

Reproducible 2.2: Level 2 Long-Form Leading Indicator Survey for Administrators

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

2.1 The school leader communicates a clear vision as to how instruction should be addressed in the school.	Teacher leaders and I 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
	I 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
2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.	Teachers have written statements of their instructional growth goals.	1	2	3	4	5	N
	Teachers keep track of their progress on their instructional growth goals.	1	2	3	4	5	N
	I meet with teachers to discuss their instructional growth goals.	1	2	3	4	5	N
	Teachers can describe their progress on their instructional growth goals.	1	2	3	4	5	N
	I hire effective teachers.	1	2	3	4	5	N
	There is 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
	There is a system in place to evaluate and revise our new-teacher induction program.	1	2	3	4	5	N
	I retain effective teachers.	1	2	3	4	5	N
	I can provide evaluation results, growth plans, and evidence of support for any struggling teachers.	1	2	3	4	5	N
2.3 Predominant instructional practices throughout the school are known and monitored.	Data from walkthroughs at our school are aggregated to show 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
	Teachers can describe our school's predominant instructional practices.	1	2	3	4	5	N
	I give teachers forthright feedback about their instructional practices.	1	2	3	4	5	N
	I can describe effective practices and problems of practice in our school.	1	2	3	4	5	N

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