

TELL Colorado

*Teaching, Empowering,
Leading & Learning Initiative*

Research has demonstrated that positive teaching and learning conditions are important influences on student success and teacher retention. Colorado policymakers and education stakeholders want to gather information about these conditions from those who know them best - teachers and administrators from across the state. This survey will provide you, your school, your district, and the state with information you can use to guide school improvement conversations and planning. Your perceptions matter, so TELL us about your school.

Please know that your anonymity is guaranteed.

No one will be able to view individual responses to the questions. Reports on the results will NOT include data that could identify individuals. The responses of administrators will NOT be reported separately at the school or district level. You are being asked optional demographic information ONLY to learn whether educators with differing experiences and backgrounds look at teaching and learning conditions differently across all of Colorado.

Access Code

You have been assigned an anonymous access code to ensure that we can identify the school in which you work and that the survey is taken only once by each respondent. The code can only be used to identify a school and NOT an individual. If it makes you more comfortable, feel free to trade codes with a colleague **within your same school**.

The survey cannot be saved, and once you submit your responses, you will not be able to use your code again to access them. Do not begin the survey unless you have at least 20 minutes of uninterrupted time. Your participation in the survey is completely voluntary. After completing the first item, you may skip over any other question you do not wish to answer.

If you have any questions, problems or need any assistance, please email us at helpdesk@tellcolorado.org.

Introduction

Q1.2a How many total years have you been employed as a principal?

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

Q1.3a How many total years have you been a principal in the school in which you are currently working?

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

Q1.4 How many total years have you been a principal in the district in which you are currently working?

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

Time

Q2.4 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

	Strongly disagree	Somewhat at disagree	Neither disagree nor agree	Somewhat at agree	Strongly agree
a. Central office has streamlined procedures to minimize principals' time on non-instructional tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Principals* are provided time to collaborate with other principals and district leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Principals are provided time for networking and collaboration outside of the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Principals have sufficient time to focus on instructional leadership issues (i.e., data analysis, professional development, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Principals means a majority of principals in your school district.*

Q2.5 In an average week of teaching, how much non-instructional time do TEACHERS have available during the normal school day (not including time spent outside of the normal school day)?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

Q2.6 In an average week of teaching, how many hours do TEACHERS spend on school-related activities outside the regular school work day (before or after school, and/or on the weekend)?

- None
- Less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

Q2.7 In an average week, how many hours do YOU spend on school-related activities?

- Less than 40 hours
- 40 - 45 hours
- 46 - 50 hours
- 51 - 55 hours
- 56 - 60 hours
- 61 - 65 hours
- 66 - 70 hours
- More than 70 hours

Q2.8 In an average week, how much time do YOU devote to the following activities?

	None	Less than or equal to 3 hours	More than 3 hours but less than or equal to 5 hours	More than 5 hours but less than or equal to 10 hours	More than 10 hours
a. Instructional planning with teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Observing and coaching teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Covering classes for certified or non-certified absences on-site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Meetings with or sponsored by central office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Personnel issues*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Administrative duties**	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Meetings with parents and the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Student discipline issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Working directly with students (i.e. teaching, tutoring, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Personnel issues includes time hiring, supervising, and remediating all staff on issues not directly related to instructional planning and improvement.*

***Administrative duties include tasks related directly to the operations of your school including, but not limited to: transportation, paperwork or other documentation of compliance with district, state or federal requirements, etc.*

Facilities and Resources

Q3.2 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. My school has a sufficient number of licensed staff provided by the district to meet the educational needs of our students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My district HR department provides highly qualified applicants for open faculty positions in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My school has a sufficient number of non-licensed staff to operate efficiently and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My school is provided sufficient data and information to make informed decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My school receives instructional resources commensurate with other schools in the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My school receives instructional resources commensurate with student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Empowerment

Q5.2 Please rate how strongly you agree or disagree with the following statements about empowerment in your district.

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. Principals are actively involved in district decision making about educational issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. District leadership trusts principals to make sound professional decisions about instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. District leaders take steps to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The district involves principals in decisions that directly impact the operations of my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5.4 Please indicate how large a role YOU and/or your leadership team have in each of the following areas in your school.

	No role at all	Small role	Moderate role	Large role	The primary role
a. Selecting instructional materials and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Devising teaching techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Setting grading and student school-level assessment practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Determining the content of in-service professional development programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Implementing mentoring programs for new teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Hiring new teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Evaluating teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Removing teachers/teacher transfer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Establishing and implementing policies for student discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Establishing the school schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Establishing DISTRICT budget priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Establishing SCHOOL budget priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. School improvement planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Establishing the school mission and vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

School Leadership

Q6.3 Please rate how strongly you agree or disagree with statements about leadership in your district.

	Strongly disagree	Somewh at disagree	Neither disagree nor agree	Somewh at agree	Strongly agree
a. The district clearly defines expectations for schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The district provides constructive feedback to principals toward improving their performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. There is an atmosphere of trust and mutual respect within this district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Central office provides principals support when they need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The district has a clearly defined mission and vision for all schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The district encourages cooperation among schools toward improving student performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Development

Q7.4 In which of the following areas (if any) do TEACHERS need professional development to teach students more effectively? (Check all that apply.)

- a. Special education (students with disabilities)
- b. Differentiating instruction
- c. English Language Learners (ELL)
- d. Closing the achievement gap
- e. Your content area
- f. Methods of teaching
- g. Student assessment
- h. Classroom management techniques
- i. Reading strategies
- j. Using technology in classroom instruction
- k. Data gathering, management and use

Q7.7 In which of the following areas (if any) do YOU need additional support to lead your school more effectively? (Check all that apply.)

- a. Instructional leadership
- b. Student assessment
- c. Creating positive learning environments
- d. School improvement planning
- e. Budgeting
- f. School scheduling
- g. Staffing (hiring, etc.)
- h. Teacher evaluation
- i. Teacher remediation/coaching
- j. Data-driven decision-making
- k. Working with parents and the community

Q7.8 Principal professional development is a priority in this district.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Q7.9 Sufficient resources are available to principals to participate in professional development opportunities.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Overall

Q9.2 Which **BEST DESCRIBES** your **IMMEDIATE** professional plans? *(Select one.)*

- Continue as a principal at my current school
- Continue as a principal in this district but leave this school
- Continue as a principal in this state but leave this district
- Continue as a principal in another state
- Leave the principalship for another administrative position or teaching position
- Leave the principalship for personal reasons (e.g., health, family, etc.)
- Retire from the principalship
- Leave the principalship for another reason

Q9.4 Which **BEST DESCRIBES** your **LONG TERM** professional plans? *(Select one.)*

- Continue as a principal at my current school
- Continue as a principal in this district but leave this school
- Continue as a principal in this state but leave this district
- Continue as a principal in another state
- Leave the principalship for another administrative position or teaching position
- Leave the principalship for personal reasons (e.g., health, family, etc.)
- Retire from the principalship
- Leave the principalship for another reason

Q9.6 Which **aspect of your school leadership conditions MOST** affects your willingness to remain as principal in your school? *(Select one.)*

- Time during the work day
- Facilities and resources
- School leadership
- Empowerment
- Professional development
- Community engagement
- Student learning

Principal Mentoring

Q12.1 Have you been **formally*** assigned a mentor in the past three years?

- Yes
 No

**Formally means assigned by the superintendent or other central office staff to a mentor (another principal, administrator, etc.) to provide induction and additional support.*

Q12.2 My mentor was effective in providing support in the following areas:

	Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree
a. Instructional leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. School improvement planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Budgeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Scheduling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Staffing (hiring, firing, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teacher evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teacher remediation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Data-driven decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Working with parents and the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12.3 Please indicate whether each of the following were true for you and your mentor.

	Yes	No
a. My mentor and I work in schools at the same level.	<input type="radio"/>	<input type="radio"/>
b. My mentor and I work in the same district.	<input type="radio"/>	<input type="radio"/>
c. My mentor and I work in schools within 50 miles of each other.	<input type="radio"/>	<input type="radio"/>

Q12.4 On average, how often did you engage in each of the following activities with your mentor?

	Never	Less than once per month	Once per month	Several times per month	Once per week	Almost daily
a. Coaching conversations with my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Being observed in my school by my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Observing my mentor's school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. School improvement planning with my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Having discussions with my mentor about leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12.5 Overall, my mentoring experience has been important in my decision to remain as principal in this school.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

Q12.6 My mentoring experience has been important in my effectiveness as a school leader.

- Strongly disagree
- Somewhat disagree
- Neither disagree nor agree
- Somewhat agree
- Strongly agree

**Thank you for time.
Please submit your responses.**