2021 NYC School Survey Data Protocol

Review and Use Your Survey Results in Alignment with 2021-22 Instructional Principles for Schools

The following protocol was created to support the review of 2021 NYC School Survey results by school leaders. The protocol intends to align survey results with the 2021-22 Instructional Principles for Schools by providing a clear connection between survey measures and questions and the principles. By making this connection, survey results will serve to inform and support school efforts around the Instructional Principles.

Access 2021 NYC School Survey Results

Find your school's results at NYCDOE.Panoramaed.com. Use your NYC DOE email username (don't include @schools) and password to log-in.

Please keep in mind that this protocol could be used for individual review of results; however, survey results should be reviewed by key members of the school community as a group for a more thorough experience. *In addition, please note that 2021 NYC School Survey results are currently embargoed and should not be shared with anyone who is not on your Instructional Leadership Team, staff or borough support. Results will be available for public sharing (including families and community stakeholders) later this year during public release.* At the time of public release, we will share resources to support sharing survey results with other members of your community.

Exploring your NYC School Survey Results

Context Matters

While reviewing the data, it is important to consider the context and limitations that data from the survey may present. One way of looking at data for one school community is to compare results from year to year or note trends and patterns that emerge over the course of multiple years. Another way of looking at the information is to compare the survey results within the district, across the borough, superintendent cohort or across the city (citywide results will be available during public release). Even within school districts or boroughs, however, school communities are unique in their staff composition, family demographic backgrounds and student learning experiences.

Use Multiple Data Points

It is also worth noting that the survey data is only one source of information. School leaders and their teams can make sense of the data presented in the survey in conjunction with the day-to-day lived experiences of the school community, to start formulating ideas, wonderings, and questions about what emerges from the survey. By seeking to understand what is happening through multiple tools and perspectives, school leaders and their teams can get a more accurate picture of the successes and the challenges facing the school community to formulate the best plan going forward.

NEW: Explore Survey Data by Demographic Groups

For the first time, survey results are provided in the following demographic groups for student and family responses: ELL status, IEP status, gender, grade level and race/ethnicity. The goal of this display is to allow our leaders a chance to better contextualize their overall survey results. Within one survey question you can see demographic groups respond with vastly different experiences (e.g., Asian families feeling disproportionately less communication from their child's school than other families). As we focus on equity and inclusion, this additional layer of context will help schools ask more questions and pinpoint more targeted strategies.

Data Exploration: What does the data say? What does the data suggest?

1. Before you begin, consider reflecting on your school's goals for the past year, and consider whether the survey data can help confirm the potential relative success your school achieved toward those goals. You may also find value in predicting how the different stakeholders may have responded to certain questions based on initiatives that you implemented last year, and then reflect on whether the actual results aligned to your expectations or not.

2. Once you are ready to review your school's survey results, login to the [Panorama Education's platform](#) and review your school's overall measure/topic scores for each respondent group: families, teachers, and students (grades 6-12).

3. Identify and use the [Identifying Your Focus Areas chart](#) to capture your focal areas and reflections on the data:
   - Measure/topic with the highest favorable response
   - Measure/topic with the lowest favorable response
   - Your measure/topic(s) of interest and the percentage of favorable responses for that measure/topic

4. Once you have identified the measures/topics that you will focus your analysis on, take a minute to establish the connection between the measures and the Instructional principle as outlined in the [crosswalk](#).

5. Continue to explore the measure/topic by reviewing individual questions to understand overall school experiences in these areas.

6. Keeping your focal areas in mind, use the following questions to help you understand and interrogate the data. Explore the "groups" feature in the Panorama platform to look at heat-map results that might inform this investigation. Identify and make note of any disproportionate responses between groups (e.g., ELL/eMLL students do not believe their classes make them think as critically as other student groups). Keep your noticings and caveats in mind as you respond to the questions:
   - Within your focal areas, what are the areas of strength suggested by the data?
   - Within your focal areas, what are the areas for improvement suggested by the data?
   - What strategies did your school focus on in these areas during 2020-21? What does the data suggest about the effectiveness of strategies or policies that the school has implemented?
   - What are the key concerns of students (non-elementary only)?
   - What are the key concerns of families?
   - What are the key concerns of teachers?
   - Does the survey data correspond with other data points (e.g., School Quality Snapshot, Quality Review, or School Performance Dashboard) or other data collected by the school? Does the data correspond with your observations?
   - What additional information should we gather?

7. Based on your exploration of the data, start to think about how your analysis informs further action for your school and team?
   - How do the results of this analysis align to our equity-based school goals? What revisions or adjustments are needed in response?
   - What next steps should we take?
   - When the data is public, how will we engage stakeholders in conversations about goals, progress towards those goals, and aligned strategies?

Appendix A

Data Exploration: Identifying your focus areas

You can think of the measure/topic with the highest favorable response as an area of strength and the measure/topic with the lowest favorable response as an area for improvement. The measure/topic(s) of interest are those areas that align to your school priorities or goals or areas you have been tracking over the years. Keep in mind that you are looking for the highest favorable response across all respondent groups for the purposes of this exercise.

Focus Areas	Identified Measure/ Topic	Aligned Instructional Principle (Crosswalk)	2021 Percent Positive/ Favorable	Deep Dive: Demographics *Jot notes about different demographic group results to further contextualize your data*	Data Investigation *What strategies did your school focus on in these areas during 2020-21? What does the data suggest about the effectiveness of these strategies? What does this make you think about for 2021-22?*
Measure/topic with the highest favorable response					
Measure/topic with the lowest favorable response					
Measure/topic(s) of interest					
Measure/topics(s) with greatest disproportionate outcomes					

Appendix B

Instructional Principles for Schools and 2021 NYC School Survey Cross Walk

Please note that survey questions may align to more than one Instructional Principle. We have matched School Survey questions below to highlight the Instructional Principle with the strongest alignment.

<table>
<tr><td colspan="3">Aligned to Instructional Principle 1: Ensure high expectations and rigorous instruction for every single student grounded in an asset-based mindset.</td></tr>
<tr><th>Measure/
Topic</th><th>Description</th><th>Survey Questions in the Measure/Topic</th></tr>
<tr>
<td rowspan="11">Academic Press

(Student and Teacher)</td>
<td rowspan="11">The extent to which students and teachers experience a strong emphasis on academic success and adherence to specific standards of achievement. (Element: Rigorous Instruction)</td>
<td>I'm learning a lot in my classes at this school to prepare me for the next level or grade.</td>
</tr>
<tr><td>My classes at this school really make me think critically.</td></tr>
<tr><td>In how many of your classes are you challenged?</td></tr>
<tr><td>In how many of your classes do your teachers ask difficult questions on tests?</td></tr>
<tr><td>In how many of your classes do your teachers ask difficult questions in class?</td></tr>
<tr><td>In how many of your classes do you work in small groups?</td></tr>
<tr><td>In how many of your classes do your teachers want students to become better thinkers, not just memorize things?</td></tr>
<tr><td>How many students in your classes feel challenged?</td></tr>
<tr><td>How many students in your classes have to work hard to do well?**</td></tr>
<tr><td>How many students in your classes respond to challenging test questions?**</td></tr>
<tr><td>How many students in your classes respond to challenging questions in class?</td></tr>
<tr>
<td rowspan="5">Course Clarity

(Student)</td>
<td rowspan="5">Students are provided with a set of clear expectations and understand how their work relates to the goals of the course. (Element: Rigorous Instruction)</td>
<td>I learn a lot from feedback on my work.</td>
</tr>
<tr><td>It's clear what I need to do to succeed in class.**</td></tr>
<tr><td>The work we do in class is good preparation for our class tests.</td></tr>
<tr><td>Class assignments help me learn the course material.**</td></tr>
<tr><td>I know what my teacher wants me to learn in class.</td></tr>
<tr>
<td rowspan="5">Quality of Student Discussion

(Teacher)</td>
<td rowspan="5">Students participate in constructive discussions in the classroom that include useful feedback from their teachers and peers, and students use data and text references to support their ideas. (Element: Rigorous Instruction)</td>
<td>How many students in your classes build on each other's ideas during class discussions?</td>
</tr>
<tr><td>How many students in your classes use data or text references to support their ideas?</td></tr>
<tr><td>How many students in your classes show that they respect each other's ideas?</td></tr>
<tr><td>How many students in your classes provide constructive feedback to their peers/teachers?</td></tr>
<tr><td>How many students in your classes participate in class discussions at some point?</td></tr>
</table>

Aligned to Instructional Principle 1: Ensure **high expectations and rigorous instruction** for every single student grounded in an asset-based mindset.

Measure/ Topic	Description	Survey Questions in the Measure/Topic
Strong Core Instruction (Teacher)	Student learning focuses on developing increasingly sophisticated skills, so they can communicate easingly diverse ways and with audiences. (Element: Rigorous tion)	In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for students to build knowledge by engaging with a variety of texts and tasks that feature big ideas, rich content, and multiple perspectives.
		In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for reading and writing experiences grounded in evidence from text, both literary and informational.
		In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for students to interact with complex grade-level text and tasks.
		In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for students to practice academic language through writing.
		In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for students to engage with texts and tasks reflective of their diverse racial, cultural, and linguistic perspective.
		In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for students to engage in extended talk and discussion organized around rich content and topics.
		In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for students to engage in meaningful discussion that critically examines topics that connect to the daily lives of students.
		In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for teaching and practicing high-utility vocabulary words.
		In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for focusing deeply on the concepts emphasized in the standards to help students build strong foundations for learning.
		In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for creating coherent progressions within the standards from previous grades to current grade to build onto previous learning.
		In planning my last instructional unit, I had the resources and tools I needed to include multiple opportunities for students to demonstrate conceptual understanding within real-world examples.

Aligned to Instructional Principle 1: Ensure **high expectations and rigorous instruction** for every single student grounded in an asset-based mindset.

Measure/ Topic	Description	Survey Questions in the Measure/Topic
Innovation and Collective Responsibility (Teacher)	Teachers at this school are constantly working to improve their practice and have internalized responsibility for improving their school. (Element: Collaborative Teachers)	How many teachers at this school…are actively trying to improve their teaching?
		How many teachers at this school…take responsibility for improving the school?
		How many teachers at this school…are eager to try new ideas?
		How many teachers at this school…feel responsible that all students learn?
Program Coherence (Teacher)	Leaders at this school have a clear approach to developing programs and instructional materials. (Element: Effective School Leadership)	At this school…once we start a new program, we follow up to make sure that it's working.
		At this school…it is clear how all of the programs offered are connected to our school's instructional vision.

*new question for 2021 NYC School Survey; **question wording was revised for 2021 NYC School Survey

Aligned to Instructional Principle 2: Develop and strengthen a **welcoming and affirming school environment**.

Measure/ Topic	Description	Survey Questions in the Measure/Topic
Guidance (Student & Teacher)	This school is intentional in providing students guidance on navigating school transitions as well as considering college and career options. (Element: Supportive Environment)	It's a priority at this school that adults…provide students with guidance on the application/enrollment process for middle or high school.**
		It's a priority at this school that adults…provide families with guidance on the application/enrollment process for middle or high school.**
		Adults at this school...talk to students about what they plan to do after high school.
		Adults at this school...create an atmosphere that encourages students to continue their education after high school.
		Adults at this school...provide students with information about the college application process.
		Adults at this school...help students consider which colleges to apply to.
		Adults at this school...help students plan for how to meet their future career goals.

Measure/ Topic	Description	Survey Questions in the Measure/Topic
		Adults at this school...show students options for how to pay for college (scholarship, grants, loans, work study programs).
Personal Attention and Support (Student)	Teachers at this school are in tune with student needs and find ways to provide support. (Element: Supportive Environment)	In how many of your classes, this school year, do YOU feel the following statement is true? My teachers...help me catch up if I am behind.
		In how many of your classes, this school year, do YOU feel the following statement is true? My teachers...notice if I have trouble learning something.
		In how many of your classes, this school year, do YOU feel the following statement is true? My teachers...give me specific suggestions about how I can improve my work in class.
		In how many of your classes, this school year, do YOU feel the following statement is true? My teachers...explain things a different way if I don't understand something in class.
		In how many of your classes, this school year, do YOU feel the following statement is true? My teachers...support me when I am upset.
Preventing Bullying (Student)	Students at this school share areas of potential bullying. (Element: Supportive Environment)	At this school students harass, bully, or intimidate other students.
		At this school students harass, bully, or intimidate each other because of their race, religion, ethnicity, national origin, or citizenship/immigration status.
		At this school students harass, bully, or intimidate each other because of their gender, gender identity, gender expression, or sexual orientation.
		At this school students harass, bully, or intimidate each other because of other differences, like disability or weight.
		At this school students harass, bully, or intimidate each other online (through mobile phones, social media, email, or other forms of electronic communication).
Safety (Student & Teacher)	The school acts as a safe space for students, and classrooms are structured to enhance learning time by minimizing school and classroom disruptions. (Element: Supportive Environment)	Discipline is applied fairly in my school.
		I feel safe...outside around this school.
		I feel safe...traveling between home and this school.
		I feel safe...in the hallways, bathrooms, locker rooms, and cafeteria of this school.
		I feel safe...in my classes at this school.
		Discipline is applied to students fairly in my school.

Aligned to Instructional Principle 2: Develop and strengthen a welcoming and affirming school environment.

Aligned to Instructional Principle 2: Develop and strengthen a **welcoming and affirming school environment**.

Measure/ Topic	Description	Survey Questions in the Measure/Topic
		Behavioral supports are applied to students fairly in my school.*
		My students are safe…outside around this school.
		My students are safe…traveling between home and this school.
		My students are safe…in the hallways, bathrooms, locker rooms, and cafeteria of this school.
		My students are safe…in my class(es).
Social-Emotional (Teacher)	The school works to develop norms that can proactively support student learning, setting high standards for students, encouraging supportive peer norms, d providing strong guidance. (Element: pportive Environment)	How many adults at this school…help students develop the skills they need to complete challenging coursework despite obstacles?
		How many adults at this school…tell their students they believe they can achieve high academic standards?
		How many adults at this school…teach critical thinking skills to students?
		How many adults at this school…teach students how to advocate for themselves?
		How many adults at this school…teach students the organizational skills needed to be prepared for their next level?
		How many adults at this school…recognize disruptive behavior as social-emotional learning opportunities?
		How many adults at this school…teach students the skills they need to fully engage academically (i.e., by focusing their attention or managing their thinking, behavior, and feelings)?**
		How many adults at this school…have access to school-based supports to assist in behavioral/emotional escalations?
Peer Collaboration (Teacher)	Teachers at this school influence how other teachers enact their daily instruction and engage with colleagues with a specific focus on student learning. (Element: Collaborative Teachers)	At this school…the principal/school leader, teachers, and staff collaborate to make this school run effectively.
		At this school…teachers design instructional programs (e.g., lessons, units) together.
		At this school…teachers make a conscious effort to coordinate their teaching with instruction at other grade levels.
School Commitment (Teacher)	At this school, teachers maintain a "can do" attitude and internalize responsibility for improving their school. (Element: Collaborative Teachers)	I usually look forward to each working day at this school.
		I would recommend this school to parents/guardians seeking a place for their child.
		I would recommend this school to other teachers as a place to work.

Aligned to Instructional Principle 2: Develop and strengthen a **welcoming and affirming school environment**.

Measure/ Topic	Description	Survey Questions in the Measure/Topic
Inclusive Leadership (Family)	Leaders at this school nurture individual agency and build collective capacity from teachers, parents, school community leaders, and students around a common vision of reform. (Element: Effective School Leadership)	The principal/school leader offers regular opportunities for parents/guardians to provide feedback.**
		The principal/school leader at this school…is strongly committed to sharing decision making with families.
		The principal/school leader at this school…works to create a sense of community in the school.
		The principal/school leader at this school…promotes family and community involvement in the school.
Outreach to Parents (Family & Teacher)	This school makes an effort to reach out to parents to engage them directly in the processes of strengthening student learning. (Element: Strong Family-Community Ties)	School staff regularly communicate with me about how I can help my child learn.
		Teachers work closely with me to meet my child's needs.
		I feel well-informed by the communications I receive from my child's school.
		My child's school communicates with me in a language that I can understand.**
		My child's school communicates with me in a way that I can understand.*
		At this school…teachers understand families' challenges and concerns.
		At this school…teachers work closely with families to meets students' needs.
		At this school…school staff regularly communicate with parents/guardians about how parents/guardians can help students learn.
		At this school…school staff value families' race, ethnicity, culture, or background.
Parent Involvement in School (Family)	This school creates opportunities for parents to be involved in school activities and in their child's learning. (Element: Strong Family-Community Ties)	Since the beginning of the school year, how often have you…communicated with your child's teacher about your child's performance?
		Since the beginning of the school year, how often have you…seen your child's projects, artwork, homework, tests, or quizzes?
		During the school year, have you…attended a general school meeting or school event (virtually or in-person)?**
		During the school year, have you…attended a regularly scheduled parent-teacher conference (virtually or in-person) with your child's teacher?**
Parent-Principal Trust	Parents feel respected and supported by school leadership and are treated as	I feel respected by my child's principal/school leader.
		I trust the principal/school leader at his or her word (to do what he or she says that he or she will do).

Measure/ Topic	Description	Survey Questions in the Measure/Topic

Aligned to Instructional Principle 2: Develop and strengthen a **welcoming and affirming school environment**.

Measure/ Topic	Description	Survey Questions in the Measure/Topic
(Family)	partners in educating their children. (Element: Trust)	The principal/school leader is an effective manager who makes the school run smoothly.
		The principal/school leader at this school works hard to build trusting relationships with parents/guardians like me.
Parent-Teacher Trust (Family)	Parents feel respected and supported by their child's teachers and are treated as partners in educating their children. (Element: Trust)	I feel respected by my child's teachers.
		Staff at this school work hard to build trusting relationships with parents/guardians like me.
		My child's teachers think of me as a partner in educating my child.**
Student-Teacher Trust (Student)	Teachers build trust by treating students with respect, matching their words and actions and maintaining an open dialogue with students. (Element: Trust)	There is at least one adult in the school that I can confide in.
		My teachers will always listen to students' ideas.
		My teachers always do what they say they will do.
		My teachers treat me with respect.
		When my teachers tell me not to do something, I know they have a good reason
Teacher-Principal Trust (Teacher)	Teacher-principal relationships are grounded in social respect and are marked by a genuine sense that all actors are working toward outcomes that are est for students. (Element: Trust)	I feel respected by the principal/school leader at this school.
		The principal/school leader at this school is an effective manager who makes the school run smoothly.
		The principal/school leader has confidence in the expertise of the teachers at this school.
		I trust the principal/school leader at his or her word (to do what he or she says that he or she will do).
		At this school, it's OK to discuss feelings, worries, and frustrations with the principal/school leader.
		The principal/school leader takes a personal interest in the professional development of teachers.
		The principal/school leader looks out for the personal welfare of the staff members.
		The principal/school leader places the needs of children ahead of personal interests.
		The principal and assistant principals function as a cohesive unit.
Teacher-Teacher Trust (Teacher)	Teacher-teacher relationships are grounded in social respect and are marked by a genuine sense that all actors are working toward outcomes that are best for students. (Element: Trust)	Teachers in this school trust each other.
		It's OK in this school to discuss feelings, worries, and frustrations with other teachers
		Teachers respect other teachers who take the lead in school improvement efforts.
		I feel respected by other teachers at this school.

Aligned to Instructional Principle 2: Develop and strengthen a **welcoming and affirming school environment**.

Measure/ Topic	Description	Survey Questions in the Measure/Topic
		Teachers at this school respect their colleagues' specific expertise.
Classroom Behavior (Teacher)	Student behavior in the classroom is conducive to learning. (Element: Supportive Environment)	How many students in your classes…listen carefully when the teacher gives directions?
		How many students in your classes…follow the rules in class?
		How many students in your classes…pay attention when they are supposed to?
		How many students in your classes…do their work when they are supposed to?

*new question for 2021 NYC School Survey; **question wording was revised for 2021 NYC School Survey

Aligned to Instructional Principle 3: Implement **inclusive curricula and assessments** that center student voice and collaboration.

Measure/ Topic	Description	Survey Questions in the Measure/Topic
Cultural Awareness and Inclusive Classroom Instruction (Student and Teacher)	At this school students and staff alike recognize, appreciate, and capitalize on diversity to enrich the overall learning experience. (Element: Collaborative Teachers)	My teachers use examples of students' different cultures/backgrounds/families in their lessons to make learning more meaningful for me.
		I see people of many races, ethnicities, cultures, and backgrounds represented in the curriculum.
		In general, my teachers treat students from different cultures or backgrounds equally.
		I feel that my teachers respect my culture/background.
		In general, my teachers make their lessons relevant to my everyday life experiences.
		I am presented with positive images of people from a variety of races, ethnicities, cultures, and backgrounds.
		At this school, we have conversations about race and racism with adults.*
		I am able to...receive support around how to incorporate students' cultural and linguistic backgrounds in my practice.
		I am able to...use my students' prior knowledge to make my lessons relevant to their everyday life.
		I am able to...modify instructional activities and materials to meet the developmental needs and learning interests of all my students.
		I am able to...ensure instruction represents multiple perspectives, cultures, and backgrounds.

Aligned to Instructional Principle 3: Implement **inclusive curricula and assessments** that center student voice and collaboration.

Measure/Topic	Description	Survey Questions in the Measure/Topic
		I am able to...affirm racial and cultural identities in my classroom practice.*
		I am able to...empower students as agents of social change in my classroom practice.*
		I am able to...design appropriate instruction that is matched to students' need (e.g., English language learners (ELLs) or Emergent Multilingual Learners (EMLLs) proficiency and students with disabilities).**
		I am able to...apply my knowledge of parents' various cultural backgrounds when collaborating with them regarding their child's educational progress.
		I am able to...develop appropriate Individualized Education Programs for my students with disabilities.
		I am able to...monitor progress on Individualized Education Program goals for my students with disabilities.*
		I am able to...distinguish linguistic/cultural differences from learning difficulties.
Teacher Influence (Teacher)	Teachers at this school have the opportunity to provide feedback and influence decisions. (Element: Effective School Leadership)	At this school...the principal/school leader encourages feedback through regular meetings with parent and teacher leaders.
		How much influence do teachers have over school policy in... selecting instructional materials and/or curriculum used in classrooms?
		How much influence do teachers have over school policy in... developing instructional materials?
		How much influence do teachers have over school policy in... setting standards for student behavior?

*new question for 2021 NYC School Survey; **question wording was revised for 2021 NYC School Survey

Aligned to Instructional Principle 4: Center time for **ongoing and targeted professional learning communities**.

Measure/Topic	Description	Survey Questions in the Measure/Topic
Quality of Professional Development (Teacher)	This school attends to the continuing education of its staff—teachers take part in ongoing professional development activity to keep abreast of new knowledge and to continue their individual growth.	Overall, my professional development experiences this year have...been sustained and coherently focused, rather than short-term and unrelated.
		Overall, my professional development experiences this year have...included enough time to think carefully about, try, and evaluate new ideas.
		Overall, my professional development experiences this year have...included opportunities to engage in inquiry-based, professional collaboration with peers and/or mentors in my school.

Aligned to Instructional Principle 4: Center time for **ongoing and targeted professional learning communities**.

Measure/ Topic	Description	Survey Questions in the Measure/Topic
	(Element: Collaborative Teachers)	Overall, my professional development experiences this year have...directly related to my students' needs.
Instructional Leadership (Teacher)	Leaders at this school have a clear and deliberate instructional vision, which they use as a road map to ocate the resources and cus of the school mmunity. (Element: fective School adership)	The principal/school leader at this school...makes clear to the staff their expectations for meeting instructional goals.**
		The principal/school leader at this school...communicates a clear vision for this school.
		The principal/school leader at this school...understands how children learn.
		The principal/school leader at this school...sets high standards for student learning.
		The principal/assistant principal(s) at this school...supports teachers in implementing what they have learned in professional development.
		The principal/assistant principal(s) at this school...carefully tracks student academic progress.
		The principal/assistant principal(s) at this school...knows what's going on in my classes.
		The principal/assistant principal(s) at this school...provides teachers with formative feedback to improve practice.
		The principal/assistant principal(s) at this school...provides teachers with the support to implement formative feedback.
		The principal/school leader at this school...participates in instructional planning with teams of teachers.**
		The principal/assistant principal(s) at this school...supports teachers in modifying instructional activities and materials to meet the developmental needs and learning interests of all my students.

*new question for 2021 NYC School Survey; **question wording was revised for 2021 NYC School Survey