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. | Our leadership and educator teams work together to decide supports for students who are not making effective progress. | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. | I receive professional development that is job-embedded and sustained, enabling me to continuously improve. | ○ | ○ | ○ | ○ | ○ | ○ |
| 3. | The principal/administrator suggests ways to keep students engaged in challenging lessons. | ○ | ○ | ○ | ○ | ○ | ○ |
| 4. | When our school focuses on an area for improvement, the principal/administrator uses data to monitor progress toward meeting the intended outcome(s). | ○ | ○ | ○ | ○ | ○ | ○ |
| 5. | Using assessment data, our school identifies focused, measurable school goals that improve student learning. | ○ | ○ | ○ | ○ | ○ | ○ |
| 6. | The principal/administrator reviews teachers' unit and/or lesson plans to ensure that they meet the diverse learning needs of all students. | ○ | ○ | ○ | ○ | ○ | ○ |
| 7. | The principal/administrator supports staff to provide feedback on one another’s practice. | ○ | ○ | ○ | ○ | ○ | ○ |
| 8. | This school invests in the career growth of the staff. | ○ | ○ | ○ | ○ | ○ | ○ |
| 9. | The principal/administrator fosters an environment where all staff members have high standards for student achievement irrespective of their starting points or circumstances. | ○ | ○ | ○ | ○ | ○ | ○ |
| 10. | Teachers, students, families, and the principal/administrator work together to promote a shared educational vision in which every student is prepared to succeed. | ○ | ○ | ○ | ○ | ○ | ○ |
| 11. | The principal/administrator models confidentiality in communications with staff and parents to ensure collaboration and respect. | ○ | ○ | ○ | ○ | ○ | ○ |
| 12. | When I receive training, the principal/administrator checks to ensure that the training made a difference and led to the intended outcome(s). | ○ | ○ | ○ | ○ | ○ | ○ |

|  |  | Strongly Agree | Moderately Agree | Neither Agree nor Disagree | Moderately Disagree | Strongly Disagree | Not Applicable |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 13. | Our schedule allows for teacher teams to share best practices. | ○ | ○ | ○ | ○ | ○ | ○ |
| 14. | The principal/administrator encourages me to reflect on the effectiveness of my teaching practice. | ○ | ○ | ○ | ○ | ○ | ○ |
| 15. | The principal/administrator reviews my (or team's) units of instruction to ensure the lessons are well-structured and interconnected. | ○ | ○ | ○ | ○ | ○ | ○ |
| 16. | In this school, innovative instructional practices are only adopted if there is evidence that they improve student learning. | ○ | ○ | ○ | ○ | ○ | ○ |
| 17. | The principal/administrator seeks student and staff input on policy and procedures adopted in this school. | ○ | ○ | ○ | ○ | ○ | ○ |
| 18. | The principal/administrator can talk knowledgeably with me about the unit I'm teaching. | ○ | ○ | ○ | ○ | ○ | ○ |
| 19. | Teachers are included in the hiring process for new staff.  | ○ | ○ | ○ | ○ | ○ | ○ |
| 20. | Our staff works collaboratively to disaggregate assessment data in order to identify students (groups of students) who are in need of support. | ○ | ○ | ○ | ○ | ○ | ○ |
| 21. | There is time allocated for teachers to collaborate and learn from each other. | ○ | ○ | ○ | ○ | ○ | ○ |
| 22. | The principal/administrator implements effective school-based programs that support students’ social and emotional competencies. | ○ | ○ | ○ | ○ | ○ | ○ |
| 23. | After an observation, my principal/administrator provides me with timely feedback on my practice. | ○ | ○ | ○ | ○ | ○ | ○ |
| 24. | Our school uses school climate data to assess how well our environment supports our goals for student learning. | ○ | ○ | ○ | ○ | ○ | ○ |
| 25. | The principal/administrator works with staff to create meaningful opportunities for families from all backgrounds to participate in their students' learning. | ○ | ○ | ○ | ○ | ○ | ○ |
| 26. | The principal/administrator ensures access to community resources (e.g., psychological services, youth organizations, hospitals) to support students’ social and emotional well-being. | ○ | ○ | ○ | ○ | ○ | ○ |
| 27. | If the principal/administrator identifies an area for improvement in my practice, there are effective supports in place to help me improve. | ○ | ○ | ○ | ○ | ○ | ○ |
|  |  |  |  |  |  |  |  |

|  |  | Strongly Agree | Moderately Agree | Neither Agree nor Disagree | Moderately Disagree | Strongly Disagree | Not Applicable |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 28. | When our school focuses on an area for improvement, the principal/administrator follows through with sustained supports. | ○ | ○ | ○ | ○ | ○ | ○ |
| 29. | The principal/administrator encourages teachers to question existing practice and propose alternative instructional approaches to improve student learning. | ○ | ○ | ○ | ○ | ○ | ○ |
| 30. | The principal/administrator consistently uses a variety of strategies to resolve conflicts in a constructive and respectful manner. | ○ | ○ | ○ | ○ | ○ | ○ |
| 31. | The principal/administrator ensures I understand what instructional approaches are most effective with learners with different needs. | ○ | ○ | ○ | ○ | ○ | ○ |
| 32. | My principal/administrator provides me with feedback about my practice that includes clear next steps and supports for improvement. | ○ | ○ | ○ | ○ | ○ | ○ |
| 33. | The principal/administrator engages community resources and local businesses to support our school. | ○ | ○ | ○ | ○ | ○ | ○ |
| 34. | Teachers and the principal/administration work together to ensure that instructional units are adapted as needed to support student learning. | ○ | ○ | ○ | ○ | ○ | ○ |
| 35. | The principal/administrator seeks staff feedback to inform his or her own leadership practice. | ○ | ○ | ○ | ○ | ○ | ○ |
| 36. | I have access to appropriate measures of student learning to best assess my students' expected learning gains. | ○ | ○ | ○ | ○ | ○ | ○ |
| 37. | The principal uses teacher and student feedback to assess students' social and emotional needs. | ○ | ○ | ○ | ○ | ○ | ○ |
| 38. | Staff meetings engage educators in productive conversations around important school matters. | ○ | ○ | ○ | ○ | ○ | ○ |
| 39. | The evaluation process in this school helps me improve my practice. | ○ | ○ | ○ | ○ | ○ | ○ |
| 40. | The principal/administrator supports staff to use culturally diverse materials in their instruction. | ○ | ○ | ○ | ○ | ○ | ○ |
| 41. | The principal/administrator of our school works with educators to ensure all students (EL, SPED etc.) are able to access knowledge. | ○ | ○ | ○ | ○ | ○ | ○ |
| 42. | The professional development provided at this school is aligned to our school goals. | ○ | ○ | ○ | ○ | ○ | ○ |
| 43. | The principal/administrator communicates high expectations for the quality of student work. | ○ | ○ | ○ | ○ | ○ | ○ |

|  |  | Strongly Agree | Moderately Agree | Neither Agree nor Disagree | Moderately Disagree | Strongly Disagree | Not Applicable |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 44. | The principal/administrator is skilled in clarifying teacher concerns and offering solutions. | ○ | ○ | ○ | ○ | ○ | ○ |
| 45. | The principal/administrator builds trusting relationships with staff. | ○ | ○ | ○ | ○ | ○ | ○ |
| 46. | Teams of teachers meet to discuss student learning data and, based on the data, make adjustments to instruction. | ○ | ○ | ○ | ○ | ○ | ○ |
| 47. | My evaluator uses data about my impact on student learning as part of the evaluation process. | ○ | ○ | ○ | ○ | ○ | ○ |
| 48. | In this school, there is a shared sense of responsibility for improvement. | ○ | ○ | ○ | ○ | ○ | ○ |
| 49. | The master schedule maximizes blocks of uninterrupted instructional time. | ○ | ○ | ○ | ○ | ○ | ○ |
| 50. | The school leadership models effective data analysis for staff. | ○ | ○ | ○ | ○ | ○ | ○ |
| 51. | The principal/administrator promotes a culture that affirms individual differences. | ○ | ○ | ○ | ○ | ○ | ○ |
| 52. | The principal/administrator identifies models for exemplary lessons for teachers to use. | ○ | ○ | ○ | ○ | ○ | ○ |
| 53. | The school has systems (e.g., entry and dismissal routines, meals, class, transition) in place to ensure that the school runs in an orderly and efficient manner. | ○ | ○ | ○ | ○ | ○ | ○ |
| 54. | The principal/administrator shares evidence-based teaching strategies that have been used in other grades/schools to improve student learning. | ○ | ○ | ○ | ○ | ○ | ○ |
| 55. | The principal/administrator establishes a culture to prevent bullying and other unsafe behaviors in a developmentally appropriate way. | ○ | ○ | ○ | ○ | ○ | ○ |
| 56. | The principal/administrator supports teachers to identify each student's academic, social and emotional, or behavioral needs. | ○ | ○ | ○ | ○ | ○ | ○ |
| 57. | The principal/administrator distributes leadership opportunities to qualified staff. | ○ | ○ | ○ | ○ | ○ | ○ |
| 58. | The principal/administrator ensures that assessment data is used to plan intervention strategies for students not making effective progress. | ○ | ○ | ○ | ○ | ○ | ○ |
| 59. | Our school is a learning community in which ideas and suggestions for improvement are encouraged. | ○ | ○ | ○ | ○ | ○ | ○ |
| 60. | During observational feedback, the principal/administrator is able to clearly explain to me more effective teaching strategies that I could use to improve my students' learning. | ○ | ○ | ○ | ○ | ○ | ○ |
| 61. | 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. | ○ | ○ | ○ | ○ | ○ | ○ |
| 62. | The principal/administrator sets clear expectations for culturally proficient communication with families that demonstrates understanding of different home languages, cultures, and values. | ○ | ○ | ○ | ○ | ○ | ○ |
| 63. | When needed, the principal/administrator supports me in managing disruptive behavior in the classroom. | ○ | ○ | ○ | ○ | ○ | ○ |
| 64. | The principal/administrator ensures that teachers are tracking students' expected learning gains using a variety of assessment methods. | ○ | ○ | ○ | ○ | ○ | ○ |
| 65. | The principal/administrator supports teachers to incorporate their knowledge of the culture of their students and community into their core teaching practice. | ○ | ○ | ○ | ○ | ○ | ○ |

| 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%3A%5CUsers%5Ccja%5CAppData%5CLocal%5CTemp%5CTemp1_Final%20Survey%20Templates.zip%5CFinal%20Survey%20Templates%5Cw.doe.mass.edu%5Clawsregs%5C603cmr35.html%3Fsection%3D04) 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: InstructionI.C: AssessmentI.D: EvaluationI.E: Data-Informed Decision-MakingI.F: Student Learning | II.A: EnvironmentII.B: Human Resources Management and DevelopmentII.C: Scheduling and Management Information Systems | III.A: Family EngagementIII.B: Sharing Responsibility IIIC: Communication  | IV.A: Commitment to High StandardsIV.B: Cultural ProficiencyIV.C: CommunicationsIV.D: Continuous LearningIV.E: Shared VisionIV.F: Managing Conflict |

| Standard/Indicator | # | Item |
| --- | --- | --- |
| I.C | 1. | Our leadership and educator teams work together to decide supports for students who are not making effective progress. |
| II.B | 2. | I receive professional development that is job-embedded and sustained, enabling me to continuously improve. |
| I.B | 3. | The principal/administrator suggests ways to keep students engaged in challenging lessons. |
| I.E | 4. | When our school focuses on an area for improvement, the principal/administrator uses data to monitor progress toward meeting the intended outcome(s). |
| I.E | 5. | Using assessment data, our school identifies focused, measurable school goals that improve student learning. |
| I.B | 6. | The principal/administrator reviews teachers' unit and/or lesson plans to ensure that they meet the diverse learning needs of all students. |
| IV.D | 7. | The principal/administrator supports staff to provide feedback on one another’s practice. |
| II.B | 8. | This school invests in the career growth of the staff. |
| IV.A | 9. | 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 | 10. | Teachers, students, families, and the principal/administrator work together to promote a shared educational vision in which every student is prepared to succeed. |
| IV.C | 11. | The principal/administrator models confidentiality in communications with staff and parents to ensure collaboration and respect. |
| II.B | 12. | When I receive training, the principal/administrator checks to ensure that the training made a difference and led to the intended outcome(s). |
| II.C | 13. | Our schedule allows for teacher teams to share best practices. |
| IV.D | 14. | The principal/administrator encourages me to reflect on the effectiveness of my teaching practice. |
| I.A | 15. | The principal/administrator reviews my (or team's) units of instruction to ensure the lessons are well-structured and interconnected. |
| I.E | 16. | In this school, innovative instructional practices are only adopted if there is evidence that they improve student learning. |
| II.A | 17. | The principal/administrator seeks student and staff input on policy and procedures adopted in this school. |
| I.A | 18. | The principal/administrator can talk knowledgeably with me about the standards aligned to the unit I'm teaching. |
| II.B | 19. | Teachers are included in the hiring process for new staff.  |
| I.E | 20. | Our staff works collaboratively to disaggregate assessment data in order to identify individual and/or groups of students who are in need of support. |
| II.C | 21. | There is sufficient time allocated for teachers to collaborate and learn from each other. |
| II.A | 22. | The principal/administrator implements effective school-based programs that support students’ social and emotional competencies. |
| I.D | 23. | After an observation, my principal/administrator provides me with timely feedback on my practice. |
| IE. | 24. | Our school uses school climate data to assess how well our environment supports our goals for student learning. |
| III.A | 25. | The principal/administrator works with staff to create meaningful opportunities for families from all backgrounds to participate in their students' learning. |
| II.A | 26. | The principal/administrator ensures access to community resources (e.g., psychological services, youth organizations, hospitals) to support students’ social and emotional well-being. |
| II.B | 27. | If the principal/administrator identifies an area for improvement in my practice, there are effective supports in place to help me improve. |
| I.E | 28. | When our school focuses on an area for improvement, the principal/administrator follows through with sustained supports. |
| IV.A | 29. | The principal/administrator encourages teachers to question existing practice and propose alternative instructional approaches to improve student learning. |
| IV.F | 30. | The principal/administrator consistently uses a variety of strategies to resolve conflicts in a constructive and respectful manner. |
| I.B | 31. | The principal/administrator ensures I understand what instructional approaches are most effective with learners with different needs. |
| I.D | 32. | My principal/administrator provides me with feedback about my practice that includes clear next steps and supports for improvement. |
| III.A | 33. | The principal/administrator engages community resources and local businesses to support our school. |
| I.A | 34. | Teachers and the principal/administration work together to ensure that instructional units are adapted as needed to support student learning. |
| IV.D | 35. | The principal/administrator seeks staff feedback to inform his or her own leadership practice. |
| I.F | 36. | I have access to appropriate measures of student learning to best assess my students' expected learning gains. |
| II.A | 37. | The principal uses teacher and student feedback to assess students' social and emotional needs. |
| IV.A | 38. | Staff meetings engage educators in productive conversations around important school matters. |
| I.D | 39. | The evaluation process in this school helps me improve my practice. |
| IV.B | 40. | The principal/administrator supports staff to use culturally diverse materials in their instruction. |
| I.B | 41. | The principal/administrator of our school sets a school-wide expectation that all students (EL, SPED etc.) can access standards-aligned content. |
| IIB. | 42. | The professional development provided at this school is aligned to our school goals. |
| I.B | 43 |  The principal/administrator communicates high expectations for the quality of student work. |
| IV.F | 44. | The principal/administrator is skilled in clarifying teacher concerns and offering solutions. |
| IV.F | 45. | The principal/administrator builds trusting relationships with staff. |
| I.C | 46. | Teams of teachers meet to discuss student learning data and, based on the data, make adjustments to instruction. |
| I.D | 47. | My evaluator uses data about my impact on student learning as part of the evaluation process. |
| IV.E | 48. | In this school, there is a shared sense of responsibility for improvement. |
| II.C | 49. | The master schedule maximizes blocks of uninterrupted instructional time. |
| I.E | 50. | The school leadership models effective data analysis for staff. |
| IV.B | 51. | The principal/administrator promotes a culture that affirms individual differences. |
| I.A | 52. | The principal/administrator identifies models for exemplary lessons for teachers to use. |
| II.A | 53. | The school has systems (e.g., entry and dismissal routines, meals, class, transitions) in place to ensure that the school runs in an orderly and efficient manner. |
| I.C | 54. | The principal/administrator shares evidence-based teaching strategies that have been used in other grades/schools to improve student learning. |
| II.A | 55. | The principal/administrator establishes a culture to prevent bullying and other unsafe behaviors in a developmentally appropriate way. |
| III.B | 56. | The principal/administrator supports teachers to identify each student's academic, social and emotional, or behavioral needs. |
| II.B | 57. | The principal/administrator distributes leadership opportunities to qualified staff. |
| I.C | 58. | The principal/administrator ensures that assessment data is used to plan intervention strategies for students not making effective progress. |
| IV.D | 59. | Our school is a learning community in which ideas and suggestions for improvement are encouraged. |
| I.D | 60. | During observational feedback, the principal/administrator is able to clearly explain to me more effective teaching strategies that I could use to improve my students' learning. |
| III.B | 61. | 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. |
| III.C | 62. | The principal/administrator sets clear expectations for culturally proficient communication with families that demonstrates understanding of different home languages, cultures, and values. |
| II.A | 63. | When needed, the principal/administrator supports me in managing disruptive behavior in the classroom. |
| I.C | 64. | The principal/administrator ensures that teachers are tracking students' expected learning gains using a variety of assessment methods. |
| IV.B | 65. | The principal/administrator supports teachers to incorporate their knowledge of the culture of their students and community into their core teaching practice. |