

## Reproducible 2.1: Level 2 Long-Form Leading Indicator Survey for Teachers and Staff

1: Strongly disagree      2: Disagree      3: Neither disagree nor agree  
 4: Agree      5: Strongly agree      N: N/A or don't know

<b>2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school.</b>	School leaders and teacher leaders have developed a written document articulating our schoolwide model of instruction.	1	2	3	4	5	N
	New teachers have professional development opportunities to learn about our schoolwide model of instruction.	1	2	3	4	5	N
	I can describe the major components of our schoolwide model of instruction.	1	2	3	4	5	N
	School leaders limit the number of new initiatives, prioritizing those related to our schoolwide model of instruction.	1	2	3	4	5	N
	Our school has a common language for talking about teaching and instruction.	1	2	3	4	5	N
	I use our schoolwide language of instruction in faculty and department meetings.	1	2	3	4	5	N
	I use our schoolwide language of instruction during PLC meetings.	1	2	3	4	5	N
	I use our schoolwide language of instruction in informal conversations.	1	2	3	4	5	N
<b>2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.</b>	I have written statements of my instructional growth goals.	1	2	3	4	5	N
	I keep track of my progress on my instructional growth goals.	1	2	3	4	5	N
	School leaders meet with me to discuss my instructional growth goals.	1	2	3	4	5	N
	I can describe my progress on my instructional growth goals.	1	2	3	4	5	N
	School leaders hire effective teachers.	1	2	3	4	5	N
	School leaders have a system in place to evaluate the hiring and selection process for new teachers.	1	2	3	4	5	N
	Our school has a new-teacher induction program.	1	2	3	4	5	N
	School leaders have a system in place to evaluate and revise our new-teacher induction program.	1	2	3	4	5	N
	School leaders retain effective teachers.	1	2	3	4	5	N
	School leaders can provide evaluation results, growth plans, and evidence of support for any struggling teachers.	1	2	3	4	5	N
<b>2.3 Predominant instructional practices throughout the school are known and monitored.</b>	Data from walkthroughs at our school are aggregated to show our school's predominant instructional practices.	1	2	3	4	5	N
	School leaders can describe our school's predominant instructional practices.	1	2	3	4	5	N
	I can describe our school's predominant instructional practices.	1	2	3	4	5	N
	School leaders give me forthright feedback about my instructional practices.	1	2	3	4	5	N
	School leaders can describe effective practices and problems of practice in our school.	1	2	3	4	5	N

<b>2.4 Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.</b>	School leaders use highly specific rubrics to give me accurate feedback about my pedagogical strengths and weaknesses.	1	2	3	4	5	N
	School leaders use multiple sources of information to give me feedback and evaluate me, including direct observation, teacher self-reports, video analysis, student reports, and peer feedback from other teachers.	1	2	3	4	5	N
	School leaders regularly talk to me about the evaluation data they have collected for me.	1	2	3	4	5	N
	School leaders observe me frequently.	1	2	3	4	5	N
	School leaders give me feedback frequently.	1	2	3	4	5	N
	I can explain which of my instructional strategies have the strongest and weakest relationships to student achievement.	1	2	3	4	5	N
<b>2.5 Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.</b>	Online professional development courses and resources that are relevant to my instructional growth goals are available to me.	1	2	3	4	5	N
	Teacher-led professional development that is relevant to my instructional growth goals is available to me.	1	2	3	4	5	N
	Instructional coaching relevant to my instructional growth goals is available to me.	1	2	3	4	5	N
	School leaders collect data about how effective professional development is in improving teacher practices.	1	2	3	4	5	N
	I can describe how the available professional development supports achievement of my instructional growth goals.	1	2	3	4	5	N
<b>2.6 Teachers have opportunities to observe and discuss effective teaching.</b>	I have opportunities to engage in instructional rounds.	1	2	3	4	5	N
	I have opportunities to view and discuss video examples of effective teaching.	1	2	3	4	5	N
	I have regular times to meet with other teachers to discuss effective instructional practices (for example, lesson study).	1	2	3	4	5	N
	I have opportunities to observe and discuss effective teaching via technology (for example, virtual coaching or online discussions).	1	2	3	4	5	N
	We regularly discuss instructional practices at faculty and department meetings.	1	2	3	4	5	N
	We regularly view and discuss video examples of effective teaching at faculty and department meetings.	1	2	3	4	5	N
	School leaders have information available about teachers' participation in opportunities to observe and discuss effective teaching.	1	2	3	4	5	N
	School leaders have information available about teachers' participation in virtual discussions on effective teaching.	1	2	3	4	5	N