

Thank you in advance for your time and willingness to share your views on working conditions in your school.

Research has demonstrated that teacher working conditions are critical to increasing student achievement and retaining teachers. North Carolina policymakers and education stakeholders have expressed great interest in using your collective responses on this survey to help improve working conditions in schools and districts across the state.

Access Code

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

Introduction

Q1.1 Please indicate your position:

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

★Please know that your anonymity is guaranteed.

No one in your school, the district or state will be able to view individual surveys, and reports on the results will not include data that could identify individuals. You are being asked demographic information to learn whether teachers from different backgrounds and different characteristics look at working conditions differently.

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 disagree	Disagree	Agree	Strongly agree	Don't know
a. Class sizes are reasonable such that teachers* have the time available to meet the needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers have time available to collaborate with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers are allowed to focus on educating students with minimal interruptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The non-instructional time** provided for teachers in my school is sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Efforts are made to minimize the amount of routine paperwork*** teachers are required to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers have sufficient instructional time to meet the needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teachers are protected from duties that interfere with their essential role of educating students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Teachers means a majority of teachers in your school.

**Non-instructional time includes any time during the day without the responsibility for student contact, including collaboration planning, meetings/conferences with students and families, etc.

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

Q2.2 In an AVERAGE WEEK, how much time do you devote to the following activities during the school day (i.e., time for which you are under contract to be at the school)?

	None	Less than or equal to 1 hour	More than 1 hour but 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. Individual planning time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Collaborative planning time*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Supervisory duties**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Required committee and/or staff meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Completing required administrative paperwork***	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Communicating with parents/guardians and/or the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Addressing student discipline issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Professional development****	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Preparation for required federal, state, and local assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Delivery of assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Utilizing results of assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Collaborative time includes time spent working with other teachers within or across grade and subject areas as part of a Professional Learning Community to plan and assess instructional strategies.

**Supervisory duties include hall monitoring, recess, bus and cafeteria coverage, etc.

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

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

Q2.3 In an AVERAGE WEEK of teaching, how many hours do you spend on school-related activities outside of the regular school work day (before or after school, and/or on weekends)?

- None
- Less than or equal to 1 hour
- More than 1 hour but less than or equal to 3 hours
- More than 3 hour but less than or equal to 5 hours
- More than 5 hour but less than or equal to 10 hours
- More than 10 hours

★Q2.4 Please rate how strongly you agree or disagree with the following statements about the use of time in your school and district.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Central office has streamlined procedures to minimize principals' time on non-instructional tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Principals* are provided time to collaborate with other principals and district leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Principals are provided time for networking and collaboration outside of the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Principals have sufficient time to focus on instructional leadership issues (i.e., data analysis, professional development, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

★ Q2.5 In an **AVERAGE WEEK**, how many hours do you spend on school-related activities?

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

★ Q2.6 In an **AVERAGE WEEK**, how much time do you devote to the following activities?

	None	Less than or equal to 1 hour	More than 1 hour but 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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Observing and coaching teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Covering classes for certified or non-certified absences on-site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Meetings with or sponsored by central office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Personnel issues*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Administrative duties**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Meetings with parents and the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Student discipline issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Working directly with students (i.e. teaching, tutoring, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Facilities and Resources

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

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Teachers* have sufficient access to appropriate instructional materials** .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers have access to reliable communication technology, including phones, faxes and email.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teachers have sufficient access to a broad range of professional support personnel*** .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The school environment is clean and well maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teachers have adequate space to work productively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The physical environment of classrooms in this school supports teaching and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Teachers means a majority of teachers in your school.

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

***Professional support personnel includes positions such as school counselors, nurses, school psychologists and 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 disagree	Disagree	Agree	Strongly agree	Don't know
a. My school has a sufficient number of licensed staff provided by the district to meet the educational needs of our students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. My district HR department provides highly qualified applicants for open faculty positions in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. My school has a sufficient number of non-licensed staff to operate efficiently and effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. My school is provided sufficient data and information to make informed decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My school receives instructional resources commensurate with other schools in the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. My school receives instructional resources commensurate with student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Community Support and Involvement

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

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Parents/guardians are influential decision makers in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. This school maintains clear, two-way communication with the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. This school does a good job of encouraging parent/guardian involvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teachers* provide parents/guardians with useful information about student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Parents/guardians know what is going on in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Parents/guardians support teachers, contributing to their success with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Community members support teachers, contributing to their success with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The community we serve is supportive of this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Teachers means a majority of teachers in your school.

Managing Student Conduct

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

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Students at this school understand expectations for their conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Students at this school follow rules of conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Policies and procedures about student conduct are clearly understood by the faculty.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School administrators consistently enforce rules for student conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. School administrators support teachers** efforts to maintain discipline in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers consistently enforce rules for student conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The faculty work in a school environment that is safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Teachers means a majority of teachers in your school.

Teacher Leadership

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

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Teachers* are recognized as educational experts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers are trusted to make sound professional decisions about instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers are relied upon to make decisions about educational issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teachers are encouraged to participate in school leadership roles.**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The faculty has an effective process for making group decisions to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. In this school we take steps to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teachers are effective leaders in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

***School leadership roles may include formal roles such as department chair, an elected member of the School Improvement Team, mentor, coach or leader of a professional learning community, etc.*

Q6.2 Please indicate the role **teachers* have at your school in each of the following areas.**

	No role at all	Small role	Moderate role	Large role	Don't Know
a. Selecting instructional materials and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Devising teaching techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Setting grading and student assessment practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Determining the content of in-service professional development programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Establishing student discipline procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Providing input on how the school budget will be spent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The selection of teachers new to this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. School improvement planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

★Q6.3 Please indicate the role you and/or your leadership team have in each of the following areas in your school.

	No role at all	Small role	Moderate role	Large role	Don't know
a. Selecting instructional materials and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Devising teaching techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Setting grading and student assessment practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Determining the content of in-service professional development programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Implementing mentoring programs for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The selection of teachers new to this school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Evaluating teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Removing teachers/teacher transfer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Establishing student discipline procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Establishing the school schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Establishing DISTRICT budget priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Establishing SCHOOL budget priorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. School improvement planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Establishing the school mission and vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

★ Q6.4 Please rate how strongly you agree or disagree with the following statements about decision making in your district.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Principals are actively involved in district decision making about educational issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Principals are trusted to make sound professional decisions about instruction in this district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. In this district we take steps to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The district has an effective process for making group decisions and solving problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The district involves principals in decisions that directly impact the operations of my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q6.5 Teachers have an appropriate level of influence on decision making in this school.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

Q6.6 Members of the school improvement team are elected.

- Yes
- No
- Don't know

School Leadership

Q7.1 Please rate how strongly you agree or disagree with the following statements about school leadership in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. The faculty and leadership have a shared vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. There is an atmosphere of trust and mutual respect in this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers* feel comfortable raising issues and concerns that are important to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The school leadership** consistently supports teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teachers are held to high professional standards for delivering instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The school leadership facilitates using data to improve student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teacher performance is assessed objectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Teachers receive feedback that can help them improve teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The procedures for teacher evaluation are consistent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. The school improvement team provides effective leadership at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. The faculty are recognized for accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Teachers means a majority of teachers in your school.

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

★ Q7.2 Please rate how strongly you agree or disagree with statements about leadership in your district.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Central office supports appropriate school improvement decisions when challenged by parents and the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The district clearly defines expectations for schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The district provides constructive feedback to principals toward improving performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. There is an atmosphere of trust and mutual respect within this district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Central office provides principals support when they need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The district has a clearly defined mission and vision for all schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. The district encourages cooperation among schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q7.3 The school leadership* makes a sustained effort to address teacher concerns about:

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Leadership issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Facilities and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The use of time in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Teacher leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Community support and involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Managing student conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Instructional practices and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. New teacher support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Professional Development

Q8.1 Please rate how strongly you agree or disagree with the following statements about professional development in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Sufficient resources are available for professional development* in my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. An appropriate amount of time is provided for professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Professional development offerings are data driven.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Professional learning opportunities are aligned with the school's improvement plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Professional development is differentiated to meet the needs of individual teachers**.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Professional development deepens teachers' content knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teachers have sufficient training to fully utilize instructional technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Teachers are encouraged to reflect on their own practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. In this school, follow up is provided from professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Professional development is evaluated and results are communicated to teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Professional development enhances teachers' abilities to improve student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

Q8.2 In which of the following areas (if any) do you need professional development to teach your students more effectively?

	Yes	No
a. Special education (students with disabilities)	<input type="checkbox"/>	<input type="checkbox"/>
b. Special education (gifted and talented)	<input type="checkbox"/>	<input type="checkbox"/>
c. Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>
d. English Language Learners	<input type="checkbox"/>	<input type="checkbox"/>
e. Closing the Achievement Gap	<input type="checkbox"/>	<input type="checkbox"/>
f. Your content area	<input type="checkbox"/>	<input type="checkbox"/>
g. Methods of teaching	<input type="checkbox"/>	<input type="checkbox"/>
h. Student assessment	<input type="checkbox"/>	<input type="checkbox"/>
i. Classroom management techniques	<input type="checkbox"/>	<input type="checkbox"/>
j. Reading strategies	<input type="checkbox"/>	<input type="checkbox"/>
k. Integrating technology into instruction	<input type="checkbox"/>	<input type="checkbox"/>

Q8.3 In the past 2 years, have you had 10 clock hours or more of professional development in any of the following areas?

	Yes	No
a. Special education (students with disabilities)	<input type="checkbox"/>	<input type="checkbox"/>
b. Special education (gifted and talented)	<input type="checkbox"/>	<input type="checkbox"/>
c. Differentiating instruction	<input type="checkbox"/>	<input type="checkbox"/>
d. English Language Learners	<input type="checkbox"/>	<input type="checkbox"/>
e. Closing the Achievement Gap	<input type="checkbox"/>	<input type="checkbox"/>
f. Your content area	<input type="checkbox"/>	<input type="checkbox"/>
g. Methods of teaching	<input type="checkbox"/>	<input type="checkbox"/>
h. Student assessment	<input type="checkbox"/>	<input type="checkbox"/>
i. Classroom management techniques	<input type="checkbox"/>	<input type="checkbox"/>
j. Reading strategies	<input type="checkbox"/>	<input type="checkbox"/>
k. Integrating technology into instruction	<input type="checkbox"/>	<input type="checkbox"/>

★ Q8.4 In which of the following areas (if any) do you need additional support to lead your school more effectively?

	Yes	No
a. Instructional leadership	<input type="checkbox"/>	<input type="checkbox"/>
b. Student assessment	<input type="checkbox"/>	<input type="checkbox"/>
c. Creating positive learning environments	<input type="checkbox"/>	<input type="checkbox"/>
d. School improvement planning	<input type="checkbox"/>	<input type="checkbox"/>
e. Budgeting	<input type="checkbox"/>	<input type="checkbox"/>
f. School scheduling	<input type="checkbox"/>	<input type="checkbox"/>
g. Staffing (hiring, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
h. Teacher evaluation	<input type="checkbox"/>	<input type="checkbox"/>
i. Teacher remediation/coaching	<input type="checkbox"/>	<input type="checkbox"/>
j. Data-driven decision making	<input type="checkbox"/>	<input type="checkbox"/>
k. Working with parents and the community	<input type="checkbox"/>	<input type="checkbox"/>

★ Q8.5 **Principal professional development is a priority in this district.**

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

★ Q8.6 **Sufficient resources are available to principals to participate in professional development opportunities.**

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

Instructional Practices and Support

Q9.1 **Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.**

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. State assessment* data are available in time to impact instructional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Local assessment** data are available in time to impact instructional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers*** use assessment data to inform their instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teachers work in professional learning communities**** to develop and align instructional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers are encouraged to try new things to improve instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teachers are assigned classes that maximize their likelihood of success with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**State assessments include end of course and end of grade tests.*

***Local assessments are standardized instruments offered across schools within the district and can include any norm or criterion referenced tests, diagnostics, or local benchmarks.*

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

*****Professional learning communities include formalized groupings of teachers within or across grade and subject areas that meet regularly to plan and assess instructional strategies for student success.*

Overall

Q10.1 **Which of the following best describes your immediate professional plans? (Select one.)**

- Continue teaching at my current school
- Continue teaching in this district, but leave this school
- Continue teaching in this state, but leave this district
- Continue working in education, but pursue an **administrative position***
- Continue working in education, but pursue a **non-administrative position****
- Leave education entirely

**Administrative positions include principal or assistant principal.*

***Non-administrative positions include, but are not limited to, guidance counselor, curriculum specialist, instructional coach.*

★Q10.2 Which or the following best describes your immediate professional plans? (Select one.)

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

Q10.3 Which aspect of your teaching conditions most affects your willingness to keep teaching at your school? (Select one.)

- Time during the work day
- Facilities and resources
- Community support and involvement
- Managing student conduct
- Teacher leadership
- School leadership
- Professional development
- Instructional practices and support

★Q10.4 Which aspect of your leading conditions most affects your willingness to remain as principal in your school? (Select one.)

- Time during the work day
- Facilities and resources
- Community support and involvement
- Managing student conduct
- Decision making
- School leadership
- Professional development
- Instructional practices and support

Q10.5 Which aspect of your teaching conditions is most important to you in promoting student learning? (Select one.)

- Time during the work day
- Facilities and resources
- Community support and involvement
- Managing student conduct
- Teacher leadership
- School leadership
- Professional development
- Instructional practices and support

Q10.6 Overall, my school is a good place to work and learn.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

New Teacher Support (for teachers in their first 3 years as a teacher)

Q11.1 As a beginning teacher, I have received the following kinds of supports.

	Yes	No
a. Formally assigned mentor	<input type="checkbox"/>	<input type="checkbox"/>
b. Seminars specifically designed for new teachers	<input type="checkbox"/>	<input type="checkbox"/>
c. Reduced workload	<input type="checkbox"/>	<input type="checkbox"/>
d. Common planning time with other teachers	<input type="checkbox"/>	<input type="checkbox"/>
e. Release time to observe other teachers	<input type="checkbox"/>	<input type="checkbox"/>
f. Formal time to meet with mentor during school hours	<input type="checkbox"/>	<input type="checkbox"/>
g. Orientation for new teachers	<input type="checkbox"/>	<input type="checkbox"/>
h. Access to professional learning communities where I could discuss concerns with other teacher(s)	<input type="checkbox"/>	<input type="checkbox"/>
i. Regular communication with principals, other administrator or department chair	<input type="checkbox"/>	<input type="checkbox"/>
j. Other	<input type="checkbox"/>	<input type="checkbox"/>
k. I received no additional support as a new teacher.	<input type="checkbox"/>	<input type="checkbox"/>

Q11.2 On average, how often did you engage in each of the following activities with your mentor?

	Never	Less than once per month	Once per month	Several times per month	Once per week	Almost daily
a. Developing lesson plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Being observed teaching by my mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Observing my mentor's teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Analyzing student work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Reviewing results of students' assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Addressing student or classroom behavioral issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Reflecting on the effectiveness of my teaching together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Aligning my lesson planning with the state curriculum and local curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q11.3 How much did the support you received from your mentor influence your practice in the following areas?

	Not at all	Hardly at all	Some	Quite a bit	A great deal
a. Instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Subject matter I teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Classroom management strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Using data to identify student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Differentiating instruction based upon individual student needs and characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Creating a supportive, equitable classroom where differences are valued	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Enlisting the help of family members, parents and/or guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Working collaboratively with other teachers at my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Connecting with key resource professionals (e.g., coaches, counselors, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Complying with policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Completing administrative paperwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Providing emotional support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

m. Other

Q11.4 Please indicate whether each of the following were true for you and your mentor.

	Yes	No
a. My mentor and I were in the same building.	<input type="checkbox"/>	<input type="checkbox"/>
b. My mentor and I taught in the same content area.	<input type="checkbox"/>	<input type="checkbox"/>
c. My mentor and I taught the same grade level.	<input type="checkbox"/>	<input type="checkbox"/>

Q11.5 Overall, the additional support I received as a new teacher improved my instructional practice.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

Q11.6 Overall, the additional support I received as a new teacher has helped me to impact my students' learning.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

Q11.7 Overall, the additional support I received as a new teacher has been important in my decision to continue teaching at this school.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

Principal Mentoring

★Q12.1 Have you been *formally assigned a mentor in the past three years?**

- Yes
- No

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

★Q12.2 My mentor was effective in providing support in the following areas:

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Instructional leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. School improvement planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Budgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Scheduling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Staffing (hiring, firing, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teacher evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teacher remediation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Data-driven decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Working with parents and the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

★Q12.3 Please indicate whether each of the following were true for you and your mentor.

	Yes	No
a. My mentor and I work in schools at the same level.	<input type="checkbox"/>	<input type="checkbox"/>
b. My mentor and I work in the same district.	<input type="checkbox"/>	<input type="checkbox"/>
c. My mentor and I work in schools within 50 miles of each other.	<input type="checkbox"/>	<input type="checkbox"/>

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

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

★Q12.5 Overall, my mentoring experience has been important in my decision to remain as principal in this school.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

★Q12.6 My mentoring experience has been important in my effectiveness as a school leader.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Don't know

Thank you for time. Please submit your responses.