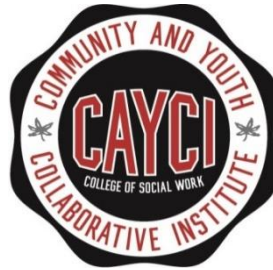


Community and Youth Collaborative Institute School Experience Surveys – 2022 Survey Version



Teacher & School Staff Survey

[SCHOOL NAME]

Developed By:

Dawn Anderson-Butcher, Anthony J. Amorose,
Aidyn Iachini, Annahita Ball, and Lauren Paluta



THE OHIO STATE UNIVERSITY

COLLEGE OF SOCIAL WORK

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The Community and Youth Collaborative Institute's goal is to enhance the overall well-being of children and youth by supporting families, promoting healthy development and bringing together communities. This survey is available for use, free of charge, as long as the tool is cited properly.

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CAYCI School Experience Survey

Your responses on this survey will help our schools better understand how people like you experience the school and community. Your answers will not be linked back to you. Rather, your responses will be combined with others' and used to inform improvement and planning efforts.

For each of the following statements, please fill in the ONE circle next to your choice on the answer sheet that best represents your answer.

Marking Instructions:	
•	Use a No. 2 pencil only.
•	If you make a mistake be sure to erase your answer completely.
•	Please fill in each circle completely using the following example:
Like this:	<input checked="" type="radio"/>
Not like this:	<input type="radio"/> <input type="radio"/> <input type="radio"/>

Perceptions of Students' School Experiences

Student Academic Motivation

	Almost Never	Sometimes	Half of the Time	Frequently	Almost Always	Don't Know
1. Students have a positive attitude toward school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Students make the most of their school experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Students like the challenge of learning new things in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Students are confident in their ability to manage their school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student School Connectedness

	Almost Never	Sometimes	Half of the Time	Frequently	Almost Always	Don't Know
5. Students enjoy coming to school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Students have meaningful relationships with teachers at their school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Students are proud to be students at their school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Students feel like they belong to their school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Academic Press

		Almost Never	Sometimes	Half of the Time	Frequently	Almost Always	Don't Know
9.	Decisions at this school always focus on what is best for learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	Teachers provide helpful feedback to students about their academic performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Teachers monitor whether students are learning on a regular basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perceptions of the School Environment

Perceptions of Student Learning Supports

		Almost Never	Sometimes	Half of the Time	Frequently	Almost Always	Don't Know
12.	Students in need of extra learning supports in my school are able to get them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	Teachers and staff in my school effectively refer students and families to support staff and other helping professionals when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	There is a system in place in my school where teachers and staff can refer students and families who are in need of additional learning supports.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	Student learning problems are identified early and acted upon in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	The learning supports and services in my school meet the needs of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perceptions of School Climate

My school...

		Almost Never	Sometimes	Half of the Time	Frequently	Almost Always	Don't Know
17.	Sets clear expectations for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	Is bully-free.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	Has adopted a clear set of rules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Almost Never	Sometimes	Half of the Time	Frequently	Almost Always	Don't Know
20. Has a positive climate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Students Pro-social Activities

My school...

	Almost Never	Sometimes	Half of the Time	Frequently	Almost Always	Don't Know
21. Offers opportunities for students to be involved in pro-social activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Reinforces student involvement in pro-social activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Encourages student involvement in extracurricular activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Partners with other organizations to offer students additional opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teacher/Staff Commitment

My school...

	Almost Never	Sometimes	Half of the Time	Frequently	Almost Always	Don't Know
25. Are proud to work at the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Are well supported.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Have high morale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Feel safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Have positive attitudes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Work together as a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Feel like they are an important part of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Are stress-free.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perceptions of Students

Student Internalizing Behaviors

My students...

	Almost Never	Sometimes	Half of the Time	Frequently	Almost Always	Don't Know
33. Are anxious/worried.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Are sad/depressed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Are afraid.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Are lonely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Feel like they do not matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Psychological Well-Being

My students...

	Almost Never	Sometimes	Half of the Time	Frequently	Almost Always	Don't Know
38. Have positive mental health.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Have self-confidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Feel they have a sense of purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Feel they have control over their actions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Externalizing Behaviors

My students...

	Almost Never	Sometimes	Half of the Time	Frequently	Almost Always	Don't Know
42. Demonstrate poor attention spans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Demonstrate hyperactivity or restlessness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Are impulsive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Social Skills

My students...

	Almost Never	Sometimes	Half of the Time	Frequently	Almost Always	Don't Know
45. Are easy going and flexible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Ask others if they can be of help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. Get along well with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Have effective life skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Have a sense of humor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Respect others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Student Safety

My students...

	Almost Never	Sometimes	Half of the Time	Frequently	Almost Always	Don't Know
51. Feel safe at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Feel safe in their community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Feel safe at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Physical Activity and Nutrition

My students...

	Almost Never	Sometimes	Half of the Time	Frequently	Almost Always	Don't Know
54. Get 60 minutes of physical activity each day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Eat 5 fresh fruits/vegetables each day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

College and Career Readiness

My students...

	Almost Never	Sometimes	Half of the Time	Frequently	Almost Always	Don't Know
56. Set goals related to their education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
57. Believe that what they learn in school will help them in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
58. Want to go to college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Know how to prepare for college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Take classes that prepare them for college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Have adults in their lives who encourage them to go to college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Have identified future careers that might interest them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perceptions of Students' Families/Caregivers

Support for Students' Basic Needs

My students' families or caregivers...

	Almost Never	Sometimes	Half of the Time	Frequently	Almost Always	Don't Know
63. Have their basic needs met (i.e., food, shelter, clothing).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Have stable employment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Have stable housing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Family/Caregiver Support for Learning

My students' families or caregivers...

		Almost Never	Sometimes	Half of the Time	Frequently	Almost Always	Don't Know
66.	Support their children with their schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67.	Attend meetings at the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68.	Show they care about their child's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69.	Show respect for teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Family History

My students' families or caregivers...

		Almost Never	Sometimes	Half of the Time	Frequently	Almost Always	Don't Know
70.	Have a history of mental health problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71.	Have a history of problem behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72.	Are suspected of abuse and/or neglect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73.	Are involved in the child welfare system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Family Support Pro-Social Activities

My students' families or caregivers...

		Almost Never	Sometimes	Half of the Time	Frequently	Almost Always	Don't Know
74.	Offer opportunities for their children to be involved in pro-social activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75.	Reinforce their children's involvement in pro-social activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
76.	Volunteer and/or participate in their children's pro-social activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perceptions of Students' Community

Services and Supports

My students' community...

	Almost Never	Sometimes	Half of the Time	Frequently	Almost Always	Don't Know
77. Has accessible services and supports available for families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Has quality services and supports available for families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. Has services and supports in place to meet the needs of families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Supports Positive Youth Development

My students' community...

	Almost Never	Sometimes	Half of the Time	Frequently	Almost Always	Don't Know
80. Provides opportunities for youth to be involved in pro-social activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
81. Reinforces youth involvement in pro-social activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
82. Views youth as valuable assets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

District Chosen Questions

	Almost Never	Sometimes	Half of the Time	Frequently	Almost Always	Don't Know
83. District Chosen Question #1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
84. District Chosen Question #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
85. District Chosen Question #3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Open Response Questions

The following questions ask you about this school and resources available to you. Please use the boxes below to provide your responses.

86.

In the space below, write in what you like most about the school where you work.

87.

In the space below, write in what ways, if any, the school where you work can improve.

88.

Are there any ways in which the school administration could be more effective?

89.

Please any other resources or training that would be helpful to you.

De

1. How many years of experience at this school have you had? (Mark only one)

- Less than 1 Year
- 1-5 Years
- 6-10 Years
- 11-15 Years
- 16-20 Years
- 21+ Years

2. How many years of working in schools have you had? (Mark only one)

- Less than 1 year.
- 1-5 Years
- 6-10 Years
- 11-15 Years
- 16-20 Years
- 21+ Years

3. What are your primary roles in your school? (**Mark all that apply**)

- Administrative
- Supervisory
- Support
- Teaching
- Other

4. **For teachers only** – what teaching assignments do you have? (**Mark all that apply**)

- Regular Classroom
- Special Education
- Alternative Education
- Other

5. What grade level do you currently teach? (**Mark all that apply**)

- Preschool
- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade

6. Gender? **(Mark only one)**

- Male
- Female
- Prefer not to answer
- Other: _____

7. How old are you? **(Mark only one)**

- 18-21 Years
- 22-25 Years
- 26-29 Years
- 30-35 Years
- 36-40 Years
- 41-55 Years
- 46-50 Years
- 51+ Years

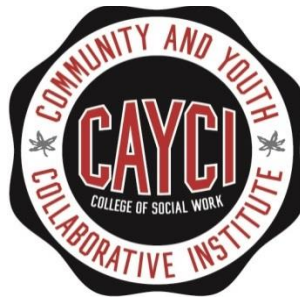
8. Please indicate your ethnicity/race. **(Mark only one)**

- White
- Black/African American
- Hispanic or Latino
- Asian
- Native Hawaiian or Other Pacific Islander

- American Indian/Alaskan Native
- Multiracial
- Other: _____
- Prefer not to answer

**You are finished.
Thank you for completing this survey.**

*This survey was produced by
the Community and Youth Collaborative Institute (CAYCI).*



*1947 College Road
Stillman Hall
Columbus, OH 43210
W: www.cayci.osu.edu
P: 614-292-6934*