

Reproducible 2.4: Level 2 Long-Form Leading Indicator Survey for Parents

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.	My child's school has a schoolwide model of instruction.	1	2	3	4	5	N
	Teachers and leaders at my child's school can describe and explain the schoolwide model of instruction.	1	2	3	4	5	N
	New teachers receive training in the schoolwide model of instruction at my child's school.	1	2	3	4	5	N
	The leaders of my child's school limit the number of new initiatives at the school, prioritizing those related to the schoolwide model of instruction.	1	2	3	4	5	N
	Teachers and leaders at my child's school use a common language of instruction to talk to me about how teachers teach.	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.	The teachers at my child's school have growth goals to improve their instruction.	1	2	3	4	5	N
	The leaders of my child's school hire effective teachers.	1	2	3	4	5	N
	New teachers at my child's school complete a new-teacher induction program.	1	2	3	4	5	N
	The leaders of my child's school retain effective teachers.	1	2	3	4	5	N
	The leaders of my child's school provide support for any struggling teachers.	1	2	3	4	5	N
2.3 Predominant instructional practices throughout the school are known and monitored.	The leaders of my child's school regularly observe teachers teaching.	1	2	3	4	5	N
	The leaders of my child's school can describe the predominant instructional practices used by teachers in the school.	1	2	3	4	5	N
	The leaders of my child's school can describe effective practices and problems of practice in the 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.	The leaders of my child's school frequently observe teachers and give them feedback about the effectiveness of their instruction.	1	2	3	4	5	N
	Teachers at my child's school 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.	Teachers at my child's school have regular opportunities to receive professional development training.	1	2	3	4	5	N
	Teachers at my child's school have instructional growth goals.	1	2	3	4	5	N
	Teachers at my child's school receive coaching to help them achieve their instructional growth goals.	1	2	3	4	5	N
2.6 Teachers have opportunities to observe and discuss effective teaching.	Groups of teachers regularly observe exemplary teachers at my child's school.	1	2	3	4	5	N
	Teachers at my child's school view and discuss video examples of exemplary teaching.	1	2	3	4	5	N
	Teachers at my child's school meet together regularly to discuss effective teaching practices.	1	2	3	4	5	N