Adapted Staff Feedback Survey

The **Adapted Staff Feedback Survey** is designed to provide feedback for school-based administrators aligned to the six [Focus Indicators of Effective Administrative Leadership](https://www.doe.mass.edu/edeval/implementation/default.html): I-A: Curriculum, I-B: Instruction, II-A: Environment, II-B: HR Management & Development, III-A: Family and Community Engagement, and IV-D: Continuous Learning.

While using this adapted staff survey, please keep in mind:

* While this survey is *adapted* from the original [DESE Model Staff Feedback Survey](http://www.doe.mass.edu/edeval/evidence/feedback/) (which was developed and validated through a rigorous pilot with over 1,500 educators in 2013-14), it has not undergone a similar validity analysis and should not be used for summative purposes.

**Recommendations for Administering**

***Who completes the DESE Adapted Staff Survey?***

It is recommended that all staff be afforded the opportunity to take the staff survey. District and school leaders may decide to have staff members take one or multiple surveys depending on the administrative leadership structure at a school. For example, if a school has one principal and two assistant principals, staff may be invited to respond to three separate surveys (one for each administrator), one survey about the principal, or one survey about a pre-assigned administrator.

***Administering Surveys***

Staff may self-administer the survey, meaning that they may complete it where they feel most comfortable answering honestly. However, districts that participated in the DESE pilot study found that giving staff a designated time to complete the survey (i.e., before or during a faculty meeting) resulted in higher response rates. If choosing this approach, districts should allow staff about 15 minutes to complete a single survey. If administered in-person, confidentiality may still be maintained by allowing the staff to take the survey where they feel comfortable and separated from the administrator that is the subject of the survey.

* **Online Administration**: Completing these surveys online may be preferable and more efficient. Survey coordinators are welcome to input the items into a survey platform such as Google Forms or Alchemer to facilitate online administration if responses remain completely anonymous.

Name of **Administrator**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Directions: Read each statement and then choose **one** answer choice for each. The purpose of this survey is to give the administrator named above feedback about their leadership. Data will be looked at in the aggregate; your individual responses are anonymous.

|  |  | Strongly Agree | Moderately Agree | Neither Agree nor Disagree | Moderately Disagree | Strongly Disagree | Not Applicable |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | The principal/administrator reviews and provides feedback on my (or my team's) units of instruction to ensure the lessons are well-structured and interconnected. | ○ | ○ | ○ | ○ | ○ | ○ |
| 2. | My principal/administrator ensures that students in this school have regular opportunities to learn about the strengths and cultures of people from different races, ethnicities, and cultures. | ○ | ○ | ○ | ○ | ○ | ○ |
| 3. | I have access to the high-quality instructional materials I need to support all students’ learning. | ○ | ○ | ○ | ○ | ○ | ○ |
| 4. | I have the resources I need to adapt lessons and units to support student learning. | ○ | ○ | ○ | ○ | ○ | ○ |
| 5. | The principal/administrator gives me helpful feedback on how to keep students engaged in challenging lessons. | ○ | ○ | ○ | ○ | ○ | ○ |
| 6. | The principal/administrator sets a school-wide expectation that every student can access standards-aligned content, including historically marginalized students such as Black, Indigenous and students of color, English learners, and students with disabilities. | ○ | ○ | ○ | ○ | ○ | ○ |
| 7. | I have access to the instructional resources I need to support students with different learning needs.  | ○ | ○ | ○ | ○ | ○ | ○ |
| 8. | The principal/administrator ensures I understand what instructional approaches are most effective with students with different learning needs. | ○ | ○ | ○ | ○ | ○ | ○ |
| 9. | The principal/administrator provides feedback and professional learning opportunities to support anti-racist and culturally responsive teaching practices. | ○ | ○ | ○ | ○ | ○ | ○ |
| 10. | Our school has established a culture to prevent bullying and other unsafe behaviors in a developmentally appropriate way. | ○ | ○ | ○ | ○ | ○ | ○ |
| 11. | Our building has systems (e.g., entry and dismissal routines, meals, class, transitions) in place to ensure that the school runs in a safe and efficient manner. | ○ | ○ | ○ | ○ | ○ | ○ |
| 12. | The principal/administrator seeks out and incorporates the perspectives, feedback, and voices of every demographic represented in the school community into decision-making on policy and procedures adopted in this school. | ○ | ○ | ○ | ○ | ○ | ○ |
| 13. | The principal/administrator implements effective school-based programs that support students’ social and emotional well-being. | ○ | ○ | ○ | ○ | ○ | ○ |
| 14. | The principal/administrator promotes a culture that affirms and values individuals’ cultural, linguistic, racial, gender and other identity differences. | ○ | ○ | ○ | ○ | ○ | ○ |
| 15. | The principal/administrator ensures access to community resources (e.g., psychological services, youth organizations, hospitals) to support students’ social and emotional well-being. | ○ | ○ | ○ | ○ | ○ | ○ |
| 16. | The principal/administrator provides resources to support staff with their mental health and well-being. | ○ | ○ | ○ | ○ | ○ | ○ |
| 17. | Teachers are included in the hiring process for new staff. | ○ | ○ | ○ | ○ | ○ | ○ |
| 18**.** | The principal/administrator invests in the career growth of all staff. | ○ | ○ | ○ | ○ | ○ | ○ |
| 19. | New teachers in my school receive regular, job-embedded mentoring support. | ○ | ○ | ○ | ○ | ○ | ○ |
| 20. | The professional development provided at this school is aligned to our school goals. | ○ | ○ | ○ | ○ | ○ | ○ |
| 21. | I receive professional development that is job-embedded, sustained, and enables me to continuously grow. | ○ | ○ | ○ | ○ | ○ | ○ |
| 22. | The principal/administrator works with staff to create meaningful opportunities for families from all backgrounds to participate in their students' learning. | ○ | ○ | ○ | ○ | ○ | ○ |
| 23. | The principal/administrator sets clear expectations for culturally proficient communication with families that demonstrates understanding of different home languages, cultures, and values. | ○ | ○ | ○ | ○ | ○ | ○ |
| 24. | The principal helps me work effectively with families to address the academic, social and emotional, or behavioral needs of my students who need more intensive supports. | ○ | ○ | ○ | ○ | ○ | ○ |
| 25. | The principal/administrator encourages me to reflect on the effectiveness of my teaching practice. | ○ | ○ | ○ | ○ | ○ | ○ |
| 26. | The principal/administrator seeks staff feedback to inform his or her own leadership practice. | ○ | ○ | ○ | ○ | ○ | ○ |
| 27. | Our school is a learning community in which ideas and suggestions for improvement are encouraged. | ○ | ○ | ○ | ○ | ○ | ○ |
| 28. | The principal/administrator seeks out and addresses biased or inequitable policies and practices in the school. | ○ | ○ | ○ | ○ | ○ | ○ |

28

| OPTIONAL: If you have any additional feedback for your administrator, please share it here. |
| --- |
|  |

**This item key is not intended for distribution to survey participants.** The following table provides a crosswalk between survey items and the [Focus Indicators of Effective Administrative Leadership](https://www.doe.mass.edu/edeval/implementation/default.html). You may sort the table differently by selecting it and finding the Sort function in the Table Layout tab.

|  |
| --- |
| FOCUS INDICATORS |
| I-A: Curriculum and Planning I-B: Instruction II-A: Environment | II-B: Human Resource Management & Development III-A: Family & Community Engagement IV-D: Continuous Learning  |

|  |  |  |
| --- | --- | --- |
| St/Ind | # | Item |
| I.A | 1. | The principal/administrator reviews and provides feedback on my (or my team's) units of instruction to ensure the lessons are well-structured and interconnected. |
| I.A | 2. | My principal/administrator ensures that students in this school have regular opportunities to learn about the strengths and cultures of people from different races, ethnicities, and cultures. |
| I.A | 3. | I have access to the high-quality instructional materials I need to support all students’ learning. |
| I.A | 4. | I have the resources I need to adapt lessons and units to support student learning. |
| I.B | 5. | The principal/administrator gives me helpful feedback on how to keep students engaged in challenging lessons. |
| I.B | 6. | The principal/administrator sets a school-wide expectation that every student can access standards-aligned content, including historically marginalized students such as Black, Indigenous and students of color, English learners, and students with disabilities. |
| I.B | 7. | I have access to the instructional resources I need to support students with different learning needs.  |
| I.B | 8. | The principal/administrator ensures I understand what instructional approaches are most effective with students with different learning needs. |
| I.B | 9. | The principal/administrator provides feedback and professional learning opportunities to support anti-racist and culturally responsive teaching practices. |
| II.A | 10. | Our school has established a culture to prevent bullying and other unsafe behaviors in a developmentally appropriate way. |
| II.A | 11. | Our building has systems (e.g., entry and dismissal routines, meals, class, transitions) in place to ensure that the school runs in a safe and efficient manner. |
| II.A | 12. | The principal/administrator seeks out and incorporates the perspectives, feedback, and voices of every demographic represented in the school community into decision-making on policy and procedures adopted in this school. |
| II.A | 13. | The principal/administrator implements effective school-based programs that support students’ social and emotional well-being. |
| II.A | 14. | The principal/administrator promotes a culture that affirms and values individuals’ cultural, linguistic, racial, gender and other identity differences. |
| II.A | 15. | The principal/administrator ensures access to community resources (e.g., psychological services, youth organizations, hospitals) to support students’ social and emotional well-being. |
| II.A | 16. | The principal/administrator provides resources to support staff with their mental health and well-being. |
| II.B | 17. | Teachers are included in the hiring process for new staff. |
| II.B | 18**.** | The principal/administrator invests in the career growth of all staff. |
| II.B | 19. | New teachers in my school receive regular, job-embedded mentoring support. |
| II.B | 20. | The professional development provided at this school is aligned to our school goals. |
| II.B | 21. | I receive professional development that is job-embedded, sustained, and enables me to continuously grow. |
|  III.A | 22. | The principal/administrator works with staff to create meaningful opportunities for families from all backgrounds to participate in their students' learning. |
| III.A | 23. | The principal/administrator sets clear expectations for culturally proficient communication with families that demonstrates understanding of different home languages, cultures, and values. |
| III.A | 24. | The principal helps me work effectively with families to address the academic, social and emotional, or behavioral needs of my students who need more intensive supports. |
| IV.D | 25. | The principal/administrator encourages me to reflect on the effectiveness of my teaching practice. |
| IV.D | 26. | The principal/administrator seeks staff feedback to inform his or her own leadership practice. |
| IV.D | 27. | Our school is a learning community in which ideas and suggestions for improvement are encouraged. |
|  IV.D | 28. | The principal/administrator seeks out and addresses biased or inequitable policies and practices in the school. |