas and concerns seriously.
02. I have the autonomy to make decisions that impact my work.
03. Leaders actively work to share power.
04. I trust that leaders will make reasonable and justified decisions.

66) [ALL] In your school, how true is the following:

1:Not at all true 2:A little true 3:Somewhat true 4:Mostly true 5:Completely true

01. People have conversations about equity (e.g. race, gender identity, SES), even when they are difficult.
02. People actively work to disrupt inequitable systems and structures.
03. People encourage one another to acknowledge and challenge their biases.
04. All the communities we serve are included in decision-making.
05. Professional learning promotes a shared language and understanding around the concept of equity.

────────────────**BACKGROUND ITEMS**────────────────

67) [ALL] Please check the highest level of education that you have completed.
01. Less than a high school diploma
02. High School Diploma/GED
03. Some college (no degree)
04. Associate's Degree
05. Bachelor's Degree
06. Master's Degree
07. Doctorate Degree

68) [TEACHERS AND PREK/K ASSTS] How many years have you been a teacher (at CPS or somewhere else)?
1 Less than one year   2 Between one and two years   3 3 to 5 years   4 6 to 10 years
5 11 to 15 years   6 More than 15 years

69) [ALL] How many years have you…
1 None   2 Less than one year   3 1 to 3 years   4 4 to 5 years   5 6 to 10 years   6 11 to 15 years
7 More than 15 years

01 Worked at this school?
02 Worked in a different CPS school, including charter schools?
03 Worked a full-time job in a profession outside of education?

70) [ALL] With how many of your students do you share the same race and/or ethnicity?
1 None   2 Some   3 About half   4 Most   5 Nearly all

71) [ALL] Do you live in the community in which your school is located?
1 Yes   2 No

72) [ALL] With which gender identity do you most identify?
01. Male
02. Female
03. Non-Conforming
04. None of the above
05. Prefer not to answer

73) [ALL] Are you of Hispanic/Latino/Spanish origin?
1 Yes   2 No

74) [ALL] How would you best describe yourself? CHECK ALL THAT APPLY
01 American Indian or Alaska Native
02 Asian
03 Black or African American
04 Native Hawaiian or Other Pacific Islander
05 White
06 Other

Thank you for taking the survey. Your feedback is appreciated!