



KANSAS

Teaching, Learning & Leadership Survey

Thank you in advance for your time and willingness to share your views on Teaching, Learning and Leadership (TeLL) in your school. Research has demonstrated that teaching conditions are critical to improved student achievement and teacher retention. Kansas policymakers and education stakeholders have expressed great interest in using your collective responses on this survey to help improve teaching and learning conditions in schools and districts across the state. So TeLL it like it is.

Please know that your anonymity is guaranteed. No one in your school, the district or state will be able to view individual surveys, and reports on the results will not include data that could identify individuals. You are being asked demographic information **ONLY** to learn whether teachers from different backgrounds and different characteristics look at teaching conditions differently. You have been assigned an anonymous access code to ensure that we can identify the school in which you work and to ensure the survey is taken only once by each respondent. The code can only be used to identify a school, and **NOT** an individual. The effectiveness of the survey is dependent upon your honest completion. Additionally, the survey cannot be saved, and once you submit your survey you will not be able to use your code again to access your responses. Do not begin the survey unless you have about 20 minutes of uninterrupted time.

Introduction

Please indicate your position:

- Teacher (including intervention specialist, vocational, literacy specialist, teaching principal, etc.)
- Principal
- Assistant Principal
- Other Education Professional (school counselor, school psychologist, social worker, etc.)

How many total years have you been employed as an educator?

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

How many total years have you been employed as a principal?

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

How many total years have you been employed in the district in which you are currently working?

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

How many total years have you been a principal in the district in which you are currently working?

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

How many total years have you been employed in the school in which you are currently working?

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

How many total years have you been a principal in the school in which you are currently working?

- 1 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

How many total years have you been employed as an educator in the state of Kansas?

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

Have you served as a mentor to new teachers in Kansas schools in the past five years?

- Yes
- No

Time

Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Teachers* have reasonable class sizes, affording them time to meet the educational needs of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers have a reasonable number of students overall, affording them time to meet the educational needs of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers have time available to collaborate with their colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The non-instructional time** provided for teachers in my school is sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The number of work days during the year is sufficient for teachers to meet expected professional responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers are protected from duties that interfere with their essential role of educating students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Efforts are made to minimize the amount of routine administrative paperwork*** that teachers are required to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers are allowed to focus on educating students with minimal interruption.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Teachers means a majority of teachers in your school.*

***Non-instructional time includes collaboration with colleagues, individual planning, meetings/conferences with students and parents, etc.*

****Paperwork means both electronic and paper forms and documentation that must be completed to comply with school, district, state and federal policies.*

Please rate how strongly you agree or disagree that the following factors significantly contribute to your overall workload.

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. Data management (attendance, report cards, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Student accountability requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Curriculum aligned with the Kansas state assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Diverse student learning needs in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Class size increases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Required professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Required committee work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Meeting state and federal requirements (i.e., QPA, NCLB, IDEA, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Getting students to expected levels of performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate how strongly you agree or disagree with the following statements about the use of time in your district.

	Strongly disagree	Somewhat at disagree	Neither disagree nor agree	Somewhat at agree	Strongly agree
a. Central office has streamlined procedures to minimize principal's time on non-instructional tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Principals* are provided time to collaborate with other principals and district leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Principals are provided time for networking and collaboration outside of the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Principals have sufficient time to focus on instructional leadership issues (i.e., data analysis, professional development, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Principals means a majority of principals in your school district.*

In an average week of teaching, how much non-instructional time do TEACHERS have available (not including time spent outside of the normal school day)?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

In an average week of teaching, how many hours do TEACHERS spend on school-related activities outside the regular school work day (before or after school, and/or on the weekend)?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

In an average week, how many hours do YOU spend on school-related activities outside the regular school work day (before or after school, and/or on the weekend)?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

In an average week, how much time do YOU devote to the following activities (not including time spent outside of the normal school day)?

	None	Less than or equal to 3 hours	More than 3 hours but less than or equal to 5 hours	More than 5 hours but less than or equal to 10 hours	More than 10 hours
a. Instructional planning with teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Observing and coaching teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Covering classes for certified or non-certified absences on-site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Meetings with or sponsored by central office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Personnel issues*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Administrative duties**	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Meetings with parents and the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Student discipline issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Working directly with students (i.e., teaching, tutoring, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Personnel issues includes time hiring, supervising and remediating all staff on issues not directly related to instructional planning and improvement.*

***Administrative duties include tasks related directly to the operations of your school including, but not limited to: transportation, paperwork or other documentation of compliance with district, state or federal requirements, etc.*

Facilities and Resources

Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Teachers have sufficient access to appropriate instructional materials* and resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers have sufficient training and support to fully utilize the available instructional technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers have access to reliable communication technology, including phones, faxes and email.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers have sufficient access to a broad range of professional personnel.**	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers have adequate professional space to work productively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers and staff work in a school environment that is safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Instructional materials include items such as textbooks, curriculum materials, content references, etc.

**Professional personnel includes positions such as school counselors, nurses, school psychologists and social workers.

Decision Making

Please rate how strongly you agree or disagree with the following statements about decision making in your school.

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Teachers are recognized as educational experts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers are supported by the community in which they teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Parents and community members contribute to student success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers are centrally involved in decision making about educational issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers are trusted to make sound professional decisions about instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. In this school we take steps to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The faculty has an effective process for making group decisions and solving problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers are encouraged to participate in professional leadership* activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Professional leadership activities include serving on external district and state committees, etc.

Please rate how strongly you agree or disagree with the following statements about decision making in your district.

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. Principals are actively involved in district decision making about educational issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Principals are trusted to make sound professional decisions about instruction in this district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. In this district we take steps to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The district has an effective process for making group decisions and solving problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The district involves principals in decisions that directly impact the operations of my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers have influence on decisions about the following areas in your school:

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. Selecting instructional materials and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Devising teaching techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Setting grading and student assessment practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Determining the content of in-service professional development programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The selection of teachers new to this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Establishing and implementing policies and student discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Establishing school budget priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. School improvement planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The selection of other building personnel in this school (i.e., paraprofessionals, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teachers have an appropriate level of influence on decision making in my school.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Please indicate how large a role principals and other school leaders have in each of the following areas in your school.

	No role at all	Small role	Moderate role	Large role	The primary role
a. Selecting instructional materials and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Devising teaching techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Setting grading and student assessment practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Determining the content of in-service professional development programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Implementing mentoring programs for new teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Hiring new teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Evaluating teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Removing teachers/teacher transfer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Establishing and implementing policies for student discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Establishing the school schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Establishing DISTRICT budget priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Establishing SCHOOL budget priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. School improvement planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Establishing the school mission and vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Leadership

Which position BEST describes the person who most often provides instructional leadership at your school? (Select one.)

- a. Principal or school head
- b. Assistant or vice principal
- c. Department chair or grade level chair
- d. School-based curriculum specialist
- e. Director of curriculum and instruction or other central office based personnel
- f. Other teachers
- g. None of the above

Please rate how strongly you agree or disagree with the following statements about leadership in your school.

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. There is an atmosphere of trust and mutual respect within the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The school leadership communicates clear expectations to students and parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The faculty are committed to helping every student learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers feel comfortable raising issues and concerns that are important to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The school leadership consistently enforces rules for student conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The school leadership consistently supports teachers when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The school improvement team provides effective leadership at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teacher performance evaluations are fair in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Teachers receive feedback that can help them improve teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate how strongly you agree or disagree with statements about leadership in your district.

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Central office supports school improvement decisions when challenged by parents and the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The district clearly defines expectations for schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The district provides constructive feedback to principals toward improving performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. There is an atmosphere of trust and mutual respect within this district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Central office provides principals support when they need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The district has a clearly defined mission and vision for all schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The district encourages cooperation among schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The school leadership makes a sustained effort to address teacher concerns about:

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. Leadership issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Facilities and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The use of time in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Empowering teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. New teacher support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, the school leadership in my school is effective.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Professional Development

Please rate how strongly you agree or disagree with the following statements about professional development in your school.

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Sufficient resources are available to allow teachers to take advantage of professional development activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Professional development provides teachers with the knowledge and skills most needed to teach effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers are provided opportunities to learn from one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. An appropriate amount of time is provided for professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Professional development offerings are data-driven.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In which of the following areas (if any) do teachers need additional support to effectively teach their students? (Check all that apply.)

- a. Special Education (students with disabilities)
- b. Special Education (academically gifted students)
- c. LEP
- d. Closing the achievement gap
- e. Their content area(s)
- f. Methods of teaching
- g. Student assessment
- h. Classroom management techniques
- i. Reading strategies

Professional development opportunities are made available to principals in this district.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Professional development provides principals with the knowledge and skills most needed to be effective.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

In which of the following areas (if any) do you need additional support to effectively lead your school?
(Check all that apply.)

- a. Instructional leadership
- b. Student assessment
- c. Creating positive learning environments
- d. School improvement planning
- e. Budgeting
- f. School scheduling
- g. Staffing (hiring, etc.)
- h. Teacher evaluation
- i. Teacher remediation/coaching
- j. Data-driven decision making
- k. Working with parents and the community

In the past 2 years have you had 10 clock hours or more of professional development in any of the following areas? (Check all that apply.)

- a. Instructional leadership
- b. Student assessment
- c. Creating positive learning environments
- d. School improvement planning
- e. Budgeting
- f. School scheduling
- g. Staffing (hiring, etc.)
- h. Teacher evaluation
- i. Teacher remediation/coaching
- j. Data-driven decision making
- k. Working with parents and the community

Principal professional development is a priority in this district.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Sufficient resources are available to principals to participate in professional development opportunities.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Overall

Which BEST DESCRIBES your future intentions for your professional career?

- Continue as a principal at my current school as long as I am able
- Continue as a principal at my current school until a better opportunity comes along
- Continue as a principal but leave this school as soon as I can
- Continue as a principal but leave this district as soon as I can
- Leave the principalship for another administrative or teaching position
- Leave education altogether

Which aspect of your work environment MOST affects your willingness to keep working at your school? (Select one.)

- Time constraints
- School facilities and resources
- District leadership
- School empowerment/site-based decision making
- Professional development

Which aspect of your work environment MOST affects TEACHERS' willingness to keep teaching at your school? (Select one.)

- Time during the work day
- School facilities and resources
- School leadership
- Teacher empowerment
- Professional development

Which aspect of working conditions is MOST important to you in promoting student learning? (Select one.)

- Time constraints
- School facilities and resources
- District leadership
- School empowerment/site-based decision making
- Professional development

Overall, my school is a good place to work and learn.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Demographics

Please indicate your race/ethnicity. (Select one.)

- American Indian or Alaska Native
- Asian or Pacific Islander
- Black or African American
- Hispanic
- White
- Mixed or multiple ethnicity
- Some other race or ethnicity

Please indicate your gender. (Select one.)

- Female
- Male

How did you become an educator? (Select one.)

- Bachelor's degree
- 5th year program
- Alternative route

Which best describes your education? (Select one.)

- BA/BS
- BA/BS +15
- BA/BS 16-30
- MA/MS
- MA/MS +15
- MA/MS 16-30
- MA/MS 30+
- Advanced degree (PhD, EdD, Ed Specialist)

Mentoring

If you have served as mentor in the past 5 years, please answer the following questions for YOUR MOST RECENT mentoring experience.

How many teachers did/do you mentor?

- 1
- 2
- 3
- 4 - 6
- 7 - 10
- 10+

On average, how often did/do you meet with your mentee(s)?

- Never
- Less than once a month
- Once a month
- Several times a month
- Once a week
- Almost daily

Please indicate which best describes you and your mentee(s).

	None of them	Some of them	All of them
a. My mentee(s) and I were in the same building.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My mentee(s) and I taught in the same content area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My mentee(s) and I taught the same grade level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On average, how often did you engage in each of the following activities with your mentee(s)?

	Never	Less than once a month	Once a month	Several times a month	Once a week	Almost daily
a. Planning during the school day with my mentee(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Observing my mentee(s)' teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Being observed by my mentee(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Planning instruction with my mentee(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Having discussions with my mentee(s) about their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate which of the following kinds of support, if any, you received as a formally assigned mentor. (Check all that apply.)

- Release time to observe your mentee(s)
- Release time to observe other mentors
- Reduced teaching schedule
- Reduced number of preparations
- Common planning time with teachers you are mentoring
- Specific training to serve as a mentor (e.g., seminars or classes)
- Regular communication with principals, other administrator or department chair
- Other

Principal Mentoring

Have you been **formally*** assigned a mentor in the past three years?

- Yes
- No

**Formally means assigned by the superintendent or other central office staff to a mentor (another principal, administrator, etc.) to provide induction and additional support.*

My mentor was effective in providing support in the following areas:

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. Instructional leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. School improvement planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Staffing (hiring, firing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teacher evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teacher remediation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Data-driven decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Working with parents and the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate whether each of the following were true for you and your mentor.

	Yes	No
a. My mentor and I work in schools at the same level. (i.e., elementary, middle, high, etc.)	<input type="radio"/>	<input type="radio"/>
b. My mentor and I work in the same district.	<input type="radio"/>	<input type="radio"/>
c. My mentor and I work in schools within 50 miles of each other.	<input type="radio"/>	<input type="radio"/>

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

	Never	Less than once a month	Once a month	Several times a month	Once a week	Almost daily
a. Coaching conversations with my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Being observed in my school by my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Observing my mentor's school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. School improvement planning with my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Having discussions with my mentor about leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, my mentoring experience has been important in my decision to remain as principal in this school.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

My mentoring experience has been important in my effectiveness as a school leader.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

**Thank you for your time.
Please submit your responses.**