



WEEKS 2-3

School Leader Survey

We have provided a complete survey that you may use as-is or modify to your specific needs, situation, and interest. You may print or share electronically the editable PDF of the survey from this document with teachers, though we recommend that you create the survey digitally using an online survey tool like Survey Monkey or in Google Forms.

Details to include in the survey introduction:

- The purpose of the survey, which is not to be evaluative, but rather meant to help the district understand school leaders' needs related to ELA and math instruction.
- That the survey is anonymous so school leaders can feel comfortable responding candidly.
- The timeframe to reference for answering questions (likely March–June).
- Date by which they need to complete the survey.

Learning Recovery Survey

The Purpose of This Survey:

Section 1: Demographics

Q1: What grade(s) do you support?

- PK K Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6
 Grade 7 Grade 8 Grade 9 Grade 10 Grade 11 Grade 12

Q2: What content area(s) do you support? ELA Math

Q3: What is your role? Principal Assistant Principal Other

Section 2: Experience of Remote Learning

Q1: How satisfied were you with the quality of remote instruction (select one)?

- Very Unsatisfied Unsatisfied Somewhat Satisfied Satisfied Very Satisfied

Q2: What was it like, for you, to lead teachers through this experience?

Section 3: ELA and Math Instruction

ELA Instruction

Q1: How often did you expect teachers to deliver synchronous (live) ELA instruction (select one)?

- Never 1x Week 2x Week 3x Week 4x Week Daily

Q2: How often did you expect teachers to deliver asynchronous ELA instruction (select one)?

- Never 1x Week 2x Week 3x Week 4x Week Daily

Q3: How often did you expect ELA teachers to hold one-on-one check-ins with their students (select one)?

- Never 1x Week 2x Week 3x Week 4x Week Daily

Q4: How often did you expect ELA teachers to have check-ins with their students' parents (select one)?

- Never 1x Week 2x Week 3x Week 4x Week Daily

Q5: How often did you expect ELA teachers to assess learning (select one)?

- Never 1x Week 2x Week 3x Week 4x Week Daily

Math Instruction

Q6: How often did you expect teachers to deliver synchronous (live) math instruction (select one)?

- Never 1x Week 2x Week 3x Week 4x Week Daily

Q7: How often did you expect teachers to deliver asynchronous math instruction (select one)?

- Never 1x Week 2x Week 3x Week 4x Week Daily

Q8: How often did you expect math teachers to hold one-on-one check-ins with their students (select one)?

- Never 1x Week 2x Week 3x Week 4x Week Daily

Q9: How often did you expect math teachers to have check-ins with their students' parents (select one)?

- Never 1x Week 2x Week 3x Week 4x Week Daily

Q10: How often did you expect math teachers to assess learning (select one)?

- Never 1x Week 2x Week 3x Week 4x Week Daily

Instructional Support

Q11: How satisfied are you with the support your teachers provided struggling students (select one)?

- Very Unsatisfied Unsatisfied Somewhat Satisfied Satisfied Very Satisfied

Q12: To what extent are you satisfied with the support your teachers provided parents to help make their students' experiences more successful (select one)?

- Very Unsatisfied Unsatisfied Somewhat Satisfied Satisfied Very Satisfied

Section 4: Accessibility of Instruction

Q1: How rigorous was the academic instruction provided during remote learning (select one)?

- Very Unrigorous
 Unrigorous
 Somewhat Rigorous
 Rigorous
 Very Rigorous

	Never	Rarely	Sometimes	Often	Always
Q2: Were multiple approaches used to continuously monitor students' understanding of directions, instruction, content, and assignments?	<input type="checkbox"/>				
Q3: Were students given adequate social-emotional support?	<input type="checkbox"/>				
Q4: Were students' families continuously engaged/communicated with during remote instruction?	<input type="checkbox"/>				
Q5: Was remote instruction differentiated to reach students at all levels?	<input type="checkbox"/>				
Q6: Was consistent support provided to linguistically diverse students?	<input type="checkbox"/>				
Q7: Were all students given culturally responsive instruction?	<input type="checkbox"/>				
Q8: Were all students regularly provided with oral or written feedback on assignments?	<input type="checkbox"/>				
Q9: Was student feedback on the effectiveness of remote instruction solicited?	<input type="checkbox"/>				
Q10: Did teachers document which interventions they delivered and to which students?	<input type="checkbox"/>				

Section 5: Accessibility of Instruction

Q1: How satisfied are you with your school's/district's efforts to provide students access to materials (select one)?

- Very Unsatisfied
 Unsatisfied
 Somewhat Satisfied
 Satisfied
 Very Satisfied

Please indicate your level of agreement with each of the following statements:

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Q2: Our school/district successfully provided students with computers.	<input type="checkbox"/>				
Q3: Our school/district successfully provided students with tablets.	<input type="checkbox"/>				
Q4: Our school/district successfully provided students with internet hotspots (or other internet access).	<input type="checkbox"/>				
Q5: Our school/district successfully provided students with login information for online learning systems.	<input type="checkbox"/>				
Q6: Our school/district successfully provided students with books.	<input type="checkbox"/>				
Q7: Our school/district successfully provided students with printed work packets.	<input type="checkbox"/>				
Q8: Our school/district did not provide students with materials.	<input type="checkbox"/>				

Section 6: Educator Support

Q1: How satisfied are you with the level of support you provided teachers (select one)?

- Very Unsatisfied
 Unsatisfied
 Somewhat Satisfied
 Satisfied
 Very Satisfied

Please indicate your level of agreement with the following statements:

	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
Q2: There was a shared vision across my school/district for effective remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q3: I provided adequate support so that teachers could implement effective remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q4: I provided access to the resources necessary to advance student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q5: I helped provide clear expectations for providing feedback to students and grading work at this time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q6: I helped teachers understand how to support students in a remote learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q7: Students were positively impacted by the experience of remote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q8: If teachers delivered synchronous instruction, was it beneficial for them?	<input type="checkbox"/> Very Unbeneficial <input type="checkbox"/> Unbeneficial <input type="checkbox"/> Somewhat Beneficial <input type="checkbox"/> Beneficial <input type="checkbox"/> Very Beneficial				
Q9: If teachers delivered synchronous instruction, was it beneficial for students?	<input type="checkbox"/> Very Unbeneficial <input type="checkbox"/> Unbeneficial <input type="checkbox"/> Somewhat Beneficial <input type="checkbox"/> Beneficial <input type="checkbox"/> Very Beneficial				
Q10: What professional learning do you believe the district needs to offer school site staff to be effective in equitable remote instruction and responding to unfinished ELA and math instruction?					

Q11: What support do you need as a school leader to help teachers effectively implement equitable remote instruction and respond to unfinished ELA and math instruction?