



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

Access Code

You have been given an anonymous access code to ensure that we can identify the school in which you work and to ensure that the survey is taken only once by each respondent. The code can only be used to identify the school, not the individual. The effectiveness of the survey is dependent on your honest completion.

Introduction

Q1.1 Please indicate your position:

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

Q1.2 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

Q1.2a 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

Time

Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

	Strongly agree	Somewh at agree	Neither agree nor disagree	Somewh at disagree	Strongly disagree
a. Teachers* have adequate instructional time during the regular school work day 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 adequate time during the regular school work day to work with their colleagues on issues related to teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Educators in my school view time as a flexible resource for learning and modify schedules, when appropriate, to optimize learning for students and adults in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Efforts are made to minimize the amount of routine administrative paperwork** required of teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. 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"/>

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

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

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

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

	Strongly agree	Somewh at agree	Neither agree nor disagree	Somewh at disagree	Strongly disagree
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. Principals* are provided time to collaborate with other principals and district leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Principals are provided time for networking and collaboration outside of the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Principals have sufficient time to focus on instructional leadership issues (i.e., data analysis, professional development, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Q2.5 In an average week of teaching, how much non-instructional time is provided for TEACHERS during the regular 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, 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 of teaching, 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.*

Facilities and Resources

Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

	Strongly agree	Somewh at agree	Neither agree nor disagree	Somewh at disagree	Strongly disagree
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 technology that supports instruction, 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. The physical environment of classrooms in this school supports teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. 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"/>
f. This school and its grounds are clean and well-maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers have sufficient access to a broad range of non-classroom-based professional personnel.**	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teacher communication with parents, students and colleagues is supported by reliable communication technology, including phones, faxes and email.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, markers, etc.	<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.*

***Non-classroom-based professional personnel includes positions such as school counselors, nurses, school psychologists, social workers, library media specialists, etc.*

Q3.2 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

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

Decision Making

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

	Strongly agree	Somewh at agree	Neither agree nor disagree	Somewh at disagree	Strongly disagree
a. Teachers are centrally involved in important educational decision making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers are engaged in decisions about continuous school improvement.	<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 broader community recognizes and respects teachers as professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Opportunities for advancement within the teaching profession (other than administration) are available to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers are encouraged to participate in professional leadership activities.*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Q4.2 Please rate how strongly you agree or disagree with the following statements about empowerment in your district.

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

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

	The primary role	Large role	Moderate role	Small role	No role at all
a. Continuous improvement planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Selecting instructional materials and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Identifying and/or developing best practice teaching strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Setting school-wide grading and student assessment practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Determining the focus of professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Hiring new faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Creating school schedules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Making decisions about teaching assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Establishing and implementing school-wide discipline policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Aligning school resources with the continuous improvement plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4.4 Please indicate how large a role principals and other school leaders have in each of the following areas in your school.

	The primary role	Large role	Moderate role	Small role	No role at all
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"/>

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

	Strongly agree	Somewh at agree	Neither agree nor disagree	Somewh at disagree	Strongly disagree
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. Opportunities are available for members of this community to contribute to this school's success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. School leadership facilitates the use of data to improve student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. School leadership selects the highest quality teachers available to fill faculty positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The faculty are committed to helping every student learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. School leadership develops supportive community relationships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. 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"/>
h. School leadership consistently enforces rules for student conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. School leadership encourages the faculty to meet high performance standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Teachers receive feedback that can help them improve teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.2 Please rate how strongly you agree or disagree with statements about leadership in your district.

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

Q5.3 The school leadership makes a sustained effort to address teacher concerns about:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
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"/>

Q5.4 Overall, the school leadership in my school is effective.

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

Q5.5 Which position best describes the person who most often provides instructional leadership at your school? (Select one.)

- a. Principal
- b. Assistant or vice principal
- c. Department chair or grade level chair
- d. Coach(es) and/or school-based curriculum specialist(s)
- e. Director of curriculum and instruction or other central office based personnel
- f. School's professional-based community (i.e., faculty-at-large)
- g. None of the above

Professional Development

Q6.1 Please rate how strongly you agree or disagree with the following statements about professional development in your school.

	Strongly agree	Somewh at agree	Neither agree nor disagree	Somewh at disagree	Strongly disagree
a. Enhancing teacher knowledge and skills is a priority strategy for increasing student achievement at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Professional learning opportunities are aligned with this school's continuous improvement plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Professional learning opportunities are driven by analysis of student learning data.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Sufficient resources are available to allow teachers to pursue professional development activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. 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"/>
f. Teachers participate in structured opportunities to learn from one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers are encouraged to reflect on their own practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Reasoned education risk-taking is encouraged and supported.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.3 In which of the following areas (if any) do TEACHERS need additional support to effectively teach their students? (Check all that apply.)

- a. Special Education (students with disabilities)
- b. Special education (academically gifted students)
- c. English as a Second Language (ESL)
- d. Ethnic and cultural diversity
- e. Closing the achievement gap
- f. Teaching strategies related to my content or my discipline
- g. Reading/literacy strategies
- h. Technology
- i. Student assessment/progress monitoring
- j. Classroom management

Q6.8 Quality professional development opportunities are made available to principals in this district.

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

Q6.9 Professional development provides principals with the knowledge and skills most needed to be effective in this district.

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

Q6.10a In which of the following areas (if any) do you need additional support to effectively lead your school?
(Check all that apply.)

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

Q6.10b In the past 2 years have you had 10 clock hours or more of professional development in any of the following areas? (Check all that apply.)

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

Q6.11 Principal professional development is a priority in this district.

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

Q6.12 Sufficient resources are available to principals to participate in professional development opportunities.

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

Overall

Q7.1b Which aspect of your work environment MOST affects your willingness to continue working at your school? (Select one.)

- Time during the work day
- School facilities and resources
- District leadership
- School empowerment/site-based decision making
- Professional development

Q7.1c Which aspect of your work environment MOST affects TEACHERS' willingness to keep teaching at your school? (Select one.)

- Time during the work day
- School facilities and resources
- School leadership
- Teacher responsibility
- Professional Development

Q7.2b Which aspect of working conditions is MOST important to you in promoting student learning? (Select one.)

- Time during the work day
- School facilities and resources
- District leadership
- School empowerment/site-based decision making
- Professional Development

Q7.3 Overall, my school is a good place to work and learn.

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

Q7.4b Which BEST DESCRIBES your future intentions for your professional career?

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

Demographics

Q8.2 What is the highest degree you have attained? (Select one.)

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

Q8.3 Have you completed the **National Board Certification* process successfully?**

- Yes
- No

** National Board Certification includes submitting a portfolio to and completing the assessment by the National Board for Professional Teaching Standards after three years or more years of teaching.*

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.*

Q10.2 My mentor was effective in providing support in the following areas:

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
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"/>

Q10.3 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. (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"/>

Q10.4 On average, how often did you engage in each of the following activities with your mentor?

	Almost daily	Once per week	Several times per month	Once per month	Less than once per month	Never
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 agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q10.6 My mentoring experience has been important in my effectiveness as a school leader.

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

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