

Administrator Core

AC\_01. Please indicate the extent to which you agree or disagree with the following statements about your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I am generally satisfied with being an administrator in this school. (Select one option)	1	2	3	4
b. I feel appreciated for the job that I am doing. (Select one option)	1	2	3	4
c. Students in my school are safe from bullying. (Select one option)	1	2	3	4
d. I feel prepared to respond to any type of emergency situation that may occur at my school. (Select one option)	1	2	3	4
e. I have a sufficiently large pool of applicants to choose a qualified candidate for open positions at my school. (Select one option)	1	2	3	4

AC\_02. Please indicate the extent to which you agree or disagree with each the following statement about teacher/parent relations at your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. My teachers feel supported by the parents of their students. (Select one option)	1	2	3	4

AC\_03. Please indicate the extent to which you agree or disagree with the following statements regarding central office leadership in your district.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The director of schools/superintendent in my district communicates a clear vision for this district. (Select one option)	1	2	3	4
b. I like the way things are run in this district. (Select one option)	1	2	3	4
c. I receive adequate support from district leadership in my role as a school leader. (Select one option)	1	2	3	4

AC\_04. Including hours spent during the school day, before and after school, and on the weekends, how many hours do you spend on ALL school-related activities during a typical FULL WEEK at this school? [Answer must be between 0 and 100, inclusive] \_\_\_\_\_

AC\_05. In an AVERAGE WEEK, what percentage of your work time do you devote to each of the following activities? (Please make sure your answers sum to 100%)

- a. \_\_\_ General school management duties (e.g., scheduling, budgeting)
- b. \_\_\_ Tasks related to teacher evaluation (e.g., formal observations, post-conferences)
- c. \_\_\_ Other instructional leadership (e.g., informal classroom visits, teacher support/professional development, curriculum)

- d.  Personnel matters (e.g., hiring)
- e.  Student discipline
- f.  Other student-related meetings (e.g., IEP meetings, RTI2 meetings)
- g.  Supervisory roles (e.g., lunch/hall/bus duty, extracurricular events)
- h.  Parent and community interactions (e.g., parent conferences, meetings)
- i.  Interacting with district leaders/central office
- j.  Other

AC\_06. Please select the response that best corresponds with the amount of influence you have within each of the following areas.

	No Influence	Minor Influence	Moderate Influence	Major Influence
a. Determining the content of in-service professional development programs for teachers of this school (Select one option)	1	2	3	4
b. Hiring new full-time teachers at this school (Select one option)	1	2	3	4
c. Deciding how our school budget will be spent (Select one option)	1	2	3	4

AC\_07. Thinking about the current school year (2019-2020), how often do you engage in each of the following practices?

	Almost Never	About Once per Semester	About Once per Month	Several Times per Month	Not Applicable
a. Take steps to learn more about the cultures and backgrounds that students in my school represent	1	2	3	4	5
b. Examine my school's data for evidence that my school treats students from different groups equitably	1	2	3	4	5
c. Work with my instructional staff on teaching approaches that respond to the needs of a diverse range of students	1	2	3	4	5
d. Examine my school's disciplinary strategies to ensure they produce good outcomes for students from different backgrounds	1	2	3	4	5
e. Take steps aimed specifically at ensuring that my school communicates effectively with parents from diverse groups	1	2	3	4	5

AC\_08. In what ways did you use the results from the 2019 Tennessee Educator Survey? (Mark all that apply)

- a. I have not received results from the 2019 Tennessee Educator Survey.
- b. I received results from the 2019 Tennessee Educator Survey but have not used them for any purpose.
- c. As part of the school and/or district improvement planning

- d. When discussing areas for improvement with teachers in my school
- e. As part of my evaluation process
- f. To communicate to parents or other external stakeholders
- g. To compare results from my district/school(s) to other district(s)/school(s)
- h. To share with faculty as part of a meeting or professional development session

AC\_09. Please indicate the extent to which you agree or disagree with the following statements regarding Tennessee’s grade-level standards.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Tennessee’s grade-level standards are appropriate for the learning needs of students in my school. (Select one option)	1	2	3	4
b. My district has the resources it needs to provide training and materials well-suited to teaching the standards. (Select one option)	1	2	3	4

AC\_10. To what extent do you agree with each of the following statements regarding your role as an administrator?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I believe that my primary role as an administrator is to be an instructional leader.	1	2	3	4
b. My district leadership believes my primary role as an administrator is to be an instructional leader.	1	2	3	4

AC\_11. Please indicate the extent to which you agree or disagree with each of the following statements regarding communities of practice.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I have opportunities to share ideas with other administrators outside of my district.	1	2	3	4
b. I have received meaningful feedback from other administrators regarding a specific problem of practice.	1	2	3	4

AC\_12. Think about your hiring needs during this 2019-20 school year.

- a. \_\_\_\_ How many open teaching positions did you post/attempt to fill this year (both summer 2019 and throughout the year)?
- b. \_\_\_\_ How many unfilled teaching positions did you have at the start of the 2019-20 school year?

AC\_13. Which of the following computer-related resources does your school have? (Select all that apply)  
[Randomize]

- a. A dedicated space for computer education



- b. A computer science or robotics club
- c. A 3D printer
- d. Virtual-reality hardware
- e. Before/after/lunchtime open computer lab hours
- f. Other: \_\_\_\_\_

AC\_14. [MS & HS Only] Other than a school counselor, does your school have any FTEs (e.g., college/career coordinator) primarily dedicated to college and career advising?

- a. No
- b. Yes (please describe: \_\_\_\_\_)

AC\_15. [MS & HS Only] Does your school have any community partners/organizations to support the college and career readiness advising process for students?

- a. No
- b. Yes (please describe: \_\_\_\_\_)

AC\_16. [Question given to principals only] To improve student success, what percentage of time would you like for counselors in your school to spend doing each of the following? (Number Entry)

- a. Delivering school-wide/comprehensive counseling programming (e.g., development of personal-social skills, development of academic skills, postsecondary and career planning, development of PD/materials for teachers)
  - b. Individual student planning (e.g., developing student educational, postsecondary, and career plans; interpreting student assessment data)
  - c. Individual and group counseling to address discipline, behavior, or a response to a crisis
  - d. Student support: collaboration, consultation, referral
  - e. Manage and evaluate the quality of the school counseling program
  - f. Identify and work with students with high absenteeism rates
  - g. Data analysis to review changes in student achievement, behavior, etc.
  - h. Other non-counseling activities (e.g., testing coordination, master scheduling)
- TOTAL:SUM: (Total must Sum to 100%)

AC\_17. [MS & HS Only] Please indicate the best response for each of the following college and career readiness interventions at your school.

	Not offered at this school	Offered at this school, but has not been beneficial	Offered at this school, and has been somewhat beneficial	Offered at this school, and has been very beneficial
a. Long-term multi-year plan for students (e.g., 6-year plan developed in MS or 9 <sup>th</sup> grade that follows student)	1	2	3	4
b. Interest/aptitude inventories	1	2	3	4
c. Career/college fairs	1	2	3	4

d. College and career readiness parent nights	1	2	3	4
e. Exposure trips for students (e.g., visiting local colleges or employers)	1	2	3	4

AC\_18 to AC\_22 only go to individuals who have not answered these labor market questions on an earlier survey.

An important policy interest nationally and within Tennessee is understanding decisions administrators make regarding where they work. The following section asks you to provide feedback on your personal choices concerning your workplace. Results from this section will NOT be included in district-level reports. District leaders will never see results from these questions. We appreciate your thoughtfulness and candor.

AC\_18. Before you became a principal, did you ever have a career outside of the field of education? (Select one option)

- a. No - 0 (Skip the next four questions)
- b. Yes, in a full-time career other than education - 1 (Continue to next question)
- c. Yes, in a part-time career other than education - 2 (Continue to next question)

AC\_19. In what fields or areas did you work? (List more than one if applicable.) [Open-ended]

AC\_20. How many total years of experience do you have in a career outside education, including both part-time and full-time work?

\_\_\_\_\_ Total years

AC\_21. In this career (or careers) outside education, how many years did you spend in a management position? (If none, fill in "0".)

\_\_\_\_\_ Total years

AC\_22. In this career (or careers) outside education, did you have responsibility for any of the following? (Select all that apply.)

- a. Budgeting
- b. Managing others
- c. Hiring personnel
- d. Training or development of others
- e. Motivating others
- f. Maintaining facilities
- g. Maintaining interpersonal relationships
- h. Engaging external stakeholders

All admins take the following questions.

AC\_23. What was the zip code of your residence in the year that you graduated from high school? (If you do not know or would prefer not to answer, please note the city and state.)

AC\_24. What do you anticipate will be your role in the next academic year (i.e., in 2020-2021)? (Select one option)

- a. Still working as an administrator in this school
- b. Still working as an administrator, but at another school in this district
- c. Still working as an administrator, but at a school in another district in Tennessee
- d. Still working in a Tennessee public school, but not as an administrator
- e. Still working in Tennessee schools, but in a central or district administrative or leadership role
- f. Still working in K-12 education, but not in Tennessee public schools
- g. Working at a job outside of K-12 education
- h. Retired
- i. Other (please specify:) \_\_\_\_\_

AC\_25. (If AC\_24=b) Would you say that your move to a different school next year was...? (Select one option)

- a. Mostly my decision
- b. Mostly the decision of my district’s leadership
- c. Mostly the decision of others (please specify:) \_\_\_\_\_

AC\_26. (If AC\_24 = b or c) To what extent do you agree or disagree with each of the following statements about your move for next year?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. In the decision process, staying in my current school was an option that was open to me. (Select one option)	1	2	3	4
b. I actively sought a move from my current school. (Select one option)	1	2	3	4
c. Politics played a role in my move. (Select one option)	1	2	3	4
d. District leaders told me where I would move with little input from me. (Select one option)	1	2	3	4
e. My new school will be a better fit for my skills. (Select one option)	1	2	3	4
f. I am likely to be more effective in my new school. (Select one option)	1	2	3	4

AC\_27. (If AC\_24 = b or c) Why are you moving to a different school for next year? [Open-ended]

AC\_28. (If AC\_24 = d) Why are you leaving school administration next year? [Open-ended]

AC\_29. (If AC\_24 = f or g) Why are you leaving Tennessee schools next year? [Open-ended]

AC\_30. (If AC\_24 = f or g) What would cause you to stay in school administration? (Select up to TWO options)

- a. Better in-school administrator support (e.g., more support from my principal, adding an AP to my building)
- b. More support from district leadership
- c. A better supply of quality teachers to hire
- d. A higher salary
- e. Other: \_\_\_\_\_

AC\_31. Please indicate the extent to which you agree or disagree with each of the following statements about your work.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I think about transferring to another school. (Select one option)	1	2	3	4
b. The stress and disappointments involved in serving as an administrator in this school are not really worth it. (Select one option)	1	2	3	4
c. I plan to work in public education until I retire. (Select one option)	1	2	3	4

AC\_32. What is your best guess regarding how many more years you will serve in each of the following roles?

- a. \_\_\_\_\_ An administrator in your current school
- b. \_\_\_\_\_ An administrator in any school in your district (including your current school)
- c. \_\_\_\_\_ An administrator in any school in Tennessee (including your current school)

Admins with a pre-K grade in their building take the remainder of this core; everyone else exits to branches.

AC\_33. How confident do you feel in explaining the pre-K standards ([Tennessee Early Learning Development Standards](#)) to your staff?

- a. Not at all confident
- b. Somewhat confident
- c. Confident
- d. Very Confident

AC\_34. How frequently do you have access to professional development opportunities that have each of the following characteristics?

	Never	Rarely	Sometimes	Often	Almost Always
a. Is relevant to the challenges I face in supporting high quality pre-K in my school.	1	2	3	4	5
b. Improves my capacity to support high quality pre-K in my school.	1	2	3	4	5

AC\_35. At your school have you done any of the following activities to support the implementation of pre-K curriculum? (Select all that apply)

- a. Have teachers complete fidelity checklist available from the pre-K curriculum developer
- b. Have a coach observe teachers using the pre-K curriculum developer's checklist
- c. Have someone else (other than a coach) observe teachers using the pre-K curriculum developer's checklist
- d. Have a coach observe teachers WITHOUT using the pre-K curriculum developer's checklist
- e. Have someone else (other than a coach) observe teachers WITHOUT using the pre-K curriculum developer's checklist
- f. Have coaches focus on curriculum implementation when working with pre-K teachers
- g. Administrators/coaches/specialists/others participate in a pre-K curriculum developer training on supporting and/or monitoring fidelity

AC\_36. Do you use any non-evaluative observational data (e.g., CLASS, ECERS, ELLCO, district-made) for any of the following purposes regarding pre-K? (Select all that apply)

- a. Inform instructional coaching decisions
- b. Measuring changes in pre-K teacher practice
- c. Inform decisions about what professional development or technical assistance is needed for pre-K teachers
- d. I do not use any non-evaluative observational tools for pre-K

AC\_37. Is there someone who is responsible for analyzing or summarizing pre-K data from your school so those data can be used to support decision-making or answer research questions? (Select one option)

- a. Yes
- b. No