

Introduction

2011 School Leadership Practices Survey
for
Kansas City, Missouri School District (KCMSD)

This online survey offers you the opportunity to confidentially share your views and insights about your experiences as an instructional coach. Please give your open and honest opinions on the survey.

CONFIDENTIALITY: The individual data the researchers gather from this survey will not be provided to the KCMSD central office by the Stanford/University of Missouri research team. Only aggregated summary information will be reported to the district.

YOUR INDIVIDUAL RESULTS WILL NOT AT ANY TIME BE REPORTED BACK TO THE DISTRICT.

Completing the survey indicates your consent to participate. This study's confidentiality protections have been reviewed and approved by the Institutional Review Board (IRB) at Stanford University. If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact—anonymously, if you wish—the Administrative Panels Office, Stanford University, Stanford, CA (USA) 94305-5401, or by phone: (650) 723-2480 (you may call collect).

Thanks for your participation!

Background

Background

For how many years (including this year) have you been an instructional coach...

a. in your current school?	0 years
b. in other schools within KCMSD (not your current school)?	0 years
c. in schools outside of KCMSD?	0 years
Total	0 years

For how many years were you a TEACHER ...

a. in your current school?	0 years
b. in other schools within KCMSD (not your current school)?	0 years
c. in schools outside of KCMSD?	0 years
Total	0 years

In which of these grades have you had TEACHING experience? (Check all that apply.)

Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Post High-School
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Supporting Instruction

Supporting Instruction

Of the following sources of information, what do you rely on the MOST and SECOND MOST to find out about teachers' instructional practices? (Check only one in each column.)

	MOST (Check only ONE in this column).	SECOND MOST (Check only ONE in this column.)
a. Unscheduled classroom walk-throughs	☐	☐
b. Targeted observations of specific teachers	☐	☐
c. Discussions with teacher about what happens in the classroom	☐	☐
d. Monitoring student performance data	☐	☐
e. Reviewing student work	☐	☐
f. Reports from other school leaders (e.g., principal, vice principal)	☐	☐
g. Reports from students	☐	☐
h. Reports from parents	☐	☐
i. Reports from other teachers	☐	☐
j. Formal evaluation process	☐	☐

During the past two weeks, how much time have you spent in the following activities (in total)?

	None	Less than 1 hour	1-2 hours	3-5 hours	5-10 hours	10-15 hours	15-20 hours	More than 20 hours
a. Observing first-year teachers teaching a class	☐	☐	☐	☐	☐	☐	☐	☐
b. Observing other (not first-year) teachers in your school	☐	☐	☐	☐	☐	☐	☐	☐
c. Performing sample lessons	☐	☐	☐	☐	☐	☐	☐	☐
d. Meeting with individual teachers outside of class	☐	☐	☐	☐	☐	☐	☐	☐
e. Meeting with groups of teachers outside of class	☐	☐	☐	☐	☐	☐	☐	☐
f. Designing professional development opportunities	☐	☐	☐	☐	☐	☐	☐	☐
g. Developing curricula	☐	☐	☐	☐	☐	☐	☐	☐
h. Meeting with your principal about specific teachers	☐	☐	☐	☐	☐	☐	☐	☐
i. Meeting with your principal about the school's instructional program	☐	☐	☐	☐	☐	☐	☐	☐
j. Meeting with your principal about other issues	☐	☐	☐	☐	☐	☐	☐	☐
k. Meeting with or talking to members of the central office staff about teachers or instruction issues in your school	☐	☐	☐	☐	☐	☐	☐	☐
l. Meeting with or talking to members of the central office staff about other issues	☐	☐	☐	☐	☐	☐	☐	☐
i. Attending training or professional development	☐	☐	☐	☐	☐	☐	☐	☐

How frequently do TEACHERS IN YOUR SCHOOL review assessment data (e.g., department-wide common assessments, standardized tests)?

	Never	A Few Times a Year	Every 6 to 8 Weeks	Every 3 to 5 Weeks	Weekly
a. Independently	☐	☐	☐	☐	☐
b. With teachers in their grade level	☐	☐	☐	☐	☐
c. With teachers across grade levels	☐	☐	☐	☐	☐
d. With you	☐	☐	☐	☐	☐
e. With the principal	☐	☐	☐	☐	☐
f. With a vice principal	☐	☐	☐	☐	☐
g. With someone from the central office	☐	☐	☐	☐	☐

How frequently do YOU review assessment data (e.g., department-wide common assessments, standardized tests)?

	Never	A Few Times a Year	Every 6 to 8 Weeks	Every 3 to 5 Weeks	Weekly
a. Independently	☐	☐	☐	☐	☐
b. With teachers in their grade level	☐	☐	☐	☐	☐
c. With teachers across grade levels	☐	☐	☐	☐	☐
d. With the principal	☐	☐	☐	☐	☐
e. With a vice principal	☐	☐	☐	☐	☐
f. With someone from the central office	☐	☐	☐	☐	☐

For how many students have you done the following this school year?

	None	<10 Students	10-20 Students	21-30 Students	31-40 Students	>40 Students
a. Visited the student's home	☐	☐	☐	☐	☐	☐
b. When a student performed poorly, you informed his/her parents.	☐	☐	☐	☐	☐	☐
c. When a student performed poorly, you talked with his/her parents about ways they could help their child learn.	☐	☐	☐	☐	☐	☐
b. When a student performed better than usual, you informed his/her parents.	☐	☐	☐	☐	☐	☐

Who in your school is responsible for observing the instruction of individual teachers and giving feedback? [Please mark all that apply.]

- ☐ Myself
- ☐ Vice Principal(s)
- ☐ My Principal
- ☐ Other Instructional Coach
- ☐ Department Chairs
- ☐ Grade/subject lead teachers

☐ _____

Who in your school is responsible for initiating and coordinating the progress of specific instructional improvement activities? [Please mark all that apply.]

- ☐ Myself
- ☐ Vice Principal(s)
- ☐ My Principal
- ☐ Other Instructional Coach
- ☐ Department Chairs
- ☐ Grade/subject lead teachers

☐ _____

Who in your school is responsible for examining and discussing data on students' academic performance? [Please mark all that apply.]

- ☐ Myself
- ☐ Vice Principal(s)
- ☐ My Principal
- ☐ Other Instructional Coach
- ☐ Department Chairs
- ☐ Grade/subject lead teachers

☐ _____

Teacher Hiring

Teacher Hiring and Retention

During the current (2010-2011) school year, was HIRING GOOD TEACHERS a challenge for the school you work in? (Check only one.)

- ☐ Generally, yes
- ☐ Yes, but only for certain positions (please specify):

No, we have no problem hiring teachers



Please think of the teacher your school MOST RECENTLY hired when answering these yes/no questions.

	Yes	No	I don't know
a. Was this teacher hired after the school year began?	☐	☐	☐
b. Did this teacher transfer from another school in the district?	☐	☐	☐
c. Did this teacher have any prior teaching experience?	☐	☐	☐
d. Was there more than one applicant for the vacant position?	☐	☐	☐
e. Did someone from the school leadership team attend a job fair to recruit for this position?	☐	☐	☐
f. Did you interview the applicant(s)?	☐	☐	☐
g. Did the applicant(s) perform a sample lesson?	☐	☐	☐
h. Was what teacher preparation program the teacher graduated from considered in making the hiring decision?	☐	☐	☐
i. Were any current teachers officially involved in the hiring process?	☐	☐	☐
j. Do you believe more qualified applicants for this position were available than the person hired?	☐	☐	☐
k. Have you been satisfied with this teacher's performance?	☐	☐	☐

During the current (2010-2011) school year, was RETAINING GOOD TEACHERS a challenge for the school you worked in? (Check only one.)

- ☐ Generally, yes
- ☐ Yes, but only in certain subjects (please specify):
- ☐ No, we have no problem retaining teachers.

In your own efforts to retain teachers at your school, to what extent have you FOCUSED on SPECIFIC teachers that you really want to keep?

- ☐ A lot
- ☐ A little
- ☐ Not at all
- ☐ N/A - I do not make efforts to retain teachers.

Have you used any of the following practices this past year as part of a strategic effort to keep a good teacher at your school? (Check all that apply.)

- | | |
|---|--|
| ☐ Verbal public recognition (e.g., at staff meeting) | ☐ Funds for class projects |
| ☐ Private recognition | ☐ Allowing them to choose the courses they want to teach |
| ☐ Release time for special projects | ☐ Promoting them into leadership roles while still teaching |
| ☐ Funds for additional professional development | ☐ Other (please specify): <input type="text"/> |

During the current (2010-2011) school year, what was the most important obstacle to RETAINING GOOD TEACHERS at your school? (please specify)

Challenges to School Improvement

Challenges to School Improvement

Below are several factors that could be considered “roadblocks” that prevent a school from improving. Please indicate the extent to which each of the following was a factor in preventing your school from improving during the 2010-2011 school year:

	Not a Factor	Somewhat of a Factor	A Factor	A Serious Factor
a. Pressure to constantly adapt new programs	☐	☐	☐	☐
b. Pressure to get test scores up quickly	☐	☐	☐	☐
c. Pressure to obtain external funds	☐	☐	☐	☐
d. Pressure to reduce school expenditures	☐	☐	☐	☐
e. Pressure to comply with state and federal regulations	☐	☐	☐	☐
f. Teachers lack knowledge and skills	☐	☐	☐	☐
g. Teachers do not put forth enough effort	☐	☐	☐	☐
h. Teacher turnover	☐	☐	☐	☐
i. Difficulty hiring effective teachers	☐	☐	☐	☐
j. Difficulty removing ineffective teachers	☐	☐	☐	☐
k. Lack of support from central office	☐	☐	☐	☐
l. Central office expectations unclear	☐	☐	☐	☐
m. Poor relationship between school and central office leadership	☐	☐	☐	☐
n. Lack of support from the school's community	☐	☐	☐	☐
o. Social problems in the school's community (e.g., poverty, gangs)	☐	☐	☐	☐
p. Racial/ethnic tensions in the school's community	☐	☐	☐	☐
q. Negative stereotypes about the school's community	☐	☐	☐	☐
r. Mistrust between teachers and parents	☐	☐	☐	☐
s. Parents apathetic about their children	☐	☐	☐	☐
t. Students come to school unprepared to learn	☐	☐	☐	☐
u. Students apathetic about school	☐	☐	☐	☐
v. Restrictions created by the union or collective bargaining agreement	☐	☐	☐	☐
w. Other (please specify): _____	☐	☐	☐	☐

Among the factors you chose in the last question, which do your current school need to address THE MOST in order to improve?

	Need to address FIRST MOST (choose only one in this column)	Need to address SECOND MOST (choose only one in this column)	Need to address THIRD MOST (choose only one in this column)
a. Pressure to constantly adapt new programs	☐	☐	☐
b. Pressure to get test scores up quickly	☐	☐	☐
c. Pressure to obtain external funds	☐	☐	☐
d. Pressure to reduce school expenditures	☐	☐	☐
e. Pressure to comply with state and federal regulations	☐	☐	☐
f. Teachers lack knowledge and skills	☐	☐	☐
g. Teachers do not put forth enough effort	☐	☐	☐
h. Teacher turnover	☐	☐	☐
i. Difficulty hiring effective teachers	☐	☐	☐
j. Difficulty removing ineffective teachers	☐	☐	☐
k. Lack of support from central office	☐	☐	☐
l. Central office expectations unclear	☐	☐	☐
m. Poor relationship between school and central office leadership	☐	☐	☐
n. Lack of support from the school's community	☐	☐	☐
o. Social problems in the school's community (e.g., poverty, gangs)	☐	☐	☐
p. Racial/ethnic tensions in the school's community	☐	☐	☐
q. Negative stereotypes about the schools community	☐	☐	☐
r. Mistrust between teachers and parents	☐	☐	☐

Managing student services (e.g., attendance records, reporting, student activities)

Managing non-instructional staff

Working with local community members or organizations

☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐
☐	☐	☐	☐	☐	☐

Please think carefully about how frequently each statement fits YOUR PRINCIPAL.

(Note: The word "others" may mean teachers, staff or other leaders at your school.)

Based on the Multifactor Leadership Questionnaire © 1995 by Bernard Bass and Bruce Avolio. All rights reserved. Mind Garden, Inc. (www.mindgarden.com)

	Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always
a. My principal provides others with assistance when they show effort.	☐	☐	☐	☐	☐
b. My principal re-examines assumptions to question whether they are appropriate.	☐	☐	☐	☐	☐
c. My principal intervenes before problems become serious.	☐	☐	☐	☐	☐
d. My principal focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	☐	☐	☐	☐	☐
e. My principal gets involved immediately when issues arise.	☐	☐	☐	☐	☐
f. My principal talks about his/her most important values and beliefs.	☐	☐	☐	☐	☐
g. My principal is absent when needed.	☐	☐	☐	☐	☐
h. My principal seeks differing perspectives when solving problems.	☐	☐	☐	☐	☐
i. My principal talks optimistically about the future.	☐	☐	☐	☐	☐
j. My principal instills pride in others for being associated with him/her.	☐	☐	☐	☐	☐
k. My principal discusses in specific terms who is responsible for achieving performance targets.	☐	☐	☐	☐	☐
l. My principal waits for things to go wrong before taking action.	☐	☐	☐	☐	☐
m. My principal talks enthusiastically about what needs to be accomplished.	☐	☐	☐	☐	☐
n. My principal specifies the importance of having a strong sense of purpose.	☐	☐	☐	☐	☐
o. My principal spends time teaching and coaching others (not including students).	☐	☐	☐	☐	☐
p. My principal makes clear what one can expect to receive when performance goals are achieved.	☐	☐	☐	☐	☐
q. My principal shows that he or she is a firm believer in "If it ain't broke, don't fix it."	☐	☐	☐	☐	☐
r. My principal goes beyond self-interest for the good of the group.	☐	☐	☐	☐	☐
s. My principal treats others as individuals rather than just as a member of a group.	☐	☐	☐	☐	☐
t. My principal demonstrates that problems must become chronic before he/she takes action.	☐	☐	☐	☐	☐
u. My principal acts in ways that build others' respect for him/her.	☐	☐	☐	☐	☐
v. My principal concentrates his or her full attention on dealing with mistakes, complaints, and failures.	☐	☐	☐	☐	☐
w. My principal considers the moral and ethical consequences of decisions.	☐	☐	☐	☐	☐
x. My principal keeps track of all mistakes.	☐	☐	☐	☐	☐
y. My principal displays a sense of authority and confidence.	☐	☐	☐	☐	☐
z. My principal articulates a compelling vision of the future.	☐	☐	☐	☐	☐
aa. My principal directs my attention toward failures to meet standards.	☐	☐	☐	☐	☐
bb. My principal avoids making decisions.	☐	☐	☐	☐	☐
cc. My principal considers an individual as having different needs, abilities, and aspirations from others.	☐	☐	☐	☐	☐
dd. My principal get others to look at problems from many different angles.	☐	☐	☐	☐	☐
ee. My principal helps others to develop their strengths.	☐	☐	☐	☐	☐
ff. My principal suggests new ways of looking at how to complete assignments.	☐	☐	☐	☐	☐
gg. My principal delays responding to urgent questions.	☐	☐	☐	☐	☐
hh. My principal emphasizes the importance of having a collective sense of mission.	☐	☐	☐	☐	☐
ii. My principal expresses satisfaction when others meet expectations.	☐	☐	☐	☐	☐
jj. My principal expresses confidence that goals will be achieved.	☐	☐	☐	☐	☐

Right-Sizing

The following question asks about the district's "right-sizing" plan, which resulted in the closure of schools prior to this school year.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Right-sizing was necessary for KCMSD.	☐	☐	☐	☐
b. KCMSD will ultimately be better off as a result of right-sizing.	☐	☐	☐	☐
c. The general sentiment among staff in my current school regarding right-sizing is positive.	☐	☐	☐	☐
d. The general sentiment among parents of students in my current school regarding right-sizing is positive.	☐	☐	☐	☐
e. This school year has been more difficult than previous years because of right-sizing.	☐	☐	☐	☐

Then, how well would you say each one was handled by the leadership team in your school and by the central district administration?

[illegible]

In the SHORT TERM (i.e., in the next 1-2 years), right-sizing is likely to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Make schools easier to staff with good teachers.	☐	☐	☐	☐
b. Positively impact student discipline.	☐	☐	☐	☐
c. Positively impact student achievement.	☐	☐	☐	☐
d. Increase parent involvement in schools.	☐	☐	☐	☐
e. Help the district target resources where they are needed most.	☐	☐	☐	☐

In the LONG TERM (i.e., 5 or more years from now), right-sizing is likely to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Make schools easier to staff with good teachers.	☐	☐	☐	☐
b. Positively impact student discipline.	☐	☐	☐	☐
c. Positively impact student achievement.	☐	☐	☐	☐
d. Increase parent involvement in schools.	☐	☐	☐	☐
e. Help the district target resources where they are needed most.	☐	☐	☐	☐

Changes this School Year

Addressing Challenges in Your School This Year

Thinking back on the beginning of this school year, to what extent was each of the following a significant challenge for your school to address to promote school improvement?

	Not a Significant Challenge	Somewhat of a Significant Challenge	A Significant Challenge	A Very Significant Challenge
a. Students lacking basic skills in literacy	☐	☐	☐	☐
b. Students lacking basic skills in mathematics	☐	☐	☐	☐
c. Students lacking critical thinking skills	☐	☐	☐	☐
d. Students apathetic about school	☐	☐	☐	☐
e. Students exhibiting disruptive behavior	☐	☐	☐	☐
f. Poor student MAP performance in communication arts	☐	☐	☐	☐
g. Poor student MAP performance in mathematics	☐	☐	☐	☐
h. Students often late to school	☐	☐	☐	☐
i. Students often absent from school	☐	☐	☐	☐
j. Teachers lacking instructional knowledge and skills	☐	☐	☐	☐
k. Teachers not putting forth enough effort	☐	☐	☐	☐
l. Teachers having difficulty working together	☐	☐	☐	☐
m. Teachers not buying into school mission	☐	☐	☐	☐
n. Teachers dissatisfied with school working conditions	☐	☐	☐	☐
o. Teachers often absent from school	☐	☐	☐	☐
p. Parents apathetic about school	☐	☐	☐	☐
q. Parents not involved in school	☐	☐	☐	☐
r. Parents having low expectations for student performance	☐	☐	☐	☐
s. Parents unhelpful in addressing student discipline	☐	☐	☐	☐
t. School environment unsafe	☐	☐	☐	☐
u. School facilities in need of maintenance	☐	☐	☐	☐
v. Classrooms overcrowded	☐	☐	☐	☐

Among the challenges listed in the previous question, which three has the leadership team at your school MOST focused attention on addressing during this school year?

	Focused on FIRST MOST (choose only one in this column)	Focused on SECOND MOST (choose only one in this column)	Focused on THIRD MOST (choose only one in this column)
a. Students lacking basic skills in literacy	☐	☐	☐
b. Students lacking basic skills in mathematics	☐	☐	☐
c. Students lacking critical thinking skills	☐	☐	☐
d. Students apathetic about school	☐	☐	☐
e. Students exhibiting disruptive behavior	☐	☐	☐
f. Poor student MAP performance in communication arts	☐	☐	☐
g. Poor student MAP performance in mathematics	☐	☐	☐
h. Students often late to school	☐	☐	☐
i. Students often absent from school	☐	☐	☐
j. Teachers lacking instructional knowledge and skills	☐	☐	☐
k. Teachers not putting forth enough effort	☐	☐	☐
l. Teachers having difficulty working together	☐	☐	☐
m. Teachers not buying into school mission	☐	☐	☐
n. Teachers dissatisfied with school working conditions	☐	☐	☐
o. Teachers often absent from school	☐	☐	☐
p. Parents apathetic about school	☐	☐	☐
q. Parents not involved in school	☐	☐	☐
r. Parents having low expectations for student performance	☐	☐	☐
s. Parents unhelpful in addressing student discipline	☐	☐	☐
t. School environment unsafe	☐	☐	☐
u. School facilities in need of maintenance	☐	☐	☐
v. Classrooms overcrowded	☐	☐	☐

Among the challenges listed in the two previous questions, which three has your school MADE THE MOST PROGRESS in addressing or improving during this school year?

	Focused on FIRST MOST (choose only one in this column)	Focused on SECOND MOST (choose only one in this column)	Focused on THIRD MOST (choose only one in this column)
a. Students lacking basic skills in literacy	☐	☐	☐
b. Students lacking basic skills in mathematics	☐	☐	☐
c. Students lacking critical thinking skills	☐	☐	☐
d. Students apathetic about school	☐	☐	☐
e. Students exhibiting disruptive behavior	☐	☐	☐
f. Poor student MAP performance in communication arts	☐	☐	☐
g. Poor student MAP performance in mathematics	☐	☐	☐
h. Students often late to school	☐	☐	☐
i. Students often absent from school	☐	☐	☐
j. Teachers lacking instructional knowledge and skills	☐	☐	☐
k. Teachers not putting forth enough effort	☐	☐	☐
l. Teachers having difficulty working together	☐	☐	☐
m. Teachers not buying into school mission	☐	☐	☐
n. Teachers dissatisfied with school working conditions	☐	☐	☐
o. Teachers often absent from school	☐	☐	☐
p. Parents apathetic about school	☐	☐	☐
q. Parents not involved in school	☐	☐	☐
r. Parents having low expectations for student performance	☐	☐	☐
s. Parents unhelpful in addressing student discipline	☐	☐	☐
t. School environment unsafe	☐	☐	☐
u. School facilities in need of maintenance	☐	☐	☐

v. Classrooms overcrowded



Satisfaction and Future Plans

To what extent are/were you generally SATISFIED with each of the following?

	Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	N/A
a. Being an instructional coach	☐	☐	☐	☐	☐
b. Being an instructional coach at your current school	☐	☐	☐	☐	☐
c. Your performance as an instructional coach at your current school	☐	☐	☐	☐	☐
d. Being a teacher	☐	☐	☐	☐	☐
e. Your performance as a teacher	☐	☐	☐	☐	☐

Do you plan to do the following at some point in your FUTURE career?

	Yes	No
a. Be a principal	☐	☐
b. Be a vice principal	☐	☐
c. Be a classroom teacher	☐	☐
d. Work in a school in another role (e.g., curriculum specialist, counselor)	☐	☐
e. Work in the district (central) office	☐	☐
f. Work in education, outside of K-12 schools (e.g., educational entrepreneur, researcher, professor)	☐	☐
g. Leave education temporarily (e.g., sabbatical, child-rearing)	☐	☐
h. Pursue a career outside of education	☐	☐
i. Stay in education but not in KCMSD	☐	☐
j. None of the above - I plan to remain an instructional coach until I retire.	☐	☐

For Research Purposes Only

ADDITIONAL QUESTIONS

The purpose of the remainder of this survey is to learn about your support systems and human resource management practices.

We recognize that some of these questions ask for sensitive information (e.g., the names of individuals). Stanford researchers are the only ones who will see your responses. We will not report ANY information on individuals back to the district.

We would appreciate your being as honest as possible in responding to these questions.

Your Supports

Think about who you turn to the MOST for help with the following.

	Who is this person?	How do you communicate with this person?	How satisfied are you with the level of information you get?
a. Improving curriculum or instruction			
b. Hiring, retention, or dismissal of teachers			
c. Policies and regulations			

If you could turn to ONE PERSON IN YOUR SCHOOL for advice or assistance in how to handle an on-the-job problem or challenge, who would that person be?

Name of Person:

Person's Department or Title:

WHY is the person particularly helpful to you? (e.g., What personal qualities, experience, resources or knowledge does s/he possess which you value?)

If you could turn to ONE OTHER INSTRUCTIONAL COACH IN YOUR DISTRICT for advice or assistance in how to handle an on-the-job problem or challenge, who would that person be?

Name of Instructional coach:

Instructional Coach's School:

WHY is the person particularly helpful to you? (e.g., What personal qualities, experience, resources or knowledge does s/he possess which you value?)

If you could turn to ONE PERSON IN THE DISTRICT OFFICE OR THE COMMUNITY for advice or assistance in how to handle an on-the-job problem or challenge, who would that person be?

Name of Person:

Person's Organization and Job Title:

WHY is the person particularly helpful to you? (e.g., What personal qualities, experience, resources or knowledge does s/he possess which you value?)

Teachers

In answering the following questions, please consider all the teachers in your current school.

In transitioning into the next school year, what percentage of the teaching staff IN YOUR CURRENT SCHOOL would you like to keep with you next year?

- ☐ less than 10%
- ☐ 10% to 25%
- ☐ 25% to 50%
- ☐ 50% to 75%
- ☐ 75% to 90%
- ☐ 90% to 100%

Think about the three teachers IN YOUR CURRENT SCHOOL that you would MOST like to continue working with next year. Who are those people, ranked from first to third?

Name of First Choice

Grade level / subject area of First Choice

Name of Second Choice

Grade level / subject area of Second Choice

Name of Third Choice

Grade level / subject area of Third Choice

Think about the first choice teacher you named in the last question. Which of the following statements describes that teacher?

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
a. Is an excellent instructor	☐	☐	☐	☐	☐	☐
b. Teaches in a grade or subject that I would have a hard time filling	☐	☐	☐	☐	☐	☐
c. Is popular among students	☐	☐	☐	☐	☐	☐
d. Puts forth extra effort	☐	☐	☐	☐	☐	☐
e. Is a "team player"	☐	☐	☐	☐	☐	☐
f. Coordinates his/her instruction with other teachers	☐	☐	☐	☐	☐	☐
g. Is vocal in faculty meetings	☐	☐	☐	☐	☐	☐
h. Is a leader in the school	☐	☐	☐	☐	☐	☐
i. Is someone I consider a friend	☐	☐	☐	☐	☐	☐
j. Graduated from a strong teacher preparation program	☐	☐	☐	☐	☐	☐
k. Consistently arrives early for work	☐	☐	☐	☐	☐	☐
l. Shares his/her instructional knowledge with other teachers	☐	☐	☐	☐	☐	☐
m. Works closely with parents	☐	☐	☐	☐	☐	☐
n. Says "yes" when I ask something extra of him/her	☐	☐	☐	☐	☐	☐
o. Often stays after regular school hours to work with students	☐	☐	☐	☐	☐	☐

Of these characteristics, which are the MOST IMPORTANT considerations in your choice of this teacher to carry over with you to the next school year?

- ☐ a. Is an excellent instructor
- ☐ b. Teaches in a grade or subject that I would have a hard time filling
- ☐ c. Is popular among students
- ☐ d. Puts forth extra effort
- ☐ e. Is a "team player"
- ☐ f. Coordinates his/her instruction with other teachers
- ☐ g. Is vocal in faculty meetings
- ☐ h. Is a leader in the school
- ☐ i. Is someone I consider a friend
- ☐ j. Graduated from a strong teacher preparation program
- ☐ k. Consistently arrives early for work
- ☐ l. Shares his/her instructional knowledge with other teachers
- ☐ m. Works closely with parents
- ☐ n. Says "yes" when I ask something extra of him/her
- ☐ o. Often stays after regular school hours to work with students