

# Vermont Teaching and Learning Conditions Survey

Great Public Schools for Every Child

**Thank you in advance for your time and willingness to share your perspectives on the presence of teaching and learning conditions in your school.**

Positive teaching and learning conditions are important influences on student success and educator retention. We want to gather information about these conditions from those who know them best - educators from across the state. This survey will provide you, your school, your district, and the state with information to guide school improvement conversations and planning. Your perceptions matter, so tell us about your school.

**Please know that your anonymity is guaranteed.**

No one at the school, district, or state level will be able to view individual responses to the questions. Reports on the results will NOT include data that could identify individuals. The responses of administrators will be reported only as a group state wide. You are being asked optional demographic information ONLY to learn whether educators with differing experiences and backgrounds look at teaching and learning conditions differently across all of Vermont.

## **Access Code**

You have been assigned an anonymous access code to ensure that we can identify the school in which you work and that the survey is taken only once by each respondent. The code can only be used to identify a school and NOT an individual. If it makes you more comfortable, feel free to trade codes with a colleague within your same school.

The survey cannot be saved, and once you submit your responses, you will not be able to use your code again to access them. Do not begin the survey unless you have at least 20 minutes of uninterrupted time.

**If you have any questions, problems or need any assistance, please call 1-866-814-9287 or email us at [helpdesk@vtteachingandlearning.net](mailto:helpdesk@vtteachingandlearning.net) at anytime.**

# Introduction

**Q1.1 Please indicate your position:**

- Teacher (including instructional coaches, department heads, vocational, literacy specialist, etc.)
- Principal
- Assistant Principal
- Other Licensed Education Professional (school counselor, school psychologist, social worker, etc.)

**Q1.2 How many total years have you been employed as a licensed educator?**

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

**Q1.2a 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

**Q1.3 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

**Q1.3a How many total years have you been a principal 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

**Q1.4** 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

**Q1.5** Have you been **formally assigned as a mentor\*** to new teachers in Vermont schools in the past five years?

- Yes
- No

*\*Formally assigned mentors are assigned by the principal or another administrator to provide provide induction and additional support to one or more new teachers.*

# Time

**Q2.1 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. <b>Teachers*</b> have reasonable class sizes, affording them time to meet the needs of all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers have time available to collaborate with their colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The <b>non-instructional time**</b> provided for teachers in my school is sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Efforts are made to minimize the amount of <b>routine administrative paperwork***</b> teachers are required to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers have sufficient instructional time to meet the needs of all students.	<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 any time during the day without the responsibility of student contact, including collaborative planning, meetings/conferences with students and families, etc.*

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

**Q2.4 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

**Q2.5 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

**Q2.6a 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. Central office has streamlined procedures to minimize principals' time on non-instructional tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. <b>Principals*</b> 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.*

**Q2.7 In an average week, how many hours do YOU spend on school-related activities?**

- Less than 40 hours
- 40 - 45 hours
- 46 - 50 hours
- 51 - 55 hours
- 56 - 60 hours
- 61 - 65 hours
- 66 - 70 hours
- More than 70 hours

**Q2.8 In an average week, how much time do YOU devote to the following activities?**

	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. <b>Personnel issues*</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. <b>Administrative duties**</b>	<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

**Q3.1 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. <b>Teachers*</b> have sufficient access to appropriate <b>instructional materials**</b> 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 sufficient 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 <b>professional personnel.***</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers have sufficient access to <b>Education Support Professionals (ESPs).****</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The <b>faculty*****</b> works in a school environment that is safe.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The faculty works in a school that is clean and well maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. The faculty works in a school that is environmentally healthy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Teachers have adequate professional space to work productively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

*\*\*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, library media specialists, etc.*

*\*\*\*\*ESPs are all Education Support Professionals, including all non-licensed staff such as teacher aides, student support, clerical, food, custodial and transportation employees.*

*\*\*\*\*\*The faculty includes all school-based, licensed personnel and ESPs.*

**Q3.2 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. My school has a sufficient number of licensed staff provided by the district to meet the educational needs of our students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My district HR department provides highly qualified applicants for open faculty positions in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My school has a sufficient number of non-licensed staff to operate efficiently and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My school is provided sufficient data and information to make informed decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My school receives instructional resources commensurate with other schools in the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My school receives instructional resources commensurate with student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Community Engagement

**Q4.1** Please rate how strongly you agree or disagree with the following statements about community engagement in your school.

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. The community we serve is supportive of this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Parents/guardians are influential decision-makers in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. This school works directly with parents/guardians to improve the educational climate in students' homes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. This school maintains clear, two-way communication with parents/guardians and the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. This school does a good job of encouraging parent/guardian involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. <b>Teachers*</b> are supported by the community in which they teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Parents/guardians and community members support teachers, contributing to their success with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

# Empowerment

**Q5.1 Please rate how strongly you agree or disagree with the following statements about empowerment in your school.**

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. <b>Teachers*</b> are respected as professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers are integrally involved in decision-making about educational issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. 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"/>
d. In this school we take steps to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. 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"/>

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

**Q5.2 Please rate how strongly you agree or disagree with the following statements about empowerment in your district.**

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at 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"/>

**Q5.3 Please indicate how large a role teachers have at your school in each of the following areas.**

	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. Establishing student discipline procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Deciding how the school budget will be spent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. School improvement planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Selecting teachers new to this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q5.4 Please indicate how large a role YOU and/or your leadership team 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"/>

# School Leadership

**Q6.1** 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 in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The <b>school leadership*</b> 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 is committed to helping every student learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. <b>Teachers**</b> 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. Teachers receive feedback that can help them improve teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The school leadership shields teachers from disruptions, allowing teachers to focus on educating students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The school leadership consistently enforces rules for student conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The procedures for teacher performance evaluations are applied consistently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*\*School Leadership is an individual, group of individuals or team within the school that focuses on managing a complex operation. This may include scheduling; ensuring a safe school environment; reporting on students' academic, social and behavioral performance; using resources to provide the textbooks and instructional materials necessary for teaching and learning; overseeing the care and maintenance of the physical plant; and developing and implementing the school budget.*

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

**Q6.2** 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"/>
g. Community engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q6.3 Please rate how strongly you agree or disagree with the following statements about leadership in your district.**

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Central office supports appropriate 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"/>

**Q6.4 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, grade level chair or team leader
- d. School-based instructional specialist
- e. Director of curriculum and instruction or other central office based personnel
- f. Other teachers
- g. None of the above

**Q6.5 Overall, the leadership in my school is effective.**

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

*\*Instructional leadership focuses on school-wide, content-area, or grade-specific teaching and learning activities. This may include mentoring beginning teachers, providing peer assistance, writing curriculum materials, modeling lessons, coaching teachers inside classrooms, and observing and assessing teaching practices.*

# Professional Development

**Q7.1** 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 <b>teachers*</b> to take advantage of <b>professional development**</b> 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. Professional development offerings are data-driven.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

*\*\*Professional development includes all opportunities, formal and informal, where adults learn from one another including college courses, graduate courses, in service, workshops, conferences, professional learning communities and other meetings focused on improving teaching and learning.*

**Q7.7** In which of the following areas (if any) do teachers need professional development to teach students more effectively? (Check all that apply.)

- a. Special education (students with disabilities)
- b. Special education (academically gifted students)
- c. English Language Learners
- d. Closing the achievement gaps
- e. Your content area
- f. Methods of teaching
- g. Student assessment
- h. Classroom management techniques
- i. Reading strategies

**Q7.8** In which of the following areas (if any) do you need additional support to lead your school more effectively? (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

**Q7.9**      **Principal professional development is a priority in this district.**

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

**Q7.10**      **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 Conditions

**Q8.2** Which **BEST DESCRIBES** your intentions for your professional career? *(Select one.)*

- Continue as a principal at my current school
- Continue as a principal in this district but leave this school
- Continue as a principal in this state but leave this district
- Leave the principalship for another **administrative position\*** or teaching position
- Leave the principalship for personal reasons (e.g., health, family, etc.)
- Retire from the principalship
- Leave the principalship for another reason

*\*Administrative positions include principal or assistant principal.*

**Q8.4** Which **aspect of your leading conditions MOST** affects your willingness to remain as principal in your school? *(Select one.)*

- Time during the work day
- Facilities and resources
- School leadership
- Empowerment
- Professional development
- Community engagement

**Q8.5** Which **aspect of your work environment is MOST** important to you in promoting student learning? *(Select one.)*

- Time during the work day
- Facilities and resources
- School leadership
- Empowerment
- Professional development
- Community engagement

**Q8.7** Overall, my school is a good place to work and learn.

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

## Participant Information

**Q9.1** Please indicate your race/ethnicity. (Check all that apply.)

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

**Q9.2** What is the highest degree you have attained?

- Bachelor's degree
- Master's degree
- Doctorate
- Other

# Mentor

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

**Q11.1 How many teachers did/do you mentor?**

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

**Q11.2 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"/>

**Q11.3 On average, how often did you engage in each of the following activities with your mentee(s)?**

	Never	Less than once per month	Once per month	Several times per month	Once per week	Almost daily
a. Developing lesson plans	<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. Providing feedback about my mentee(s)' teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Being observed teaching by my mentee(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Receiving feedback about my teaching from my mentee(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Analyzing student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Reviewing results of students' assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Addressing student or classroom behavioral issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Reflecting on the effectiveness of my mentee(s)' teaching together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Aligning my mentee(s)' lesson planning with the Voluntary State Curriculum and local curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q11.4** Please indicate which of the following kinds of support, if any, you received as a formally assigned mentor. (Check all that apply.)

- a. Release time to observe your mentee(s)
- b. Time to meet with other mentors
- c. Common planning time with new teacher(s) you are mentoring
- d. Reduced supervisory responsibilities (e.g., bus or cafeteria duty, etc.)
- e. Regular communication with administrators or department chair
- f. Formal time to meet with mentee(s) during school hours
- g. Specific training to serve as a mentor (e.g., seminars or classes)
- h. Ongoing professional learning and support to improve mentoring
- i. Regular communication with principal, other administrator or department chair
- j. Stipend/compensation
- k. Recognition
- l. None of the above

# Principal Mentoring

**Q12.1** 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.*

**Q12.2** 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"/>

**Q12.3** 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.	<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"/>

**Q12.4** On average, how often did you engage in each of the following activities with your mentor?

	Never	Less than once per month	Once per month	Several times per month	Once per 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"/>

**Q12.5 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

**Q12.6 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.**