

Supporting Whole-Child Development Survey Questionnaire Appendix



Teacher Survey Questions¹

The following questions are intended to gauge your opinions about the purposes of public schools in the United States. How important is it that K–12 public schools in the United States help students develop the following skills, attitudes, and other outcomes?

[Response options: Not at all important, Somewhat important, Very important, Essential]

- Interest in continuous, lifelong learning (e.g., pursuing new learning opportunities as adults)
- Commitment to democracy and democratic institutions
- Ability to engage effectively in civic life
- A sense of purpose and meaning in life
- Commitment to addressing social justice issues
- A comprehensive understanding of United States history that reflects the experiences of diverse cultures
- An understanding of the history of slavery in the United States
- An understanding of slavery's lasting impact on the United States
- Ability to assess the credibility of information (e.g., information shared online)
- Commitment to addressing climate change
- Development of relationships and social networks that can foster academic and career success
- Ability to understand and respect perspectives different from their own

¹ This document includes the survey questions used in AIR's analyses for the "Supporting Whole-Child Development" briefs. These questions were administered as part of a longer survey in late 2022 via RAND's [American Educator Panels](#). The survey was administered online and carried formatting elements (e.g., checkboxes, response grids) not shown here. Some items describing school characteristics (e.g., school size) are also not shown here because they were provided by RAND and/or merged with the survey data from an external source (e.g., the Common Core of Data maintained by the National Center for Education Statistics).

How confident are you in your ability to teach or support students in developing the following skills, attitudes, and other outcomes?

[Response options: Not at all confident, Somewhat confident, Very confident, Extremely confident, Not applicable to my teaching role]

- Interest in continuous, lifelong learning (e.g., pursuing new learning opportunities as adults)
- Commitment to democracy and democratic institutions
- Ability to engage effectively in civic life
- A sense of purpose and meaning in life
- Commitment to addressing social justice issues
- A comprehensive understanding of United States history that reflects the experiences of diverse cultures
- An understanding of the history of slavery in the United States
- An understanding of slavery's lasting impact on the United States
- Ability to assess the credibility of information (e.g., information shared online)
- Commitment to addressing climate change
- Development of relationships and social networks that can foster academic and career success
- Ability to understand and respect perspectives different from their own

In the next set of questions, we refer to **summative assessments**, which are those used at the end of a unit or course to understand how much students have learned. How often do the summative assessments you use in your classroom have the following characteristics?

[Response options: Never or rarely, Sometimes, Often, Usually or always, I don't know]

- Include content representing a variety of cultural and social backgrounds
- Are suitable for students from different linguistic backgrounds (i.e., who speak a language other than English or are learning English)
- Provide useful information to help you address inequities in learning outcomes among your students
- Produce score reports or results that are useful for informing your instruction
- Are engaging for students
- Offer different items/tasks to students based on their social and cultural contexts
- Favor ways of thinking and knowing aligned with the predominant United States culture

How important is it for summative assessments to have the following characteristics?

[Response options: Not at all important, Slightly important, Moderately important, Essential]

- Include content representing a variety of cultural and social backgrounds
- Are suitable for students from different linguistic backgrounds
- Are useful for addressing inequities in learning outcomes
- Produce score reports or results that are useful for informing your future instruction
- Are engaging for students
- Offer different items/tasks to students based on their social and cultural contexts
- Avoid favoring ways of thinking and knowing aligned with the predominant United States culture

If you had to choose between using one of the following two types of assessment in your classroom for summative purposes, which would you use?

- Assessment that includes content representing a variety of cultural and social backgrounds, with the same set of items or tasks being administered to all students
- Assessment offering different items or tasks to students based on their social or cultural backgrounds

In some of the following questions, we refer to *social and emotional learning*, which refers to “the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals; feel and show empathy for others; establish and maintain supportive relationships; and make responsible and caring decisions” (<https://casel.org/casel-sel-framework-11-2020/>)

We also refer to civic learning,² which we define as developing the knowledge, skills, and dispositions to participate actively and responsibly in the life of communities (home, school, local community).

How much emphasis have you placed (or do you anticipate placing) in your classroom(s) on each of the following topics or activities this school year (2022–23)?

[Response options: No emphasis, Slight emphasis, Moderate emphasis, Major emphasis]

- Engaging in constructive debates with others with whom students disagree
- Teaching students how to give and receive constructive peer feedback
- Providing students with strategies to understand, discuss, and address perspectives different from their own
- Engaging in critical and independent thinking (e.g., distinguishing facts from opinions, evaluating claims based on evidence)
- Evaluating the credibility of information in the media

² These definitions for “social and emotional learning” and “civic learning” were available to respondents via a pop-up feature for any question that included these phrases throughout the survey.

- Strategies for collaborating effectively
- Engaging in responsible social media use
- Providing opportunities for students to engage in real-world problems relevant to their lives
- Understanding and appreciating people from different social and cultural contexts
- Promoting a sense of belonging for all students
- Integrating social and emotional learning into your everyday instruction in other subjects
- Understanding the responsibilities of civic life in the United States

How much emphasis does your school place (or do you anticipate it placing) on each of the following topics or activities this school year (2022–23)?

[Response options: No emphasis, Slight emphasis, Moderate emphasis, Major emphasis, I don't know]

- Topics relevant to, and engaging for, the cultures represented in your school
- Racism and drivers of inequality
- Respect for and safeguarding of the environment
- Understanding the civic responsibilities of life in the United States (e.g., voting, our constitution and political system, rights of citizenship)
- Considering multiple perspectives on American history
- Offering opportunities to students to engage in civic action in school (e.g., participating in school decisions, voting in school elections, proposing solutions to community problems)
- Creating a school culture supportive of the development of children's social and emotional competencies
- Valuing and respecting the knowledge and perspectives of ethnically diverse cultures, families, and communities

Please indicate your level of agreement with the following statements regarding the teaching of social and emotional learning

[Response options: Strongly disagree, Disagree, Agree, Strongly agree, Not applicable to my teaching role]

- My efforts to promote social and emotional learning (SEL) will improve my students' academic achievement.
- I would like more guidance about how to use SEL lesson plans and/or curricula in my school.
- Pressure to improve student academic achievement makes it hard to focus on SEL.
- I need more professional development related to supporting students' SEL.

Please indicate your level of agreement with the following statements regarding the teaching of civic learning

[Response options: Strongly disagree, Disagree, Agree, Strongly agree, Not applicable to my teaching role]

- It is hard to prioritize civic learning due to pressure to show progress on standardized tests in mathematics, science, and/or English language arts.
- My students are not interested in topics related to civic learning.
- I need more professional development related to civic learning.
- I have been directed by my district or school leadership to limit discussions about political or social issues in class.

To your knowledge, has your state adopted any standards related to students' social and emotional learning?

[Response options: Yes, No, I don't know]

[if response to previous question was "yes"]

To what extent does your district and/or school expect you to address your state's standards related to students' social and emotional learning in your teaching?

[Response options: Not at all, To some degree, but not extensively, Extensively, and I don't know]

To your knowledge, has your state adopted any standards related to students' civic learning (for example, standards for social studies or civics instruction)?

[Response options: Yes, No, I don't know]

[if response to previous question was "yes"]

To what extent does your district and/or school expect you to address your state's standards related to students' civic learning in your teaching?

[Response options: Not at all, To some degree, but not extensively, Extensively, I don't know]

Background Questions

This school year (2022–23), what grade(s) do you teach? (select all that apply)

- ☐ Kindergarten
- ☐ Grade 1
- ☐ Grade 2
- ☐ Grade 3
- ☐ Grade 4
- ☐ Grade 5
- ☐ Grade 6
- ☐ Grade 7
- ☐ Grade 8
- ☐ Grade 9
- ☐ Grade 10
- ☐ Grade 11
- ☐ Grade 12
- ☐ Ungraded

This school year (2022–23), in what subject is your MAIN teaching assignment, that is, the subject matter in which you teach the most classes?

- ☐ Elementary Education
- ☐ Special Education
- ☐ Arts and Music
- ☐ English and Language Arts
- ☐ English as a Second Language (ESL)
- ☐ Foreign Languages
- ☐ Health Education
- ☐ Mathematics
- ☐ Computer Science
- ☐ Natural Sciences
- ☐ Social Sciences
- ☐ Career or Technical Education
- ☐ Other (please specify): _____

With which of the following do you identify?

[Select all that apply.]

- ☐ American Indian/Alaska Native
- ☐ Asian
- ☐ Black/African American
- ☐ Hispanic/Latino/Spanish Origin
- ☐ Native Hawaiian/Pacific Islander
- ☐ White
- ☐ Prefer not to state
- ☐ Prefer to self-describe (please specify): _____

Including the current school year (2022–23), for how many years have you served as a teacher across your entire career?

[numeric response box] years

Do you identify as:

- ☐ A man
- ☐ A woman
- ☐ Non-binary
- ☐ Prefer to self-describe
- ☐ Prefer not to say

What is the highest degree you have earned?

- ☐ Do not have a degree
- ☐ Associate's degree
- ☐ Bachelor's degree (B.A., B.S., etc.)
- ☐ Master's degree (M.A., M.A.T., M.B.A., M.S., etc.)
- ☐ Educational specialist or professional diploma (at least one year beyond master's level)
- ☐ Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S., etc.)



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