



## 2022 North Carolina Teacher Working Conditions Survey Survey Questions for Educators

### DEMOGRAPHICS

**Q1.1 Please indicate your position:**

- Teacher (including instructional coaches, department heads, vocational, literacy specialist, etc.)
- Principal
- Assistant Principal
- Other Education Professional (school counselor, school psychologist, social worker, etc.)

|   | First Year            | 2-3 Years             | 4-6 Years             | 7-10 Years            | 11-20 Years           | 20+ Years             |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <b>Q1.2 How many total years have you been employed as an educator?</b>                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>Q1.4 How many total years have you been employed in the school in which you are currently working?</b> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

### TIME

**Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.**

|   | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        | Don't Know            |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <b>a.</b> Class sizes are reasonable such that teachers <sup>[1]</sup> have the time available to meet the needs of all students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>b.</b> Teachers have time available to collaborate with colleagues.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>c.</b> Teachers are allowed to focus on educating students with minimal interruptions.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>d.</b> The non-instructional time <sup>[2]</sup> provided for teachers in my school is sufficient.                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>e.</b> Efforts are made to minimize the amount of routine paperwork <sup>[3]</sup> teachers are required to do.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>f.</b> Teachers have sufficient instructional time to meet the needs of all students.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>g.</b> Teachers are protected from duties that interfere with their essential role of educating students.                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[1] "Teachers" means a majority of teachers in your school.

[2] Non-instructional time includes any time during the day without the responsibility for student contact, including collaboration planning, meetings/conferences with students and families, etc.

[3] Routine paperwork means both electronic and paper forms and documentation that must be completed to comply with school, district, state, and federal policies.

**Q2.2 In an AVERAGE WEEK, how much time do you devote to the following activities during the school day (i.e., time for which you are under contract to be at the school)?**

|   | None per week         | Less than or equal to 1 hour | More than 1 hour but less than or equal to 3 hours | More than 3 hours but less than or equal to 5 hours | More than 5 hours but less than or equal to 10 hours | More than 10 hours    |
|---|-----------------------|------------------------------|--|---|--|-----------------------|
| a. Individual planning time                                       | <input type="radio"/> | <input type="radio"/>        | <input type="radio"/>                              | <input type="radio"/>                               | <input type="radio"/>                                | <input type="radio"/> |
| b. Collaborative planning time <sup>[1]</sup>                     | <input type="radio"/> | <input type="radio"/>        | <input type="radio"/>                              | <input type="radio"/>                               | <input type="radio"/>                                | <input type="radio"/> |
| c. Supervisory duties <sup>[2]</sup>                              | <input type="radio"/> | <input type="radio"/>        | <input type="radio"/>                              | <input type="radio"/>                               | <input type="radio"/>                                | <input type="radio"/> |
| d. Required committee and/or staff meetings                       | <input type="radio"/> | <input type="radio"/>        | <input type="radio"/>                              | <input type="radio"/>                               | <input type="radio"/>                                | <input type="radio"/> |
| e. Completing required administrative paperwork <sup>[3]</sup>    | <input type="radio"/> | <input type="radio"/>        | <input type="radio"/>                              | <input type="radio"/>                               | <input type="radio"/>                                | <input type="radio"/> |
| f. Communicating with parents/guardians and/or the community      | <input type="radio"/> | <input type="radio"/>        | <input type="radio"/>                              | <input type="radio"/>                               | <input type="radio"/>                                | <input type="radio"/> |
| g. Addressing student discipline issues                           | <input type="radio"/> | <input type="radio"/>        | <input type="radio"/>                              | <input type="radio"/>                               | <input type="radio"/>                                | <input type="radio"/> |
| h. Professional development <sup>[4]</sup>                        | <input type="radio"/> | <input type="radio"/>        | <input type="radio"/>                              | <input type="radio"/>                               | <input type="radio"/>                                | <input type="radio"/> |
| i. Preparation for required federal, state, and local assessments | <input type="radio"/> | <input type="radio"/>        | <input type="radio"/>                              | <input type="radio"/>                               | <input type="radio"/>                                | <input type="radio"/> |
| j. Delivery of assessments  | <input type="radio"/> | <input type="radio"/>        | <input type="radio"/>                              | <input type="radio"/>                               | <input type="radio"/>                                | <input type="radio"/> |
| k. Utilizing results of assessments                               | <input type="radio"/> | <input type="radio"/>        | <input type="radio"/>                              | <input type="radio"/>                               | <input type="radio"/>                                | <input type="radio"/> |

[1] Collaborative time includes time spent working with other teachers within or across grade and subject areas as part of a Professional Learning Community to plan and assess instructional strategies.

[2] Supervisory duties include hall monitoring, recess, bus, and cafeteria coverage, etc.

[3] Paperwork means both electronic and paper forms and documentation that must be completed to comply with federal, state, and local policies.

[4] Professional development includes all opportunities, formal and informal, where adults learn from one another including graduate courses, in service, workshops, conferences, professional learning communities and other meetings focused on improving teaching and learning.

|   | None per week         | Less than or equal to 1 hour per week | More than 1 hour but less than or equal to 3 hours per week | More than 3 hours but less than or equal to 5 hours per week | More than 5 hours but less than or equal to 10 hours per week | More than 10 hours per week |
|---|-----------------------|---------------------------------------|---|--|---|-----------------------------|
| <b>Q2.4 In an AVERAGE WEEK of teaching, how many hours do you spend on school-related activities outside of the regular school work-day (before or after school, and/or on weekends)?</b> | <input type="radio"/> | <input type="radio"/>                 | <input type="radio"/>                                       | <input type="radio"/>  | <input type="radio"/>   | <input type="radio"/>       |

## FACILITIES AND RESOURCES

**Q3.1** Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

|  | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        | Don't Know            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Teachers <sup>[1]</sup> have sufficient access to appropriate instructional materials <sup>[2]</sup> .                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Teachers have sufficient access to digital content and resources <sup>[3]</sup> .   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Teachers have sufficient access to instructional technology, including computers, devices, printers, software, and internet access. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Teachers have access to reliable communication technology, including phones, faxes, and email.                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Teachers have sufficient access to a broad range of professional support personnel <sup>[4]</sup> .                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. The school environment is clean and well maintained.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Teachers have adequate space to work productively.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. The physical environment of classrooms in this school supports teaching and learning.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[1] Teachers means a majority of teachers in your school.

[2] Instructional materials include items such as textbooks, curriculum materials, content references, etc.

[3] Digital content and resources include online unit or lesson plans, videos of instructional practice, online assessments, open educational resources, standards and/or grades aligned digital materials, etc.

[4] Professional personnel include positions such as school counselors, nurses, school psychologists and social workers, library media specialists, etc.

**Q3.3** Which of the following statements best describes students' relationship with hunger in your school? (Select one.)

- Hunger is a problem for my students, and it causes problems in my classroom/school.
- Hunger is a problem for my students, but my school uses creative strategies to combat it (i.e., Grab & Go; 2nd Chance Cafeteria; Breakfast after the Bell, etc.)
- Hunger is not a problem among my students.
- I have not noticed if students struggle with hunger in my classroom/school.

## COMMUNITY SUPPORT AND INVOLVEMENT

**Q4.1 Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.**

|  | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        | Don't Know            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Parents/guardians are influential decision makers in this school.                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. This school maintains clear, two-way communication with the community <sup>[1]</sup> .            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. This school does a good job of encouraging parent/guardian involvement.                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Teachers <sup>[2]</sup> provide parents/guardians with useful information about student learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Parents/guardians know what is going on in this school.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Parents/guardians support teachers, contributing to their success with students.                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Community members support teachers, contributing to their success with students.                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. The community we serve is supportive of this school.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[1] Community means individuals, groups, organizations, government departments, businesses, and anyone sharing vested interest in public schools.

[2] "Teachers" means a "majority of teachers in your school."

## MANAGING STUDENT CONDUCT

**Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.**

|  | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        | Don't Know            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Students at this school understand expectations for their conduct.                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Students at this school follow rules of conduct.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Policies and procedures about student conduct are clearly understood by the faculty.                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. School administrators consistently enforce rules for student conduct.                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. School administrators support teachers' <sup>[1]</sup> efforts to maintain discipline in the classroom. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Teachers consistently enforce rules for student conduct.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. The faculty work in a school environment that is safe.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[1] "Teachers" means a majority of teachers in your school.

## TEACHER LEADERSHIP

**Q6.1 Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.**

|   | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        | Don't Know            |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Teachers <sup>[1]</sup> are recognized as educational experts.                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Teachers are trusted to make sound professional decisions about instruction.       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Teachers are relied upon to make decisions about educational issues.               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Teachers are encouraged to participate in school leadership roles <sup>[2]</sup> . | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. The faculty has an effective process for making group decisions to solve problems. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. In this school we take steps to solve problems.                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Teachers are effective leaders in this school.                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[1] "Teachers" means a majority of teachers in your school.

[2] School leadership roles may include formal roles such as department chair, an elected member of the School Improvement Team, mentor, coach, or leader of a professional learning community, etc.

**Q6.2 Please indicate the role teachers <sup>[1]</sup> have at your school in each of the following areas.**

|  | No role at all        | Small role            | Moderate role         | Large role            | Don't Know            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Selecting instructional materials and resources                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Devising teaching techniques  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Setting grading and student assessment practices                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Determining the content of in-service professional development programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Establishing student discipline procedures                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Providing input on how the school budget will be spent                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. The selection of teachers new to this school                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. School improvement planning   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[1] "Teachers" means a majority of teachers in your school.

|   | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        | Don't Know            |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <b>Q6.5 Teachers <sup>[1]</sup> have an appropriate level of influence on decision making in this school.</b> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[1] "Teachers" means a majority of teachers in your school.

|   | Yes                   | No                    | Don't Know            |
|---|-----------------------|-----------------------|-----------------------|
| <b>Q6.6 Members of the school improvement team are elected.</b> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## SCHOOL LEADERSHIP

**Q7.1 Please rate how strongly you agree or disagree with the following statements about school leadership in your school.**

|   | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        | Don't Know            |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. There is an atmosphere of trust and mutual respect in this school.                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Teachers <sup>[1]</sup> feel comfortable raising issues and concerns that are important to them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. The school leadership <sup>[2]</sup> consistently supports teachers.                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Teachers are held to high professional standards for delivering instruction.                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. The school leadership facilitates using data to improve student learning.                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Teacher performance is assessed objectively.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Teachers receive feedback that can help them improve teaching.                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. The faculty and staff have a shared vision.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. The procedures for teacher evaluation are consistent.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. The school improvement team provides effective leadership at this school.                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. The faculty are recognized for accomplishments.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[1] "Teachers" means a majority of teachers in your school.

[2] School leadership is an individual, group of individuals or team within the school that focuses on managing a complex operation. This may include scheduling; ensuring a safe school environment; reporting on students' academic, social, and behavioral performance; using resources to provide the textbooks and instructional materials necessary for teaching and learning; overseeing the care and maintenance of the physical plant; or developing and implementing the school budget.

**Q7.3 The school leadership <sup>[1]</sup> makes a sustained effort to address teacher concerns about:**

|  | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        | Don't Know            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Leadership issues                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Facilities and resources            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. The use of time in my school        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Professional development            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Teacher leadership                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Community support and involvement   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Managing student conduct            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Instructional practices and support | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. New teacher support                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[1] School leadership is an individual, group of individuals or team within the school that focuses on managing a complex operation. This may include scheduling; ensuring a safe school environment; reporting on students' academic, social, and behavioral performance; using resources to provide the textbooks and instructional materials necessary for teaching and learning; overseeing the care and maintenance of the physical plant; or developing and implementing the school budget.

## PROFESSIONAL DEVELOPMENT

**Q8.1 Please rate how strongly you agree or disagree with statements about professional development in your school.**

|   | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        | Don't Know            |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <b>a.</b> Sufficient resources are available for professional development <sup>[1]</sup> in my school.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>b.</b> An appropriate amount of time is provided for professional development.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>c.</b> Professional development offerings are data driven.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>d.</b> Professional learning opportunities are aligned with the school's improvement plan.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>e.</b> Professional development is differentiated to meet the individual needs of teachers <sup>[2]</sup> .                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>f.</b> Professional development deepens teachers' content knowledge.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>g.</b> Teachers have sufficient training to fully utilize instructional technology.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>h.</b> Teachers are encouraged to reflect on their own practice.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>i.</b> In this school, follow up is provided from professional development.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>j.</b> Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>k.</b> Professional development is evaluated and results are communicated to teachers.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>l.</b> Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>m.</b> Professional development enhances teachers' abilities to improve student learning.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

*[1] Professional development includes all opportunities, formal and informal, where adults learn from one another including graduate courses, in service, workshops, conferences, professional learning communities and other meetings focused on improving teaching and learning.*

*[2] "Teachers" means a majority of teachers in your school.*

**Q8.2 In which of the following areas (if any) do you need professional development to teach your students more effectively?**

|   | Yes                   | No                    |
|---|-----------------------|-----------------------|
| a. Your content area                              | <input type="radio"/> | <input type="radio"/> |
| b. North Carolina Standard Course of Study        | <input type="radio"/> | <input type="radio"/> |
| c. Student assessment                             | <input type="radio"/> | <input type="radio"/> |
| d. Differentiating instruction                    | <input type="radio"/> | <input type="radio"/> |
| e. Special education (students with disabilities) | <input type="radio"/> | <input type="radio"/> |
| f. Special education (gifted and talented)        | <input type="radio"/> | <input type="radio"/> |
| g. English Language Learners                      | <input type="radio"/> | <input type="radio"/> |
| h. Closing the Achievement Gap                    | <input type="radio"/> | <input type="radio"/> |
| i. Methods of teaching                            | <input type="radio"/> | <input type="radio"/> |
| j. Literacy strategies                            | <input type="radio"/> | <input type="radio"/> |
| k. Integrating technology into instruction        | <input type="radio"/> | <input type="radio"/> |
| l. Classroom management techniques                | <input type="radio"/> | <input type="radio"/> |
| m. Workforce development                          | <input type="radio"/> | <input type="radio"/> |

**Q8.3 In the past 2 years, have you had 10 clock hours or more of professional development in any of the following areas?**

|   | Yes                   | No                    |
|---|-----------------------|-----------------------|
| a. Your content area                              | <input type="radio"/> | <input type="radio"/> |
| b. North Carolina Standard Course of Study        | <input type="radio"/> | <input type="radio"/> |
| c. Student assessment                             | <input type="radio"/> | <input type="radio"/> |
| d. Differentiating instruction                    | <input type="radio"/> | <input type="radio"/> |
| e. Special education (students with disabilities) | <input type="radio"/> | <input type="radio"/> |
| f. Special education (gifted and talented)        | <input type="radio"/> | <input type="radio"/> |
| g. English Language Learners                      | <input type="radio"/> | <input type="radio"/> |
| h. Closing the Achievement Gap                    | <input type="radio"/> | <input type="radio"/> |
| i. Methods of teaching                            | <input type="radio"/> | <input type="radio"/> |
| j. Literacy strategies                            | <input type="radio"/> | <input type="radio"/> |
| k. Integrating technology into instruction        | <input type="radio"/> | <input type="radio"/> |
| l. Classroom management techniques                | <input type="radio"/> | <input type="radio"/> |
| m. Workforce development                          | <input type="radio"/> | <input type="radio"/> |



## INSTRUCTIONAL PRACTICES AND SUPPORT

Q9.1 Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.

|  | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        | Don't Know            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Local assessment <sup>[1]</sup> data are available in time to impact instructional practices.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. The curriculum taught in this school is aligned with the North Carolina Standard Course of Study.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Teachers work in professional learning communities <sup>[3]</sup> to develop and align instructional practices.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Provided supports (i.e., instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Teachers are encouraged to try new things to improve instruction.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Teachers are encouraged to observe other teachers within their school/district.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Teachers are assigned classes that maximize their likelihood of success with students.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Teachers have autonomy to make decisions about instructional delivery (i.e., pacing, materials, and pedagogy).  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Teachers believe almost every student has the potential to do well on assignments.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Teachers believe what is taught will make a difference in students' lives.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Teachers require students to work hard.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Teachers collaborate to achieve consistency on how student work is assessed.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. Teachers know what students learn in each of their classes.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n. Teachers have knowledge of the content covered and instructional methods used by other teachers at this school.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| o. Teachers use digital content and resources in their instruction.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| p. Teachers <sup>[2]</sup> use assessment data to inform their instruction.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| q. Teachers regularly <sup>[4]</sup> assign homework that requires access to the internet to complete.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| r. Teachers regularly assign homework that requires access to a digital device to complete.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[1] Local assessments are standardized instruments offered across schools within the district and can include any norm or criterion referenced tests, diagnostics, or local benchmarks.

[2] "Teachers" means a majority of teachers in your school.

[3] Professional learning communities include formalized groupings of teachers within or across grade and subject areas that meet regularly to plan and assess instructional strategies for student success.

[4] Regularly means several times per month.

## RETENTION

**Q10.1 Which of the following best describes your immediate professional plans?**

- Continue teaching at my current school
- Continue teaching in this district but leave this school
- Continue teaching in this state but leave this district
- Continue teaching in a state other than North Carolina
- Continue working in education but pursue an administrative position
- Continue working in education but pursue a non-administrative position
- Leave education entirely

|  | Time during the workday | Facilities and resources | Community support and involvement | Managing student conduct | Teacher leadership    | School leadership     | Professional development | Instructional practices and support |
|--|-------------------------|--------------------------|-----------------------------------|--------------------------|-----------------------|-----------------------|--------------------------|-------------------------------------|
| <b>Q10.3 Which aspect of your teaching conditions most affects your willingness to keep teaching at your school?</b> | <input type="radio"/>   | <input type="radio"/>    | <input type="radio"/>             | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/>               |
| <b>Q10.5 Which aspect of your teaching conditions is most important to you in promoting student learning?</b>        | <input type="radio"/>   | <input type="radio"/>    | <input type="radio"/>             | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/>               |

|   | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        | Don't Know            |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <b>Q10.6 Overall, my school is a good place to work and learn.</b>  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>Q10.7 At this school, we utilize the results from the North Carolina Teacher Working Conditions Survey as a tool for school improvement.</b> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## EQUITY

The following questions refer to aspects of equity - ranging from distribution of resources to equitable treatment of students and staff. *“Educational Equity” is the belief and practice of ensuring that every student is treated in a fair and just manner, providing the necessary allocation of resources for the success of every student, and eliminating discriminatory barriers to full participation and opportunities for every student. (NCSBE August 2019)*

**Q13.1 Please rate how strongly you agree or disagree with the following statements about educational equity in your school.**

|  | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. At this school, all students are treated equitably, justly, and fairly.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. School rules are applied equitably to all students.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. This school emphasizes showing respect for all students’ cultural beliefs and practices.                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. This school provides quality services to help students with social or emotional needs.                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. The programs and resources at this school are adequate to support students with special needs or disabilities.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. This school provides instructional materials that reflect the diverse background of our students and community. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[1] “Teachers” means a majority of teachers in your school.

## SAFETY

Please rate how strongly you agree or disagree with the following statements about safety in your school.

**Q14.1 The following types of problems rarely occur at this school:**

|                                       | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        |
|---------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Physical conflicts among students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Vandalism.                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Student possession of weapons.     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Q14.2 The following question is about bullying. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over.**

|   | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Bullying is not a frequent problem at this school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Q14.3** The following question is about cyberbullying. Cyberbullying is bullying that takes place using electronic technology. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

|   | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Cyberbullying is not a frequent problem among students at this school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Q14.4** At this school, students are not bullied about their:

|                        | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Race                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Ethnicity           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Cultural background | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Religion            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Q14.5** At this school, staff are not bullied about their:

|                        | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        |
|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Race                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Ethnicity           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Cultural background | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Religion            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|  | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| <b>Q14.6</b> Students at this school are comfortable reporting a bullying incident to a teacher or other staff.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>Q14.7</b> Teachers <sup>[1]</sup> in this school know what to do if there is an emergency, natural disaster (tornado, flood) or a dangerous situation (e.g., violent person on campus) during the school day. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>Q14.8</b> This school has a written plan that describes procedures to be performed in active shooter situations or lock-down situations.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>Q14.9</b> This school has a written plan that clearly describes procedures to be performed in natural disasters (e.g., earthquakes or tornadoes).   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <b>Q14.10</b> This school provides effective and on-going training in safety procedures to staff (e.g., lockdown training or fire drills).   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

[1] "Teachers" means a majority of teachers in your school

## NEW TEACHER SUPPORT

**Q11.1 As a beginning teacher, I have received the following kinds of support:**

|   | Yes                   | No                    |
|---|-----------------------|-----------------------|
| a. Formally assigned mentor   | <input type="radio"/> | <input type="radio"/> |
| b. Seminars specifically designed for new teachers  | <input type="radio"/> | <input type="radio"/> |
| c. Reduced workload   | <input type="radio"/> | <input type="radio"/> |
| d. Common planning time with other teachers   | <input type="radio"/> | <input type="radio"/> |
| e. Release time to observe other teachers   | <input type="radio"/> | <input type="radio"/> |
| f. Formal time to meet with mentor during school hours  | <input type="radio"/> | <input type="radio"/> |
| g. Orientation for new teachers   | <input type="radio"/> | <input type="radio"/> |
| h. Access to professional learning communities where I could discuss concerns with other teacher(s) | <input type="radio"/> | <input type="radio"/> |
| i. Regular communication with principals, other administrator or department chair                   | <input type="radio"/> | <input type="radio"/> |
| j. Other  | <input type="radio"/> | <input type="radio"/> |
| k. I received no additional support as a new teacher  | <input type="radio"/> | <input type="radio"/> |

**Q11.2 On average, how often did you engage in each of the following activities with your mentor?**

|   | Never                 | Less than once per month | Once per month        | Several times per month | Once per week         | Almost daily          |
|---|-----------------------|--------------------------|-----------------------|-------------------------|-----------------------|-----------------------|
| a. Developing lesson plans  | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| b. Being observed teaching by my mentor                                       | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| c. Observing my mentor's teaching   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| d. Analyzing student work   | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| e. Reviewing results of students' assessments                                 | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| f. Addressing student or classroom behavioral issues                          | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| g. Reflecting on the effectiveness of my teaching together                    | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| h. Aligning my lesson planning with the state curriculum and local curriculum | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |
| i. Other  | <input type="radio"/> | <input type="radio"/>    | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/> | <input type="radio"/> |

**Q11.3 How much did the support you received from your mentor influence your practice in the following areas?**

|  | Not at all            | Hardly at all         | Some                  | Quite a bit           | A great deal          |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Instructional strategies  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Subject matter I teach  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Classroom management strategies   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Using data to identify student needs  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Differentiating instruction based upon individual student needs and characteristics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Creating a supportive, equitable classroom where differences are valued             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Enlisting the help of family members, parents and/or guardians                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Working collaboratively with other teachers at my school                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Connecting with key resource professionals (e.g., coaches, counselors, etc.)        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Complying with policies and procedures  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Completing administrative paperwork   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Providing emotional support   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. Other   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Q11.4 Please indicate whether each of the following were true for you and your mentor.**

|   | Yes                   | No                    |
|---|-----------------------|-----------------------|
| a. My mentor and I were in the same building.       | <input type="radio"/> | <input type="radio"/> |
| b. My mentor and I taught in the same content area. | <input type="radio"/> | <input type="radio"/> |
| c. My mentor and I taught the same grade level.     | <input type="radio"/> | <input type="radio"/> |

|  | Strongly Disagree     | Disagree              | Agree                 | Strongly Agree        | Don't Know            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Q11.5 Overall, the additional support I received as a new teacher improved my instructional practice.                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Q11.6 Overall, the additional support I received as a new teacher has helped me to impact my students' learning.                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Q11.7 Overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**PANDEMIC IMPACT**

|  | 25%                   | 50%                   | 75%                   | 100%                  | Not Sure              |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Q16.1 What percent of your instruction this year has been spent on <u>reteaching</u> prior grade academic standards? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|  | Much less than before | Somewhat less than before | About the same        | Somewhat more than before | Much more than before | Not Sure              |
|--|-----------------------|---------------------------|-----------------------|---------------------------|-----------------------|-----------------------|
| Q16.2 At this point in the 2021-22 school year, how do your students' needs for <u>social/emotional/mental health support</u> compare to the same time in a typical school year? | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/> |

|  | 1 year behind         | 6 months behind       | 3 months behind       | About the same        | 3 months ahead        | 6 months ahead        | 1 year ahead          |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Q16.3 Please estimate how your <u>students' current academic progress</u> compares to past academic progress the same time in a typical school year? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q16.4 At this point in the 2021-22 school year, please select the top five issues of MOST concern:

- |   |   |
|---|---|
| Addressing disparities in student learning                    | Planning for future school closures                 |
| Assessing student performance and needs                       | Reteaching students prior grade standards           |
| Health and safety of students                                 | Social/emotional support for students               |
| Health and safety of teachers and staff                       | School staffing shortages                           |
| Non-academic needs of students (e.g., food, safe environment) | Transitioning between remote and in-person learning |