

Comprehensive Guidance Document



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Dedicated to Kathleen Galland-Collins, former Assistant Director of the Office for Educator Development, Licensure, and Family Engagement at the Nevada Department of Education, our leader and visionary for the Nevada Working Conditions Survey, whose life lives on through this work.

1. Overview

The purpose of the Nevada School Staff Working Conditions Survey (Working Conditions Survey) is to gather data to inform systemic efforts to drive continuous improvement of staff working conditions in schools across the state. This survey, along with the Nevada School Climate/Social Emotional Learning (Nevada School Climate/SEL) Staff Survey, are two vital statewide vehicles for giving school staff an opportunity to share their perceptions about their working environments and helping districts/charters, schools, and the state better pinpoint where school environments are succeeding or needing improvement. Hearing from school staff can guide districts/charters, schools, and the state to identify policies, supports, and resources that support desirable working conditions, which will lead to improved staff satisfaction and retention.

The purpose of this document is to provide districts/charters, schools, and the state with guidance on the implementation, delivery, and analysis of the Working Conditions Survey.

To ensure data quality and confidentiality, the Nevada Department of Education (NDE) is collaborating with an independent third-party research institution—the [American Institutes for Research](#)® (AIR®)—to develop, administer, analyze, and report on the Working Conditions Survey. Nevada districts/charters and schools that want to improve working conditions for their staff and learning environments for their students should (a) partner with AIR to ensure that the Working Conditions Survey is offered to all school staff and (b) use the survey responses to inform school improvement efforts. All staff of record in Nevada’s public education system—including part-time and full-time teachers, administrators, teacher aides, specialized instructional support personnel, and other support staff—will have an opportunity to participate in the Working Conditions Survey.

The timeline and implementation plans included are merely guidelines for what to expect about preparing for, administering, and reporting on this type of survey. The appendices include the survey instrument, communication materials, and frequently asked questions.

2. Background and Introduction

A. Why Did NDE Develop the Working Conditions Survey?

The Statewide Teacher Recruitment and Retention Advisory Task Force (Task Force) identified that improving working conditions would help address staff retention in Nevada. A strategy outlined to address this issue was to provide a Working Conditions Survey for districts/charters, schools, and NDE to better understand the working

conditions that need improvement in state schools and use this information to drive school improvements.

B. What Does the Working Conditions Survey Measure?

The Working Conditions Survey measures nine topics:

- School facilities and resources
- Instructional resources
- Staff autonomy
- Staff leadership
- School leadership and climate
- Family support and involvement
- Workload
- District/charter leadership
- Salary/benefits

C. How Was the Working Conditions Survey Developed?

The Nevada Teacher Recruitment and Retention Advisory Task Force asked the state to develop this survey to improve policies and practices that affect staff working conditions in Nevada’s public schools. A diverse group of education and community partners from across the state (also called the “working group”) developed this survey with survey and working conditions experts at AIR.

Between fall 2023 and summer 2024, the working group, NDE, and AIR developed the survey together. First, during fall and winter 2023–24, the working group, NDE, and AIR decided on the nine topics (listed above) to measure. Then, AIR reviewed the latest research and survey examples on educator working conditions to draft survey items for the working group to consider. The working group, NDE, and AIR selected and refined questions under each topic, ensuring clarity, meaning, and value.

During spring 2024, AIR conducted cognitive interviews to ensure the accuracy, clarity, and user-friendliness of the questions and response options. During cognitive interviews, AIR researchers ask respondents to complete the survey and describe what they are thinking as they read and answer the questions. These cognitive interviews help us understand if the survey questions are being interpreted as intended or if adjustments need to be made. Based on the cognitive interviews, AIR adjusted some phrasing of the survey items, skip logics, and survey scales as well.

During summer 2024, AIR conducted a pilot study with 695 school staff volunteers from across the state. NDE helped recruit the volunteers from various school-level roles (i.e., administrators, teachers, paraprofessionals, specialized instructional support personnel, and other support staff), across 13 school districts and 7 State Public Charter School Authority (SPCSA) charter districts. AIR analyzed the survey measures using Rasch psychometric methods and analyzed respondents' open-response feedback to adjust items and scales. AIR used the results to strengthen the survey. The resulting survey is a valid and reliable tool.

In addition, the survey was reviewed throughout its development by survey and data experts to ensure that best practices in survey methodology were followed.

D. Who Can Take the Survey?

All school staff members in Nevada's public education system should take the survey. This includes part-time and full-time teachers; administrators; school counselors and social workers; school nurses and psychologists; maintenance staff; administration staff; instructional coaches; paraprofessionals; school aids; school safety officers; food service staff; bus drivers; and any other adult working in a preschool, elementary, middle, or high school, adult education, or Program Approach to Career Employment (PACE)/Postsecondary Opportunities for Students in Transition (POST) who is employed by a school district or charter organization.

It is important that everyone who works for a school (including licensed and unlicensed educators and support staff) takes the Working Conditions Survey. At the same time, we understand some questions are not appropriate for certain roles or positions. We have incorporated skip logic so staff will only answer questions that apply to their role.

E. Who Benefits from the Working Conditions Survey?

Nevada districts/charters, schools, staff members, and students can benefit from the Working Conditions survey. Districts/charters and schools that are committed to addressing and improving staff working conditions will benefit from the knowledge gained through the Working Conditions Survey. Summary results from the survey will be shared with districts/charters and schools and used to inform policies and recommendations to the state. Staff also will benefit from the Working Conditions Survey by having an opportunity to share information about their school working conditions with an independent research entity legally bound to keep their data confidential. Students benefit when staff are supported and have the resources they need to do their jobs well.

F. Who Will Lead the Survey Work?

The American Institutes for Research® (AIR®), a nonprofit, independent, third-party research team is leading the survey administration and analysis. The Task Force recommended that NDE contract with an independent third-party research team to develop, implement, and analyze the results from the Working Conditions Survey to ensure confidentiality of school staff. NDE followed state contract rules and regulations when selecting AIR as the third-party independent research team. Hiring a third-party independent research team will increase response rates by increasing employee confidence in objectivity and confidentiality.

G. How Is Confidentiality Ensured?

To protect staff privacy, the Working Conditions Survey will be confidential. Confidential means that no names or identifying information will be included in any publications or presentations based on the survey data. To ensure confidentiality, when reporting information learned from the Working Conditions Survey, AIR will not include data from any groups or subgroups with fewer than 10 respondents (the same suppression standard used for reporting student data). In addition, AIR will **not** share directly identifiable information (e.g., names or license numbers) with anyone outside of the AIR research team studying working conditions in Nevada. To prevent any possible risk of indirect disclosure, AIR will only share de-identified respondent-level data with NDE and its stakeholders if there are 10 or more respondents per group or subgroup. AIR will include in their communications that any shared information, including complaints, will not be personally identifiable (not including possible indirect disclosure), and districts/charters should objectively evaluate all feedback received. Employees provide more honest answers when their data are held in confidence and when only a summary of the data is shared.

- **Why are administrators, teachers, and specialized instructional support personnel asked to supply their license number?** Educator-licensed staff are asked to provide their Nevada educator license number so that researchers can correlate data available in the state's licensure system with the Nevada Working Conditions Survey and the Nevada Teacher Exit/Transfer Survey. An anonymous survey would not allow researchers to correlate data across surveys. These connections will help identify the most important working conditions to retain staff.
- **Who will have access to license numbers?** Only the third-party survey vendor (AIR) will have access to teachers' license numbers. At NDE's request, AIR may share this information with additional third-party researchers with appropriate legal agreements in place.
- **Who will not have access to license numbers?** Schools, districts/charters, and the state will **not** have access to identifying information, nor will anyone outside AIR,

except for any additional third-party researchers that NDE requests to be included in data-sharing agreements.

3. Best Practices and Considerations for Districts and Charters

This section lays out some guidelines that district/charter or school administrators should consider when collaborating with AIR on the administration of the Working Conditions Survey, including communication and logistics planning and best practices.

The survey in its entirety is in [Appendix A](#).

A. District/Charter Messaging and Communication

We recommend that communication about the Working Conditions Survey include three important messages:

First, *Value and Purpose*: Communication about the value and purpose of the Working Conditions Survey will help improve survey completion rates and demonstrate to staff that education leaders want to hear from them.

Second, *Confidentiality*: When survey participants know and trust the confidentiality of the survey, such that no one from their district/charter, school, or NDE will see their identifiable data, staff are more likely to participate and answer honestly, resulting in high-quality data.

Third, *Using Data*: These data are for improvement purposes only and cannot be used for evaluative or punitive measures. It is important to relay to staff that the survey data and results will inform improvements for staff in the future. Refer to [Appendix B](#) for sample communication materials and [Appendix C](#) for frequently asked questions and share widely with all school staff at meetings and through printed copies and/or email. Employees are more likely to respond if they perceive that their comments will lead to organizational change. Districts/charters and schools should consider underscoring this point by sharing aggregated results with staff at regular intervals and articulating action steps that address the findings.

If your district/school already has a working conditions survey, staff may be confused as to why they are receiving the state survey as well. If this is the case, the district/school should explain that staff surveys may be administered by different entities and used for different purposes. Unlike the district/school surveys, the state's Working Conditions Survey is an opportunity to collect *uniform* information from staff across the state to help make informed decisions on statewide policies for educators.

B. Survey Logistics

When Will the Survey Be Available? The first survey administration of the Working Conditions Survey will be in fall 2024. Then, the survey will be administered biennially in the fall, alternating years with the Nevada School Climate/SEL Staff Survey. Collecting data in the fall will give districts/charters time to review their results before the next school year.

How will the survey be administered? AIR will work with district and SPCSA liaisons to administer the survey to all school staff. AIR will provide district and SPCSA liaisons with the survey link and helpful resources, including survey status reports for their schools. AIR will also work with district and SPCSA liaisons and district/charter IT departments to whitelist the survey link and email domains as to reduce survey participation barriers for school staff.

Staff will be prompted to enter their school email address to verify their association with a district or charter. Once logged in, staff will be shown a randomly generated PIN number. To protect staff survey responses, staff will need to enter both their login email address and PIN to re-enter their previously started survey session.

What is a PIN? The PIN was created to protect staff's survey responses so that no one can access their previously started survey using their email address. After staff log in with their professional email address and consent to participating, a PIN page with a randomly generated number will show. Simultaneously, the PIN will be emailed to the email address that the staff used to log in. Staff are encouraged to write down and save this PIN number somewhere to return to their survey session at another time. To log back in to their survey, they will need both their login email address *and* their PIN. If they forgot their PIN, staff can check their email or use the "Forgot PIN" option so that the PIN will be emailed directly to the email address that staff used to log in to the survey. If staff don't see this email, they should check their spam/junk mailboxes.

What if staff have more than one role? The survey will ask staff to select their primary role.

What if staff work for more than one school campus? The survey will ask staff which school(s) they currently serve. Staff may select and answer survey questions for up to five school campuses. The survey will prompt them and let them know which school(s) they are answering questions for.

How are schools organized for this data collection? Similar to the Nevada School Climate/SEL Staff Survey, schools are defined by the state ID codes that are

used for the Nevada Report Card, where grades are split among elementary, middle, and high schools.

4. Survey Data Analysis and Interpretation

A. How Will the Survey Data Be Prepared and Shared?

The AIR research team will collect and securely store staff data and will not share names, license numbers, or other identifying information with NDE, your district/charter, or your school in any survey data, publications, or presentations. Aggregated data will be posted on the Working Conditions Survey data dashboard in a manner that maintains confidentiality. Aggregate data may further be shared with district/charter programs and policy stakeholders, such as school boards and the Nevada Legislature. If respondent-level data are requested by NDE and districts/charters so that additional analyses can be done at the state or district/charter levels, AIR will only share de-identified data with 10 or more respondents per group or subgroup.

AIR will descriptively analyze the data collected from the Working Conditions Survey and provide NDE with the results in a format determined by NDE and AIR (e.g., report, memo). The findings will be presented overall at the state level and disaggregated by district/charter and/or school based on confidentiality and sample size requirements. The results are intended to form the foundation of conversations focused on meaningful changes that make Nevada's schools more attractive to current and future employees and not to be used for evaluation or punitive measures.

In addition, AIR will adhere to confidentiality and sample size requirements in producing dissemination products that will include a (a) brief high-level overview of the findings in infographic format intended for a broad audience and (b) searchable database of findings by school, local education agency, region, or state.

B. How Will the Survey Findings Be Reported?

The AIR research team will provide descriptive summary results. All data reporting will adhere to the following best practices:

- Require a minimum sample size of at least 10 teachers for any staff group report or any school-, district-, charter-, or state-level report.
- Aggregate data as necessary to report meaningful information (e.g., combine rural districts/charters by region if sufficient data are not available to meet reporting requirements at the individual district/charter level).
- Present survey results at both the topic level and the item level.

- Include outcomes and recommendations for improvement based on the survey data whenever possible.

C. How Will the Results Be Shared?

The Working Conditions Survey will be administered in the fall (October–December) every other year. School- and district-level results will be shared on a public data dashboard by the following March. Webinars and training will be offered to review the results in the dashboard.

Along with their NDE partners, AIR will report to the Education Policy Management (EPM) team at NDE and the Task Force in the spring following the biennial survey administration to review the results. EPM could use these data to analyze current programming, support strategic planning, develop new initiatives, or advocate for legislative changes. The Task Force could use the information to support draft bill requests for the following year as well as current bills already in the legislative pipeline.

AIR will also create legislative training sessions for legislators' staff as well as NDE staff members to promote survey awareness and use of the survey results.

Appendix A. Nevada School Staff Working Conditions Survey

BELOW IS A COPY OF ALL SURVEY QUESTIONS IN THE NEVADA WORKING CONDITIONS SURVEY. NOT ALL QUESTIONS WILL GO TO ALL SCHOOL STAFF BASED ON WHAT THE QUESTION IS ASKING AND SKIP LOGIC.

[Page 1]

Welcome to the Nevada School Staff Working Conditions Survey

Thank you for taking the time to complete this statewide survey. Your feedback is valuable to support efforts to improve working conditions and school staff retention.

The Nevada Department of Education (NDE) hired the American Institutes for Research® (AIR®) to collect your feedback so that you can share your voice honestly and with confidence as AIR is legally bound to securely store your data and not share any identifying information with NDE, your district/charter, or your school in any survey data, publications, or presentations.

- Your participation in this survey is completely **voluntary**. You may decline to take the survey at any time without consequence.
- The survey should take no more than **15 minutes** to complete.
- This survey is **confidential**. An anonymous survey would not allow AIR to correlate data across staff surveys and make connections between working conditions over time and the reasons staff are leaving Nevada public schools.

If you are a licensed personnel, please note that the survey will ask for your [publicly available educator license number](#) so that AIR can correlate data in the state's licensure system with this survey and the Nevada Exit/Transfer Survey.

[Page 2]

What is this survey about?

This survey will ask you questions about the working conditions at your school(s). This is not a test. There are no wrong answers.

Do I have to take the survey?

This survey is voluntary. You do not have to answer any questions you do not want to answer, and you can stop at any time with no penalty. We hope you will do your best to answer as many questions as you can. Please be honest when answering each question.

Who will see my answers?

Only researchers from the American Institutes for Research® (AIR®) and its research partners will see your responses. AIR will not share any identifying information with your school, district/charter, or the state. AIR will not identify you in any report.

What are the benefits of participating in this survey?

The data from this survey can help school and district/charter administrators identify areas for school improvement to better support staff and nurture positive, healthy, and welcoming work environments. It can also equip district/charter and state policymakers to better advocate for resources and policy changes.

What are the risks of participating in this survey?

There are no risks associated with participating in this survey.

Who should I ask if I have any questions?

If you have questions about this research study you can contact the study's Project Director, Kyosin Kang, at nveducatorsurvey@air.org or 866-261-2295 (option 6). If you have questions about your rights as a research participant, you may contact the Institutional Review Board at AIR at 1-800-634-0797 or IRB@air.org.

If you understand the above information and agree to take this survey, please click "Next." Otherwise, you may stop here.

[Page 3]

Please select your primary role. **Required*

We understand that some staff have multiple roles. For the purposes of this survey, please select your **primary role** at Nevada public school(s).

- School Administrator [role01]
- Teacher (general, special education, itinerant) [role02]
- Teacher's Assistant/Aide or Paraprofessional [role03]
- Specialized Instructional Support Personnel (counselor, psychologist, social worker, nurse, library media specialist, instructional coach, speech language pathologist) [role04]
- Other Support Staff (activities coach, bus driver, custodian, food service, school aide, secretary, IT, etc.) [role05]

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Please select your primary Specialized Instructional Support Personnel (SISP) role.

- School Counselor [role04_1]
- Psychologist [role04_2]
- Social Worker [role04_3]
- Nurse [role04_4]
- Librarian/Media Specialist [role04_5]
- Instructional Coach [role04_6]
- Speech Language Pathologist [role04_7]
- Other, please specify: [role04_8]

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Please select your primary Support Staff role.

- Activities Coach [role05_1]
- Bus Driver [role05_2]
- Custodial Services [role05_3]
- Food Service Staff [role05_4]
- Groundskeeper [role05_5]
- Maintenance Staff [role05_6]
- Mechanics [role05_7]
- School Aide [role05_8]
- School Resource/Safety Officers [role05_9]
- School Secretary/Clerical [role05_10]
- Computer Technician/IT [role05_11]
- Other, please specify: [role05_12]

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Do you primarily serve as a substitute? **Required*

- No [role08_1]
- Yes [role08_2]

Are you a full-time employee (i.e., you receive benefits)? **Required*

- Yes, I am a full-time employee. [role_status_1]
- No, I am a part-time employee. [role_status_2]

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What other school-level roles/responsibilities would you like us to know about?
(Optional) **[role_add]**

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Select Your School Campus(es)

Please select the school campus(es) that you currently serve and for which you would like to answer questions about your working conditions.

If you work in more than one school, you can select up to five schools, but please know that you will answer the same series of questions for each selected school, which will extend your time in the survey.

Important: You will not be able to change your school selection(s) after this page.

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Which grade(s) of students do you serve at this school? Select all that apply.

****Required***

For example, if you are a teacher, please select the grade(s) you teach. If you are an administrator, please select all grade(s) that your school serves.

- Prekindergarten [ctpg01]
- Kindergarten [ctpg02]
- 1st [ctpg03]
- 2nd [ctpg04]
- 3rd [ctpg05]
- 4th [ctpg06]
- 5th [ctpg07]
- 6th [ctpg08]
- 7th [ctpg09]
- 8th [ctpg10]
- 9th [ctpg11]
- 10th [ctpg12]
- 11th [ctpg13]
- 12th [ctpg14]
- Other (e.g., 12+, PACE/POST; please specify) [open response] [ctpg15]
- Adult Education [ctpg16]

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This section asks about your school’s facilities.

Please select how much you agree with the statements below.

		Do not agree [1]	Slightly agree [2]	Agree [3]	Strongly agree [4]
School Facilities and Resources	This school has clean and well-maintained facilities. [far_01]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Repairs are made in a timely fashion. [far_02]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The temperature in my classroom or office is comfortable year-round. [far_03]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The outdoor lighting system is adequate. [far_04]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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This section asks about instructional resources and support. Please select how much you agree with the statements below.

I have adequate access to...

		Do not agree [1]	Slightly agree [2]	Agree [3]	Strongly agree [4]
Instructional Resources and Support	Appropriate instructional materials to meet my students' needs. [irs_1_01]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Appropriate Professional Development opportunities provided by this school that help me be more successful in my role. [irs_1_02]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Appropriate Professional Development opportunities provided by my district (or charter district) that help me be more successful in my role. [irs_1_03]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Instructional technology, including computers, printers, software, and internet access. [irs_1_04]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Office equipment and supplies such as copy machines, paper, pens, etc. [irs_1_05]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Reliable and fast internet connection. [irs_1_06]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Substitutes. [irs_1_07]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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This section asks about instructional resources and support. Please select how much you agree with the statements below.

When my students need additional support, I have sufficient access to...

		Do not agree [1]	Slightly agree [2]	Agree [3]	Strongly agree [4]	I don't know [5]
Instructional Resources and Support Cont.	Tutors [irs_2_01]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	SPED personnel [irs_2_02]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Interventionists [irs_2_03]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Paraprofessionals [irs_2_04]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	School counselors [irs_2_05]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Social workers [irs_2_06]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Mental health professionals [irs_2_07]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Nurses [irs_2_08]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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This next section asks about how much opportunity you have to participate in school-level activities.

Having the opportunity is separate from doing or acting on the opportunity.

How much opportunity do you have to...

		Do not have any opportu- nity [1]	Have little opportu- nity [2]	Have a moderate amount of opportu- nity [3]	Have a lot of opportu- nity [4]	I don't know [5]
Staff Autonomy	Provide input on instructional materials and/or resources this school purchases. [san_01]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Choose instructional strategies for my students. [san_02]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Provide input on what Professional Development programming this school offers. [san_03]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Select which formative assessments I use with my students. [san_04]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Select behavioral management strategies used with my students. [san_05]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Provide input on our schoolwide behavior management plan. [san_06]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Provide input on how the school budget will be spent. [san_07]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Provide input on the School Improvement Plan. [san_08]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Provide input on hiring new educators at this school. [san_09]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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The next set of questions asks about your participation in leadership activities at your school and about your perceptions of school leadership and climate.

Please select how much you agree with the statements below.

		Do not agree [1]	Slightly agree [2]	Agree [3]	Strongly agree [4]	I don't know [5]
Staff Leadership	I am trusted to fulfill my job responsibilities. [lead_01]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I am encouraged to participate in school leadership roles. [lead_02]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have meaningful involvement in the decision making at this school. [lead_03]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Please select how much you agree with the statements below.

		Do not agree [1]	Slightly agree [2]	Agree [3]	Strongly agree [4]	I don't know [5]
School Leadership/ Climate Supports	School administrator(s) consistently support(s) me as needed. [dis_2_01]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I feel comfortable raising concerns that are important to me to school administrator(s). [dis_2_02]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	There is a schoolwide shared vision. [dis_2_03]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Expectations for student conduct are fairly addressed at this school. [dis_2_04]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I trust my colleagues at this school. [dis_2_05]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	There are sufficient mental health supports for staff at this school. [dis_2_06]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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How strongly do you agree or disagree with the following statements about this school?

		Strongly disagree [1]	Disagree [2]	Agree [3]	Strongly agree [4]
Nevada School Climate/SEL Staff Survey (Emotional Safety)	I feel like I belong. [Isafemo52]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I feel satisfied with the recognition I get for doing a good job. [Isafemo53]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I feel comfortable discussing feelings, worries, and frustrations with my supervisor. [Isafemo54]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	This school inspires me to do the very best at my job. [Isafemo55]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	People at this school care about me as a person. [Isafemo56]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can manage almost any student behavior problem. [Isafemo58]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I feel safe in this school. [Isafpsaf59]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Page 17]

How strongly do you agree or disagree with the following statements about this school?

The following types of problems occur at this school often:

		Strongly disagree [1]	Disagree [2]	Agree [3]	Strongly agree [4]
Nevada School Climate/SEL Staff Survey (Physical Safety)	Physical conflicts among students [Isafpsaf60]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Robbery or theft [Isafpsaf61]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Vandalism [Isafpsaf62]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Student possession of weapons [Isafpsaf64]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Sexual assault or dating violence [Isafpsaf143]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Physical abuse of teachers [Isafpsaf66]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Student verbal abuse of teachers [Isafpsaf67]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Page 18]

This section asks about your school’s family/caregiver support and involvement.

Please select how much you agree with the statements below.

		Do not agree [1]	Slightly agree [2]	Agree [3]	Strongly agree [4]	I don't know [5]
Family Support and Involvement	This school maintains clear, two-way communication with families/caregivers. [fam_01]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	This school does a good job of encouraging family/caregiver involvement in their child’s education. [fam_02]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	At this school, families/caregivers have meaningful involvement in the decision-making. [fam_03]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I feel supported by the families/caregivers of my students. [fam_04]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Page 19]

Please select how much you agree with the statements below.

		Do not agree [1]	Slightly agree [2]	Agree [3]	Strongly agree [4]	I don't know [5]
Bias	Leadership at this school (e.g., school administrators, grade/department leads, etc.) displays preferential treatment amongst staff members. [bia_01]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Adults at this school treat all students equitably. [bia_02]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I've experienced bias from adults at this school based on my identity. [bia_03]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I've experienced bias from students, families, or caregivers based on my identity. [bia_04]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Page 20]

Which aspect(s) of your identity do you feel was/were not fully accepted by **adults at your school**? Select all that apply.

- Age [rvbia01_1]
- Country of origin/culture [rvbia02_1]
- Dialect [rvbia03_1]
- Disability/ability [rvbia04_1]
- Gender/gender identity [rvbia05_1]
- Language of origin [rvbia06_1]
- Race/ethnicity [rvbia07_1]
- Religion [rvbia08_1]
- Sexual orientation [rvbia09_1]
- Size [rvbia10_1]
- Other (please specify): [rvbia11_1]
- Prefer not to answer [rvbia12_1]

[Page 21]

Which aspect(s) of your identity do you feel was/were not fully accepted by **students, families, or caregivers**? Select all that apply.

- Age [rvbia01_2]
- Country of origin/culture [rvbia02_2]
- Dialect [rvbia03_2]
- Disability/ability [rvbia04_2]
- Gender/gender identity [rvbia05_2]
- Language of origin [rvbia06_2]
- Race/ethnicity [rvbia07_2]
- Religion [rvbia08_2]
- Sexual orientation [rvbia09_2]
- Size [rvbia10_2]
- Other (please specify): [rvbia11_2]
- Prefer not to answer [rvbia12_2]

[Page 22]

This section asks about your workload.

Please select how much you agree with the statements below.

		Do not agree [1]	Slightly agree [2]	Agree [3]	Strongly agree [4]
Work Load	Class sizes are reasonable such that educators have the time available to meet the needs of all students. [wkl_01]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I can focus on educating/serving my students with minimal interruptions from adults. [wkl_02]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I feel protected from other duties that interfere with my essential role of educating/serving students (e.g., subbing, translating, attending meetings/events). [wkl_03]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	The prep time provided for educators at this school is adequate. [wkl_04]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I have time for meaningful collaboration with colleagues. [wkl_05]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Page 23]

During the school year, how often do you feel...

		Not at all / A little of the time [1]	Some of the time [2]	Good part of the time [3]	Most of the time [4]
Burnout	Burnt out? [burn_01]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Tense, restless, or anxious at work? [burn_02]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Unable to make it until you retire? [burn_03]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Page 24]

This section asks about your perceptions of the district/charter leadership and district/charter supports.

Please select how much you agree with the statements below.

		Do not agree [1]	Slightly agree [2]	Agree [3]	Strongly agree [4]	I don't know [5]
District/ Charter Leadership Supports	The district/charter leadership supports me as needed. [dis_1_01]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I am trusted to make sound professional decisions relevant to my role. [dis_1_02]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I feel comfortable raising issues that are important to me to my district/charter leadership. [dis_1_03]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	In my district (or charter district), there are sufficient mental health supports for staff in my district (or charter district). [dis_1_04]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	District/charter offices provide valuable information that supports my work. [dis_1_05]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	I know how to find information from my district (or charter district) when I need it. [dis_1_06]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	My district (or charter district) adequately supports school staff when implementing new initiatives. [dis_1_07]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	In my district (or charter district), staff views are adequately considered in major districtwide decisions. [dis_1_08]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Page 25]

These next two questions ask about your paid and non-paid work hours in a *typical week*.

Paid Hours: How many hours are you contracted (including additional pay for clubs/activities) to work during a *typical week*? [wkl_06]

Enter HOURS to the nearest whole number.

_____ paid hours

Non-Paid Hours: How many hours do you spend on non-paid school-related activities during the school week and weekend in a *typical week*? [wkl_07]

Enter HOURS to the nearest whole number.

_____ non-paid hours

[Page 26]

This section asks about your salary and benefits. Please select how satisfied you are with the following statements.

Given your role and responsibilities, how satisfied are you with your...

		Not at all satisfied [1]	Somewhat satisfied [2]	Mostly satisfied [3]	Very satisfied [4]	Not applicable [5]
Salary and Benefits	Total hours you work per week? [sal_01]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Employer-provided retirement benefits? [sal_02]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Employer-provided health benefits? [sal_03]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Hourly pay/salary? [sal_04]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Page 27]

What is your base salary for the entire school year? (Optional) [sal_05]

Enter AMOUNT to the nearest whole number.

\$ _____ (Base Salary)

Assuming your role and responsibilities remain the same, how much would your base salary have to be for you to be satisfied with it? (Optional) [sal_06]

Enter AMOUNT to the nearest whole number.

\$ _____ (Satisfactory Salary)

[Page 28]

What is your Nevada Educator License Number? [bkg_lic] *Required

To look up your license number, please visit <https://online.nvdoe.org/#/VerifyLicense>.

The Working Conditions Survey asks educators to provide their Nevada educator license number so that third-party researchers like AIR can correlate the data from the Nevada School Working Conditions Survey with the Nevada Staff Exit/Transfer Survey data. The license number and personal information will remain confidential. **No names, license numbers, or other personally identifying information will be included in any survey data, publications, or presentations shared with districts or charter districts, schools, and the state.**

[Page 29]

How many years have you been in your *current position*? [bkg_cexp]

Total Years in Current Position: Excluding time spent on long-term leave or sabbatical, how many school years, either full-time or part-time, have you been in your current position?

School years include the current school year. Report years to the nearest whole year, not fractions or months.

_____ year(s) in current position

How many total years have you been employed in the *school district or charter district*? [bkg_dexp]

Total Years at School District: Excluding time spent on long-term leave or sabbatical, how many school years have you worked, either full-time or part-time, in the school district or charter district you are working in?

School years include the current school year. Report years to the nearest whole year, not fractions or months.

_____ year(s) in district or charter district

Overall, how many total years of experience do you have in *education*? [bkg_texp] *Required

Total Years of Experience: Excluding time spent on long-term leave or sabbatical, how many school years have you worked, either full-time or part-time, within a preK–12+ public or private school system?

School years include the current school year. Report years to the nearest whole year, not fractions or months.

_____ year(s) in education

[Page 30]

How would you classify your position? [ctp]

If you have more than one role in your position, please describe your primary role.

- General education [01]
- Special education, self-contained setting [02]
- Special education, push-in/pull-out or collaborative team-teaching model [03]
- Itinerant teacher (teach in more than one school) [04]
- Other (please specify): [05, O_CTP]

[Page 31]

What is your area(s) of assignment? Select all that apply.

- Elementary; all subjects [ctps01]
- English/language arts/reading [ctps02]
- English as a second language [ctps03]
- Career and technical education [ctps04]
- Gifted education [ctps05]
- Health, physical education, and/or driver education [ctps06]
- History and/or social studies [ctps07]
- Library/media [ctps08]
- Mathematics [ctps09]
- Science [ctps10]
- Special education [ctps11]
- Visual and/or performing arts [ctps12]
- World languages [ctps13]
- Other (please specify): [ctps14]

[Page 32]

What was your route to *initial* teacher licensure in Nevada? [bkg_rte]

An alternative route to a licensure program is a program offered by an approved provider that was designed to expedite the transition of nonteachers to a teaching career.

- Nevada college or university traditional teacher preparation program [01]
- Nevada alternative route, accelerated/provisional license [02]
- Out-of-state college or university traditional teacher preparation program [03]
- Reciprocity from another state or country (i.e., entered with a current, valid license from another state or country) [04]
- Business and Industry [05]
- Other (please specify) [open response] [06]

[Page 33]

During your teacher preparation program, how long did your clinical experience/practicum last? [bkg_prog_stch]

- 4 weeks or less [01]
- 5–7 weeks [02]
- 8–11 weeks [03]
- 12–17 weeks [04]
- 18 weeks or more [05]

[Page 34]

Did you complete your clinical experience/practicum while employed as school support staff? [bkg_prog_emp]

- Yes [01]
- No [02]

[Page 35]

How well prepared did you feel when you began your first year as a teacher?

[bkg_prog_well]

- Not well [01]
- Somewhat well [02]
- Well [03]
- Very well [04]

[Page 36]

In your FIRST year as a teacher, did you participate in a FORMAL schoolwide or districtwide induction program? **[induction]**

- Yes [01]
- No [02]

[Page 37]

Overall, to what extent did the induction programming improve your job performance in your first year as a teacher? **[indperf]**

- Not at all [01]
- To a small extent [02]
- To a moderate extent [03]
- To a large extent [04]

[Page 38]

In my FIRST year as a teacher, I received the following kinds of supports:

	Yes [1]	No [0]
Formally assigned a mentor [fysup_01]	<input type="radio"/>	<input type="radio"/>
Seminars specifically designed for people new to my position [fysup_02]	<input type="radio"/>	<input type="radio"/>
Reduced workload [fysup_03]	<input type="radio"/>	<input type="radio"/>
Release time to observe other educators in my position [fysup_04]	<input type="radio"/>	<input type="radio"/>
Orientation for people new to my position [fysup_05]	<input type="radio"/>	<input type="radio"/>
Access to professional learning communities [fysup_06]	<input type="radio"/>	<input type="radio"/>
Regular communication with my supervisor [fysup_07]	<input type="radio"/>	<input type="radio"/>
Other supports you received (if yes, please specify): [fysup_08]	<input type="radio"/>	<input type="radio"/>

[Page 39]

Overall, to what extent did your assigned mentor improve your job performance in your first year as a teacher? [mentperf]

- Not at all [1]
- To a small extent [2]
- To a moderate extent [3]
- To a large extent [4]

[Page 40]

On average, how often did you engage in each of the following activities with your mentor?

	Never [1]	Rarely [2]	Sometimes [3]	Often [4]	Not applicable [5]
Developing lesson plans [menact_01]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being observed [menact_02]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing student work [menact_03]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewing results of students' assessments [menact_04]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing student behavioral issues [menact_05]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflecting on my job performance [menact_06]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other activities you engaged in with a mentor (if applicable, please specify): [menact_07]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Page 41]

The Nevada Department of Education requests demographic information to inform our ongoing commitment to promote diversity, equity, inclusion, and representation across all our work. This information supports our capacity to equitably implement policies and programs, interpret data in meaningful ways, create an inclusive and culturally responsive educational ecosystem, and serve the diverse needs of our communities.

Your responses to the demographic questions are optional; if you decline to respond, you may choose “prefer not to answer.” Responses will remain confidential; AIR and NDE will release only aggregated information with at least 10 respondents per group.

What is your gender identity? `demo_gen`

- Female [01]
- Male [02]
- Nonbinary or nonconforming [03]
- Prefer to self-identify: _____ [04]
- Prefer not to answer [05]

[Page 42]

What is your age? `demo_age`

Please round to the nearest whole year.

_____ years

[Page 43]

Are you a veteran or a military dependent? `demo_vet`

- Yes [01]
- No [02]
- Prefer not to answer [03]

[Page 44]

Please select all race/ethnicity options that reflect the way you identify:

- African American/Black [demo_race01]
- Alaska Native [demo_race02]
- Asian [demo_race03]
- Caucasian/White [demo_race04]
- Hispanic/Latino/a [demo_race05]
- Middle Eastern/Northern African [demo_race06]
- Native American/American Indian [demo_race07]
- Native Hawaiian or Pacific Islander [demo_race08]
- Prefer to self-identify: _____ [demo_race09]
- Prefer not to answer [demo_race10]

[Page 45]

If you identify as a Native American or American Indian, you also may select your heritage tribe. Select all that apply. [demo_tribe]

- Washoe [01]
- Northern Paiute [02]
- Southern Paiute [03]
- Western Shoshone [04]
- Prefer to self-identify: _____ [05]
- None of the above [06]

[Page 46]

Please select your highest degree attained. **[bkg_edu]**

- High school diploma/GED **[01]**
- Associate's or 2-year college degree **[02]**
- Bachelor's or 4-year college degree **[03]**
- Master's degree **[04]**
- Master's degree +16 **[05]**
- Master's degree +32 **[06]**
- Doctoral degree **[07]**
- Other (please specify) **[08]**
- Prefer not to answer **[09]**

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Is there anything else this survey should've asked you about? **[ADDQST]**

[Page 48]

Focus Group Sign-Up

AIR is conducting focus group interviews to receive feedback on the Nevada School Working Conditions Survey. AIR will select from a representative group of educators and classified staff who provide their contact information below and will invite them to participate in a focus group.

By providing your contact information below, you are giving AIR permission to contact you. You will not be identified in any reports, and your individual responses will never be shared with anyone outside of the AIR research team.

First Name: (staff_firstname) **[fg_fname]**

Last Name: (staff_lastname) **[fg_lname]**

Email: (staff_email) **[fg_email]**

Phone Number: (staff_phone) **[fg_phone]**

Phone Extension: (staff_phone_ext) **[fg_ext]**

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Stay Informed

If you would like to receive updates about the Working Condition Survey from the AIR research team, please provide an email address below.

Email: _____

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Thank you for your time in providing this valuable information. If you have any questions or feedback on the survey, please contact the AIR research team at nveducatorsurvey@air.org or 866-261-2295, option 6.

Appendix B. Communication Materials

This appendix contains an email example and 1-page resources that you can share electronically or print copies of for school bulletin boards and staff school mailboxes. Please share this survey widely with all school staff in Nevada public schools.

Announcement Email Template

Dear Education Partners,

This fall, the Office of Educator Development, Licensure, and Family Engagement (EDLiFE) at the Nevada Department of Education (NDE) is launching a new statewide school staff survey called the Nevada Working Conditions Survey (WCS). EDLiFE/NDE wants to hear from all school staff (all educators and classified staff) about their working conditions so that schools, districts/charters, and the state can use these data to make informed decisions about school improvements and where to advocate for resources and policy changes to better support our valuable school staff.

The WCS, along with the Nevada Teacher Exit/Transfer Survey, is the result of recommendations from the Nevada Teacher Recruitment and Retention Advisory Task Force and has been collaboratively developed with a diverse group of education and community partners from across the state. NDE has partnered with the American Institutes for Research® (AIR®), an independent research institution, to administer this survey and to ensure objectivity and data confidentiality.

The WCS will run from **October 21 through December 20**. Upon survey close, schools and districts/charters with 10 or more participants will be able to view survey results on a publicly available WCS data dashboard in time for school improvement planning and discussions. To reduce survey fatigue, the WCS will alternate years with the Nevada Staff School Climate/Social Emotional Learning Survey.

For more information, please review the [brochure](#), [Frequently Asked Questions document](#), and the *Comprehensive Guidance Document*.

Nevada Working Conditions Brochure

You can also download the brochure [here](#).



The Nevada Department of Education (NDE) is investing in a statewide school working conditions survey to hear from all educators and support staff about their school conditions. This information can help guide funding and policy to better support our school staff and reduce staff turnover.

School staff shortages have been plaguing districts throughout the country. The cost of staff turnover is high and goes beyond the financial burden of filling vacancies—it negatively influences school communities, administrators, teachers, and students.

To address this problem, NDE brought together a group of education partners to develop a working conditions survey to gather uniform information statewide that can be used to improve school working conditions as well as the recruitment and retention of world-class employees. NDE will use data collected from the Nevada Working Conditions Survey to help make informed decisions about policy and funding to support districts/charters and their educators and support staff. The success of Nevada's students depends on retaining caring and competent school staff. **Will you join us to ensure this effort supports our collective mission to foster safe and respectful working environments to retain the best talent and provide opportunities for all students to thrive?** We cannot do this without your support.

The Nevada Working Conditions Survey is Part of the Solution

Districts/charters and NDE will work collaboratively to provide effective and data-driven support that helps develop tailored policy interventions, making it easier to solve staff shortages in the long run. To accomplish this goal, the working conditions survey will:



Gather information directly from school staff about the working conditions that they experience in their schools every day.



Inform policies and provide recommendations to the state on school working conditions, including funding programs to better support staff on their work assignments.



Equip district and state policymakers to better advocate for resources and policy changes.

DID YOU KNOW? This survey is confidential. NDE hired a third-party research partner, the American Institutes for Research® (AIR®), to collect this information so that staff would feel comfortable answering the questions honestly. AIR is the only holder of identifying information. That means the state, your district, and your school won't see responses tied to any identifying information. Overall, only aggregated results (where 10 or more staff respond to questions) will be shared publicly at the school and district levels.



Contact us at nveducatorsurvey@air.org or 866-261-2295, option 6.

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Frequently Asked Questions (FAQ)

You can also download the FAQ [here](#).



Nevada School Staff Working Conditions Survey Frequently Asked Questions

What is the purpose of the survey? The purpose of the survey is to gather vital information from school staff about working conditions that schools, districts/charters, and the state can use to make informed decisions concerning staff support and retention.

Why should I take the survey? To confidentially share your experiences about your everyday working conditions with your school, district/charter, and state leaders. The results from this survey will provide actionable information to influence state policy and practice to improve the working conditions of school staff.

Who created this survey? The Nevada Teacher Recruitment and Retention Advisory Task Force asked the state to develop this survey to improve policies and practices that affect staff working conditions in Nevada's public schools. A diverse group of education and community partners from across the state (also called the "working group") developed this survey with survey and working conditions experts at the American Institutes for Research® (AIR®).

Who can take the survey? All school staff and those who support students, including licensed and nonlicensed personnel (e.g., teachers, building-level administrators, substitutes, other licensed personnel, bus drivers, paraprofessionals, food service, custodial), are invited to participate.

What is this survey about? This survey asks about nine topics: school facilities and resources; instructional resources and support; staff autonomy; staff leadership; school leadership and climate support; family support/involvement; workload; district leadership; and salary/benefits.

When can I take the survey? The fall 2024 survey administration will be open for 8 weeks from October 21, 2024, through December 20, 2024. This survey will alternate fall survey administrations with the statewide Nevada School Climate/Social Emotional Learning Staff Survey.

Who is administering the survey? AIR is administering the survey on behalf of the Nevada Department of Education's (NDE) Office of Educator Development, Licensure, and Family Engagement (EDLiFE).

Can I be honest in the survey? This survey is confidential. NDE hired a third-party research partner, AIR, to collect this information so that staff would feel comfortable answering the questions honestly. AIR is the only holder of identifying information and will only share aggregated results of 10 or more staff in a group or subgroup.

How do I take the survey? Go to <https://nveducatorvoices.org>, and log in using your school email address.

How long will the survey take? For most school staff, the survey should take no more than 15 minutes. Newer educators will receive additional questions about their preparation program (3–4 additional minutes).

What if I work for more than one school campus? The survey will ask you to select at least one school as your primary work location. You may select up to five school(s) that you would like to take the survey for.

How will I get the results? After the fall 2024 survey administration, AIR will provide aggregated results by school and/or district in a publicly accessible data dashboard. AIR will not identify any persons and only share results as long as 10 or more school staff take the survey.

Contact: AIR survey team (nveducatorsurvey@air.org) | Kat Collins at the Nevada Department of Education (kgcollins@doe.nv.gov)

Appendix C. Frequently Asked Questions

Welcome to the Nevada School Staff Working Conditions Survey!

The Nevada Department of Education (NDE) created the Nevada Working Conditions Survey to hear from school staff (i.e., all educators and classified staff) about their working conditions. The Working Conditions Survey is an important opportunity for school staff to provide confidential feedback that would be useful in developing strategies to improve school staff support and retention in Nevada. The results from this survey will also provide actionable information to influence state policy and practice to improve the working conditions and retention of school staff.

NDE is partnering with an independent research institution—the [American Institutes for Research](#)® (AIR®)—to collect data to inform systemic efforts to drive continuous improvement of district/charter, school, and statewide educator retention efforts. Having that knowledge can help identify working conditions that can be improved to reduce future educator turnover. By responding to this survey, you will help NDE better understand and address teacher mobility and attrition.

The survey will take no more than 15 minutes. Your participation in this survey is completely voluntary. You may decline to take the survey at any time without consequence. The AIR research team will collect and securely store your data; no one outside the third-party research team will have access to your identifiable information. No names or identifying information will be included in any publications or presentations based on the survey data. AIR will group the results and only report data that represent groups of 10 or more respondents.

More information on the survey can be found in this Frequently Asked Questions section and the Comprehensive Guidance Document. If you have any questions or concerns, please contact the AIR research team at neducatorsurvey@air.org or 866-261-2295, option 6.

Thank you for your participation!

Nevada Working Conditions Survey: Frequently Asked Questions

The following questions and answers address survey background, survey administration, technical support, confidentiality and data security, and reporting and sharing.

Survey Background

<p>What is the purpose of the Working Conditions Survey?</p>	<p><i>The purpose of the Nevada Working Conditions Survey is to gather data to inform systemic efforts to drive continuous improvement of school, district, and statewide educator retention efforts.</i></p> <p><i>We will accomplish this purpose by:</i></p> <ol style="list-style-type: none"> 1. Enabling district/charter administrators and policymakers to better understand and respond to the factors influencing teacher recruitment and retention. 2. Collecting important uniform statewide evidence to better advocate for resources and/or policy changes. 3. Informing policies and recommendations on teacher recruitment and retention, including funding programs to better support teachers.
<p>Why is Nevada implementing a Working Conditions Survey?</p>	<p>The Nevada Department of Education (NDE) is implementing the Working Conditions Survey to hear directly from school staff about the working conditions that they experience in their schools every day. The results from this survey will provide actionable information to influence state policy and practice to improve school staff working conditions and their retention.</p>
<p>What is the Working Conditions Survey?</p>	<p>The Working Conditions Survey asks about nine topics: school facilities and resources; instructional resources and support; staff autonomy; staff leadership; school leadership supports; family support/involvement; workload; salary/benefits; and district/charter leadership supports.</p>
<p>How was the Working Conditions Survey developed?</p>	<p>The Nevada Teacher Recruitment and Retention Advisory Task Force asked the state to develop this survey to improve policies and practices that affect staff working conditions in Nevada’s public schools. A diverse group of education and community partners from across the state (also called the “working group”) developed this survey with survey and working conditions experts at the American Institutes for Research® (AIR®).</p>

<p>How was the Working Conditions Survey tested?</p>	<p>To ensure the accuracy, clarity, and user-friendliness of the questions and response options, the survey questions were administered to a small sample of individuals who represented the characteristics of the survey population. The individuals were interviewed as they completed the survey and provided feedback.</p> <p>In 2024, AIR conducted a pilot study with 695 school staff volunteers from across the state. The volunteers came from various school-level roles (i.e., administrators, teachers, paraprofessionals, specialized instructional support personnel, and other support staff), across 13 school districts and 7 State Public Charter School Authority charter districts. AIR analyzed the survey measures using Rasch psychometric methods and analyzed respondents' open-response feedback to adjust items and scales. AIR used the results to strengthen the survey. The resulting survey is a valid and reliable tool.</p> <p>In addition, the survey was reviewed throughout its development by survey and data experts to ensure that best practices in survey methodology were followed.</p>
<p>Can I request to speak to someone about my survey responses?</p>	<p>Yes. At the end of the survey, participants will be asked if they are interested in participating in an optional focus group interview conducted by AIR. Focus groups will be used to solicit more in-depth and contextual information from teachers.</p>
<p>How is the state survey different from my district/charter's Working Conditions Survey?</p>	<p>Working Conditions Surveys may be administered by different entities and are used for different purposes. There may be some content overlap with the state survey; however, the state survey aims to collect the same uniform information from all teachers across the state to help make informed decisions on statewide policies for educators.</p>

Survey Administration

<p>Who is administering the survey?</p>	<p>It is important for NDE to receive honest feedback and ensure that all data are confidential. NDE is partnering with an independent research institution—the American Institutes for Research® (AIR®)—to collect staff feedback. AIR is a nonpartisan, not-for-profit behavioral and social science research institution.</p>
<p>Who should take the survey?</p>	<p>All school staff and those who support students, including licensed and non-licensed personnel (e.g., teachers, building-level administrators, substitutes, other licensed personnel, bus drivers, paraprofessionals, food service, custodial), are invited to participate.</p>

Why should I take this survey?	The Working Conditions Survey is an important opportunity for school staff to provide confidential feedback that would be useful in developing strategies to improve school staff support and retention in Nevada. The results from this survey will also provide actionable information to influence state policy and practice to improve the working conditions and retention of school staff.
Is participation mandatory?	No. Participation is voluntary, and all responses will be confidential. You may stop taking the survey at any time.
How long will the survey take?	For most school staff, the survey should take no more than 15 minutes. Newer educators will receive additional questions about their preparation program (3–4 additional minutes).
How can I access the survey?	You may access the survey from anywhere, via any internet-enabled device. No paper copies of the survey will be provided.

Technical Support

Are there any technical requirements to access the survey online?	The Working Conditions Survey will be available 24 hours per day from any internet-enabled device (e.g., computer, tablet, mobile device). The survey is compatible with most internet browsers.
Does everyone get the same questions?	Some survey questions will be seen by all participants, whereas other survey questions will vary depending on the participants' responses to select questions.
Can I save my survey and come back to complete it?	Yes. Upon initial login, you will receive a PIN to write down for your records. To re-enter your survey, you will need both your login email and PIN.
Will my responses be recorded if I do not finish the entire survey?	Yes. The survey tool will save your responses.
Where can I get help if I have problems taking the survey? Who should I contact if I have questions about the survey?	Please contact the AIR research team at nveducatorsurvey@air.org or 866-261-2295, option 6.

Confidentiality and Data Security

<p>Is the survey anonymous?</p>	<p>No; the Working Conditions Survey is not anonymous, but it is confidential. The survey is not anonymous because there are questions in the survey that can identify you. However, the survey is confidential because AIR (or another third-party survey vendor) will be the only entity with access to identifiable information. AIR will follow strict data storing and sharing protocols to prevent anyone outside the project from connecting individuals with their responses.</p>
<p>What does confidential mean?</p>	<p>Confidential means that no names or identifying information will be included in any survey data, publications, or presentations shared with districts/charters, schools, and the state. For more information, please read the Reporting and Sharing section below.</p>
<p>How do you ensure that my responses are confidential?</p>	<p>AIR creates a random study ID for each participant and will track these study IDs and identifiable information in a crosswalk file. AIR (or another third-party survey vendor) will be the only ones with access to the crosswalk file. All identifiable information will be removed from data files prior to sharing any response data with NDE and stakeholders. Identifiable information will be used only when third-party researchers need to correlate data from other surveys or data sources.</p>
<p>What kind of identifiable information will be collected? Why does the survey ask for identifiable information?</p>	<p>The survey asks staff to log into the survey using their school email address. Your school email address is used to (a) create a unique survey link so that you can re-enter your survey over multiple settings; (b) verify that you work within one of Nevada's school districts or charter schools; and (c) populate the list of schools you will be selecting from in the survey to help us ensure your responses are captured for the correct school, district, or charter academy when we report the results of the survey.</p> <p>The survey asks licensed educators to provide their Nevada educator license number so that third-party researchers can correlate data available in the state's licensure system with this survey and the Nevada Exit/Transfer Survey. This information will provide a comprehensive picture of why Nevada teachers are staying and leaving. An anonymous survey would not allow researchers to correlate data across surveys; for example, make connections between working conditions over time and the reasons staff are leaving Nevada public schools.</p>

	<p>At the end of the survey, teachers will be asked to share their email address if they are interested in participating in a focus group with AIR.</p> <p>You will not be identified in any reports, and your individual responses will never be shared with anyone outside of the AIR research team.</p>
How and where will my data be stored?	AIR follows strict data security practices in its handling and storage of confidential data. Your directly identifiable information is accessible only to third-party researchers working on the project.

Reporting and Sharing

How might districts/charters and schools benefit from the results?	The Working Conditions Survey is designed to hear directly from school staff about the working conditions that they experience in their schools every day. These data are for improvement purposes only and cannot be used for evaluative or punitive measures. The results can help school and district/charter administrators identify areas for school improvement to better support staff and nurture positive, healthy, and welcoming work environments. The results can also equip district/charter and state policymakers to better advocate for resources and policy changes.
Is there a minimum number of staff needed to report data?	Yes. To maintain confidentiality, data will not be reported for groups with fewer than 10 respondents (the same suppression standard used for reporting student data).
What happens when fewer than 10 staff in a group provide a response?	Data for that group will not be reported.
Will my district, charter, or school see my data?	Identifiable information will not be shared with districts/charters or schools. Only de-identified responses and aggregated data (with 10 or more respondents) will be shared with districts/charters or schools.
Can I see the results of the survey?	After the fall survey administration, AIR will provide aggregated results by school and/or district/charter in a publicly accessible data dashboard.