

# Teacher Perspectives on Factors Influencing Effectiveness

The topic of teacher effectiveness, particularly the supports and experiences that help teachers be as successful as possible with their students, is of significant policy interest. We invite you to complete a survey to share your perspective on how these supports and experiences made you more effective at each stage of your career: preservice, novice/advanced beginner, career, and teacher leader. Your responses to this survey will help us understand which factors contribute to the effectiveness of some of our nation's most recognized educators: National Board Certified Teachers (NBCTs).

The survey should take no more than 30 minutes to complete. You may exit the survey at any time and log back in to complete the survey at a later date.

Your participation is voluntary, and you may skip questions or discontinue at any time.

## Section 1. Background

First, we have some questions about you and your teaching experience.

1. Are you **currently** working in instructional capacity in PK-12 setting?
  - Yes
  - No
2. What is your **main** position?
  - I am currently a full-time classroom teacher in grades preschool/kindergarten through 12<sup>th</sup> grade.
  - I am currently a part-time classroom teacher in grades preschool/kindergarten through 12<sup>th</sup> grade.
  - I am currently in a teacher leadership role as my full-time position, such as a curriculum developer, mentor, or instructional coach.
  - I am currently in a hybrid role, working as a part time classroom teacher in grades preschool/kindergarten through 12<sup>th</sup> grade and in a teacher leadership role part time.
  - I am currently in a specialist role, such as an academic intervention specialist working with students for my full-time position.
  - I have currently another instructional role in a PK-12 setting (specify):  
\_\_\_\_\_

3. What is your **main** position?
- I am currently in school or district administration.
  - I am currently teaching at the college level.
  - I am currently at a nonprofit education organization.
  - I am currently at a for-profit education organization.
  - I left the field of education and am working in another field.
  - I am currently retired, on sabbatical, or on extended leave.
  - Other (specify): \_\_\_\_\_
4. Excluding student teaching, what is your total number of years of teaching experience overall in a PK–12 setting? *Include the current school year, experience as a substitute teacher, or other special circumstances.*
- Less than 6 years
  - 6–10 years
  - 11–15 years
  - 16–20 years
  - More than 20 years
5. What grade level(s) have you taught during your teaching career, excluding student teaching? *Check all that apply.*
- Prekindergarten
  - K–3
  - 4–6
  - 7–8
  - 9–12
  - Postsecondary
6. How did you receive your teaching certification?
- Bachelor’s program
  - Master’s program
  - Post-baccalaureate (with BA/BS from **same** institution)
  - Post-baccalaureate (with BA/BS from **different** institution)
  - Certification associated in any way with participation in an alternative provider (Teach for America, The New Teacher Project, etc.)  
Specify: \_\_\_\_\_
  - Other (specify): \_\_\_\_\_
7. In what area(s) do you have National Board Certification? *Check all that apply.*
- Art
  - Career and Technical Education
  - English as a New Language
  - English Language Arts
  - Exceptional Needs Specialist
  - Generalist
  - Health Education

- Library Media
- Literacy: Reading-Language Arts
- Mathematics
- Music
- Physical Education
- School Counseling
- Science
- Social Studies-History
- World Languages

8. What type(s) of school(s) have you taught in during your teaching career, excluding student teaching? *Check all that apply.*

- Traditional public school
- Charter school
- Private school
- Alternative public school (for example, dropout center and special education center)
- Department of Defense activity school
- Other (specify): \_\_\_\_\_

9. In which type of school location(s) have you taught during your teaching career, excluding student teaching? *Check all that apply.*

- Urban school
- Suburban school
- Rural school
- School in a foreign country

10. What percentage of students in the school(s) where you have taught during your teaching career were approved for free or reduced-price lunch? *Check all that apply.*

- 0–25 percent
- 26–50 percent
- 51–75 percent
- 76–100 percent
- Don't know

11. How old are you?

- Under 25
- 25–30
- 31–35
- 36–40
- 41–45
- 46–50
- 51–55
- 56–60
- Over 60

## Preservice Stage

In this section, we would like to ask you questions about the supports you received during the preservice stage of your career, that is, **before you became employed as a teacher**. Specifically, we would like to know what supports were most important to your gaining the skills needed to become effective as a teacher.

12. A number of supports have been cited as helping preservice stage teachers develop their effectiveness as a teacher. Thinking back to the preservice stage of your career, please indicate whether you received the following supports.

	Yes	No	Don't Know
Theoretical coursework (that is, coursework focused on reading or researching issues directly or indirectly related to teaching)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content coursework in my certification area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pedagogy-related coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applied coursework on specific skills (such as classroom management, lesson planning, adapting instruction, data analysis)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A final clinical practicum (also referred to as field experience, residency, or student teaching) that was of high quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An assigned cooperating teacher during a final clinical practicum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fieldwork preceding a final clinical practicum/full-time classroom experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction by professors with a deep, theoretical understanding of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction by professors with recent, relevant PK–12 teaching experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Of the supports that you listed, please rank up to the top three in order of importance in developing your effectiveness as a teacher. (1 = Most important, 2 = Second most important, 3 = Third most important).

	1	2	3
Theoretical coursework (that is, coursework focused on reading or researching issues directly or indirectly related to teaching)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content coursework in my certification area	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pedagogy-related coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1	2	3
Applied coursework on specific skills (such as classroom management, lesson planning, adapting instruction, data analysis)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A final clinical practicum (also referred to as field experience, residency, or student teaching) that was of high quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
An assigned cooperating teacher during a final clinical practicum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fieldwork preceding a final clinical practicum/full-time classroom experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction by professors with a deep, theoretical understanding of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction by professors with recent, relevant PK–12 teaching experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. You indicated you had a final clinical practicum that you found to be of high quality. Please indicate whether you received the following supports or experiences as part of your final clinical practicum:

	Yes	No	Don't Know
I had opportunities to learn from multiple cooperating teachers (defined as the individuals who formally supervised your clinical work).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a cooperating teacher who was effective in promoting student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a cooperating teacher who was an effective adult mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received written feedback from observations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum lasted one full school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum included multiple placements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum was preceded by early clinical experiences before or at the start of my coursework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum included observations from my university supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum involved coteaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum involved observations conducted by clinical supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	Don't Know
My final clinical practicum involved videotaping myself and reviewing/discussing/reflecting on myself as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum involved simulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Of the supports you listed for the final clinical practicum, please rank up to the top three in order of importance in developing your effectiveness as a teacher. (1 = Most important, 2 = Second most important, 3 = Third most important).

	1	2	3
I had opportunities to learn from multiple cooperating teachers (defined as the individuals who formally supervised your clinical work).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a cooperating teacher who was effective in promoting student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a cooperating teacher who was an effective adult mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received written feedback from observations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum lasted one full school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum included multiple placements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum was preceded by early clinical experiences before or at the start of my coursework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum included observations from my university supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum involved coteaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum involved observations conducted by clinical supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum involved videotaping myself and reviewing/discussing/reflecting on myself as a teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My final clinical practicum involved simulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. You indicated that you had a cooperating teacher as part of the final clinical practicum who was effective in promoting student learning or who was an effective adult mentor. Please rate the top three most important qualifications and experiences your cooperating teacher possessed that helped you become effective at the preservice stage. (1 = Most important, 2 = Second most important, 3 = Third most important).

	1	2	3
The cooperating teacher received training for his or her role as a cooperating teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cooperating teacher taught in the same grade level as I did.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cooperating teacher taught in the same subject area as I did.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cooperating teacher taught in the same field as I did.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cooperating teacher achieved National Board Certification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cooperating teacher received an esteemed recognition, such as the Milken Educator Award or Teacher of the Year, at the same time he or she served as my cooperating teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cooperating teacher had a teacher leader role in the school, which might have included serving as a department chair, instructional coach, committee leader, or other role that helped advance teaching and learning for the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The cooperating teacher had at least five years of teaching experience at the time he or she served as my cooperating teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Did your cooperating teacher give you significant or effective support in learning how to do the following?

	Yes	No	Don't Know
Use noninstructional time for planning or preparing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflect on my instructional practice before or after the lessons in order to make adjustments over time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjust instruction "in the moment" of the instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adapt instructional techniques or lessons to my personal teaching style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Translate theory or research into practical teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Novice and Advanced Beginner Stage

Now we would like to ask you questions about your development as a teacher during the novice and advanced beginner stage of your career, that is, **in your first five years on the job**. Specifically, we would like to know what supports or experiences have been most important in helping you develop the necessary skills needed to be effective as a teacher.

18. Please indicate whether you received the following supports or experiences during your **first five years in the classroom**:

	Yes	No	Don't Know
I had a school placement that aligned with my talents, training, or certification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I attended an orientation program that sufficiently acquainted me with school policies and protocols from Day 1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I attended new teacher workshops, trainings, or seminars in my content area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I attended new teacher workshops, trainings, or seminars on specific, cross-content pedagogical issues, such as classroom management, college- and career-ready standards, understanding of state teaching standards, or working with special student populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received ongoing support from my preparation program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had common planning time with other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had access to an <b>assigned</b> mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had access to an <b>informal</b> mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a highly supportive principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I engaged in professional organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in professional conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I conducted continued coursework on a master's degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I developed my own professional growth plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in data analysis teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in a professional learning community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had formal opportunities for self-reflection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had structured activities around frameworks such as the National Board for Professional Teaching Standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a formal evaluation that included student growth or achievement outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Yes	No	Don't Know
I had a formal evaluation that included observations of professional practice and/or artifact review.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. Of the supports or experiences you listed, please rank up to the top three in order of importance in developing your effectiveness as a teacher (1 = Most important, 2 = Second most important, 3 = Third most important).

	1	2	3
I had a school placement that aligned with my talents, training, or certification.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I attended an orientation program that sufficiently acquainted me with school policies and protocols from Day 1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I attended new teacher workshops, trainings, or seminars in my content area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I attended new teacher workshops, trainings, or seminars on specific, cross-content pedagogical issues, such as classroom management, college- and career-ready standards, understanding of state teaching standards, or working with special student populations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I received ongoing support from my preparation program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had common planning time with other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had access to an <b>assigned</b> mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had access to an <b>informal</b> mentor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a highly supportive principal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I engaged in professional organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in professional conferences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I conducted continued coursework on a master's degree.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I developed my own professional growth plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in data analysis teams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I participated in a professional learning community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had formal opportunities for self-reflection.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had structured activities around frameworks such as the National Board for Professional Teaching Standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a formal evaluation that included student growth or achievement outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I had a formal evaluation that included observations of professional practice and/or artifact review.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1	2	3
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. You mentioned that you were assigned a mentor. Please indicate whether your **assigned** mentor possessed the following characteristics:

	Yes	No	Don't Know
My assigned mentor was in the same subject area or grade level as I was.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My assigned mentor modeled effective teaching practices for me in a live classroom setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My assigned mentor had sufficient time to spend with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My assigned mentor was in close physical proximity within my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My assigned mentor provided me with helpful support/advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My assigned mentor had previous mentoring experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

21. Of the assigned mentor characteristics you selected, please rank up to the top three in order of importance in developing your effectiveness as a teacher (3 = Most important, 2 = Second most important, 1 = Third most important).

	1	2	3
My assigned mentor was in the same subject area or grade level as I was.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My assigned mentor modeled effective teaching practices for me in a live classroom setting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My assigned mentor had sufficient time to spend with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My assigned mentor was in close physical proximity within my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My assigned mentor provided me with helpful support/advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My assigned mentor had previous mentoring experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. You mentioned that you had access to an informal mentor. Please indicate whether your **informal** mentor possessed the following characteristics:

	Yes	No	Don't Know
My informal mentor was in the same subject area or grade level as I was.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	Don't Know
My informal mentor modeled effective teaching practices for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My informal mentor had sufficient time to spend with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My informal mentor was in close physical proximity within my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My informal mentor provided me with helpful support or advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My informal mentor had previous mentoring experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Of the informal mentor characteristics you selected, please rank up to the top three in order of importance in developing your effectiveness as a teacher (1 = Most important, 2 = Second most important, 3 = Third most important).

	1	2	3
My informal mentor was in the same subject area or grade level as I was.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My informal mentor modeled effective teaching practices for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My informal mentor had sufficient time to spend with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My informal mentor was in close physical proximity within my school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My informal mentor provided me with helpful support or advice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My informal mentor had previous mentoring experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Career Stage

Now we would like to ask you questions about your ongoing development as a teacher after being grounded in your career, that is, **after the first five years of teaching**. Specifically, we would like to know what supports or experiences most significantly helped you continue to develop the skills needed to be effective as a teacher.

24. Considering your ongoing development **after the first five years of teaching**, please indicate whether you have received the following supports or experiences.

	Yes	No	Don't Know
I have received ongoing formal education, such as coursework from an institution of higher education, certification or licensure activities, or conducting action research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received school- or district-mandated professional development on a specific topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received professional development on a topic that <b>I chose</b> from experts working outside the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received professional development delivered by teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received actionable feedback through formal or informal observation or evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have taught on a team with a teacher leader jointly accountable for my students' outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have participated in professional learning communities/collaboration activities with other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had ongoing official or unofficial mentors to guide me through new experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a collegial, collaborative school culture and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a specific group of peers with whom to regularly collaborate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had access to supportive school leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had school leaders who have orchestrated meaningful professional learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a working environment that has encouraged emerging leadership roles for teachers beyond our classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have given formal presentations at conferences or events outside my school, district, or region.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have given formal presentations to peer groups or others within my school, district, or region.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. Of the supports or experiences that you listed, please rank up to the top three in order of importance in developing your effectiveness as a teacher (1 = Most important, 2 = Second most important, 3 = Third most important).

	1	2	3
I have received ongoing formal education, such as coursework from an institution of higher education, certification or licensure activities, or conducting action research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received school- or district-mandated professional development on a specific topic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received professional development on a topic that <b>I chose</b> from experts working outside the district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received professional development delivered by teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have received actionable feedback through formal or informal observation or evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have taught on a team with a teacher leader jointly accountable for my students' outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have participated in professional learning communities/collaboration activities with other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had ongoing official or unofficial mentors to guide me through new experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a collegial, collaborative school culture and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a specific group of peers with whom to regularly collaborate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had access to supportive school leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had school leaders who have orchestrated meaningful professional learning opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had a working environment that has encouraged emerging leadership roles for teachers beyond our classrooms.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have given formal presentations at conferences or events outside my school, district, or region.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have given formal presentations to peer groups or others within my school, district, or region.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. You indicated that ongoing formal education was important in helping you continue to develop your effectiveness as a teacher. What type of formal education have you received **after the first five years of teaching**?

	Yes	No	Don't Know
National Board Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate-level coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional state teaching certification or endorsement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Licensure renewal activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal teacher leader training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducting teaching or learning-focused action research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. Of the formal ongoing education you indicated having received, please rank up to the top three in order of importance in developing your effectiveness as a teacher. (1 = Most important, 2 = Second most important).

	1	2	3
National Board Certification	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graduate-level coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Additional state teaching certification or endorsement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Licensure renewal activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal teacher leader training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducting teaching or learning-focused action research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. You mentioned that you received **school- or district-mandated** professional development on a specific topic. Please rate the top three most important characteristics of your school- or district-mandated professional development in terms of helping you continue to develop your effectiveness as a teacher. (1 = Most important, 2 = Second most important, 3 = Third most important)

	1	2	3
The professional development is grounded in my day-to-day teaching practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The professional development involves at least two hours per week to practice the new skills and knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The professional development is sustained over a period of at least six months.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The professional development is self-selected to be specifically relevant to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1	2	3
The professional development is led by other teachers in my school or district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The professional development involves observing or being observed by peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. You also mentioned that you received professional development **that you chose** from experts working outside the district. Please rate the top three most important characteristics of that professional development in terms of helping you continue to develop your effectiveness as a teacher (1 = Most important, 2 = Second most important, 3 = Third most important).

	1	2	3
The professional development is grounded in my day-to-day teaching practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The professional development involves at least two hours per week to practice the new skills and knowledge.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The professional development is sustained over a period of at least six months.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The professional development is self-selected to be specifically relevant to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The professional development is led by other teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Teacher Leader Stage

In this final section, we would like to ask you questions about your ongoing development as a teacher since you became a teacher leader—that is, what supports and activities significantly helped you strengthen your craft as a teacher **after you became a teacher leader or assumed teacher leadership responsibilities?**

30. Considering your ongoing development as a teacher leader, please indicate whether you have had the following leadership experiences **since you became a teacher leader or assumed teacher leadership responsibilities:**

	Yes	No	Don't Know
I have or have had a role in which I maintained my classroom teaching responsibilities with added teacher leadership responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have or have had a role in which I had reduced classroom teaching responsibilities with added teacher leadership responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have or have had a role in which I reached more students than normal by using blended learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have or have had a role in which I reached more students than normal by leading a teaching team on which I was accountable for all student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have or have had formal leadership roles in which I was jointly accountable for colleagues' student outcomes, while continuing to teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have or have had informal leadership roles in improving colleagues' instructional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have organized projects or initiatives that impact student growth and learning at the school, district, or community level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have served on a school or district leadership team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been involved in conducting or analyzing research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have shared research findings with colleagues to inform professional learning or implementation of a new initiative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have become a mentor or instructional coach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have provided formal coaching or mentoring to colleagues to improve their instructional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have conducted peer review observations of colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been observed by peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have delivered professional development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Yes	No	Don't Know
I have participated in coursework or developed knowledge in advanced pedagogical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have assumed a department chairmanship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have conducted curriculum development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have conducted preclinical supervision of student teachers/teacher candidates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have taught teacher preparation at the university level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have presented at conferences or to peer groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

31. Of the experiences that you mentioned you had previously, please rank up to the top three in order of importance in developing your effectiveness as a teacher. (1 = Most important, 2 = Second most important, 3 = Third most important).

	1	2	3
I have or have had a role in which I maintained my classroom teaching responsibilities with added teacher leadership responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have or have had a role in which I had reduced classroom teaching responsibilities with added teacher leadership responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have or have had a role in which I reached more students than normal by using blended learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have or have had a role in which I reached more students than normal by leading a teaching team on which I was accountable for all student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have or have had formal leadership roles in which I was jointly accountable for colleagues' student outcomes, while continuing to teach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have or have had informal leadership roles in improving colleagues' instructional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have organized projects or initiatives that impact student growth and learning at the school, district, or community level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have served on a school or district leadership team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been involved in conducting or analyzing research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have shared research findings with colleagues to inform professional learning or implementation of a new initiative.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have become a mentor or instructional coach.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have provided formal coaching or mentoring to colleagues to improve their instructional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1	2	3
I have conducted peer review observations of colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have been observed by peers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have delivered professional development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have participated in coursework or developed knowledge in advanced pedagogical practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have assumed a department chairmanship.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have conducted curriculum development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have conducted preclinical supervision of student teachers/teacher candidates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have taught teacher preparation at the university level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have presented at conferences or to peer groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

32. You indicated that you had a formal teacher leadership role while continuing to teach. Has your formal teacher leadership role impacted your teaching practice in any of the following ways?

	Yes	No	Don't Know
My teacher leadership role required me to share with others how or why my teaching practices were effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher leadership role required me to refine my own teaching practice to be more effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher leadership role required me to identify different approaches to or styles of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher leadership role gave me the confidence to be more innovative or take more instructional risks to promote student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher leadership role gave me the confidence to share my practice with more educators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher leadership role made me engage more with research and research-based teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. Of the ways in which your formal teacher leadership role impacted your teaching practice, please rank up to the top three in order of importance in developing your effectiveness as a teacher. (1 = Most important, 2 = Second most important, 3 = Third most important)

	1	2	3
My teacher leadership role required me to share with others how or why my teaching practices were effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher leadership role required me to refine my own teaching practice to be more effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher leadership role required me to identify different approaches to or styles of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher leadership role gave me the confidence to be more innovative or take more instructional risks to promote student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher leadership role gave me the confidence to share my practice with more educators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My teacher leadership role made me engage more with research and research-based teaching practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

34. Did you receive any of the following supports as a teacher leader?

	Yes	No
Formal teacher leadership training	<input type="checkbox"/>	<input type="checkbox"/>
Supportive school leaders	<input type="checkbox"/>	<input type="checkbox"/>
Formal teacher leadership roles with additional compensation	<input type="checkbox"/>	<input type="checkbox"/>
Formal teacher leadership roles with change in job title	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated time beyond common planning to collaborate or work with other teachers on instructional practice or strategies	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated time beyond common planning to collaborate or work with other teacher leaders on supporting other staff	<input type="checkbox"/>	<input type="checkbox"/>
Formal recognition as an exemplary teacher	<input type="checkbox"/>	<input type="checkbox"/>
Mentorship by a more experienced teacher leader	<input type="checkbox"/>	<input type="checkbox"/>

34a. How much additional compensation did you receive annually for your teacher leader roles? If you have had multiple roles, please indicate the compensation you received for the role that was most significant in terms of your time or involvement.

- \$1,000 or under salary increase
- \$5,000 or under salary increase
- Over \$5,000 salary increase
- \$1,000 or under bonus or supplement
- \$5,000 or under bonus or supplement
- Over \$5,000 bonus or supplement
- Other

35. Of the supports that you received as a teacher leader, please rank up to the top three experiences in order of importance in helping you as a teacher leader. (1 = Most important, 2 = Second most important, 3 = Third most important)

	1	2	3
Formal teacher leadership training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supportive school leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal teacher leadership roles with additional compensation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal teacher leadership roles with change in job title	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated time beyond common planning to collaborate or work with other teachers on instructional practice or strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated time beyond common planning to collaborate or work with other teacher leaders on supporting other staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formal recognition as an exemplary teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentorship by a more experienced teacher leader	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. What are the **top three** greatest barriers you have experienced to being successful in your teacher leadership role?

	1	2	3
Poor school climate or unsupportive school leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of compensation for additional responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of training or preparation for additional responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of time to collaborate or work with others on instructional practice or strategies for addressing performance or outcome gaps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of support, or even jealousy, from peers regarding my leadership role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

37. What do you think is the **most important** impact that you have had on your school community as a teacher leader?

- Improved school climate
- Improved recruitment or retention of effective teachers
- Improved student learning
- Improved community engagement
- Improved efficacy of other teachers
- Improved involvement of other teachers in decision-making
- Other (specify):

38. Has your teacher leadership role positively impacted your decision to remain in a teaching position where you are responsible for teaching students directly?

- Yes
- No

39. Please list any additional experiences or supports not covered by the survey that you believe have contributed to your teaching expertise.