

# NYSED Needs Assessment

## Teacher Survey

The following family/caregiver survey is organized around the four structures that are part of the School Comprehensive Education Plan (SCEP):

1. Teacher Learning
2. Rigorous, Standards-Aligned Curriculum and Instruction
3. Every Child Thrives
4. Attendance

The survey questions are centered around assessing the systems and structures in a building to better understand the extent to which these exist. These questions are organized around the principles of **Consistency**, **Coherence**, and **Belonging**, three common features prioritized in trajectory-changing schools, as noted in [The Opportunity Makers](#).

### Teacher School Systems & Structures

#### Directions

Schools will need to administer a survey to teachers using **these exact questions** as part of their Needs Assessment process.

#### Example Introduction:

Dear Staff:

We are asking for your feedback to better understand how our school's systems and structures are supporting teaching, learning, and student success. This survey focuses on shared practices across the school, rather than individual classrooms or performance, so that the team writing the School Comprehensive Education Plan can better understand what is universal within our building.

The questions ask about how consistent, coherent, and supportive our structures are in areas such as teacher learning, curriculum and instruction, student support, and attendance. Your perspective is essential because you experience these systems day to day.

There are no right or wrong answers. Please respond honestly based on what you have seen and experienced. If a question does not reflect your role or something you have not observed, select the "I Don't Know" option.

The results will be used alongside student and family surveys to identify strengths and focus improvement efforts. Thank you for sharing your professional judgment and helping us strengthen our work together.

#### Scale

Please use the scale below when administering the survey:

## NYSED NEEDS ASSESSMENT: TEACHER SURVEY

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	I don't know / I haven't seen this
<b>Statement 1</b>						
<b>Statement 2</b>						

*If you haven't seen or experienced something described in a question, please choose "I don't know."*

### Teacher Learning

*Purpose: Strengthen teaching by creating coherent, sustained structures for adult learning that are collaborative, reflective, and directly tied to classroom practice.*

1. Professional development, coaching, and collaborative planning all focus on the same instructional priorities, building on what I have learned in other settings.
2. The teaching practices I am working to strengthen are the same ones my colleagues are working to strengthen.
3. Professional learning during staff meetings, superintendent conference days, and pull-out sessions connects to our ongoing instructional priorities.
4. What I learn in professional development is reinforced through coaching and collaborative team time.
5. Members of my team have a shared understanding of what high-quality instruction looks like in practice.
6. Teachers in our school regularly seek out one another for ideas and support to strengthen instruction.
7. I engage in inquiry and reflection routines (e.g., peer observation, lesson study, short-cycle tests of change) to improve my practice.
8. Our collaborative time helps us make sense of what high-quality instruction looks like in action.
9. Our team meetings stay focused on improving teaching and learning, not just on logistics or compliance tasks.
10. Our teacher team meetings are purposefully designed and well facilitated to help us strengthen instruction.
11. Our collaborative time is structured so that every teacher's voice contributes to shared learning.
12. Team meetings consistently generate insights and strategies that teachers can apply in their classrooms.
13. Collaborative time leads to meaningful changes in instructional practice across our team.
14. All teachers in this school can strengthen their practice through coaching.

### Rigorous, Standards-Aligned Curriculum and Instruction

*Purpose: Ensure every student has access to challenging, high-quality learning that prioritizes deep thinking and application.*

1. If you polled a dozen or so colleagues and administrators in our building, we would all define high-quality instruction in very similar terms.
2. I am clear on the teaching practices our school wants all teachers to use consistently.

## NYSED NEEDS ASSESSMENT: TEACHER SURVEY

3. The vision for high-quality instruction and the teaching practices valued at the school are reinforced consistently through planning meetings, feedback, and leadership communication.
4. Teachers in our school use the adopted curriculum as intended, making thoughtful adjustments when appropriate to meet student needs.
5. There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.
6. The tasks and activities we give students require them to think deeply, reason, and make meaning, rather than just recall information.
7. My team regularly participates in structured protocols (e.g., lesson study, instructional rounds, student work analysis) to improve lesson rigor, thinking, and learning outcomes.
8. Curriculum materials support challenging thinking rather than rushing through topics or focusing on coverage.
9. The district has processes in place to understand and respond to the challenges we face in implementing its expectations.
10. Our team knows which standards our students have had the most difficulty with.
11. Our team knows which standards our students have had the most success with.

### Every Child Thrives

*Purpose: Create conditions where all students feel safe, known, and supported to learn and grow.*

1. Teachers in our school know students as individuals and use that knowledge when planning and executing instruction.
2. We have structured routines that allow me to discuss students I share with other teachers.
3. Students seldom, if ever, slip through the cracks at this school.
4. When I am pulled from my classroom, it is purposeful and does not significantly disrupt student learning.
5. Our school has consistent routines for checking on students' progress and coordinating support when they need extra help.
6. We have supports in place to make sure students that may feel different from the majority of students are not alienated.
7. When a student needs additional support, staff work together so that efforts are aligned rather than separate or duplicative.
8. Our school helps every student feel seen, included, and part of the community.
9. Classroom and school routines are consistent across the building, so students experience clear expectations wherever they go.
10. Students understand what is expected of them and experience a sense of fairness and belonging in how those expectations are applied.
11. Students across our school have meaningful opportunities to share their ideas and make choices within their learning experiences.
12. This school values student voice and agency.
13. Our school regularly reviews student feedback, progress data, and participation patterns to ensure all students are well served.
14. When we notice inequities in outcomes or access, our team works together to identify root causes and adjust our support.

## Attendance

*Purpose: Ensure attendance practices promote consistency, shared responsibility, and student belonging so that students are present, engaged, and supported to learn.*

1. I know who to go to when I am concerned about a student's attendance.
2. I know that others are reviewing my students' attendance because they reach out to me when patterns raise concerns.
3. When one of my students has attendance concerns, it is expected that we learn from adults who have previously worked with the student and, when appropriate, from the family.
4. This school is doing all it can to get students to come to school regularly.
5. Attendance follow-up feels focused on understanding and removing barriers, not just on consequences.
6. When a student shows signs of school avoidance, I am confident that the school considers underlying needs, including supporting mental health needs when appropriate.
7. This school intentionally builds student connection and belonging through its activities.
8. Students who miss school are welcomed back in ways that help them reengage, rather than feel singled out or embarrassed.
9. The way our school handles tardies may unintentionally discourage students who arrive late from coming to school that day.
10. Our school's approach to attendance helps students feel known, supported, and expected to be present.