

Teacher Survey

Our school has been selected by the Colorado Department of Education (CDE) to participate in a study to determine the level of parent, family, and community engagement. As part of this study, CDE is gathering information from parents and teachers on their perceptions of the school and opportunities for involvement.

We are inviting you to give input by completing this questionnaire. The questionnaire requires no identifying information and your participation is voluntary. If you choose not to participate or stop the survey at any time, there will be no penalty.

Directions:

This questionnaire asks about your perceptions of your school and the extent to which you and the school are engaged with families. Please choose one of the choices for each statement that best represents your feelings. Please attempt to answer all questions on the questionnaire.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. I have good relationships with my students' families.	1	2	3	4	5
2. I see my colleagues consistently interact with families in a positive manner.	1	2	3	4	5
3. The school provides flexible volunteer opportunities for families (e.g., during, before, and after school hours; various types of tasks).	1	2	3	4	5
4. The school's policies and programs reflect, respect, and value the diversity of the families in the community.	1	2	3	4	5
5. The school removes economic or other obstacles for family participation at school events (e.g., by providing transportation, child activities for siblings, meals).	1	2	3	4	5
6. At my school, a family liaison helps teachers connect to families and bridge barriers of language and culture.	1	2	3	4	5
7. I communicate with families in multiple ways, including calls, texts, or emails.	1	2	3	4	5
8. The school does an annual survey of families to get their ideas about programs, policies, issues, or concerns.	1	2	3	4	5
9. It is easy for families to meet with the principal, teachers, or counselors.	1	2	3	4	5
10. Families are encouraged to bring up issues or concerns.	1	2	3	4	5
11. I provide information or guidance to families about how they can support their children's learning at home.	1	2	3	4	5
12. The school provides opportunities for families to connect with one another.	1	2	3	4	5
13. I frequently communicate with families about what their child is learning in my classroom.	1	2	3	4	5
14. Programs and activities for families focus on student achievement by helping families understand what their children are learning.	1	2	3	4	5
15. I share student work with families and explain the link to Colorado Academic Standards.	1	2	3	4	5

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
16. Student achievement data are shared with families in ways that solicit their ideas about how to improve achievement.	1	2	3	4	5
17. The school reports to parents about student and school progress.	1	2	3	4	5
18. I frequently invite family members to volunteer in my classroom or at the school.	1	2	3	4	5
19. I share with family members how to help their child with homework or practice academic skills at home.	1	2	3	4	5
20. Families get information about academic and after-school programs for students and how to apply for them.	1	2	3	4	5
21. The school helps families learn how the school system works and how to be an effective advocate for their child.	1	2	3	4	5
22. The school provides information to families about their rights and responsibilities under federal and state education laws.	1	2	3	4	5
23. I frequently send families information about educational resources available to them.	1	2	3	4	5
24. There is a clear written process for resolving families' complaints or problems with the school, and families know how to use it.	1	2	3	4	5
25. Families and staff have opportunities to learn together how to collaborate to improve student achievement.	1	2	3	4	5
26. School staff, families, and students discuss and plan for students' post-secondary future (e.g., Individual Career and Academic Plan [ICAP], guidance on qualifying courses for future grades or post-secondary education; college or career planning).	1	2	3	4	5
27. School staff organize an opportunity for students, and families visit feeder schools to talk about the school and answer questions.	1	2	3	4	5

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
28. The school has a process in place to welcome and orient new and incoming students and families.	1	2	3	4	5
29. Families are part of the decision-making process about student placement in school programs.	1	2	3	4	5
30. The school's racial and cultural diversity is recognized and openly discussed in a constructive way that includes staff and families (e.g., at family group and faculty meetings, school council meetings, and discussion groups).	1	2	3	4	5
31. At workshops and other information sessions, parents learn how to ask the right questions about their children's progress and placement.	1	2	3	4	5
32. Family Leadership training is offered, either by the school or by community groups in collaboration with the school.	1	2	3	4	5
33. Accountability committees and the PTA/PTO actively recruit families from various backgrounds that reflect the diversity of the school community.	1	2	3	4	5
34. Counselors or teachers refer families to education and recreation programs in the community that can help their children.	1	2	3	4	5
35. The school partners with local businesses and community institutions to provide resources, such as technical services, job opportunities for families and students, reduced fees, tutoring and mentoring, and training.	1	2	3	4	5
36. The school hosts "accountability sessions" with local elected officials, so that families can raise their concerns about public services, such as street lights, community policing, drug trafficking, or poor trash collection.	1	2	3	4	5