

MSFE Staff Climate Survey: TEPG Alignment Guide

Overview of Alignment Process

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

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

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

Survey Item	Prompt	TEPG Alignment
1	I know personal information about every one of my students.	1.1 Understanding of students
2	I provide individualized support for students who are not making effective progress.	1.1 Understanding of students
3	Students in my classroom understand expectations for their conduct.	3.1 Managing classroom rules and expectations
4	When a lesson begins, I have to wait a long time for students to quiet down.	3.1 Managing classroom rules and expectations
5	Students in my classroom create a pleasant learning atmosphere.	1.3 Classroom climate
6	I lose a lot of time because of students interrupting the lesson.	3.1 Managing classroom rules and expectations

7	Teachers and the principal or administration work together to ensure that instructional units are continuously improved to support student learning.	5.1 Professional collaboration
8	The principal or administrator reviews teachers' lesson plans to ensure that they are tailored to meet the specific needs of our students.	5.1 Professional collaboration
9	Together, teachers and the principal (leadership team) discuss exemplars of students' work to ensure it is of a high standard.	5.1 Professional collaboration
10	I know what instructional approaches are most effective with learners with different needs.	1.2 Application of learning theory
11	If I were to watch a peer teach, I could clearly explain more effective teaching strategies to improve students' learning.	4.1 Reflective practice, (5.1 Professional collaboration)
12	Students in my classroom treat each other with respect.	1.3 Classroom climate
13	Students in my classroom help each other, even if they are not friends.	1.3 Classroom climate
14	The school leadership (principals, assistant principals, instructional coaches, and teacher leaders) regularly participates in instructional planning with teams of teachers.	N/A
15	Most of the time, teachers have appropriate flexibility in how they use their planning time in this school.	N/A
16	Our leadership and educator teams work together to decide supports for students who are not making effective progress.	5.1 Professional collaboration
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.	N/A
18	The principal or administrator ensures that assessment data are used to plan intervention strategies for students not making effective progress.	N/A
19	Teachers in this school trust each other.	N/A
20	It's OK in this school to discuss feelings, worries, and frustrations with other teachers.	N/A
21	Teachers respect other teachers who take the lead in school improvement efforts.	N/A

22	Teachers at this school respect those colleagues who are experts at their craft.	N/A
23	It's OK in this school to discuss feelings, worries, and frustrations with the principal.	N/A
24	The principal looks out for the personal welfare of the faculty members.	N/A
25	I trust the principal at his or her word.	N/A
26	The principal at this school is an effective manager who makes the school run smoothly.	N/A
27	The principal places the needs of children ahead of personal and political interests.	N/A
28	The principal has confidence in the expertise of the teachers.	N/A
29	The principal takes a personal interest in the professional development of teachers.	N/A
30	Teachers feel respected by the principal	N/A
31	I wouldn't want to work in any other school.	N/A
32	I would recommend this school to parents seeking a place for their child.	N/A
33	I usually look forward to each working day at this school.	N/A
34	I feel loyal to this school.	N/A
	To what extent:	N/A
35	Do you feel respected by other teachers?	N/A
	The principal at this school:	N/A
36	Participates in instructional planning with teams of teachers.	N/A
37	Knows what's going on in my classroom.	N/A
38	Carefully tracks student academic progress.	N/A
39	Understands how children learn.	N/A
40	Presses teachers to implement what they have learned in professional development.	N/A
41	Communicates a clear vision for our school.	N/A
42	Sets high standards for student learning.	N/A
43	Makes clear to the staff his or her expectations for meeting instructional goals.	N/A
44	Ensures that staff examine their own cultural biases through professional development or other processes.	N/A
45	Fosters an appreciation of diversity and respect.	N/A
46	Emphasizes showing respect for all cultural beliefs and practices.	N/A

	Thinking of your own professional development needs, please indicate the extent to which you have such needs in each of the areas listed.	N/A
47	Content and performance standards in my main subject field(s)	2.1 Subject knowledge
48	Student assessment practices	3.3 Assessment of student progress
49	Classroom management	3.1 Managing classroom rules and expectations
50	Knowledge and understanding of my main subject field(s)	2.1 Subject knowledge
51	Knowledge and understanding of instructional practices in my main subject field(s)	2.2 Pedagogical content knowledge
52	Teaching students with special learning needs	1.1 Understanding of students
53	Student discipline and behavior problems	3.1 Managing classroom rules and expectations
54	Teaching in a multicultural setting	1.1 Understanding of students
	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:	N/A
55	Students build on each other's ideas during discussion.	3.2 Student engagement, 1.3 Classroom climate
56	Students use data and text references to support their ideas.	2.1 Subject knowledge
57	Students show each other respect.	1.3 Classroom climate
58	Students provide constructive feedback to their peers and to me.	3.3 Assessment of student progress

59	Most students participate in the discussion at some point.	1.3 Classroom climate (3.2 Student engagement)
	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:	N/A
60	Come to class on time.	1.3 Classroom climate, 3.1 Managing classroom rules and expectations
61	Attend class regularly.	1.3 Classroom climate, 3.1 Managing classroom rules and expectations
62	Come to class prepared with the appropriate supplies and books.	1.3 Classroom climate, 3.1 Managing classroom rules and expectations
63	Regularly pay attention in class.	3.2 Student engagement
64	Actively participate in class activities.	3.2 Student engagement
65	Always turn in their homework.	1.3 Classroom Climate, 3.1 Managing classroom rules and expectations
	To what extent is each of the following a problem at your school:	
66	Threats of violence toward teachers	N/A
67	Robbery or theft	N/A
68	Gang activity	N/A
69	Disorder in classrooms	N/A
70	Physical conflicts among students	N/A
71	Student disrespect of teachers	N/A
72	Disorder in hallways	N/A