



## Colorado's Teacher Perception Survey

Colorado's Teacher Perception survey is comprised of questions that have been developed to measure the elements of the Principal Quality Standards that are most observable by teachers. Teachers respond to each question on a scale of *strongly disagree*, *disagree*, *agree*, or *strongly agree*.

The questions on the survey are organized by eight elements:

- Distributive Leadership
- Professional Growth
- Student Learning & Expectations
- Problem Solving, Conflict Management, and Disciplinary Leadership
- Vision & Goal Setting
- Instructional Leadership
- School Community
- School Culture & Teaching Conditions

**Distributive Leadership:** How principals share leadership, decision-making power, and accountability with teachers and staff.

*This element relates to using a collaborative approach in decision-making and policymaking that allows for the sharing of ideas, leadership roles, and a shared responsibility for implementation of policies. This also includes receiving input and ideas regarding professional development opportunities, indicating an open culture and respect for ideas of the principal, staff, and other key stakeholders.*

- My principal:
  - Is receptive to input from teachers in forming goals for our school.
  - Is receptive to professional development opportunities I seek out on my own.
  - Shares decision-making power with teachers.
  - Draws on the strengths of teachers in my school.
  - Asks teachers for input when he/she makes policies for our school.
  - Provides opportunities for teachers to take on leadership roles within my school.
  - Gives me credit when he/she uses my ideas.
  - Listens to teachers' feedback about scheduling decisions.
  - Encourages instructional collaboration among teachers.
  - Considers the input of all teachers equally.
- Teachers and staff in my school:
  - Have leadership roles in implementing our school's vision.
  - Feel a sense of responsibility for implementing our school's vision.
  - Are encouraged to take action when they see a problem.
- When making school policies and decisions, my principal:
  - Incorporates input from a variety of stakeholders.
  - Incorporates my feedback into his/her decisions.

- I understand how my input is used to guide instructional decisions in my school.
- I am encouraged to collaborate in developing a vision for our school.

**Professional Growth:** How principals connect teachers with opportunities for professional development including instructional guidance, feedback, and goal-setting.

*This element relates to enacting policies and procedures that facilitate the professional growth of teachers in schools. This can take a variety of forms, including feedback on teaching, assistance in setting learning goals for students, connecting teachers with relevant professional development opportunities based on their professional needs. These policies and procedures must also be supported with sufficient tools, resources, and systems to allow teachers the opportunity to grow professionally.*

- My principal:
  - Holds teachers accountable for improving their instructional practice.
  - Gives me the tools I need to meet rigorous goals for student achievement.
  - Adds to my professional development by encouraging meaningful engagement in professional learning communities.
  - Provides us with real opportunities to be members of professional learning communities.
  - Connects me with professional development opportunities to help me improve my practice.
  - Has a good understanding of my instructional strengths.
  - Provides coaching and feedback to help me improve my instruction.
  - Visits my classroom during instructional time throughout the school year.
  - Is interested in innovation and new ideas.
- My principal helps me:
  - Understand how to adapt my instruction to meet the needs of all students.
  - Set my own goals for student growth.
  - Grow as a teaching professional.
  - Set rigorous but achievable goals for each of my students.
  - Understand how to change my teaching practice to increase student achievement.
- I understand how to use the instructional feedback that my principal gives me.
- I understand how my principal wants me to change my professional practice to increase student achievement.
- Teachers are protected from duties that interfere with their roles as educators.

**Student Learning & Expectations:** How principals create a culture of high expectations for all students.

*This element relates to cultivating student learning in school, including monitoring student progress and setting high expectations for all students. Student learning relates both to how principals consider student perspectives in making instructional decisions for their schools, as well as supporting teachers as they set goals and expectations for their classes.*

- My principal:
  - Considers the well-being of all students.
  - Sets the expectation that all students can learn.
  - Sets the expectation that all students can graduate from high school.
  - Sets the expectation that all students can be college/career ready.
- My principal's actions demonstrate interest in student progress.

**Problem Solving, Conflict Management, and Disciplinary Leadership:** How principals handle issues within their schools, including problem solving, conflict management, and acknowledging mistakes.

*This element relates to how teachers perceive their principals' problem solving and conflict management skills, with respect to both teachers (e.g., handling conflicts between staff, acknowledging mistakes, etc.) and students (e.g., solving problems between students quickly, etc.). This element also includes perception of a principal's disciplinary leadership when handling complicated issues for students or staff.*

- My principal
  - Addresses and resolves problems quickly.
  - Works to prevent potential problems.
  - Effectively manages conflicts between students.
  - Handles individual disciplinary infractions fairly.
  - Holds students accountable for their individual learning.
  - Implements school behavior policies fairly.
  - Demonstrates good follow-through.
  - Acknowledges when school policies are not working.
  - Communicates both successes and failures in school policies.

**Vision & Goal Setting:** How principals develop a vision and communicate that vision to students, teachers, parents, and community members.

*This element relates to communication about school vision, instructional goals, and school policies (including changes to school policies). This element also relates to the use of data to inform policies, as well as plans for communication with all stakeholders, including teachers, students, parents, and the community.*

- My principal
  - Communicates a clear and coherent vision for our school.
  - Communicates instructional goals for my school to teachers.
  - Has a system in place to develop and revise our school's vision.
  - Has a plan in place that supports improved academic achievement and outcomes for all students.
  - Has a plan in place to communicate his/her vision to parents and the community.
  - Monitors, evaluates, and revises school goals as necessary.
  - Uses data to suggest changes in our school's goals.
- After making school policies and decisions, my principal:
  - Clearly communicates changes in school policies to me.
  - Makes him/herself available to clarify changes to school policies.
  - Puts systems into place to keep all parents informed.
- Our school's goals are aligned with my own instructional goals.
- I understand my principal's vision for our school.

**Instructional Leadership:** How principals use their instructional leadership expertise to assist with implementation of research-based practices, curriculum, and academic standards in classrooms.

*This element relates to principal expertise in student achievement, student growth, curriculum, academic standards, research-based instructional practices, integrating technology into classroom practice, and incorporating appropriate assessment strategies into classroom practice.*

- My principal demonstrates expertise in:

- Student achievement and student growth.
- Curriculum.
- Academic standards (including Colorado Academic Standards).
- Research-based instructional practices.
- How to integrate technology into my instruction.
- Incorporating appropriate assessment strategies into my practice.

**School Community:** How principals create a community where student and parent differences are valued.

*This element relates to how principals include diverse groups of students and families in making decisions for students and their schools. Principals are expected to involve parents and community members in decisions about their schools. With respect to individual students, principals are expected to take into account the unique set of experiences and perspectives students bring to their own education.*

- My principal:
  - Involves parents in decision-making conversations about school policies.
  - Takes the challenges and experiences of individual students into account when implementing school policies.
  - Recognizes diversity as an asset to the school.
  - Is focused on including all families in school activities.
  - Finds ways to involve parents and the community in the students' learning.
  - Ensures that all students are treated with dignity and respect.
  - Creates a welcoming environment for all parents.
  - Reaches out to diverse communities of parents.
  - Maintains clear, two-way communication with the community.
- When making school policies and decisions, my principal
  - Shows consideration for the diversity of our student body.
  - Shows consideration for the whole child.
- Students in my school accept and respect students who are different than they are.

**School Culture & Teaching Conditions:** How principals create a welcoming and accessible school environment for students, teachers, and parents.

*This element relates to creating a welcoming and safe school climate for all students, parents, and teachers. This includes creating a welcoming school environment, creating a supportive and encouraging environment for teachers to facilitate mutual respect, as well as having a generally positive presence within the school.*

- My principal:
  - Has a positive presence within the school.
  - Helps create an inclusive and welcoming school climate.
  - Is easily accessible to students and staff.
  - Handles conflicts between teachers in a professional manner.
- My principal's behavior toward staff is supportive and encouraging.
- There is an atmosphere of trust and mutual respect between teachers in my school and the principal.
- I feel comfortable raising issues and concerns that are important to me with my principal.
- My principal's most recent evaluation of my performance was conducted fairly.