

Grades 6-12 Climate Survey: TEPG Alignment Guide

Overview of Alignment Process

The following table includes suggested areas of alignment between the TEPG standard indicators and the climate survey questions. Each climate survey question was examined by a team of MSFE TEPG experts and a team of AIR consultants separately. Both teams then compared their results and engaged in another round of review to confirm areas of agreement and discuss areas of disagreement until consensus was reached. Alignment was determined based on specific language included in the following sections of the TEPG rubric’s standard indicators: descriptive narrative, key elements or the descriptions of practice at the effective level.

Note: Some climate survey questions could generate responses that align to multiple standard indicators. The reviewers selected a maximum of two indicators for each response by choosing indicators that have the most clear connection to the language of the survey prompt. This does not preclude other indicators from possible alignment to the survey.

Key to reading this table: If they are of equal weight, they are separated by a single comma. If one indicator is the primary source for alignment and one is secondary, the secondary indicator is listed in parenthesis. If no clear alignment was determined or if the response aligns to a school level indicator, alignment is listed as N/A.

Survey Item	Prompt	TEPG Alignment
1	In this class, mistakes are a normal part of learning.	1.3 Classroom climate
2	The activities in this teacher’s class require me to think deeply.	2.1 Subject knowledge (3.2 Student engagement)
3	My teacher believes in my abilities.	1.3 Classroom climate
4	My teacher asks us to summarize what we have learned in a lesson.	2.3 Goal-focused planning
5	Students respectfully challenge each other’s thinking in this class.	2.1 Subject knowledge
6	Students help decide the rules for how students should behave in this class.	3.1 Managing classroom rules and expectations
7	We use rubrics to help each other improve our assignments.	3.3 Assessment of student progress
8	Students encourage each other to do better work in this class.	1.3 Classroom climate

9	I connect what we learn in this class to what we learn in other subjects.	2.1 Subject knowledge
10	My teacher asks me to improve my work when I can do better.	3.3 Assessment of student progress (1.3 Classroom climate)
11	My teacher checks to make sure we understand what he or she is teaching us.	3.3 Assessment of student progress
12	My teacher asks questions that make me think about multiple possible answers.	2.1 Subject knowledge (2.2 Pedagogical content knowledge)
13	My teacher provides examples of excellent work so that I understand what is expected.	2.3 Goal-focused planning, 3.3 Assessment of student progress
14	In this class, students review each other's work and provide each other with helpful advice on how to improve.	3.3 Assessment of student progress
15	In this class, my teacher makes learning interesting.	3.2 Student engagement
16	I can explain what I am learning.	2.3 Goal-focused planning
17	After I get feedback from my teacher, I know how to make my work better.	3.3 Assessment of student progress
18	The work in this class is challenging but not too difficult for me.	1.2 Application of learning theory, 3.2 Student engagement
19	My teacher uses what students care about to make class more interesting.	1.2 Application of learning theory (3.2 Student engagement)

20	My teacher uses students' ideas to help students learn.	1.2 Application of learning theory (1.3 Classroom climate)
21	During our lessons, I apply what I have learned to new types of challenging problems or tasks.	2.2 Pedagogical content knowledge
22	My teacher tells me in advance how my work is going to be graded.	3.3 Assessment of student progress
23	In this class, other students take the time to listen to my ideas.	1.3 Classroom climate
24	My teacher can break down challenging material so that we can understand it better.	2.2 Pedagogical content knowledge(2.1 Subject Knowledge)
25	In this class, my teacher is interested in how am doing with more than just my class work.	1.3 Classroom climate
26	What I learn from my teacher inspires me to explore topics outside of school.	3.2 Student engagement
27	The material in this class is clearly taught.	2.1 Subject knowledge
28	When possible, my teacher uses materials that reflect the different cultures of the students in this class.	1.1 Understanding of students, 2.2 Pedagogical content knowledge
29	In this class, students are responsible for each other's success.	1.3 Classroom climate
30	If we finish our work early in class, my teacher gives us more challenging work.	3.2 Student engagement
31	My teacher's passion for this subject makes me want to learn more.	3.2 Student engagement
32	I use evidence to explain my thinking when I write, present my work, and answer questions.	2.1 Subject knowledge
33	My teacher uses our interests to explain difficult ideas to me. [replacement item: My teacher uses examples from our lives to explain difficult ideas to us.]	1.2 Application of learning theory
34	In this class, students work together to help each other learn difficult content.	3.2 Student engagement (1.3 Classroom climate)

35	In this class, I learn how to use technology to support my learning.	2.2 Pedagogical content knowledge
36	My teacher helps us identify our strengths and shows us how to use them to help us learn.	1.1 Understanding of students, 1.2 Application of learning theory
37	I am required to support my answers or reasoning in this class.	2.1 Subject knowledge
38	In this class, students are asked to teach other classmates a part or whole lesson.	2.2 Pedagogical content knowledge (3.2 Student engagement)
39	Our class does not waste time.	3.1 Managing classroom rules and expectations
40	I can show my learning in many ways (for example, writing, graphs, pictures) in this class.	1.2 Application of learning theory
41	The homework assignments add to my understanding of the subject.	2.2 Pedagogical content knowledge, 2.3 Goal-focused planning
42	My teacher helps me to come up with many ways to think about an activity or a problem.	2.2 Pedagogical content knowledge
43	My teacher is quick to change how he or she teaches if the class does not understand (for example, switch from using written explanations to using diagrams).	3.3 Assessment of student progress
44	We respect different points of view in this class.	1.3 Classroom climate
45	I am not distracted by other students' disruptive behavior.	3.1 Managing classroom rules and expectations

46	We show our understanding in multiple ways (for example, projects, papers, presentations).	1.2 Application of learning theory, (3.2 Student engagement)
47	The teacher and students respect each other in this class.	1.3 Classroom climate
48	My teacher gives us quick feedback on our assignments.	3.3 Assessment of student progress
49	My teacher uses a variety of ways to help all students learn (such as draw pictures, talk out loud, use slides, write on board, play games).	1.2 Application of learning theory, 2.2 Pedagogical content knowledge
50	Students help the teacher develop guidelines (for example, rubrics, student work examples) that will be used to grade our assignments.	3.3 Assessment of student progress
51	Students work on assignments that interest them personally.	1.1 Understanding of students
52	My teacher believes that hard work, not ability, will ensure our success.	1.3 Classroom climate
53	In this class, I can decide how to show my knowledge (for example, write a paper, prepare a presentation, make a video).	1.1 Understanding of students, 1.2 Application of learning theory
54	I worry about crime and violence in school.	N/A
55	Students at this school are often threatened.	N/A
56	Students at this school are often teased or picked on.	N/A
57	Students at this school are often bullied because of certain characteristics (for example, their race, religion, weight, or sexual orientation).	N/A
58	I sometimes stay home because I don't feel safe at school.	N/A
59	How safe do you feel: outside around the school?	N/A
60	How safe do you feel: in the hallways and bathrooms of the school?	N/A
61	I have given up on school.	N/A

62	I try hard to do well in school.	N/A
63	I want very much to get more education after high school.	N/A
64	Adults in my community encourage me to take school seriously.	N/A
65	At school, there is a teacher or some other adult who will miss me when I'm absent.	N/A
66	Other adults at school besides my teachers know my name.	N/A