

# CRC

Center for Research on the Context of Teaching  
Stanford University

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## **New Visions for Public Schools**

### **Teacher Survey**

Spring 2010



## ABOUT THE SURVEY

This survey is being conducted by the Center for Research on the Context of Teaching (CRC) at Stanford University as part of an evaluation of inquiry-based improvement in New Visions schools. Several teachers from each school are being surveyed in May 2010. Questions aim to capture teachers' experiences working with colleagues to improve student achievement and, if participating in the SAM certification program, how they evaluate facets of the program. A fourth, follow-up survey will be conducted in Spring 2011.

Questions focus on:

- School Conditions
- Inquiry Work in the School (consider the team or teacher group you work with on inquiry)
- Professional Background and Instruction
- Experiences in the SAM program (if relevant)

Time needed to complete the structured questions is approximately 20 minutes.

**Responses are entirely confidential.** The survey is governed by stringent Stanford University regulations designed to safeguard study participants by ensuring privacy of individuals' responses. ID numbers are used for follow-up and record-keeping purposes by CRC's researchers and so that change can be analyzed over time. All survey results will be reported only in statistical summaries that ensure that individuals cannot be identified.

**Thank you for contributing your time and thoughtful responses to this survey!**

### FOR FURTHER INFORMATION

If you have any questions about this survey, please feel free to call us for further information: Pai-rou Chen, CRC Project Director, [prchen@stanford.edu](mailto:prchen@stanford.edu)



## SCHOOL CONDITIONS

1. Please indicate how much you agree or disagree with each of the following statements about **working conditions** in your school.

	Strongly Disagree		Strongly Agree	
a. There is a great deal of cooperative effort among the staff members.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. The school administration's behavior toward the staff is supportive and encouraging.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Teachers take an active role in school wide decision making.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. The faculty has an effective process for making group decisions and solving problems.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. I am supported by school leaders in efforts to improve instruction for my students.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. I receive ongoing feedback and evaluation useful for improving my instruction.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g. This school has a clear vision of reform that features the use of data on student performance to focus improvement efforts.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

2. How well does each of the following statements describe the **teaching culture of your school or, if you work in a large high school, in your SLC or subject department (your primary collegial unit)?**

<b>In this school or SLC/department...</b>	Strongly Disagree		Strongly Agree		
a. Teachers trust one another.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Teachers share a vision of good teaching practices.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Teachers feel responsible to help one another do their best.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. Teachers use time together to discuss teaching and learning.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
e. I receive meaningful feedback on my performance from colleagues.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
f. I make a conscious effort to coordinate the content of my courses with that of other teachers.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
g. When addressing particular instructional challenges, I feel comfortable asking for advice or help from other teachers.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
h. I feel comfortable giving feedback to other teachers on ways they might improve their instruction.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

3. How well does each of these statements describe **how teachers work together** in your school or SLC/ subject department?

<b>In this school or SLC/department</b>	Strongly Disagree					Strongly Agree
a. We share and discuss student work regularly.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	
b. We meet regularly to review student performance on benchmark assessments.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	
c. We use a variety of assessment strategies to measure student progress.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	
d. We use assessment data to evaluate our curriculum and instructional practices.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	
e. We discuss particular lessons that were not very successful.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	
f. We work together to improve instruction.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	

4. Now consider **leadership** in your school, SLC, or subject department. Please indicate the extent to which leader(s) do each of the following.

<b>School or SLC/department leaders ...</b>	Never	Rarely	Occasion- ally	Often	Always
a. Actively seek and make use of diverse and controversial views.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Negotiate successfully between opposing points of view.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Are willing to admit and learn from mistakes.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. Use data to identify patterns to inform decision making.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
e. Use objective evidence to identify, frame and solve problems.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
f. Use data to evaluate the effectiveness of decisions.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
g. Take responsibility for others' learning.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
h. Communicate clear expectations that everyone is responsible for the learning of their colleagues.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
i. Create systems of on-going feedback and evaluation to improve practice.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
j. Demonstrate the capacity to delegate and trust others with real leadership tasks.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

5. Please mark the extent to which you disagree or agree with each of the following.

In this school....	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Teachers expect most students in this school to go to college.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. Teachers at this school help students plan for college outside of class time.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. The curriculum at this school is focused on helping students get ready for college.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. Most of our students have the capacity to do college level work.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Most of the students in this school are planning to go to college.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. Teachers in this school feel that it is a part of their job to prepare students to succeed in college.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

6. Please mark the extent to which you agree or disagree with these statements about your school's relationship with **parents and the community**.

	Strongly Disagree				Strongly Agree
a. Staff are aware of issues and concerns of the community in which the school is located.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. The school encourages and supports parents to help their students succeed academically.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Parents play an active role in making decisions about the school's program.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. If a student or student's family needs help, the school collaborates with social service agencies to see that they get help.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
e. Parents are actively involved in examining data on our school's progress toward its standards.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
f. Staff in this school work hard to build trusting relationships with parents.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

## INQUIRY WORK IN THE SCHOOL

(Consider the team or teacher group you work with on inquiry)

7. *How many people on your Inquiry Team work in each of the areas listed below (please write in numbers for each: 0 if none):*

No. of people	Subject Area or Position
_____	ELA
_____	Math
_____	Science
_____	Social Studies / History
_____	Special Education
_____	Counselor
_____	Assistant Principal(s)
_____	Other
_____	<b>Total number on IT (excluding principal)</b>

8. *This question concerns how Inquiry Team members **work together**. Please indicate how consistently the team operates in each of the following ways.*

Our Inquiry Team members ...	Never	Rarely	Occasion- ally	Often	Always
a. Are open and honest about their weaknesses, fears, and mistakes.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Solve the most important and difficult issues during team meetings.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Engage in passionate dialogue around issues and decisions that are key to the school's success.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. Challenge and question one another in order to make the best decisions.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
e. Take time to reflect on interpersonal issues and have strategies for effectively solving them.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
f. Are able to come to agreement without compromising individual members' perspectives.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
g. End team meetings with clear and specific understandings of actions to be taken, timelines, and distribution of responsibility.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
h. Work as a group to equitably distribute the workload.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>



**Continued from p. 4**

Our Inquiry Team members ...	Occasion-				
	Never	Rarely	ally	Often	Always
i. Know what each of us is working on and how this contributes to the group.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
j. Leave meetings confident that we all are committed to the decisions agreed upon, even if there was initial disagreement.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
k. Share ownership of our learning and products.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
l. Have established group norms and hold one another accountable for adhering to them.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
m. Are deeply concerned about the prospect of letting one another down.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
n. Establish clear and unambiguous measurements for assessing our success.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
o. Stay focused on results in the face of distractions and competing priorities.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
p. Willingly make sacrifices for the good of the team and the achievement of our goals.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

9. Please indicate whether or not your New Visions LDF or SAM facilitator has worked with your Inquiry Team this year on each of the following activities. If yes, please rate how valuable it has been for your leadership development.

Have you worked with a New Visions or SAM facilitator on.....?	Yes, we have worked on this	If yes, how valuable has it been?				
		Not at all Valuable				Extremely Valuable
a. Using data to identify target students.....	<input type="checkbox"/> <sub>a</sub>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Using data to identify skill gaps for target students.....	<input type="checkbox"/> <sub>b</sub>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Conducting low-inference observations of classroom(s).....	<input type="checkbox"/> <sub>c</sub>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. Using data to evaluate our curriculum and instruction.....	<input type="checkbox"/> <sub>d</sub>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
e. Deciding on intervention(s) for target students.....	<input type="checkbox"/> <sub>e</sub>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
f. Using data to evaluate interventions.....	<input type="checkbox"/> <sub>f</sub>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
g. Engaging faculty in problem-solving instructional issues.....	<input type="checkbox"/> <sub>g</sub>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
h. Leading a school-wide focus on learning.....	<input type="checkbox"/> <sub>h</sub>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
i. Other.....	<input type="checkbox"/> <sub>i</sub>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

10. How many **target students** has your team focused on this year? \_\_\_\_\_ (number)

What grade levels are they in? (Check all that apply.)

- K    1    2    3    4    5    6    7    8    9    10    11    12

In what subject area(s) have you identified skills, subskills, and learning targets for interventions?  
 (please write in) \_\_\_\_\_

11. To what extent does each of the following statements capture your **Inquiry Team’s experience with facilitator and principal support over the past year?** [Note: “facilitator” refers to the New Visions LDF working with your team or, if you participate in the SAM program, to your instructor.]

<b>In our Team’s experience, the ...</b>	Strongly Disagree					Strongly Agree
a. Facilitator conveys clear objectives and expectations for our work.....	1 ○	2 ○	3 ○	4 ○	5 ○	
b. Principal establishes conditions for trust and open communication.....	1 ○	2 ○	3 ○	4 ○	5 ○	
c. Facilitator creates structures for feedback and self-assessment on our behavior.....	1 ○	2 ○	3 ○	4 ○	5 ○	
d. Facilitator elicits, respects, and incorporates multiple voices and perspectives.....	1 ○	2 ○	3 ○	4 ○	5 ○	
e. Facilitator pushes us to think in new ways.....	1 ○	2 ○	3 ○	4 ○	5 ○	
f. Principal actively supports our risk-taking.....	1 ○	2 ○	3 ○	4 ○	5 ○	
g. Facilitator helps us shift direction and make corrections when we reach an impass.....	1 ○	2 ○	3 ○	4 ○	5 ○	
h. Principal uses authority to push our learning in the service of target students and targeted learning goals.....	1 ○	2 ○	3 ○	4 ○	5 ○	
i. Facilitator raises good questions that move forward our thinking about the work.....	1 ○	2 ○	3 ○	4 ○	5 ○	
j. Facilitator pushes our learning even when it causes discomfort or anxiety.....	1 ○	2 ○	3 ○	4 ○	5 ○	
k. Facilitator knows when not to push and how to contain anxiety.....	1 ○	2 ○	3 ○	4 ○	5 ○	
l. Principal collaborates with our facilitator in ways that move the work forward.....	1 ○	2 ○	3 ○	4 ○	5 ○	

**Continued from p. 6**

In our Team's experience, the ...	Strongly Disagree					Strongly Agree
	1	2	3	4	5	
m. Data specialist brings useful tools and summaries to our work.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	
n. Facilitator continually reinforces the core ideas of inquiry to widen the sphere of student success in the school.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	
o. Facilitator holds us to the performance standards for inquiry teams, specifically, moving the students.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	

12. Now consider *how the Inquiry Team works with others in your school*. Please indicate how well each of these statements describes your work.

On the whole, our Inquiry Team ...	Strongly Disagree					Strongly Agree
	1	2	3	4	5	
a. Aligns every action with improvement of student outcomes.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	
b. Uses data to identify patterns to inform decision making...	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	
c. Works actively to support improvement of instruction.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	
d. Uses objective evidence to identify, frame and solve problems.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	
e. Takes responsibility for school colleagues' learning.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	
f. Cultivates a shared vision and common purpose among school colleagues.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	
g. uses low inference transcripts to collect data on student experiences with instruction.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	

13. Now consider how your IT work has made a difference for teaching and learning in your school over the past year. For each of the following outcomes, please indicate how beneficial your inquiry work has been.

Possible outcomes of IT work	No benefits	Minor benefits	Considerable benefits	Major benefits
a. Our target students' performance on particular learning targets.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. Our target students' performance in the subject area of our intervention.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Our target students' academic success beyond this subject area.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. Our target students' motivation to graduate.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Our target students' motivation to attend college.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. My assumptions about what students in my classes know and are able to do.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g. My focus on students and student learning in the classroom.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
h. My use of assessments to identify student skills and learning needs.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
i. My use of assessment data to focus and redirect instruction.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
j. My school colleagues' use of assessment data to focus and redirect their instruction.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
k. Effectiveness of the school's systems to support success of all students.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
l. Academic performance of students in the bottom third performance level in the school.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

## PROFESSIONAL BACKGROUND AND INSTRUCTION

14. Please indicate the position(s) you currently hold in the school. (Check all that apply.)

Teacher.....	<input type="checkbox"/> a
Assistant Principal.....	<input type="checkbox"/> b
SLC Director.....	<input type="checkbox"/> c
SLC Co-director.....	<input type="checkbox"/> d
Department Chair.....	<input type="checkbox"/> e
Grade / Team Leader.....	<input type="checkbox"/> f
Data Specialist.....	<input type="checkbox"/> g
Other Leadership Role.....	<input type="checkbox"/> h

**If you are *NOT* a classroom teacher, please skip to Question #22 (p.13)**

15. Please indicate your primary subject area (in which you teach the most classes this year)? (Check one only)

Multiple Subjects (Self-contained classroom)	1 <input type="radio"/>
<u>Subject Area:</u>	
English / Language Arts.....	2 <input type="radio"/>
Math.....	3 <input type="radio"/>
Sciences.....	4 <input type="radio"/>
Social Studies / History.....	5 <input type="radio"/>
Foreign Languages.....	6 <input type="radio"/>
Visual Arts.....	7 <input type="radio"/>
Performing Arts (e.g., drama, dance).....	8 <input type="radio"/>
Special Education.....	9 <input type="radio"/>
Other.....	10 <input type="radio"/>

16. What grade(s) are you currently teaching? (check all that apply)

K	1	2	3	4	5	6	7	8	9	10	11	12
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Please indicate how many years you have done each of the following (include this school year)

How many years have you...	0	1 Year or Less	2 to 3 Years	4 to 5 Years	6 to 10 Years	11 to 15 Years	More Than 15 Years
a. Had a regular teaching job in any school	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
b. Taught in this school.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
c. Taught in a different NYC school, including charter schools.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
d. Taught in a different public school system (other than NYC).....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
e. Taught in a Catholic or private school.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>
f. Worked full-time in a profession other than teaching.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	6 <input type="radio"/>	7 <input type="radio"/>

18. Over the past year, how well prepared have you felt to do each of the following?

How well prepared have you felt to...	Not at all Prepared	Somewhat Prepared	Well Prepared	Very Well Prepared
a. Handle a range of classroom management or discipline situations.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. Use a variety of instructional methods.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Teach your subject matter.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. Plan lessons effectively.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Assess student learning.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. Select and adapt curriculum and instructional materials.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g. Teach English Language Learners.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
h. Teach Special Education students.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
i. Use data to identify students' skill gaps.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
j. Design instruction to address students' skill gaps.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
k. Assess the effectiveness of my instruction to address gaps.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

19. Based on your experience, how much do you feel you can do to affect student behavior in each of the following ways.

How much do you feel you can do to...	Nothing	Very Little	Some	Quite a Bit	A Great Deal
a. Control disruptive behavior in the classroom.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Motivate students who show low interest in school work.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Get students to believe they can do well in school work.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. Help students value learning.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
e. Get low-achieving students on track to graduate.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

20. This school year, how often did you:

	Never	Rarely	Sometimes	Frequently
a. Talk to students about what they need to graduate from high school.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. Talk to students about what they need to get into a 2-year college.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Talk to students about what they need to get into a 4-year college.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. Talk to students about what skills they will need to do well in college.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Talk to students about choosing colleges.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. Write a college recommendation letter for a student..	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g. Talk to students about scholarship opportunities.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
h. Help students with their college application essays or personal statements.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
i. Talk to students about what classes they should take to get into certain colleges.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

21. What, if any, school leadership or administrative position do you plan to pursue in the next 5 years?  
Please indicate your level of interest in each position listed below.

	No Interest in Pursuing			Definitely Will Pursue
a. Department Chair.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. SLC Director.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Assistant Principal.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. Principal.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Other.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>



## SAM CERTIFICATION PROGRAM

22. Are you involved in the SAM administrator credentialing program?

Yes .....	1 <input type="radio"/>
No .....	2 <input type="radio"/>

**→ if no, please stop here. Thank you!**

***If yes, please complete the remaining questions:***

23. How important was each of the following in your decision to enroll in the SAM certification program?

Opportunity for ...	No Importance	Some Importance	Considerable Importance	Primary Importance
a. Administrative credential .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. Intensive support for data use .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. Study of leadership practices .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. Networking with leaders in other schools .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Developing skills for leading inquiry in my school .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. Other .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

24. Key SAM program components are listed below. For each, please indicate how you rate its quality and its value for your leadership development. (Check one circle for each section.)

	Quality of the Activity:					Value for my Leadership Development					
	Extremely Poor					Extremely Good		Not at all Valuable			Extremely Valuable
a. Weekly Seminars .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	
b. Readings .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	
c. Activities used in class .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	
d. Activities designed for school .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	
e. On-site Coaching .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	
f. Apprenticeships .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	
g. Inter-visitations .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	
h. Summer Intensive .....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	

25. SAM promotes **low-inference transcripts** as a way for leaders to examine teaching and learning in classrooms.

a. How well-prepared do you feel to do LITs?

Not at all Prepared					Very Well Prepared
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	

b. To what extent have low-inference transcripts been useful in guiding instructional improvement in your school?

Not at all Useful					Extremely Useful
1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	

26. How much do you agree or disagree with each of the following statements regarding the SAM program's role in your school?

	Strongly Disagree				Strongly Agree
a. SAM has helped our school make progress on inquiry-based improvement.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. SAM participation has given me credibility as a school leader.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. SAM has improved target students' academic performance.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. SAM has increased the percentage of students who succeed in our school.....	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

**THANK YOU FOR THE TIME AND THOUGHT YOU CONTRIBUTED TO THIS SURVEY!**