

MSFE Model Staff Perception Survey

Name of **staff member**: _____

Date: _____

Directions: Read each statement and then choose **one** answer that you think fits best. There are no right or wrong answers.

Please mark the extent to which you disagree or agree with each of the following:	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
1. I know personal information about every one of my students.	<input type="radio"/>				
2. I provide individualized support for students who are not making effective progress.	<input type="radio"/>				
3. Students in my classroom understand expectations for their conduct.	<input type="radio"/>				
4. When a lesson begins, I have to wait a long time for students to quiet down.	<input type="radio"/>				
5. Students in my classroom create a pleasant learning atmosphere.	<input type="radio"/>				
6. I lose a lot of time because of students interrupting the lesson.	<input type="radio"/>				
7. Teachers and the principal or administration work together to ensure that instructional units are continuously improved to support student learning.	<input type="radio"/>				
8. The principal or administrator reviews teachers' lesson plans to ensure that they are tailored to meet the specific needs of our students.	<input type="radio"/>				
9. Together, teachers and the principal (leadership team) discuss exemplars of students' work to ensure it is of a high standard.	<input type="radio"/>				

Please mark the extent to which you disagree or agree with each of the following:	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
10. I know what instructional approaches are most effective with learners with different needs.	○	○	○	○	○
11. If I were to watch a peer teach, I could clearly explain more effective teaching strategies to improve students' learning.	○	○	○	○	○
12. Students in my classroom treat each other with respect.	○	○	○	○	○
13. Students in my classroom help each other, even if they are not friends.	○	○	○	○	○
14. The school leadership (principals, assistant principals, instructional coaches, and teacher leaders) regularly participates in instructional planning with teams of teachers.	○	○	○	○	○
15. Most of the time, teachers have appropriate flexibility in how they use their planning time in this school.	○	○	○	○	○
16. Our leadership and educator teams work together to decide supports for students who are not making effective progress.	○	○	○	○	○
17. Based on assessment data, the principal or administrator shares effective teaching strategies that have been used in other grades or schools to improve instruction.	○	○	○	○	○
18. The principal or administrator ensures that assessment data are used to plan intervention strategies for students not making effective progress.	○	○	○	○	○
19. Teachers in this school trust each other.	○	○	○	○	○

Please mark the extent to which you disagree or agree with each of the following:	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
20. It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	○	○	○	○	○
21. Teachers respect other teachers who take the lead in school improvement efforts.	○	○	○	○	○
22. Teachers at this school respect those colleagues who are experts at their craft.	○	○	○	○	○
23. It's OK in this school to discuss feelings, worries, and frustrations with the principal.	○	○	○	○	○
24. The principal looks out for the personal welfare of the faculty members.	○	○	○	○	○
25. I trust the principal at his or her word.	○	○	○	○	○
26. The principal at this school is an effective manager who makes the school run smoothly.	○	○	○	○	○
27. The principal places the needs of children ahead of personal and political interests.	○	○	○	○	○
28. The principal has confidence in the expertise of the teachers.	○	○	○	○	○
29. The principal takes a personal interest in the professional development of teachers.	○	○	○	○	○
30. Teachers feel respected by the principal	○	○	○	○	○
31. I wouldn't want to work in any other school.	○	○	○	○	○
32. I would recommend this school to parents seeking a place for their child.	○	○	○	○	○
33. I usually look forward to each working day at this school.	○	○	○	○	○
34. I feel loyal to this school.	○	○	○	○	○

To what extent:	Not at All	A Little	Some	To a Great Extent	Not Sure
35. Do you feel respected by other teachers?	<input type="radio"/>				

The principal at this school:	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Sure
36. Participates in instructional planning with teams of teachers.	<input type="radio"/>				
37. Knows what's going on in my classroom.	<input type="radio"/>				
38. Carefully tracks student academic progress.	<input type="radio"/>				
39. Understands how children learn.	<input type="radio"/>				
40. Presses teachers to implement what they have learned in professional development.	<input type="radio"/>				
41. Communicates a clear vision for our school.	<input type="radio"/>				
42. Sets high standards for student learning.	<input type="radio"/>				
43. Makes clear to the staff his or her expectations for meeting instructional goals.	<input type="radio"/>				
44. Ensures that staff examine their own cultural biases through professional development or other processes.	<input type="radio"/>				
45. Fosters an appreciation of diversity and respect.	<input type="radio"/>				
46. Emphasizes showing respect for all cultural beliefs and practices.	<input type="radio"/>				

Thinking of your own professional development needs, please indicate the extent to which you have such needs in each of the areas listed.	No Need at All	Low Level of Need	Moderate Level of Need	High Level of Need	Not Sure
47. Content and performance standards in my main subject field(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Student assessment practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Classroom management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Knowledge and understanding of my main subject field(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Knowledge and understanding of instructional practices in my main subject field(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Teaching students with special learning needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Student discipline and behavior problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Teaching in a multicultural setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Think about the second class that you teach on Mondays (or Tuesdays, if Monday does not apply). To what extent do the following characteristics describe discussions that occur in this class:	Never	Rarely	Sometimes	Almost Always	Not Sure
55. Students build on each other's ideas during discussion.	<input type="radio"/>				
56. Students use data and text references to support their ideas.	<input type="radio"/>				
57. Students show each other respect.	<input type="radio"/>				
58. Students provide constructive feedback to their peers and to me.	<input type="radio"/>				
59. Most students participate in the discussion at some point.	<input type="radio"/>				

Still thinking about the second class that you teach on Mondays (or Tuesdays, if Monday does not apply), how many of the students in this class:	None	Some	Most	Nearly All	Not Sure
60. Come to class on time.	<input type="radio"/>				
61. Attend class regularly.	<input type="radio"/>				
62. Come to class prepared with the appropriate supplies and books.	<input type="radio"/>				
63. Regularly pay attention in class.	<input type="radio"/>				
64. Actively participate in class activities.	<input type="radio"/>				
65. Always turn in their homework.	<input type="radio"/>				

To what extent is each of the following a problem at your school:	Not at All	A Little	Some	To a Great Extent	Not Sure
66. Threats of violence toward teachers	<input type="radio"/>				
67. Robbery or theft	<input type="radio"/>				
68. Gang activity	<input type="radio"/>				
69. Disorder in classrooms	<input type="radio"/>				
70. Physical conflicts among students	<input type="radio"/>				
71. Student disrespect of teachers	<input type="radio"/>				
72. Disorder in hallways	<input type="radio"/>				

Sources:

- Consortium on Chicago School Research (CCSR) Surveys: My Voice/My School, 5Essentials Survey
- Alaska School Climate and Connectedness Survey
- Massachusetts Department of Elementary and Secondary Education Model Staff Feedback Survey
- Organization for Economic Co-operation and Development (OECD) Teaching and Learning International Survey