



Thank you in advance for your time and willingness to share your views on working conditions in your school. Research has demonstrated that teaching conditions are critical to improved student achievement and teacher retention. Administrators, teachers and parents in Fairfax County Public Schools 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 division.

Introduction

Q1.1 Please indicate your position:

- Teacher
- Principal
- Assistant or associate principal
- Other administrator (guidance director, activities director, etc.)
- Other education professional (school counselor, school psychologist, social worker, etc.)

Please know that your anonymity is guaranteed. No one in your school or division 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 educators 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. In order to protect your anonymity, all items asked of administrators will be shared at the district level only. 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.

Q1.2 Please indicate the grade level at your school.

- Elementary
- Middle
- High
- Secondary
- Alternative/Center

Q1.3 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

Q1.3a 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

Q1.4 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

Q1.4a How many total years have you been an administrator in the school in which you are currently working?

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

Q1.5 How many total years have you been employed in your current position?

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

Q1.5a 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

Q1.6 Have you been formally assigned as a mentor to a new teacher in Fairfax County in the past five years?

Yes

No

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. 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 time available to collaborate with their colleagues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. 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"/> |
| d. 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"/> |
| e. Efforts are made to reduce 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"/> |

**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.*

Q2.2 Please rate how strongly you agree or disagree with the following statements about the use of time in your district.

| | Strongly disagree | Somewh at disagree | Neither disagree nor agree | Somewh at agree | Strongly agree |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Central office has streamlined procedures to minimize school leadership's time on non-instructional tasks. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. School-based administrators 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. School-based administrators 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. School-based administrators 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"/> |

Q2.5 In an average week of teaching, about 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

Q2.6 In an average week of teaching, about 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

Q2.7 In an average week, about 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

Q2.8 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.*

Q2.9 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 state's 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"/> |

Q2.10 How many days are you contracted to work?

- 194
- 198
- 203
- 208
- 218
- 260 (12-month)
- other

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. 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"/> |
| i. Teachers and staff work in a school environment that is clean and well-maintained. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. The physical layout of the school is conducive to discussion with colleagues about teaching and learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. The physical plant of the school makes students feel safe. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. The atmosphere of the school climate makes students feel safe. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. Students' learning is affected by students' perceptions of safety at this school. | <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.*

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 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 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"/> |
| c. 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"/> |
| d. 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"/> |

Empowerment

Q4.1 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. Teachers are involved centrally in decision making about educational issues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. 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"/> |
| c. Teachers are respected as educational experts. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Teachers in this school are confident they will be able to motivate their students. | <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"/> |
| f. In our school, we use data/evidence to inform our decisions and teaching practices. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. The school provides professional staff formal opportunities to take on leadership roles. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Teachers pursue opportunities to participate in school leadership roles. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Teachers are effective leaders in this school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q4.2 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. School-based administrators 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. School-based administrators 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 school-based administrators 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"/> |

Q4.3 Please indicate how large a role teachers in your school have in each of the following areas.

| | No role at all | Minimal 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. 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. Deciding how the school budget will be spent. | <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"/> |

Q4.4 Please indicate how large a role school-based administrators have in each of the following areas in your school.

| | No role at all | Minimal 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

Q5.1 Which position BEST describes the person who most often provides instructional leadership at your school? (Select one.)

- a. Principal
- b. Assistant or associate principal
- c. Department director/chair or grade level chair
- d. Instructional or assessment coaches
- e. Central office curriculum and instruction personnel
- f. Other teachers
- g. None of the above

Q5.2 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 shields teachers from disruptions, allowing them to focus on educating students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. The school leadership enforces rules for student conduct in a consistent manner. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. The rules for student conduct are clearly laid out for faculty. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Students at this school understand expectations for their conduct. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. The school leadership consistently supports teachers when needed. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. 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"/> |
| k. The faculty and staff have a shared vision. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. The school leadership effectively communicates policies. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. Teachers are held to high professional standards for delivering instruction. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n. Teacher performance evaluations are handled fairly in my school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| o. Teachers receive feedback that can help them improve teaching. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| p. Staff members are recognized for accomplishments. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| q. School leadership offers quality professional development at my school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**School leadership in your school may include an individual, group of individuals, or team.*

Q5.3 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. | <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 school leadership 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 school leadership 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"/> |

Q5.4 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 support | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q5.5 Overall, the school leadership in my school is effective.

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

Community Engagement and Support

Q6.1 Please rate how strongly you agree or disagree with the following statements about community engagement and support 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 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 parental involvement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Parents know what is going on in this school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Teachers are supported by parents/guardians and the community in which they teach. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Parents/guardians and community members contribute to student success in this school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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 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. Adequate time is provided for professional development. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Enhancing teacher knowledge and skills receives priority as a strategy to improve student achievement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Selection of professional development offerings are based on available data. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q7.2 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. Academically gifted students
- c. LEP
- d. Closing the achievement gap
- e. Their content areas
- f. Methods of teaching
- g. Student assessment
- h. Classroom management techniques
- i. Reading strategies
- j. Leadership skills
- k. Using data for decision making
- l. Continuous improvement
- m. Collaborating with colleagues
- n. School improvement planning

Q7.7 Professional development opportunities are made available to school-based administrators in this district.

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

Q7.8 Professional development provides school-based administrators with the knowledge and skills most needed to be effective.

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

Q7.9a 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. Teachers working collaboratively
- k. Teachers' leadership skills
- l. Continuous improvement
- m. Data-driven decision making
- n. Working with parents and the community

Q7.9b 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. Teachers working collaboratively
- k. Teachers' leadership skills
- l. Continuous improvement
- m. Data-driven decision making
- n. Working with parents and the community

Q7.10 School-based administrators' professional development is a priority in this district.

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

Q7.11 Sufficient resources are available to school-based administrators to participate in professional development opportunities.

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

Overall

- Q8.1b** Which aspect of your work environment **MOST** affects your willingness to keep working at your school? *(Select one.)*
- Time during the work day (amount, quality and use)
 - School facilities and resources
 - District leadership
 - School empowerment/site-based decision making
 - Professional development
 - Community engagement and support
- Q8.1c** Which aspect of your work environment **MOST** affects **TEACHERS'** willingness to keep teaching at your school? *(Select one.)*
- Time during the work day (amount, quality and use)
 - School facilities and resources
 - School leadership
 - Teacher empowerment
 - Professional development
 - Community engagement and support
- Q8.2b** Which aspect of working conditions is **MOST** important to you in promoting student learning? *(Select one.)*
- Time during the work day (amount, quality and use)
 - School facilities and resources
 - District leadership
 - School empowerment/site-based decision making
 - Professional development
 - Community engagement and support
- Q8.3** Overall, my school is a good place to work and learn.
- Strongly disagree
 - Somewhat disagree
 - Neither disagree nor agree
 - Somewhat agree
 - Strongly agree

Q8.4c Which BEST describes your future intentions for your professional career?

- Continue as an administrator at my current school
- Continue as an administrator at my current school until a better opportunity comes along
- Continue as an administrator but leave this school as soon as I can
- Continue as an administrator but leave this district as soon as I can
- Leave my current position for another administrative or teaching position
- Leave education altogether

Q8.5 Please rate how strongly you agree or disagree that the following factors influence your decision making about your professional plans.

| | Strongly disagree | Somewhat disagree | Neither disagree nor agree | Somewhat agree | Strongly agree |
|-------------------------------------------------------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Adequate facilities and/or resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Adequate support from school leadership | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Collegial atmosphere amongst the staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Teaching assignment (subject, students) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Empowerment to make decisions that affect my school and/or classroom | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Degree of testing and accountability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Time during the work day (amount, quality, use) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. District and/or state requirements impact on my time | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Intrusions on classroom teaching time | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Lack of time to prepare or plan | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Hours of work per week | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Class sizes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. Effectiveness with the students I teach | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n. Cost of living of the community in which my school is located | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| o. The changing demographics of the school community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| p. Support from parents/guardians | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| q. Student behavior | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| r. Salary | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| s. The community environment where I live | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| t. Travel time to work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| u. Feeling safe in my school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| v. Degree of "burnout" | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| w. Retirement options | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| x. Personal reasons (health, family, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q8.6 I am satisfied working in my current school.

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

Mentoring

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

Q9.9 How many teachers new to the profession did/do you mentor?

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

Q9.10 On average, how often did/do you meet with each mentee?

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

Q9.11 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"/> |

Q9.12 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"/> |
| f. Providing written feedback to my mentee(s) on their teaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q9.13 Please rate how strongly you agree or disagree with the following statements about your most recent mentoring experience.

| | Strongly disagree | Somewh at disagree | Neither disagree nor agree | Somewh at agree | Strongly agree |
|---------------------------------------------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. I was able to respond to my mentee(s) when they needed me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. My mentee(s) and I could talk freely about any issues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. My mentee(s) and I had similar philosophies of education. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. My mentee(s) and I were personally compatible. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Q9.14 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

Q10.1 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.*

Q10.2a 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"/> |

Q10.3a 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"/> |

Q10.4a 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"/> |

Q10.5 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

Q10.6 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.**