

# 2025-26 NTN Educator Culture Survey

## About You

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1. This survey is designed to collect information from educators on their school's culture. Which of these best describes your role in your school? \*

- ☐ I am an educator/teacher
- ☐ I am a student/learner
- ☐ I have a different role not listed above

2. Which grade level do you primarily teach? *If you teach multiple grade levels, please select the grade level of the largest number of your students.*

Early elementary, Grades PreK-2  
Upper Elementary, Grades 3-5/6  
Grade 6  
Grades 7  
Grade 8  
Grade 9  
Grade 10  
Grade 11  
Grade 12  
My school does not use grade levels

3. What is the name of your New Tech school? Start by typing a few letters of your school's name, and then select it once it appears. *If your school is not listed, or you have any issues, please contact a school administrator.* \*

## Leadership and Leading

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4. Please indicate your level of agreement/disagreement with the following statements:

|                                                                                  | Strongly disagree     | Somewhat disagree     | Somewhat agree        | Strongly agree        | I do not know         |
|----------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I feel supported in my continued growth as a professional educator.              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| At this school, teachers are treated and respected as educational professionals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| School leadership recognizes teachers for a job well-done.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| School leadership follows through on commitments.                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| School leadership has a shared vision for student success.                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Commitment and Satisfaction

5. Please indicate your level of agreement/disagreement with the following statements:

|                                            | Strongly disagree     | Somewhat disagree     | Somewhat agree        | Strongly agree        | I do not know         |
|--------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I am very proud to work at this school.    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I find my work at this school fulfilling.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I look forward to coming to work each day. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Collaboration and Learning

6. Please indicate your level of agreement/disagreement with the following statements:

|                                                                                                                                 | Strongly disagree     | Somewhat disagree     | Somewhat agree        | Strongly agree        | I do not know         |
|---------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| We routinely develop strategies for improvement for each student based on data we have analyzed.                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We routinely analyze information (such as student work and data) together to inform our practice and center educational equity. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Our learning regularly focuses on making learning equitable for each student in our diverse groups of students.                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We have effective processes for learning together.                                                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We effectively utilize a variety of tools and processes to determine what is working, and for whom.                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My colleagues welcome opportunities to receive constructive feedback from each other.                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Adults who work in this school typically work well with one another.                                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My colleagues provide feedback that is relevant to my teaching.                                                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. Please indicate your level of agreement/disagreement with the following statements:

|                                                                                                         | Strongly disagree     | Somewhat disagree     | Somewhat agree        | Strongly agree        | I do not know         |
|---------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I invest in getting to know, showing interest, and caring about each student.                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe each student at our school can achieve at high levels.                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I establish strong, supportive relationships with racially and ethnically diverse parents and families. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I expect greatness from each student.                                                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I believe each student is capable.                                                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I make an effort to understand each student's culture.                                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Beliefs and Mindsets**

8. Please indicate your level of agreement/disagreement with the following statements:

|                                                                                                                                              | Strongly disagree     | Somewhat disagree     | Somewhat agree        | Strongly agree        | I do not know         |
|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My colleagues believe each student at our school can achieve at high levels.                                                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Expectations for academic success and growth are applied for each student in an equitable manner, regardless of gender, race, culture, etc.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| At this school we view diversity and the culture of our students as an asset.                                                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| At this school we examine the school structures, policies, and practices and curriculum as sources of change for improving student outcomes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**The Learning Environment**

9. Please indicate your level of agreement/disagreement with the following statements:

|                                                                                                                                                    | Strongly disagree     | Somewhat disagree     | Somewhat agree        | Strongly agree        | I do not know         |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Students in groups share responsibility for the work.                                                                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students regularly receive feedback on their work.                                                                                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students tend to give their best efforts in my courses.                                                                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students work on tasks that require them to go beyond what they think they know.                                                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students spend some time working to find solutions rather than just being given the answers.                                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I regularly examine the resources and materials I use in the classroom for racial and ethnic bias.                                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The resources and materials we use in class include a variety of cultures, perspectives, and contributions of diverse people.                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My teaching uses an asset-based approach, by representing diverse groups of people through their strengths, talents, knowledge, and contributions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

10. In thinking of your course that uses PBL most extensively, how often do the following occur?

|                                                                                                           | Never                 | Sometimes             | Frequently            | Always                | I do not know         |
|-----------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Students investigate real problems.                                                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students make choices on how to do their work.                                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students collect, organize, and analyze data.                                                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students work on a problem or question for an extended period of time.                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students work collaboratively with other students on their projects.                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students work on problems that require knowledge from different subjects (for example: English and Math). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The work students complete for school seems relevant to their lives, now or in the future.                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students work with community members or experts on their ideas to solve real-world problems.              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

11. Please indicate your level of agreement/disagreement with the following statements:

|                                                                                                                           | Strongly disagree     | Somewhat disagree     | Somewhat agree        | Strongly agree        | I do not know         |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Our school helps students grow their financial knowledge about understanding costs associated with college or careers.    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Our school provides information about what is required to be accepted at the college of their choice.                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Teachers believe each student is capable of going to college.                                                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| School structures are designed to ensure each student is aware, eligible, and prepared for post-graduation opportunities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Our school helps each student see themselves as college ready.                                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## Overall Reflections

12. What do you see as strengths within your current staff culture?

13. What do you see as struggles within your current staff culture?

14. If you have any additional comments you would like to make about your staff culture, please share them here.

**About You**

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15. In order to help us more fully understand about the experiences at your school, please consider sharing about yourself in the items below. ***Your responses on all items are optional.***

Select all below that best describe your race and/or ethnicity. *Your responses on all items are optional. Race/ethnicity descriptions are sourced from National Center for Educational Statistics.*

- |                                                           |                                                                     |                                                              |                                               |
|-----------------------------------------------------------|---------------------------------------------------------------------|--------------------------------------------------------------|-----------------------------------------------|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Bi-racial/multi-racial                     | <input type="checkbox"/> Native Hawaiian or Pacific Islander | <input type="checkbox"/> Prefer not to answer |
| <input type="checkbox"/> Asian                            | <input type="checkbox"/> Hispanic, Latina/o/x, or of Spanish origin | <input type="checkbox"/> White                               |                                               |
| <input type="checkbox"/> Black or African American        | <input type="checkbox"/> Middle Eastern or North African            | <input type="checkbox"/> Race or ethnicity not listed        |                                               |

We want to recognize additional races and/or ethnicities not listed in National Center for Education Statistics, so if you would like to further identify please write your response here. *Your responses on all items are optional.*