

Thank you for taking the time to complete this questionnaire.

We greatly appreciate your contribution to the study.

Please place this questionnaire in the postage paid envelope provided
and mail to the address on the envelope.

Please return your completed questionnaire
in the enclosed envelope to:

**Study of School Leadership
Institute for Social Research
University of Michigan
426 Thompson Street - Perry Room G386
Ann Arbor, MI 48106-1248**

If you have any questions, please feel free to call us at: **734-647-5559**



Consortium for Policy Research in Education

Study of School Leadership School Staff Questionnaire 2007

This questionnaire is for all teachers and Assistant Principals in the school. We are interested in learning about your work both in and out of the classroom and your involvement in school improvement efforts.

Your responses are voluntary and confidential. It is up to you whether you complete this survey. If you choose to complete the survey, and if there is a question you do not wish to answer, simply skip it. We hope you will answer as many questions as possible. No individual staff members or their schools will be identified in any published reports.

For questions about your rights as a participant in research, you may call or write to the:

**Institutional Review Board
540 East Liberty St., Ste 202
Ann Arbor, MI 48109**

**734-936-0933
email: irbhsbs@umich.edu**

Place barcode label here



Marking instructions:

Please use a number 2 pencil.

Erase unwanted marks completely.

Answers **MUST** be marked like
this to be seen correctly by the
scanner:



School as a Workplace

1. Please indicate the extent to which you agree or disagree with the following statements about the school in which you work. Mark (X) EACH item.

	Strongly Disagree	Disagree	Agree	Strongly Agree
Teachers at this school respect colleagues who are expert in their craft	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school trust each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school really care about each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers respect other teachers who take the lead in school improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many teachers openly express their professional views at faculty meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school are willing to question one another's views on issues of teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We do a good job of talking through views, opinions, and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers are expected to continually learn and seek out new ideas in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers are encouraged to experiment in their classrooms in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers are encouraged to take risks in order to improve their teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school expect students to complete every assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school encourage students to keep trying even when the work is challenging	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school set high expectations for academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers in this school think it's important that all students do well in their classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How many teachers in this school do the following? Mark (X) EACH item.

	None	Less than half	About half	Most	Nearly All
Take responsibility for helping one another do well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Help maintain positive student behavior in the entire school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take responsibility for improving the overall quality of teaching in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

49. What type of certificate do you hold in your main assignment field? Mark (X) only ONE

- ☐ Regular or standard state certificate or advanced professional certificate
- ☐ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of the probationary period).
- ☐ Provisional or other type given to persons who are still participating in what the state calls an "alternative certification program."
- ☐ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained).
- ☐ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching).

50. Do you teach outside this main teaching assignment field? Mark (X) only ONE

- ☐ Yes
- ☐ No

50a. How many class periods? _____

50b. What subject? _____

Comments written outside the box will not be read

If there is anything you would like to tell us about your school or this study, please write your comments here. Please print clearly

Comments:

43. About how many undergraduate or graduate level classes have you taken at a college or university in the following areas? Mark (X) EACH item

	None	1-3 classes	4-6 classes	7-9 classes	10-15 classes	16 + classes
English or a related language arts field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methods of teaching reading, English, and/or language arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Methods of teaching mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

44. What grade levels do you teach? (Mark all that apply)

☐ Pre-K

☐ K

☐ 1st

☐ 2nd

☐ 3rd

☐ 4th

☐ 5th

☐ 6th

☐ 7th

☐ 8th

☐ 9th

☐ 10th

☐ 11th

☐ 12th

☐ Do not have a teaching assignment (Please stop here)

45. What is the average size of the classes you teach this year?

46. What is the total number of students you are teaching this year at this school?

47. Which of the following best describes most of your classes? Mark (X) only ONE

☐ Self-contained Class - you teach multiple subjects to the same students

☐ Team Teaching - you collaborate with one or more teachers in teaching multiple subjects to the same students

☐ Pull Out Class - you teach certain students who are released from their regular classes (gifted, remedial, special education)

☐ Departmentalized Classes - You teach one or more subject matter courses to several classes of different students all or most of the day

47a. What Subject? _____

Comments written outside the box will not be read

48. What is the total number of class periods for which you are the primary instructor during a typical day?

3. To what degree are any of the following a problem in your school? Mark (X) EACH item.

	Serious problem	Moderate problem	Minor problem	Not a problem
Student absenteeism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of parental support or participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher absenteeism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical conflicts among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chronic parent unemployment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Robbery, theft, or vandalism at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students' use of drugs or alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Verbal abuse of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflicts between students and teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents' low education levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How much influence do teachers have over school policy in each of the areas below? Mark (X) EACH item.

	None	A Little	Some	A Great Deal
Hiring professional staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning how discretionary school funds should be used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining which books and instructional materials are used in classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing the curriculum and instruction program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining the content of in-service programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting standards for student behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining goals for improving the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. To what extent do teachers in this school use data for each of the following purposes? Mark (X) EACH item.

	Data not used in this way	Used Minimally	Used Moderately	Used Extensively
Identifying individual students who need remedial assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting learning goals for individual students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tailoring instruction to individual students' needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing recommendations for tutoring or other educational services for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assigning or reassigning students to classes or groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying and correcting gaps in the curriculum for all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encouraging parent involvement in student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying areas where teachers need to strengthen their content knowledge or teaching skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Determining topics for professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting school improvement goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Celebrating the achievement of school goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Leadership

6. Please mark the extent to which you disagree or agree with each of the following: Mark (X) EACH item.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel respected by the principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal makes me feel comfortable to try new things in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I trust the principal at his or her word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It's ok in this school to discuss feelings, worries, and frustrations with the principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal takes a personal interest in the professional development of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal and teachers collaborate to make this school run effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal is available when I need to see him/her	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

38. How many years have you worked as a teacher? Record whole years, not fractions or months. Round up to the nearest whole number and include the current school year. Print number of years in the boxes.

Number of years

39. How many years have you taught at this school? Record whole years, not fractions or months. Round up to the nearest whole number and include the current school year. Print number of years in the boxes.

Number of years

40. How many years have you worked as a teacher in this district? Record whole years, not fractions or months. Round up to the nearest whole number and include the current school year. Print number of years in the boxes.

Number of years

41. What was your undergraduate major field of study? Mark (X) only ONE

- ☐ Do not have an undergraduate degree
- ☐ Education
- ☐ English
- ☐ Social or Behavioral Sciences (economics, history, sociology, psychology)
- ☐ Foreign Language
- ☐ Mathematics
- ☐ Natural/Physical Sciences
- ☐ Other (please specify)

Comments written outside the box will not be read

42. What was your major field of study for your highest graduate degree? (For example, masters degree or Ph.D.) Mark (X) only ONE

- ☐ Do not have a graduate degree
- ☐ Education
- ☐ English
- ☐ Social or Behavioral Sciences (economics, history, sociology, psychology)
- ☐ Foreign Language
- ☐ Mathematics
- ☐ Natural/Physical Sciences
- ☐ Other (please specify)

Comments written outside the box will not be read

Your Background

34. Are you: Mark (X) only ONE

- ☐ Female
- ☐ Male

35. Are you: Mark (X) only ONE

- ☐ Hispanic, regardless of race
- ☐ Black, not of Hispanic origin
- ☐ White, not of Hispanic origin
- ☐ Asian or Pacific Islander
- ☐ American Indian or Alaskan Native
- ☐ Biracial/Multiethnic
- ☐ Other (please specify)

Comments written outside the box will not be read

36. Which best describes your employment status in this school system? Mark (X) only ONE

- ☐ Regular full-time teaching appointment
- ☐ Regular part-time teaching appointment
- ☐ Permanent substitute teaching appointment
- ☐ Full or part-time administrative appointment (skip to question 38)
- ☐ Other (please specify)

Comments written outside the box will not be read

37. Which best describes your main teaching assignment? Mark (X) only ONE

- ☐ **Self-contained classroom teacher**
(i.e., you teach all core subjects: math, reading, language arts, science, social studies, etc.)
- OR
- ☐ **Specialist teacher**
Mark below your primary subject area assignment this year. Mark (X) only ONE
- ☐ English

☐ Science
- ☐ English as a Second Language

☐ Special Education
- ☐ Fine Arts (Art, Music, Drama, etc.)

☐ Social Studies, History, Government
- ☐ Language Arts

☐ Speech, Communication
- ☐ Mathematics

☐ Writing Specialist
- ☐ Physical Education

☐ Other (please specify)

Comments written outside the box will not be read
- ☐ Reading Specialist

7. Please mark the extent to which you disagree or agree with each of the following statements about the principal in this school: Mark (X) EACH item.

The principal at this school...

	Not Applicable	Strongly Disagree	Disagree	Agree	Strongly Agree
Clearly communicates expected standards for reading/language arts or English instruction in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clearly communicates expected standards for math instruction in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works to create a sense of community in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes parent and community involvement in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourages teachers to implement what they have learned in professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carefully tracks student academic progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is an effective manager who makes the school run smoothly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows what's going on in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourages teachers to raise test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively monitors the quality of math instruction in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Actively monitors the quality of reading/language arts or English instruction in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes clear to the staff his or her expectations for meeting instructional goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates a clear vision for our school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates clear standards for student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourages teachers to work together to improve their teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expects teachers to continually learn and grow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has made me aware of resources I can use to improve my reading/language arts or English instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has made me aware of resources I can use to improve my math instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Encourages frequent sharing of ideas about instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has praised or encouraged me for my efforts to improve my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Works directly with teachers who are struggling to improve their instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Please mark the extent to which you disagree or agree with each of the following: Mark (X) EACH item.

The principal at this school has a strong understanding of...

	Strongly Disagree	Disagree	Agree	Strongly Agree
How children learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective reading/language arts or English instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective math instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to effectively support teachers' professional learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The next few questions relate to a professional development program for some of the principals in the district called **The National Institute for School Leadership**, sometimes referred to as "**NISL**."

9. Are you aware of the National Institute for School Leadership? Mark (X) only one.

- ☐ Yes
- ☐ No
- ☐ I don't know

10. How many times has your principal talked to you about the National Institute for School Leadership program? Mark (X) only one.

- ☐ Never
- ☐ He/she has mentioned it a few times
- ☐ He/she has mentioned it many times
- ☐ He/she has discussed the program in depth once or twice
- ☐ He/she has discussed the program in depth many times
- ☐ I don't know

11. Did your principal ask you to participate in any projects or discussions related to the National Institute for School Leadership in any of the following areas? Mark (X) EACH item.

	Yes	No	I don't Know
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading/literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data-based decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional learning communities /cooperative teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Action planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Standards-based reform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments written outside the box will not be read

33. To whom do you turn in this school for advice or information about **reading/language arts or English** instruction? (Please note that you do not need to fill in all seven names)

☐ I don't teach reading/language arts or English (skip to question 34)

Last Name

First Name

How often do you seek advice or information from this person?

☐ Yearly ☐ Semiannually ☐ Monthly ☐ Weekly ☐ Daily

Last Name

First Name

How often do you seek advice or information from this person?

☐ Yearly ☐ Semiannually ☐ Monthly ☐ Weekly ☐ Daily

Last Name

First Name

How often do you seek advice or information from this person?

☐ Yearly ☐ Semiannually ☐ Monthly ☐ Weekly ☐ Daily

Last Name

First Name

How often do you seek advice or information from this person?

☐ Yearly ☐ Semiannually ☐ Monthly ☐ Weekly ☐ Daily

Last Name

First Name

How often do you seek advice or information from this person?

☐ Yearly ☐ Semiannually ☐ Monthly ☐ Weekly ☐ Daily

Last Name

First Name

How often do you seek advice or information from this person?

☐ Yearly ☐ Semiannually ☐ Monthly ☐ Weekly ☐ Daily

Last Name

First Name

How often do you seek advice or information from this person?

☐ Yearly ☐ Semiannually ☐ Monthly ☐ Weekly ☐ Daily

The next two questions are intended to help us understand how advice and information is shared in your school. Researchers have found that the most accurate way to do this is to describe the "social network" in a school by asking teachers from whom they get advice. The answers you give to the next two questions will never be shared with anyone else in your school, nor will they ever be associated with you in any reports.

32. To whom do you turn in this school for advice or information about mathematics instruction?
(Please note that you do not need to fill in all seven names)

☐ I don't teach mathematics (skip to question 33)

Last Name

First Name

How often do you seek advice or information from this person?

☐ Yearly ☐ Semiannually ☐ Monthly ☐ Weekly ☐ Daily

Last Name

First Name

How often do you seek advice or information from this person?

☐ Yearly ☐ Semiannually ☐ Monthly ☐ Weekly ☐ Daily

Last Name

First Name

How often do you seek advice or information from this person?

☐ Yearly ☐ Semiannually ☐ Monthly ☐ Weekly ☐ Daily

Last Name

First Name

How often do you seek advice or information from this person?

☐ Yearly ☐ Semiannually ☐ Monthly ☐ Weekly ☐ Daily

Last Name

First Name

How often do you seek advice or information from this person?

☐ Yearly ☐ Semiannually ☐ Monthly ☐ Weekly ☐ Daily

Last Name

First Name

How often do you seek advice or information from this person?

☐ Yearly ☐ Semiannually ☐ Monthly ☐ Weekly ☐ Daily

Last Name

First Name

How often do you seek advice or information from this person?

☐ Yearly ☐ Semiannually ☐ Monthly ☐ Weekly ☐ Daily

12. Are you formally assigned to perform a leadership role at this school such as assistant principal, reform program coach/facilitator, subject area coordinator or chair, master/mentor teacher, or program coordinator (for example Title I Coordinator)?
Mark (X) only one.

- ☐ Yes (Continue)
- ☐ No (Skip to question 15)

13. What percentage of your time is formally assigned to any of the following leadership roles at this school?
Mark (X) EACH item.

	0%	1-25%	26-50%	51-75%	76-99%	100%
Assistant Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whole school reform program coach/facilitator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special program coordinator (e.g. Title I)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading, Literacy, or English program coordinator/Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math program coordinator/Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other subject area program coordinator/Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School improvement coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master/mentor teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher consultant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments written outside the box will not be read

14. How often do you engage in the following activities as part of your leadership role?
Mark (X) EACH item.

	Never	A few times per year	A few times/month	1-2 days per week	More than 2 days/week
Provide administrative support for a school program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrate or model instructional practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observe classroom instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examine and discuss student work with teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examine and discuss the standardized test results of students in a teacher's class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitor classroom instruction to see that it reflects the school's goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share information or advice about classroom practices with a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate teachers using criteria directly related to the school's improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Praise, publicly recognize, and/or provide tangible rewards to teachers whose instructional practices support the school's improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Professional Development and School Change

15. How much do you agree or disagree with the following statements about the objectives for instructional improvement efforts in your school? Mark (X) EACH item.

Strongly Disagree

Disagree

Agree

Strongly Agree

There is a detailed plan for improving instruction in our school

☐

☐

☐

☐

The steps for improving instruction are carefully staged and sequenced

☐

☐

☐

☐

Steps that teachers should take to improve their teaching are clearly outlined

☐

☐

☐

☐

I have been exposed to many examples of the kinds of work that is expected of my students

☐

☐

☐

☐

I have been exposed to many examples of the kind of teaching that is expected in this school

☐

☐

☐

☐

16. Please indicate how many professional development sessions you participated in this year focused on the following topics: Mark (X) EACH item.

None

1-2 sessions

3-7 sessions

8+ sessions

School decisionmaking and team building

☐

☐

☐

☐

School improvement planning

☐

☐

☐

☐

Social services for students

☐

☐

☐

☐

Safety or school climate

☐

☐

☐

☐

Parent involvement/community relations

☐

☐

☐

☐

Multicultural/diversity issues

☐

☐

☐

☐

Classroom management and/or student discipline

☐

☐

☐

☐

Educational technology

☐

☐

☐

☐

Mathematics teaching

☐

☐

☐

☐

Reading/Language Arts or English teaching

☐

☐

☐

☐

Science teaching

☐

☐

☐

☐

Social studies teaching

☐

☐

☐

☐

Classroom assessments

☐

☐

☐

☐

State or district standardized assessments

☐

☐

☐

☐

Curriculum materials or frameworks

☐

☐

☐

☐

Standards (content or performance standards)

☐

☐

☐

☐

30. Please indicate how familiar you are with each of the following. Mark (X) EACH item.

Not at all Familiar

Somewhat Familiar

Very Familiar

Quality Core Curriculum Standards

☐

☐

☐

Georgia Performance Standards

☐

☐

☐

Suggested tasks from the Georgia Performance Standards

☐

☐

☐

Student work from the Georgia Performance Standards

☐

☐

☐

Teacher commentary from the Georgia Performance Standards

☐

☐

☐

31. Please indicate the extent to which you disagree or agree with each of the following statements. Mark (X) EACH item.

I'm Not Sure

Strongly Disagree

Disagree

Agree

Strongly Agree

Programs in this school help me teach in a way that reflects the Quality Core Curriculum Standards

☐

☐

☐

☐

☐

Programs in this school help students achieve Quality Core Curriculum Standards

☐

☐

☐

☐

☐

The goals of programs in this school line up well with the Quality Core Curriculum Standards

☐

☐

☐

☐

☐

Programs in this school help me teach in a way that reflects Georgia Performance Standards

☐

☐

☐

☐

☐

Programs in this school help students achieve Georgia Performance Standards

☐

☐

☐

☐

☐

The goals of programs in this school line up well with the Georgia Performance Standards

☐

☐

☐

☐

☐

27. Please indicate how much you changed the following aspects of your reading/language arts or English teaching this year:
Mark (X) EACH item.

Did not teach this subject

Not at all

2

3

4

5

6

A great deal

Student assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student grouping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The topics covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teaching methods you use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The kinds of work you have students do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The kinds of questions you ask students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your understanding of the needs of individual students in your class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. Please indicate how much you changed the following aspects of your math teaching this year: Mark (X) EACH item.

Did not teach this subject

Not at all

2

3

4

5

6

A great deal

Student assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student grouping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The topics covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teaching methods you use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The kinds of work you have students do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The kinds of questions you ask students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your understanding of the needs of individual students in your class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. How much do you agree or disagree with the following statements? Mark (X) EACH item.

Strongly Disagree

Disagree

Agree

Strongly Agree

I am capable of making the kinds of changes expected in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The kinds of changes expected in this school are helping my students reach higher levels of achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The kinds of changes expected in this school require me to make major changes in my classroom practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I strongly value the kinds of changes expected in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I try really hard, I can get through to even the most difficult and unmotivated students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am uncertain how to teach some of my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My students' peers influence their motivation more than I do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most of a student's performance depends on the home environment, so I have limited influence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. This school year, how often did you do the following? Mark (X) EACH item.

Never

Once

Twice

3-4 times

5-6 times

10 or more times

Participate in a network with other teachers outside your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work on curriculum and instruction matters with an external partner (e.g. whole school reform program, local university)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Take courses at a college or university that are relevant for improving this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend workshops or courses sponsored by the district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend professional development activities organized by your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. This school year, how often did you have scheduled meetings with other teachers in this school to discuss and plan curriculum or teaching approaches? Mark (X) only ONE.

☐ Never

☐ Once or twice a year

☐ Once every other month

☐ Once a month

☐ 2 - 3 times a month

☐ Once a week

☐ More than once a week

19. This school year, how often have you had conversations with colleagues about the following topics? (If a question asks about a subject you do not teach, please check "Never") Mark (X) EACH item.

Never

A few times per year

A few times/month

1-2 days per week

More than 2 days/week

What helps students learn the best	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Development of new curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The goals of this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing classroom behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your reading/language arts or English instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your math instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content or performance standards in reading/language arts or English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content or performance standards in math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

➔ If you are an Assistant Principal, please skip to question 25.
All others, please continue.

20. This school year, how often did you observe any of the following people teach? Mark (X) EACH item.

	Never	A few times per year	A few times/month	1-2 days per week	More than 2 days/week
Another classroom teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A teacher-leader (coach, facilitator, mentor teacher)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. This school year, how often did the following people observe you teach? Mark (X) EACH item.

	Never	A few times per year	A few times/month	1-2 days per week	More than 2 days/week
Another classroom teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A teacher-leader (coach, facilitator, mentor teacher)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. This school year, how often did the following people give you feedback after observing you teach? Mark (X) EACH item.

	Never	A few times per year	A few times/month	1-2 days per week	More than 2 days/week
Another classroom teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A teacher-leader (coach, facilitator, mentor teacher)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. This school year, how often did you have in depth discussions about your teaching with any of the following people? Mark (X) EACH item.

	Never	A few times per year	A few times/month	1-2 days per week	More than 2 days/week
Another classroom teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A teacher-leader (coach, facilitator, mentor teacher)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. This school year, how often did any of the following people review your students' work? Mark (X) EACH item.

	Never	A few times per year	A few times/month	1-2 days per week	More than 2 days/week
Another classroom teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A teacher-leader (coach, facilitator, mentor teacher)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. To what extent do you agree or disagree with the following statements about your professional learning experiences this year? Please consider both formal (e.g. staff development) and informal (e.g. working with colleagues) learning experiences. Mark (X) EACH item.

My professional learning experiences this year...

	Strongly Disagree	Disagree	Agree	Strongly Agree
Gave me many opportunities to work on aspects of my teaching that I am trying to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided me with knowledge or information that is useful to me in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were coherently related to each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allowed me to focus on on a problem over an extended period of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focused on too many topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided me with useful feedback about my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Included enough time to think carefully about, try, and evaluate new ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Included opportunities to work productively with colleagues in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Included opportunities to work productively with teachers from other schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deepened my understanding of subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocated practices I do not believe in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. To what extent do you agree or disagree with the following statements about your professional learning experiences this year? Please consider both formal (e.g. staff development) and informal (e.g. working with colleagues) learning experiences. Mark (X) EACH item.

My professional learning experiences this year...

	Strongly Disagree	Disagree	Agree	Strongly Agree
Made me pay closer attention to particular things I was doing in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Led me to seek out additional information from other teachers, an instructional leader (e.g. coach), or some other source	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Led me to think about an aspect of my teaching in a new way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Led me to try new things in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Led me to make changes in my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made me question the teaching methods I use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made me question my beliefs and assumptions about which teaching methods work best with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

➔ If you are an Assistant Principal, please skip to question 30.
All others, please continue.