

School Leader Questionnaire 2001-2002

Place School Leader label here

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This questionnaire is to be completed by staff whose assignments involve leadership responsibilities.

Findings from this questionnaire will help us gain a better understanding of school improvement efforts underway at your school and the role that school leaders play in those efforts.

Your responses are voluntary and confidential. If there is a question you do not wish to answer, simply skip it. We hope you will answer as many questions as possible. No individual schools or school staff members will be identified in any published reports.

Marking Instructions

Please use a No. 2 pencil only

Erase unwanted marks completely

Make no stray marks

Mark only one response to a question,
unless other directions are given

Correct Marks:

Incorrect Marks:

Place barcode label here

Your Leadership Roles and Activities

1. What is your primary role at this school? Mark (X) ONE box.

- Principal Assistant Principal Other professional staff

2. How many years have you been working in this role at this school? (Print number of years in boxes.)

Years

3. What percentage of your time is allocated to a teaching assignment? Mark (X) ONE box.

- 0% 1-25% 26-50% 51-75% 76-99% 100%

4. Please indicate what percentage of your time has been designated to perform any of the following school reform program roles in your school. Mark (X) for EACH item.

	0%	1-25%	26-50%	51-75%	76-99%	100%
<i>Accelerated Schools Coach</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>America's Choice Design Coach</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>America's Choice Literacy Coordinator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>America's Choice Community Outreach Coordinator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Success for All Reading Facilitator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Success for All Mathematics Facilitator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Success for All Family Support Coordinator</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. In addition to any of the roles you might have checked in question 4, what percentage of your time is formally assigned to any of the following responsibilities at this school? Mark (X) for EACH item.

	0%	1-25%	26-50%	51-75%	76-99%	100%
Special Program Coordinator (e.g. Title I)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading/Literacy Program Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Program Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Subject Area Program Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Improvement Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master/Mentor Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher Consultant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. During the current school year, about how often did you do any of the following? Mark (X) EACH item.

	Never	A few times throughout the year	A few times per month	1-2 days per week	More than 2 days per week
Supervise clerical, cafeteria, and maintenance staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitor public spaces, such as the cafeteria, hallways, playgrounds, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deal with emergencies and other unplanned circumstances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with students and their parents on discipline/attendance issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete routine paperwork (such as reports and record keeping)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attend district- and board-organized meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seek resources outside the school (e.g. from local businesses, school improvement programs, universities, or funding agencies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work with local community members or community organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. When working directly with teachers this year, how often did you do any of the following? Mark (X) EACH item.

	Never	A few times throughout the year	A few times per month	1-2 days per week	More than 2 days per week
Demonstrate instructional practices and/or the use of curricular materials in a classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observe a teacher who was trying new instructional practices or using new curricular materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Share information or advice about classroom practices with a teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examine and discuss what students were working on during a teacher's lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examine and discuss the standardized norm-referenced or curriculum-referenced test results of students in a teacher's class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. In this question, we would like you to reflect upon how you prioritized your time this year. In your work during the current school year, how much priority did you give to each of the following issues? Mark (X) EACH item.

Not a part of my work this year Worked on this, but did not give it a high priority Gave this issue a high priority This was one of my top 3 priorities this year

Framing and communicating broad goals for school improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examining the school's overall progress toward its school improvement goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting explicit timelines for instructional improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarifying expectations or standards for students' academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examining and discussing exemplars of students' academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using the school's standardized, norm- or curriculum-referenced test results to plan instructional changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promoting alignment between the assessments used to evaluate the school's instructional program and what is taught in classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promoting instructional coordination across grade levels in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promoting instructional coordination across regular and compensatory/special education programs in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promoting integration of the school's curriculum (e.g., mathematics and science, or reading/language arts and social studies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing the staff development program in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personally providing staff development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Troubleshooting or supporting the implementation of school improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitoring or supervising the implementation of school improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working on plans to improve the teaching of specific curricular units or objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For the next set of questions, we would like you to refer to staff in your school who are responsible for overseeing, managing, or coordinating instruction in the school. We refer to these staff as the "leadership team."

9. How often do you interact with other members of the *leadership team* in the following settings? Mark (X) EACH item.

Never A few times throughout the year A few times per month 1-2 days per week More than 2 days per week

In formally scheduled meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In informal meetings (for example, stopping by each other's classrooms or catching each other in the hallway between classes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Please indicate the extent to which you agree or disagree with the following statements about the *leadership team* in your school. Mark (X) EACH item.

Strongly Disagree Disagree Agree Strongly Agree

Members of the leadership team openly express their professional views during meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members of the leadership team are willing to question one another's views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We do a good job of talking through views, opinions, and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Members of the team work together closely to lead this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Power to make decisions is equally shared among members of the leadership team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The team usually tries to come to consensus when making decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A few people in the team seem to dominate the decision making process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am not usually involved in the decision making process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The School Improvement Process

11. Does your school have a written school improvement plan? Mark (X) ONE box.

- Yes
- No, but we are in the process of developing one - *Skip to question 14 on page 7*
- No, and we are not currently developing one - *Skip to question 14 on page 7*

12. For how many years has this school had a school improvement a plan? Mark (X) ONE box.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10 or more

13. Please indicate the extent to which each of the following was an important priority in your school's improvement plan this year.

Mark (X) EACH item.

	Not in our plan	In the plan, but not top priority	A top priority
Improving the school's facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving school climate (e.g. making school safer, fostering respect for others)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving parent participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving student attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving the health and welfare of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving the reading/language arts program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving the mathematics program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving the school's library, technology, or media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improving another academic program or programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. During the current school year, was this school formally identified as "in need of improvement" or placed in a *formal* status requiring school improvement by any of the following agencies?

Mark (X) EACH item.

	Yes	No
The state education agency	<input type="checkbox"/>	<input type="checkbox"/>
The federal Title I program	<input type="checkbox"/>	<input type="checkbox"/>
The school district	<input type="checkbox"/>	<input type="checkbox"/>
Other agency	<input type="checkbox"/>	<input type="checkbox"/>

15. Does your school participate in a *comprehensive and/or research based model of school reform* (for example, *Accelerated Reading, Accelerated Schools Project, America's Choice, Success For All*)?

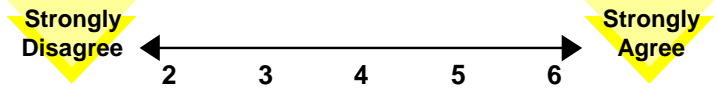
Yes No - Skip to question 17 on page 8

16. This year, how often did you discuss the following issues with a representative from a *comprehensive and/or research based model of school reform*?

Mark (X) EACH item.

	Never	A few times throughout the year	A few times per month	1-2 days per week	More than 2 days per week
Aspects of the reform model your school is implementing successfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Areas of implementation of the reform model in which your school needs to improve	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific ways in which teachers should be changing their teaching to implement the model better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using student assessments for data-based decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ways in which professional development could offer better support for implementation of the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. To what extent do you agree or disagree with the following statements? Mark (X) EACH item.



	2	3	4	5	6
Our school district has a formal procedure for school improvement planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school district is encouraging us to adopt a comprehensive school reform model or similar research-based program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The availability of additional funds for school improvement has increased in the last couple of years	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a great deal of dissatisfaction with student achievement among staff members at this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff at this school press each other to become engaged in school improvement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff at this school have seen clear evidence of successful school improvement in other schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff here feel the school has a poor reputation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and/or community groups have demanded improvement at this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school receives monetary rewards for improving student achievement scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel in this school are evaluated and/or rewarded on the basis of student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking a leadership role in instructional improvement is a good way to move ahead in one's career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

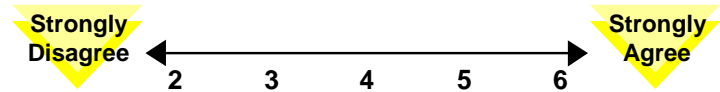
18. How often do you engage in the following activities as part of your regular duties? Mark (X) EACH item.



	Never	A few times throughout the year	A few times per month	1-2 days per week	More than 2 days per week
I monitor the curriculum used in classrooms to see that it reflects the school's improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I monitor classroom instructional practices to see that they reflect the school's improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As part of improvement efforts in this school, I observe in classrooms in order to examine what students are learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I evaluate teachers using criteria directly related to the school's improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I praise, publicly recognize, and/or provide tangible rewards to teachers whose instructional practices support the school's improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
As part of improvement efforts in this school, I praise, publicly recognize, and/or provide tangible rewards to students who succeed academically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. To what extent do you agree or disagree with the following statements about the school improvement process at this school?

Mark (X) EACH item.



	Strongly Disagree	2	3	4	5	6	Strongly Agree
This school has a set of shared values that guide school improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Before making school improvement decisions, alternatives are always carefully researched	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This school has a detailed plan that clearly spells out what administrators, teachers, and students are supposed to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I worry that we are adopting too many different programs and practices in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A careful review process guarantees that all new programs brought into the school are compatible with our overall improvement goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School improvement efforts at this school have been carefully staged and sequenced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decisions about school improvement are always based upon a school improvement plan or similar kind of goal statement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The next steps for organizing and staffing our instructional program are clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This school passes up many school improvement opportunities that do not fit with our improvement goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The steps teachers are expected to take to promote classroom improvement are clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
This school uses a well-developed process for identifying issues to be addressed by our school improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school improvement efforts define specific instructional goals for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are strict rules and guidelines that govern which improvement initiatives are allowed to be brought into the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group investigation and problem-solving are central to achieving our school improvement goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school improvement efforts identify clear steps for improving home-school relations and parent participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. To what extent have school improvement activities at this school placed special emphasis on: Mark (X) EACH item.

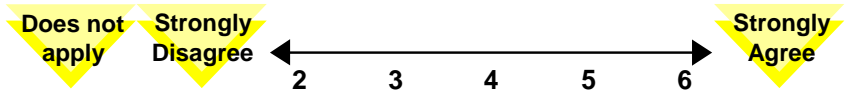
	Not at all	To a small extent	To a moderate extent	To a great extent
Hiring new administrative or support staff with instructional expertise and interests that support this school's improvement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hiring new teachers whose expertise and interests support the school's improvement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changing instructional assignments to match teachers' expertise with student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing teachers with professional development opportunities that are deliberately aligned with the school's improvement program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing administrators and other school leaders with professional development that is deliberately aligned with the school's improvement program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. To what extent do you use the following kinds of information in planning for and evaluating school improvement activities at this school? Mark (X) EACH item.

	Not at all	To a small extent	To a moderate extent	To a great extent
Results from your district's assessment program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Results from your state's assessment program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reports prepared by state and/or federal agencies regarding your school's progress on instructional improvement initiatives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student grades and report cards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Results from standardized, curriculum-referenced testing (e.g., periodic criterion-referenced assessments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informal assessments conducted by teachers (e.g., portfolios, student conferences, reading inventories, running records)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning or curriculum standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Samples of students' academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your own and others' observations in classrooms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statistical reports of discipline problems and behavioral referrals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attendance reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about effective instructional practices gained from professional readings, workshops, or seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about curriculum programs or materials gained from professional readings, workshops, publishers, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information about student learning processes gained from professional readings, workshops, publishers, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practices found to be successful in other schools in the district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visits to schools outside your district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Input from community members or community groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

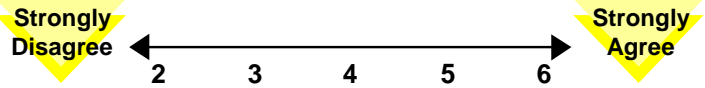
District, State, and Community Environments

22. To what extent do you agree or disagree with the following statements about your school district? Mark (X) EACH item.



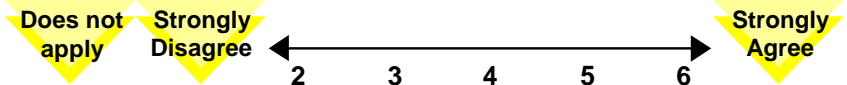
	Does not apply	Strongly Disagree	2	3	4	5	6	Strongly Agree
The school district's curriculum frameworks are specific and clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school district's assessment program provides specific and clear information about what students should know and be able to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school district's instructional policies give teachers clear information about what and how to teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
District standards for student learning drive much of our improvement agenda in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school district is an important source of funding for our school improvement agenda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school district provides flexibility in how resources are allocated at this school (e.g., time, materials, personnel)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school district's staff provide important information and expertise that support our school improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a great deal of turnover in the central office in the district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a strong consensus among district leaders about priorities for school improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Central office policies and procedures change frequently in this district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school district's improvement agenda makes it difficult for us to create a school improvement plan tailored to the specific needs of this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The district's personnel policies and practices make it difficult to hire staff with the expertise and interest we need for school improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. To what extent do you agree or disagree with the following statement about *school - community relations* at this school? Mark (X) EACH item.



		2	3	4	5	6	
Parents are kept well informed about school improvement activities at this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers at this school use well-developed routines to communicate with parents and guardians on a regular basis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers at this school provide detailed information to parents or guardians about how they can support students' work at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents and guardians understand the academic standards and expectations teachers hold for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community members work as tutors or classroom aides or provide other kinds of instructional support in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshops that help parents work with their children are held regularly at this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers from this school often visit students' homes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most parents and community members agree with the changes being made in this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School staff regularly take advantage of the resources and support offered by community organizations and agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

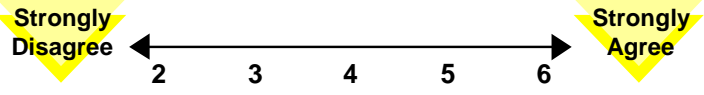
24. To what extent do you agree or disagree with the following statements about *state education policies* governing your school? Mark (X) EACH item.



		2	3	4	5	6	
State curriculum guides or frameworks are specific and clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The state's assessment program provides specific and clear information about what students should know and be able to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special funds from the state are an important source of support for our school's improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel from the state education agency regularly provide us with information and expertise that support our school improvement efforts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constant change in state education policies, procedures, and/or personnel have made school improvement difficult here	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is a strong consensus among state leaders about priorities for school improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The state education agency's school improvement agenda makes it difficult for us to create a school improvement plan tailored to the specific needs of this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school improvement agenda is consistent with state education policies and priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

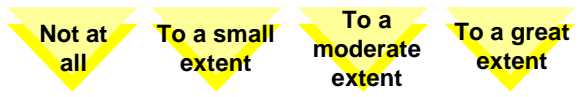
The Reading and Language Arts Program

25. To what extent do you agree or disagree with the following statements about reading instruction in this school? Mark (X) EACH item.



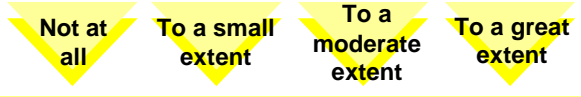
Teachers who provide low-achieving students with extra assistance in reading work closely with regular classroom teachers to coordinate their instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers who provide extra assistance in reading work with regular classroom teachers to ensure that the materials or texts they use complement those used in the regular class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Regular classroom teachers meet frequently with aides, tutors, or specialists to discuss the reading needs of specific students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. To what extent did the following kinds of changes in reading/language arts curriculum and assessment occur this year? Mark (X) EACH item.



Existing curriculum materials were organized into a sequenced structure of curricular units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A new reading/language arts curriculum was developed or was in the early stages of implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New standards for student learning in reading/language arts were developed or were in the early stages of use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers learned to use new reading/language arts curricular materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New curriculum-referenced examinations or tests were introduced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher-made assessments were improved or adapted to reflect the learning standards and curriculum goals in place at the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbook assessments and assignments were changed to reflect the learning standards and curricular goals in place at the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. In your view, how much do staff at this school use the following practices for organizing instruction in reading/language arts? Mark (X) EACH item.



Curriculum-referenced assessments are used on a frequent basis to place students in achievement-based instructional groups for reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum-referenced assessments are used on a frequent basis to develop individualized instructional prescriptions for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
End-of-year or standardized tests are used as a basis for promotion to the next grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trade books and other reading materials are "leveled" to assure that students are reading materials closely matched to their level of reading fluency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. To what extent do staff at this school use the following classroom management practices in the reading/language arts program? Mark (X) EACH item.

Not at all To a small extent To a moderate extent To a great extent

Arranging classroom materials to ensure independent use by students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing classroom routines that teach students how to work independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing classroom routines that teach students how to work in cooperative groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. To what extent do you agree or disagree with the following statements about the reading/language arts program at this school? Mark (X) EACH item.

Strongly Disagree Disagree Agree Strongly Agree

The reading/language arts program at this school needs major improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The reading/language arts instruction provided to students is much better than it was last year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

30. To what extent do you agree or disagree with the following statements about instructional practices in the reading/language arts program? Mark (X) EACH item.

Strongly Disagree ← 2 3 4 5 6 → Strongly Agree

Teachers at this school are encouraged to develop a "teaching style" that is adapted to their own strengths and preferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers at this school often pick and choose the curricular content they want to teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers at this school have very different expectations about what students can learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers at this school are encouraged to use the same or similar instructional practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Within a particular grade, teachers are expected to follow the same curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers at this school have common expectations about what students should learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. To what extent do you agree or disagree with the following statements about how instruction in the reading/language arts program is sequenced in this school? Mark (X) EACH item.

Strongly Disagree Disagree Agree Strongly Agree

At this school, students must demonstrate mastery at one level of the reading curriculum before receiving instruction at the next level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
At this school, students must demonstrate mastery at one level of the writing curriculum before receiving instruction at the next level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students who fail to meet grade-level expectations in reading/language arts are not promoted to the next grade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Mathematics Program

32. To what extent do you agree or disagree with the following statements about the mathematics program in this school? Mark (X) EACH item.

Strongly Disagree Disagree Agree Strongly Agree

The mathematics program at this school needs major improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The mathematics instruction being provided to students is much better than it was last year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. To what extent did the following kinds of changes in curriculum and assessment occur this year in the school's mathematics program? Mark (X) EACH item.

Not at all To a small extent To a moderate extent To a great extent

A new mathematics curriculum was developed or was in the early stages of implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New standards for student learning in mathematics were developed or were in the early stages of use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers learned to use new mathematics curricular materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Existing curriculum materials were organized into a sequenced structure of curricular units	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New curriculum-referenced examinations or tests were introduced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teacher-made assessments were improved or adapted to reflect the learning standards and curriculum goals in place at the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textbook assessments and assignments were changed to reflect the learning standards and curricular goals in place at the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. In your view, how much do staff at this school use the following practices for organizing instruction in mathematics? Mark (X) EACH item.

Not at all To a small extent To a moderate extent To a great extent

Curriculum-referenced tests are used on a frequent basis to place students in "achievement-based" instructional groups for mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum-referenced tests are used on a frequent basis to develop individualized instructional prescriptions for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
End-of-year or standardized tests are used as a basis for promotion to the next grade level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. In your view, how much emphasis do staff at this school give to the following classroom management practices in mathematics? Mark (X) EACH item.

Not an emphasis Very little emphasis Moderate emphasis Great emphasis

Arranging classroom materials to ensure independent use by students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing classroom routines that teach students how to work independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishing classroom routines that teach students how to work in cooperative groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. To what extent do you agree or disagree with the following statements about mathematics instruction in this school? Mark (X) EACH item.

Strongly Disagree **Disagree** **Agree** **Strongly Agree**

Teachers who provide low-achieving students with extra assistance in mathematics work closely with regular classroom teachers to coordinate their instructional strategies

Teachers who provide extra assistance in mathematics work with regular classroom teachers to ensure that the materials or texts they use complement those used in the regular classroom

Regular classroom teachers meet frequently with aides, tutors, or specialists to discuss the mathematics learning needs of specific students

37. To what extent do you agree or disagree with the following statements about instructional practices in the mathematics program? Mark (X) EACH item.

Strongly Disagree **Disagree** **Agree** **Strongly Agree**

Teachers at this school are encouraged to develop a "teaching style" that is adapted to their own strengths and preferences

Teachers at this school often pick and choose the curricular content they want to teach

Teachers at this school have very different expectations about what students can learn

Teachers at this school are encouraged to use the same or similar instructional practices

Within a particular grade, teachers are expected to follow the same curriculum

Teachers at this school have common expectations about what students should learn

38. To what extent do you agree or disagree with the following statements about how instruction in the mathematics program is sequenced at this school? Mark (X) EACH item.

Strongly Disagree **Disagree** **Agree** **Strongly Agree**

At this school, students must demonstrate mastery at one level of the mathematics curriculum before receiving instruction at the next level

Students who fail to meet grade-level expectations in mathematics are not promoted to the next grade

Students at different levels of performance in mathematics are placed in achievement-based groups that provide instruction in skills or objectives that students have not yet mastered

Your Background

39. **Are you:** Mark (X) ONE box.

- Female Male

40. **Are you:** Mark (X) ONE box.

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

41. **Which best describes your employment status in this school system?** Mark (X) ONE box.

- Full-time administrative appointment
 Part-time administrative appointment
 Regular full-time teaching appointment
 Regular part-time teaching appointment
 Permanent substitute teaching appointment
 Other (please specify) _____

42. **How many years have you worked as an administrator?** Record whole years, not fractions or months. Round up to the nearest whole number, including the current school year. (Print number of years in boxes.)

--	--

 Years

43. **How many years have you worked as a teacher?** Record whole years, not fractions or months. Round up to the nearest whole number, including the current school year. (Print number of years in boxes.)

--	--

 Years

44. **What was your undergraduate major field of study?** Mark (X) ONE box.

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

45. What was your major field of study for your highest graduate degree (e.g., masters degree or Ph.D.)?

Mark (X) ONE box.

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

46. About how many college/university classes have you taken in the following areas?
(Include both undergraduate and graduate classes)
Mark (X) EACH item.

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

Professional Development

47. In the spaces below, please indicate how much time you spent this school year in organized professional development activities (e.g., workshops, seminars, institutes, courses) planned and organized by the following kinds of organizations?

Mark (X) EACH item.

	Less than 8 hours	1-2 days	3-5 days	6-9 days	10 or more days
Your school district	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The state education agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An intermediate education agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A professional association	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A university/college	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A school reform program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

48. Please mark whether any of the following topics were a focus of your professional development activities this year. Mark (X) ALL that apply.

- | | |
|---|---|
| <input type="checkbox"/> Developing a school mission or shared vision | <input type="checkbox"/> Your school's mathematics curriculum and materials |
| <input type="checkbox"/> Planning strategies | <input type="checkbox"/> Specific methods for improving reading/language arts instruction |
| <input type="checkbox"/> Working productively with groups or teams | <input type="checkbox"/> Specific methods for improving mathematics instruction |
| <input type="checkbox"/> Promoting shared decision making | <input type="checkbox"/> How to adapt or individualize instruction |
| <input type="checkbox"/> Improving parent involvement | <input type="checkbox"/> Your knowledge of reading/language arts |
| <input type="checkbox"/> Improving school-community relations | <input type="checkbox"/> Your knowledge of mathematics |
| <input type="checkbox"/> Fund raising/grant writing | <input type="checkbox"/> How to observe and monitor classroom instruction |
| <input type="checkbox"/> Organizing the school's instructional program | <input type="checkbox"/> How to promote standards-based learning |
| <input type="checkbox"/> Your school's reading/language arts curriculum and materials | <input type="checkbox"/> New procedures to assess student learning |
| | <input type="checkbox"/> Working with students to improve instruction |

49. To what extent do you agree or disagree with the following statements about your professional development experiences this year? Mark (X) EACH item.

My professional development experiences this year...

	Strongly Disagree	Disagree	Agree	Strongly Agree
Gave me many opportunities to improve aspects of my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided me with knowledge or information that is very useful to me in my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Were coherently related to each other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allowed me to focus on a problem over an extended period of time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focused on too many topics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provided me with useful feedback about my practice or work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made me pay closer attention to particular things I was doing in my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Led me to seek out additional information from another school leader, teacher, or some other source	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Led me to think about an aspect of my work in a new way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Led me to try new things in my practice or work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Comments:



Thanks again for completing this questionnaire.

Your help is greatly appreciated.

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

Please return your completed questionnaire
in the enclosed envelope to:

**The Study of Instructional Improvement
Institute for Social Research
University of Michigan
426 Thompson Street - EP Room 332
Ann Arbor, MI 48106-1248**

If you have any questions, please feel free to
call our toll-free number at: **1-877-397-2374**