Name of **Administrator**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Read each statement and then choose **one** answer choice for each. The purpose of this survey is to give the administrator named above feedback about his/her leadership. Data will be looked at in the aggregate; your individual responses are anonymous.

|  |  | Strongly Agree | Moderately Agree | Neither Agree nor Disagree | Moderately Disagree | Strongly Disagree | Not Applicable |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | The principal/administrator ensures that assessment data is used to plan intervention strategies for students not making effective progress. | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. | The principal/administrator reviews teachers' unit and/or lesson plans to ensure that they meet the diverse learning needs of all students. | ○ | ○ | ○ | ○ | ○ | ○ |
| 3. | The principal/administrator reviews my (or team's) units of instruction to ensure the lessons are well-structured and interconnected. | ○ | ○ | ○ | ○ | ○ | ○ |
| 4. | When I receive training, the principal/administrator checks to ensure that the training made a difference and led to the intended outcome(s). | ○ | ○ | ○ | ○ | ○ | ○ |
| 5. | The principal/administrator fosters an environment where all staff members have high standards for student achievement irrespective of their starting points or circumstances. | ○ | ○ | ○ | ○ | ○ | ○ |
| 6. | Teachers, students, families, and the principal/ administrator work together to promote a shared educational vision in which every student is prepared to succeed. | ○ | ○ | ○ | ○ | ○ | ○ |
| 7. | The principal/administrator supports staff to provide feedback on one another’s practice. | ○ | ○ | ○ | ○ | ○ | ○ |
| 8. | In this school, innovative teaching practices are only adopted if they provide evidence that they improve student learning. | ○ | ○ | ○ | ○ | ○ | ○ |
| 9. | The principal/administrator seeks student and staff input on policy and procedures adopted in this school. | ○ | ○ | ○ | ○ | ○ | ○ |
| 10. | The principal/administrator can talk knowledgeably with me about the standards aligned to the unit I'm teaching. | ○ | ○ | ○ | ○ | ○ | ○ |
| 11. | Time is allocated for teachers to collaborate and learn from each other. | ○ | ○ | ○ | ○ | ○ | ○ |

|  |  | Strongly Agree | Moderately Agree | Neither Agree nor Disagree | Moderately Disagree | Strongly Disagree | Not Applicable |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 12. | The principal/administrator implements effective school-based programs that support students’ social and emotional competencies. | ○ | ○ | ○ | ○ | ○ | ○ |
| 13. | The principal/administrator works with staff to create meaningful opportunities for families from all backgrounds to participate in their students' learning. | ○ | ○ | ○ | ○ | ○ | ○ |
| 14. | If the principal/administrator identifies an area for improvement in my practice, there are effective supports in place to help me improve. | ○ | ○ | ○ | ○ | ○ | ○ |
| 15. | The principal/administrator encourages teachers to question existing practice and propose alternative instructional approaches to improve student learning. | ○ | ○ | ○ | ○ | ○ | ○ |
| 16. | My principal/administrator provides me with feedback about my practice that includes clear next steps and supports for improvement. | ○ | ○ | ○ | ○ | ○ | ○ |
| 17**.** | Teachers and the principal/administration work together to ensure that instructional units are adapted as needed to support student learning. | ○ | ○ | ○ | ○ | ○ | ○ |
| 18. | The principal/administrator seeks staff feedback to inform his or her own leadership practice. | ○ | ○ | ○ | ○ | ○ | ○ |
| 19. | When our school focuses on an area for improvement, the principal/administrator uses data to monitor progress toward meeting the intended outcome(s). | ○ | ○ | ○ | ○ | ○ | ○ |
| 20. | Staff meetings engage educators in productive conversations around important school matters. | ○ | ○ | ○ | ○ | ○ | ○ |
| 21. | The principal/administrator supports staff to use culturally diverse materials in their instruction. | ○ | ○ | ○ | ○ | ○ | ○ |
| 22. | I have access to appropriate measures of student learning to best assess my students' expected learning gains. | ○ | ○ | ○ | ○ | ○ | ○ |
| 23. | The principal/administrator communicates high expectations for the quality of student work. | ○ | ○ | ○ | ○ | ○ | ○ |
| 24. | The principal/administrator is skilled in clarifying teacher concerns and offering solutions. | ○ | ○ | ○ | ○ | ○ | ○ |
| 25. | The principal/administrator builds trusting relationships with staff. | ○ | ○ | ○ | ○ | ○ | ○ |
| 26. | My evaluator uses data about my impact on student learning as part of the evaluation process. | ○ | ○ | ○ | ○ | ○ | ○ |
| 27. | The school leadership models effective data analysis for staff. | ○ | ○ | ○ | ○ | ○ | ○ |

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|  |  | Strongly Agree | Moderately Agree | Neither Agree nor Disagree | Moderately Disagree | Strongly Disagree | Not Applicable |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 28. | The principal/administrator supports teachers to incorporate knowledge of the culture of their students and community into their core teaching practice. | ○ | ○ | ○ | ○ | ○ | ○ |
| 29. | The principal/administrator shares evidence-based teaching strategies that have been used in other grades/schools to improve student learning. | ○ | ○ | ○ | ○ | ○ | ○ |
| 30. | The principal/administrator distributes leadership opportunities to qualified staff. | ○ | ○ | ○ | ○ | ○ | ○ |
| 31. | The principal/administrator ensures that teachers are tracking students' expected learning gains using a variety of assessment methods. | ○ | ○ | ○ | ○ | ○ | ○ |
| 32. | The principal helps me work effectively with families to address the academic, social and emotional, or behavioral needs of my students who need more intensive supports. | ○ | ○ | ○ | ○ | ○ | ○ |
| 33. | Our school is a learning community in which ideas and suggestions for improvement are encouraged. | ○ | ○ | ○ | ○ | ○ | ○ |
| 34. | When needed, the principal/administrator supports me in managing disruptive behavior in the classroom. | ○ | ○ | ○ | ○ | ○ | ○ |
| 35. | The principal/administrator ensures I understand what instructional approaches are most effective with learners with different needs. | ○ | ○ | ○ | ○ | ○ | ○ |

| OPTIONAL: If you have any additional feedback for your administrator, please share it here. |
| --- |
|  |

**This item key is not intended for distribution to survey participants.** The following table provides a crosswalk between survey items and the [Standards and Indicators of Effective Administrative Leadership](file:///C:\Users\cja\AppData\Local\Temp\Temp1_Final%20Survey%20Templates.zip\Final%20Survey%20Templates\w.doe.mass.edu\lawsregs\603cmr35.html%3fsection=04) addressed throughout the survey. You may sort the items by Standard/Indicator by selecting the table and finding the Sort function in the Table Layout tab.

| Standard I: Instructional Leadership | Standard II: Management and Operations | Standard III: Family and Community Engagement | Standard IV: Professional Culture |
| --- | --- | --- | --- |
| I.A: Curriculum  I.B: Instruction  I.C: Assessment  I.D: Evaluation  I.E: Data-Informed Decision-Making  I.F: Student Learning | II.A: Environment  II.B: Human Resources Management and Development  II.C: Scheduling and Management Information Systems | III.A: Family Engagement  III.B: Sharing responsibility  IIIC: Communication | IV.A: Commitment to High Standards  IV.B: Cultural Proficiency  IV.C: Communications  IV.D: Continuous Learning  IV.E: Shared Vision  IV.F: Managing Conflict |

| Standard/  Indicator | # | Item |
| --- | --- | --- |
| I.C | 1. | The principal/administrator ensures that assessment data is used to plan intervention strategies for students not making effective progress. |
| I.B | 2. | The principal/administrator reviews teachers' unit and/or lesson plans to ensure that they meet the diverse learning needs of all students. |
| I.A | 3. | The principal/administrator reviews my (or team's) units of instruction to ensure the lessons are well-structured and interconnected. |
| II.B | 4. | When I receive training, the principal/administrator checks to ensure that the training made a difference and led to the intended outcome(s). |
| IV.A | 5. | The principal/administrator fosters an environment where all staff members have high standards for student achievement irrespective of their starting points or circumstances. |
| IV.E | 6. | Teachers, students, families, and the principal/administrator work together to promote a shared educational vision in which every student is prepared to succeed. |
| IV.D | 7. | The principal/administrator supports staff to provide feedback on one another’s practice. |
| I.E | 8. | In this school, innovative teaching practices are only adopted if they provide evidence that they improve student learning. |
| II.A | 9. | The principal/administrator seeks student and staff input on policy and procedures adopted in this school. |
| I.A | 10. | The principal/administrator can talk knowledgeably with me about the standards aligned to the unit I'm teaching. |
| II.C | 11. | Time is allocated for teachers to collaborate and learn from each other. |
| II.A | 12. | The principal/administrator implements effective school-based programs that support students’ social and emotional competencies. |
| III.A | 13. | The principal/administrator works with staff to create meaningful opportunities for families from all backgrounds to participate in their students' learning. |
| II.B | 14. | If the principal/administrator identifies an area for improvement in my practice, there are effective supports in place to help me improve. |
| IV.A | 15. | The principal/administrator encourages teachers to question existing practice and propose alternative instructional approaches to improve student learning. |
| I.D | 16. | My principal/administrator provides me with feedback about my practice that includes clear next steps and supports for improvement. |
| I.A | 17. | Teachers and the principal/administration work together to ensure that instructional units are adapted as needed to support student learning. |
| IV.D | 18. | The principal/administrator seeks staff feedback to inform his or her own leadership practice. |
| I.E | 19. | When our school focuses on an area for improvement, the principal/administrator uses data to monitor progress toward meeting the intended outcome(s). |
| IV.A | 20. | Staff meetings engage educators in productive conversations around important school matters. |
| IV.B | 21. | The principal/administrator supports staff to use culturally diverse materials in their instruction. |
| I.F | 22. | I have access to appropriate measures of student learning to best assess my students' expected learning gains. |
| I.B | 23. | The principal/administrator communicates high expectations for the quality of student work. |
| IV.F | 24. | The principal/administrator is skilled in clarifying teacher concerns and offering solutions. |
| IV.F | 25. | The principal/administrator builds trusting relationships with staff. |
| I.D | 26. | My evaluator uses data about my impact on student learning as part of the evaluation process. |
| I.E | 27. | The school leadership models effective data analysis for staff. |
| IV.B | 28. | The principal/administrator supports teachers to incorporate knowledge of the culture of their students and community into their core teaching practice. |
| I.C | 29. | The principal/administrator shares evidence-based teaching strategies that have been used in other grades/schools to improve student learning. |
| II.B | 30. | The principal/administrator distributes leadership opportunities to qualified staff. |
| I.C | 31. | The principal/administrator ensures that teachers are tracking students' expected learning gains using a variety of assessment methods. |
| III.B | 32. | The principal helps me work effectively with families to address the academic, social and emotional, or behavioral needs of my students who need more intensive supports. |
| IV.D | 33. | Our school is a learning community in which ideas and suggestions for improvement are encouraged. |
| II.A | 34. | When needed, the principal/administrator supports me in managing disruptive behavior in the classroom. |
| I.B | 35. | The principal/administrator ensures I understand what instructional approaches are most effective with learners with different needs. |