School Leader Questionnaire
2003-2004

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.

Please return your completed questionnaire in the postage paid envelope provided and mail to the address on the envelope.

The Study of Instructional Improvement
Institute for Social Research
University of Michigan
426 Thompson Street - EP Room 314
Ann Arbor, MI 48106-1248

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

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

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

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

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:
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________
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.
- English or a related language arts field
- Methods of teaching reading, English, and/or language arts
- Mathematics
- Methods of teaching mathematics

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.
- Your school district
- The state education agency
- An intermediate education agency
- A professional association
- A university/college
- A school reform program
- Your school

**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.)

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.
   - Accelerated Schools Coach/Facilitator
   - America's Choice Design Coach
   - America's Choice Literacy Coordinator
   - America's Choice Math Lead Teacher
   - America's Choice Parent/Community Outreach Coordinator
   - Success for All Reading Facilitator
   - Success for All Mathematics Facilitator
   - Success for All Family Support Coordinator
   - Other (please specify) ____________________________

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.
   - Special Program Coordinator (e.g. Title I)
   - Reading/Literacy Program Coordinator
   - Math Program Coordinator
   - Other Subject Area Program Coordinator
   - School Improvement Coordinator
   - Master/Mentor Teacher
   - Teacher Consultant
   - Other (please specify) ____________________________
6. During the current school year, about how often did you do any of the following? Mark (X) EACH item.

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

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

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

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.)

<table>
<thead>
<tr>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

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.)

<table>
<thead>
<tr>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

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

- 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.

- 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
- 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.

- 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

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.

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

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.

- In formally scheduled meetings
- In informal meetings (for example, stopping by each other's classrooms or catching each other in the hallway between classes)
### The School Improvement Process

**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.

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

**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 plan?** Mark (X) ONE box.

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

### 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.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mathematics program at this school needs major improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The mathematics instruction being provided to students is much better than it was last year</td>
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</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Kind of Change</th>
<th>Not at all</th>
<th>To a small extent</th>
<th>To a moderate extent</th>
<th>To a great extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A new mathematics curriculum was developed or was in the early stages of implementation</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>New standards for student learning in mathematics were developed or were in the early stages of use</td>
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</tr>
<tr>
<td>Teachers learned to use new mathematics curricular materials</td>
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<tr>
<td>Existing curriculum materials were organized into a sequenced structure of curricular units</td>
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<tr>
<td>New curriculum-referenced examinations or tests were introduced</td>
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<tr>
<td>Teacher-made assessments were improved or adapted to reflect the learning standards and curriculum goals in place at the school</td>
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<tr>
<td>Textbook assessments and assignments were changed to reflect the learning standards and curricular goals in place at the school</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Practice</th>
<th>Not at all</th>
<th>To a small extent</th>
<th>To a moderate extent</th>
<th>To a great extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arranging classroom materials to ensure independent use by students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishing classroom routines that teach students how to work independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishing classroom routines that teach students how to work in cooperative groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Practice</th>
<th>Not an emphasis</th>
<th>Very little emphasis</th>
<th>Moderate emphasis</th>
<th>Great emphasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arranging classroom materials to ensure independent use by students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishing classroom routines that teach students how to work independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishing classroom routines that teach students how to work in cooperative groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 2561586193
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.

<table>
<thead>
<tr>
<th>Practice</th>
<th>Not at all</th>
<th>To a small extent</th>
<th>To a moderate extent</th>
<th>To a great extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arranging classroom materials to ensure independent use by students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishing classroom routines that teach students how to work independently</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establishing classroom routines that teach students how to work in cooperative groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The reading/language arts program at this school needs major improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The reading/language arts instruction provided to students is much better than it was last year</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school are encouraged to develop a &quot;teaching style&quot; that is adapted to their own strengths and preferences</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers at this school often pick and choose the curricular content they want to teach</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers at this school have very different expectations about what students can learn</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Teachers at this school are encouraged to use the same or similar instructional practices</td>
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</tr>
<tr>
<td>Within a particular grade, teachers are expected to follow the same curriculum</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Teachers at this school have common expectations about what students should learn</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>At this school, students must demonstrate mastery at one level of the reading curriculum before receiving instruction at the next level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At this school, students must demonstrate mastery at one level of the writing curriculum before receiving instruction at the next level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who fail to meet grade-level expectations in reading/language arts are not promoted to the next grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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

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.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The state education agency</td>
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<tr>
<td>The federal Title I program</td>
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<tr>
<td>The school district</td>
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<tr>
<td>Other agency</td>
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</tbody>
</table>

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)?

<table>
<thead>
<tr>
<th>Model</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>The state education agency</td>
<td></td>
<td></td>
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<tr>
<td>The federal Title I program</td>
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<tr>
<td>The school district</td>
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<tr>
<td>Other agency</td>
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</tbody>
</table>

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.

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

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

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
- A new reading/language arts curriculum was developed or was in the early stages of implementation
- New standards for student learning in reading/language arts were developed or were in the early stages of use
- Teachers learned to use new reading/language arts curricular materials
- New curriculum-referenced examinations or tests were introduced
- Teacher-made assessments were improved or adapted to reflect the learning standards and curriculum goals in place at the school
- Textbook assessments and assignments were changed to reflect the learning standards and curricular goals in place at the school

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
- Curriculum-referenced assessments are used on a frequent basis to develop individualized instructional prescriptions for students
- End-of-year or standardized tests are used as a basis for promotion to the next grade level
- Trade books and other reading materials are "levelled" to assure that students are reading materials closely matched to their level of reading fluency
23. To what extent do you agree or disagree with the following statement about school-community relations at this school? Mark (X) EACH item.

Parents are kept well informed about school improvement activities at this school

Teachers at this school use well-developed routines to communicate with parents and guardians on a regular basis

Teachers at this school provide detailed information to parents or guardians about how they can support students' work at home

Parents and guardians understand the academic standards and expectations teachers hold for students

Community members work as tutors or classroom aides or provide other kinds of instructional support in the school

Workshops that help parents work with their children are held regularly at this school

Teachers from this school often visit students' homes

Most parents and community members agree with the changes being made in this school

School staff regularly take advantage of the resources and support offered by community organizations and agencies

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

State curriculum guides or frameworks are specific and clear

The state's assessment program provides specific and clear information about what students should know and be able to do

Special funds from the state are an important source of support for our school's improvement efforts

Personnel from the state education agency regularly provide us with information and expertise that support our school improvement efforts

Constant change in state education policies, procedures, and/or personnel have made school improvement difficult here

There is a strong consensus among state leaders about priorities for school improvement

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

Our school improvement agenda is consistent with state education policies and priorities

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.

This school has a set of shared values that guide school improvement efforts

Before making school improvement decisions, alternatives are always carefully researched

This school has a detailed plan that clearly spells out what administrators, teachers, and students are supposed to do

I worry that we are adopting too many different programs and practices in this school

A careful review process guarantees that all new programs brought into the school are compatible with our overall improvement goals

School improvement efforts at this school have been carefully staged and sequenced

Decisions about school improvement are always based upon a school improvement plan or similar kind of goal statement

The next steps for organizing and staffing our instructional program are clear

This school passes up many school improvement opportunities that do not fit with our improvement goals

The steps teachers are expected to take to promote classroom improvement are clear

This school uses a well-developed process for identifying issues to be addressed by our school improvement efforts

Our school improvement efforts define specific instructional goals for students

There are strict rules and guidelines that govern which improvement initiatives are allowed to be brought into the school

Group investigation and problem-solving are central to achieving our school improvement goals

Our school improvement efforts identify clear steps for improving home-school relations and parent participation
20. To what extent have school improvement activities at this school placed special emphasis on: Mark (X) EACH item.

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

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.

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

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school district's curriculum frameworks are specific and clear</td>
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<td>The school district's assessment program provides specific and clear information about what students should know and be able to do</td>
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<tr>
<td>The school district's instructional policies give teachers clear information about what and how to teach</td>
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<tr>
<td>District standards for student learning drive much of our improvement agenda in this school</td>
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<tr>
<td>The school district is an important source of funding for our school improvement agenda</td>
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<tr>
<td>The school district provides flexibility in how resources are allocated at this school (e.g., time, materials, personnel)</td>
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<tr>
<td>The school district's staff provide important information and expertise that support our school improvement efforts</td>
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<tr>
<td>There is a great deal of turnover in the central office in the district</td>
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<tr>
<td>There is a strong consensus among district leaders about priorities for school improvement</td>
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<tr>
<td>Central office policies and procedures change frequently in this district</td>
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<tr>
<td>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</td>
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<tr>
<td>The district's personnel policies and practices make it difficult to hire staff with the expertise and interest we need for school improvement</td>
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</tbody>
</table>
### Results from your district's assessment program
- The school district's curriculum frameworks are specific and clear
- The school district's assessment program provides specific and clear information about what students should know and be able to do
- District standards for student learning drive much of our improvement agenda in this school

#### District, State, and Community Environments

#### Hiring new administrative or support staff with instructional expertise and interests that support this school's improvement activities

#### Hiring new teachers whose expertise and interests support the school's improvement activities

#### Changing instructional assignments to match teachers' expertise with student needs

#### Providing teachers with professional development opportunities that are deliberately aligned with the school's improvement program

#### Providing administrators and other school leaders with professional development that is deliberately aligned with the school's improvement program

### 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.

#### Results from your district's assessment program

#### Results from your state's assessment program

#### Reports prepared by state and/or federal agencies regarding your school's progress on instructional improvement initiatives

#### Student grades and report cards

#### Results from standardized, curriculum-referenced testing (e.g., periodic criterion-referenced assessments)

#### Informal assessments conducted by teachers (e.g., portfolios, student conferences, reading inventories, running records)

#### Learning or curriculum standards

#### Samples of students' academic work

#### Your own and others' observations in classrooms

#### Statistical reports of discipline problems and behavioral referrals

#### Attendance reports

#### Information about effective instructional practices gained from professional readings, workshops, or seminars

#### Information about curriculum programs or materials gained from professional readings, workshops, publishers, etc.

#### Information about student learning processes gained from professional readings, workshops, publishers, etc.

#### Practices found to be successful in other schools in the district

#### Visits to schools outside your district

#### Input from community members or community groups

### 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

#### How much emphasis have school improvement activities at this school placed special emphasis on:

#### District, State, and Community Environments

#### Does not apply

#### Strongly Disagree

#### Strongly Agree

#### District, State, and Community Environments

#### Does not apply

#### Strongly Disagree

#### Strongly Agree

#### District, State, and Community Environments

#### Does not apply

#### Strongly Disagree

#### Strongly Agree

#### District, State, and Community Environments

#### Does not apply

#### Strongly Disagree

#### Strongly Agree

#### District, State, and Community Environments

#### Does not apply

#### Strongly Disagree

#### Strongly Agree

#### District, State, and Community Environments

#### Does not apply

#### Strongly Disagree

#### Strongly Agree

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

#### Hiring new administrative or support staff with instructional expertise and interests that support this school's improvement activities

#### Hiring new teachers whose expertise and interests support the school's improvement activities

#### Changing instructional assignments to match teachers' expertise with student needs

#### Providing teachers with professional development opportunities that are deliberately aligned with the school's improvement program

#### Providing administrators and other school leaders with professional development that is deliberately aligned with the school's improvement program

### Does not apply

### Strongly Disagree

### Strongly Agree

### Does not apply

### Strongly Disagree

### Strongly Agree

### Does not apply

### Strongly Disagree

### Strongly Agree

### Does not apply

### Strongly Disagree

### Strongly Agree

### Does not apply

### Strongly Disagree

### Strongly Agree

### Does not apply

### Strongly Disagree

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### Strongly Agree

### Does not apply

### Strongly Disagree

### Strongly Agree

### Does not apply

### Strongly Disagree

### Strongly Agree

### Does not apply

### Strongly Disagree

### Strongly Agree

### Does not apply

### Strongly Disagree

### Strongly Agree

### Does not apply

### Strongly Disagree

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

Parents are kept well informed about school improvement activities at this school

Teachers at this school use well-developed routines to communicate with parents and guardians on a regular basis

Teachers at this school provide detailed information to parents or guardians about how they can support students' work at home

Parents and guardians understand the academic standards and expectations teachers hold for students

Community members work as tutors or classroom aides or provide other kinds of instructional support in the school

Workshops that help parents work with their children are held regularly at this school

Teachers from this school often visit students' homes

Most parents and community members agree with the changes being made in this school

School staff regularly take advantage of the resources and support offered by community organizations and agencies

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

State curriculum guides or frameworks are specific and clear

The state's assessment program provides specific and clear information about what students should know and be able to do

Special funds from the state are an important source of support for our school's improvement efforts

Personnel from the state education agency regularly provide us with information and expertise that support our school improvement efforts

Constant change in state education policies, procedures, and/or personnel have made school improvement difficult here

There is a strong consensus among state leaders about priorities for school improvement

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

Our school improvement agenda is consistent with state education policies and priorities

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.

This school has a set of shared values that guide school improvement efforts

Before making school improvement decisions, alternatives are always carefully researched

This school has a detailed plan that clearly spells out what administrators, teachers, and students are supposed to do

I worry that we are adopting too many different programs and practices in this school

A careful review process guarantees that all new programs brought into the school are compatible with our overall improvement goals

School improvement efforts at this school have been carefully staged and sequenced

Decisions about school improvement are always based upon a school improvement plan or similar kind of goal statement

The next steps for organizing and staffing our instructional program are clear

This school passes up many school improvement opportunities that do not fit with our improvement goals

The steps teachers are expected to take to promote classroom improvement are clear

This school uses a well-developed process for identifying issues to be addressed by our school improvement efforts

Our school improvement efforts define specific instructional goals for students

There are strict rules and guidelines that govern which improvement initiatives are allowed to be brought into the school

Group investigation and problem-solving are central to achieving our school improvement goals

Our school improvement efforts identify clear steps for improving home-school relations and parent participation
17. To what extent do you agree or disagree with the following statements? Mark (X) EACH item.

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

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

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

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.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers who provide low-achieving students with extra assistance in reading work closely with regular classroom teachers to coordinate their instructional strategies</td>
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<tr>
<td>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</td>
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<tr>
<td>Regular classroom teachers meet frequently with aides, tutors, or specialists to discuss the reading needs of specific students</td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Change</th>
<th>Not at all</th>
<th>To a small extent</th>
<th>To a moderate extent</th>
<th>To a great extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing curriculum materials were organized into a sequenced structure of curricular units</td>
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<tr>
<td>A new reading/language arts curriculum was developed or was in the early stages of implementation</td>
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<tr>
<td>New standards for student learning in reading/language arts were developed or were in the early stages of use</td>
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<tr>
<td>Teachers learned to use new reading/language arts curricular materials</td>
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<tr>
<td>New curriculum-referenced examinations or tests were introduced</td>
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<tr>
<td>Teacher-made assessments were improved or adapted to reflect the learning standards and curriculum goals in place at the school</td>
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<tr>
<td>Textbook assessments and assignments were changed to reflect the learning standards and curricular goals in place at the school</td>
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</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Practice</th>
<th>Not at all</th>
<th>To a small extent</th>
<th>To a moderate extent</th>
<th>To a great extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum-referenced assessments are used on a frequent basis to place students in achievement-based instructional groups for reading</td>
<td></td>
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<tr>
<td>Curriculum-referenced assessments are used on a frequent basis to develop individualized instructional prescriptions for students</td>
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</tr>
<tr>
<td>End-of-year or standardized tests are used as a basis for promotion to the next grade level</td>
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<tr>
<td>Trade books and other reading materials are “leveled” to assure that students are reading materials closely matched to their level of reading fluency</td>
<td></td>
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</tr>
</tbody>
</table>
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.

- Arranging classroom materials to ensure independent use by students
- Establishing classroom routines that teach students how to work independently
- Establishing classroom routines that teach students how to work in cooperative groups

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.

- The reading/language arts program at this school needs major improvement
- The reading/language arts instruction provided to students is much better than it was last year

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.

- 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
- Within a particular grade, teachers are expected to follow the same curriculum
- Teachers at this school have common expectations about what students should learn

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.

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

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.

- Improving the school's facilities
- Improving school climate (e.g. making school safer, fostering respect for others)
- Improving parent participation
- Improving student attendance
- Improving the health and welfare of students
- Improving the reading/language arts program
- Improving the mathematics program
- Improving the school's library, technology, or media
- Improving another academic program or programs

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.

- The state education agency
- The federal Title I program
- The school district
- Other agency

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.

- Aspects of the reform model your school is implementing successfully
- Areas of implementation of the reform model in which your school needs to improve
- Specific ways in which teachers should be changing their teaching to implement the model better
- Using student assessments for data-based decision making
- Ways in which professional development could offer better support for implementation of the program
The School Improvement Process

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.

- Members of the leadership team openly express their professional views during meetings.
- Members of the leadership team are willing to question one another’s views.
- We do a good job of talking through views, opinions, and values.
- Members of the team work together closely to lead this school.
- Power to make decisions is equally shared among members of the leadership team.
- The team usually tries to come to consensus when making decisions.
- A few people in the team seem to dominate the decision making process.
- I am not usually involved in the decision making 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 plan? Mark (X) ONE box.

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

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.

- The mathematics program at this school needs major improvement.
- The mathematics instruction being provided to students is much better than it was last year.

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

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

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

- Arranging classroom materials to ensure independent use by students.
- Establishing classroom routines that teach students how to work independently.
- Establishing classroom routines that teach students how to work in cooperative groups.

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.

- Arranging classroom materials to ensure independent use by students.
- Establishing classroom routines that teach students how to work independently.
- Establishing classroom routines that teach students how to work in cooperative groups.
36. To what extent do you agree or disagree with the following statements about mathematics instruction in this school? Mark (X) EACH item.

- 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.

- 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.

- 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

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.

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

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

- In formally scheduled meetings
- In informal meetings (for example, stopping by each other’s classrooms or catching each other in the hallway between classes)
6. During the current school year, about how often did you do any of the following? Mark (X) EACH item.

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

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

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

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.

☐ English or a related language arts field
☐ Methods of teaching reading, English, and/or language arts
☐ Mathematics
☐ Methods of teaching mathematics

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.

☐ Your school district
☐ The state education agency
☐ An intermediate education agency
☐ A professional association
☐ A university/college
☐ A school reform program
☐ Your school

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.

Your school district  The state education agency  An intermediate education agency  A professional association  A university/college  A school reform program  Your school

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.

Other (please specify)  

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

☐ English or a related language arts field
☐ Methods of teaching reading, English, and/or language arts
☐ Mathematics
☐ Methods of teaching mathematics
Marking Instructions

- Please use a No. 2 pencil only
- Correct Marks: ☒
- Erase unwanted marks completely
- Incorrect Marks: ☐ ☐ ☐
- Make no stray marks
- Mark only one response to a question, unless other directions are given

Place barcode label here

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

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

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

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 314
Ann Arbor, MI 48106-1248

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

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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.