

Section Two

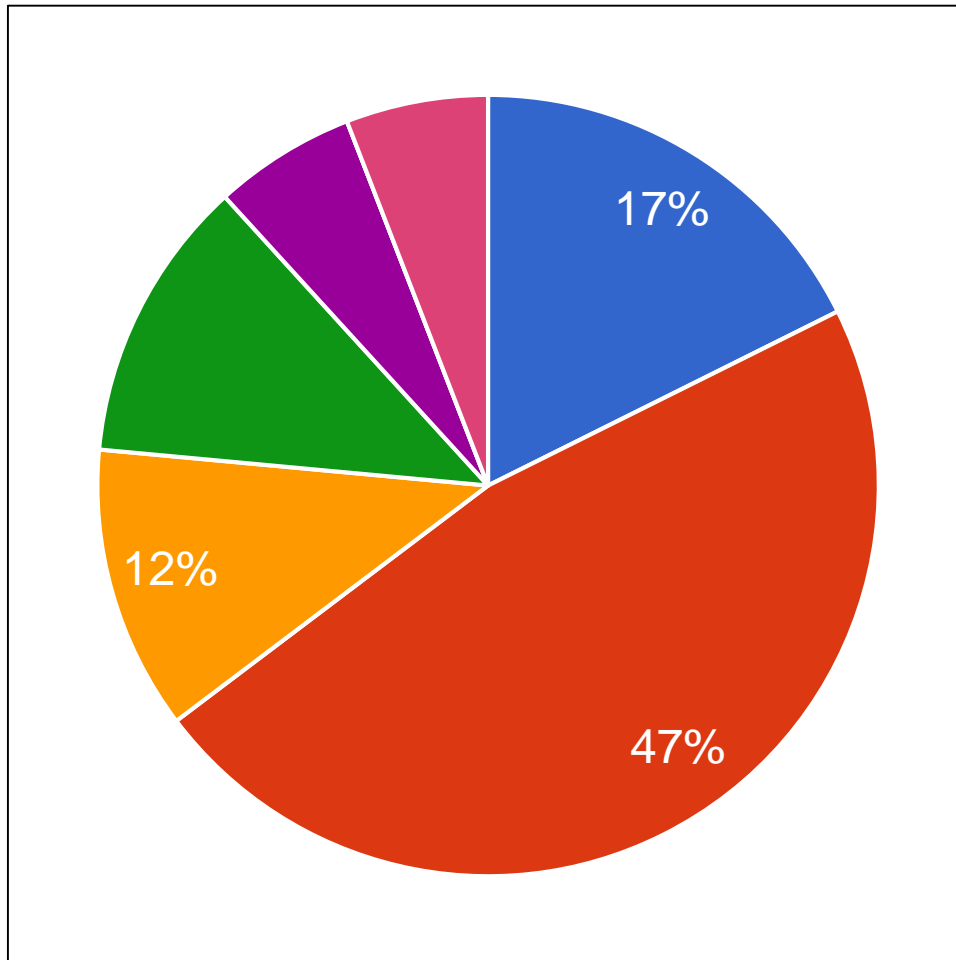
Number of Responses to the Surveys:

Administrators – 17

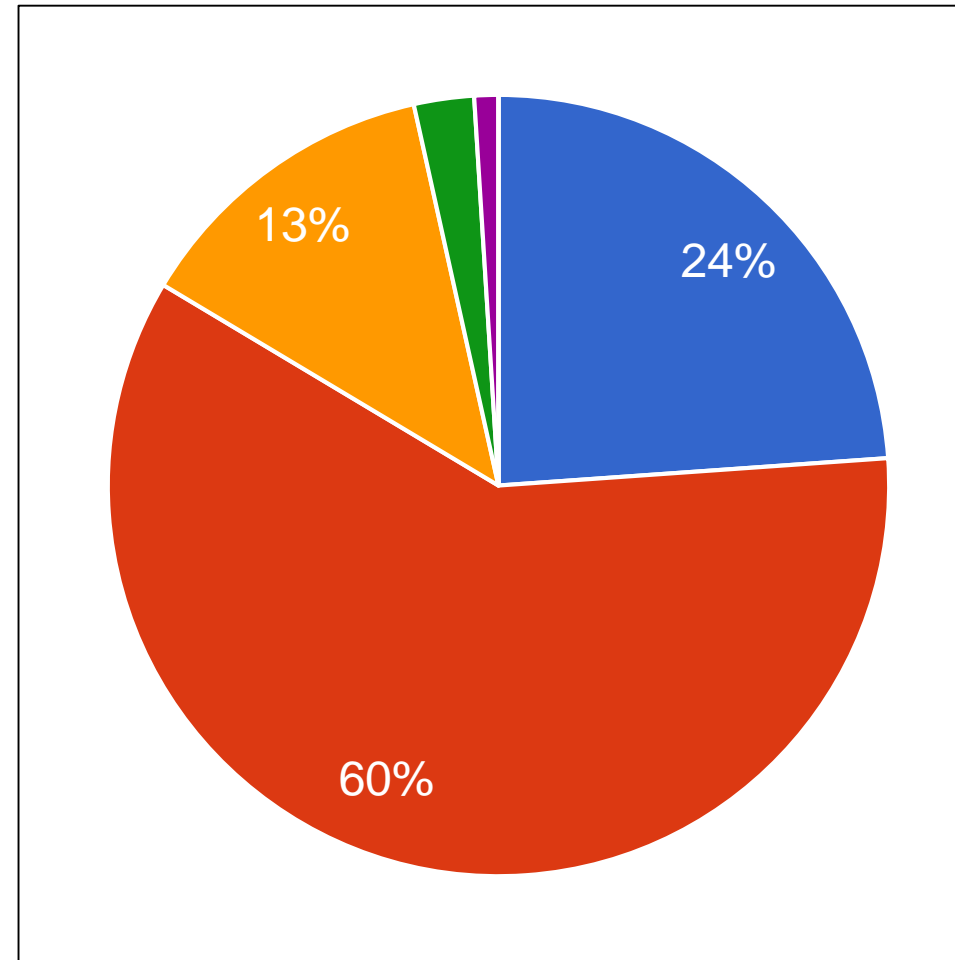
All Staff – 201

9. The school leader communicates a clear vision as to how instruction should be addressed in the school.

Administration



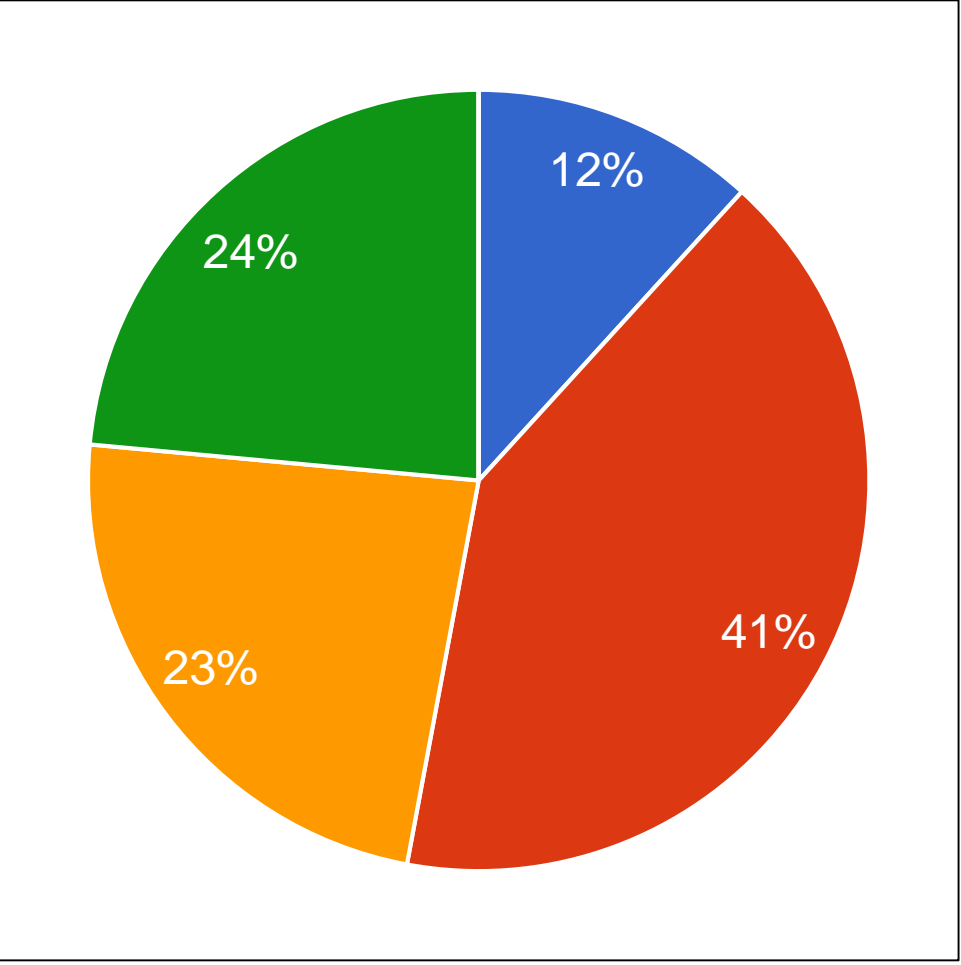
Staff (all schools)



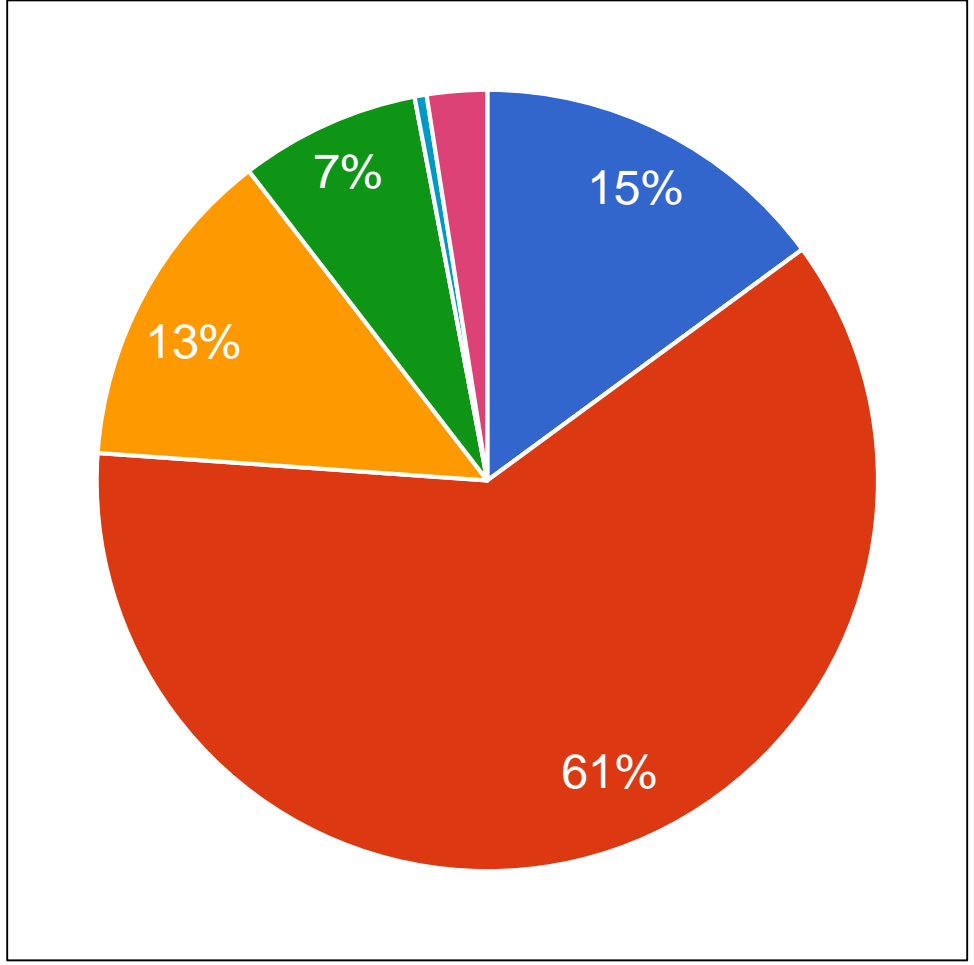
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- N/A
- Don't Know

10. Support is provided to teachers to continually enhance their pedagogical skills through reflection and professional growth plans.

Administration



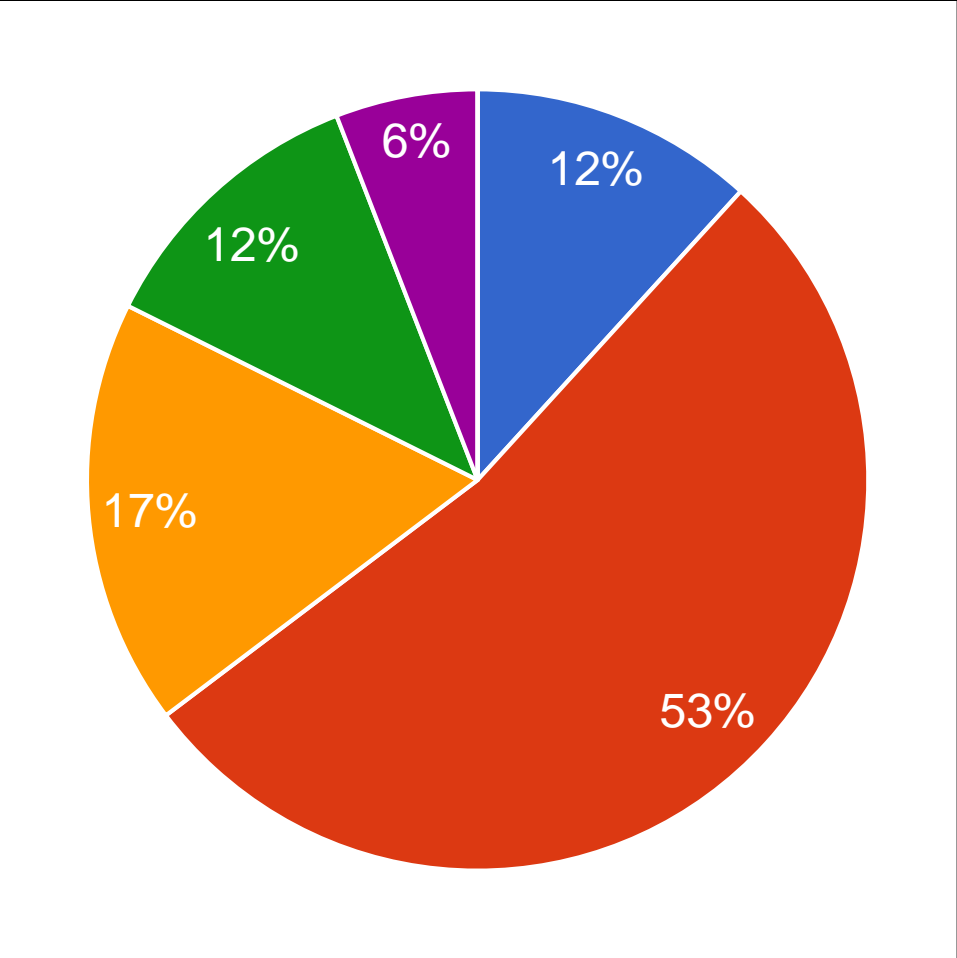
Staff (all schools)



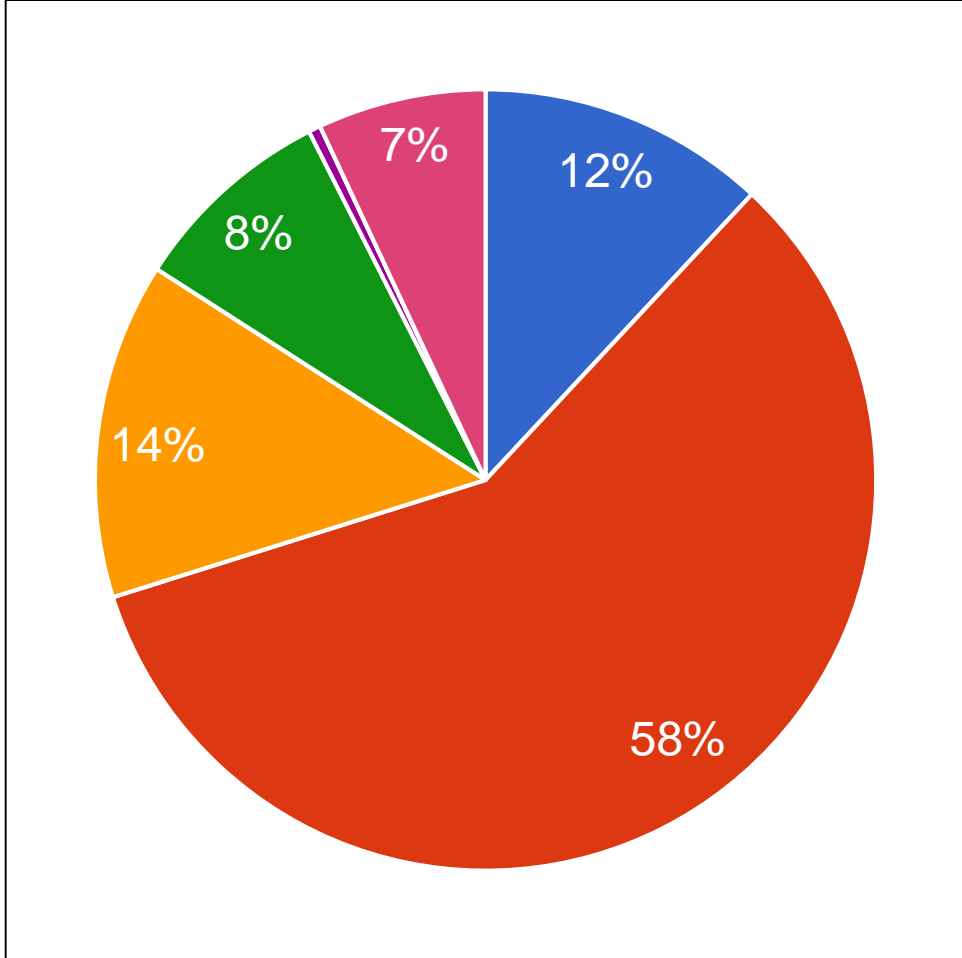
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- N/A
- Don't Know

11. Predominant instructional practices throughout the school are known and monitored.

Administration



Staff (all schools)

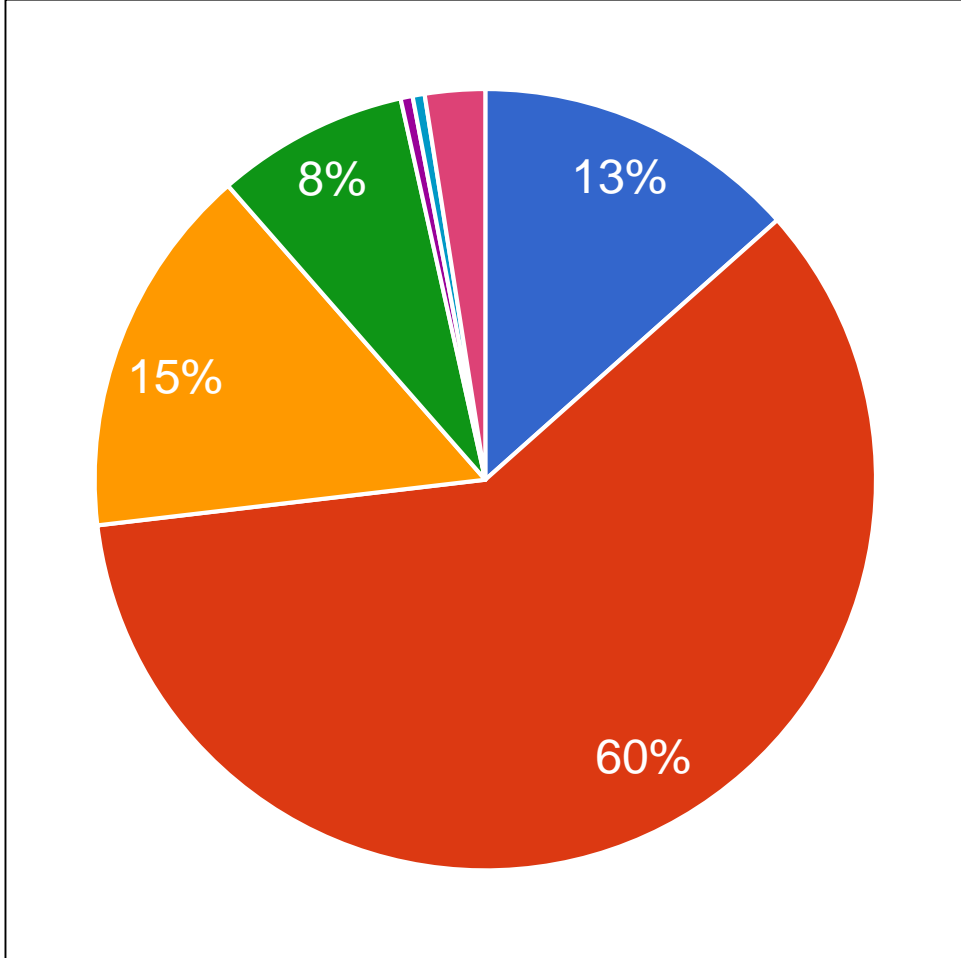
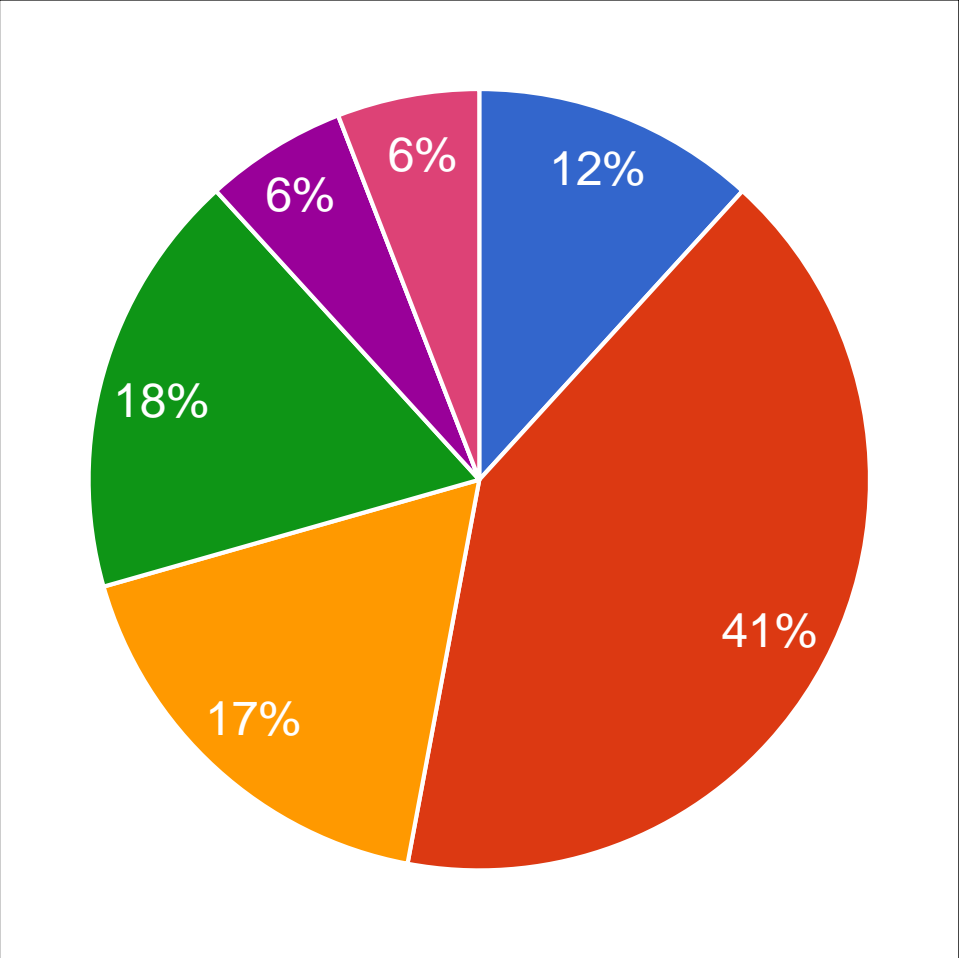


- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- N/A
- Don't Know

12. Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with students achievement data.

Administration

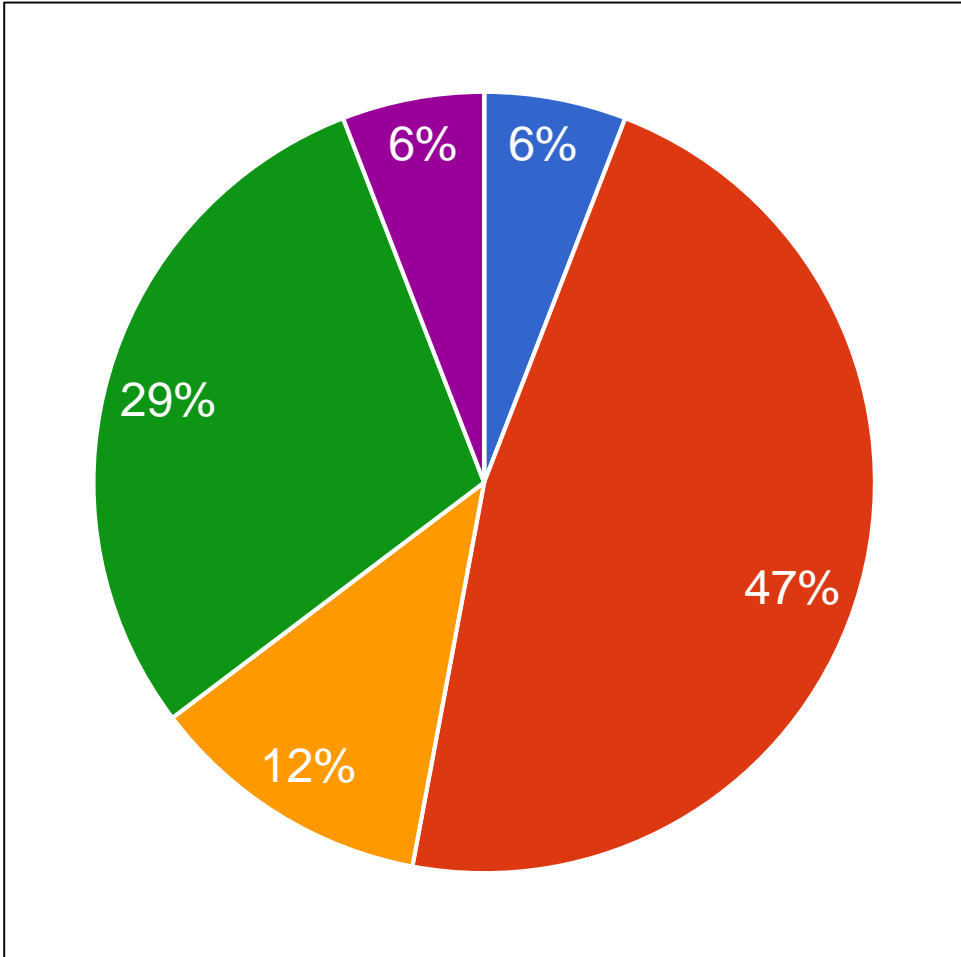
Staff (all schools)



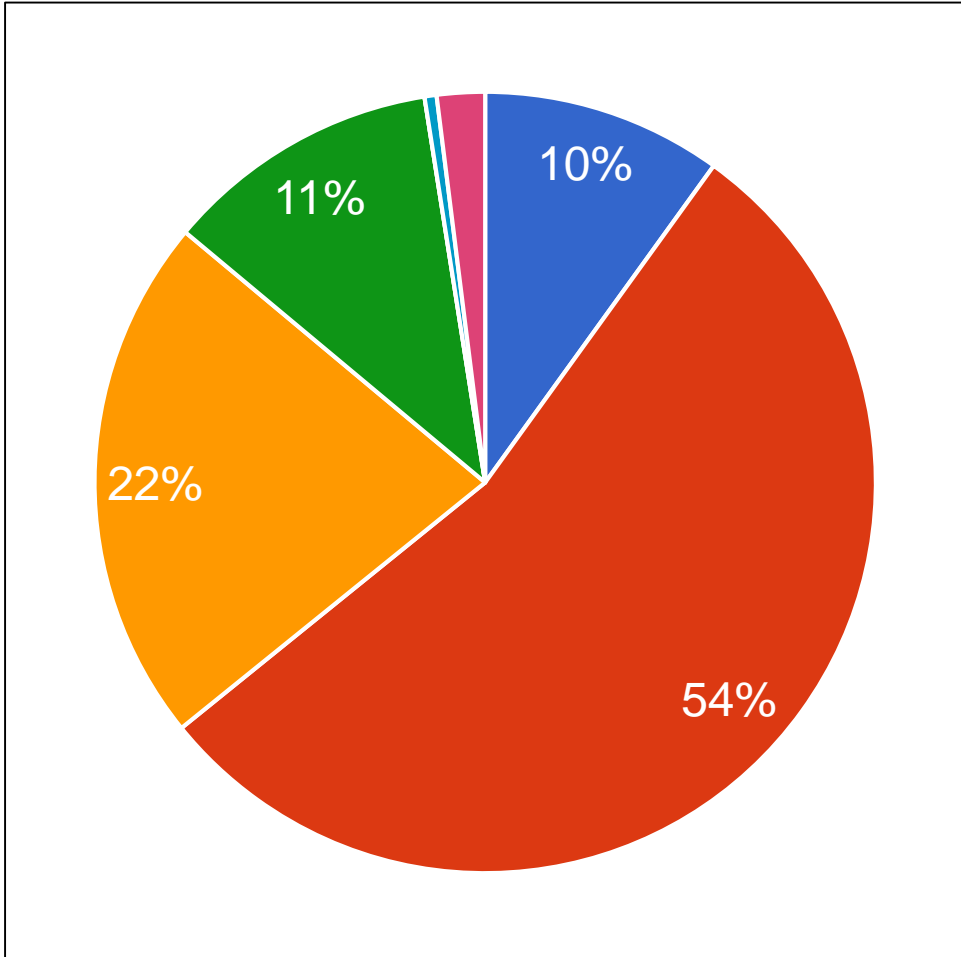
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- N/A
- Don't Know

13. Teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

Administration



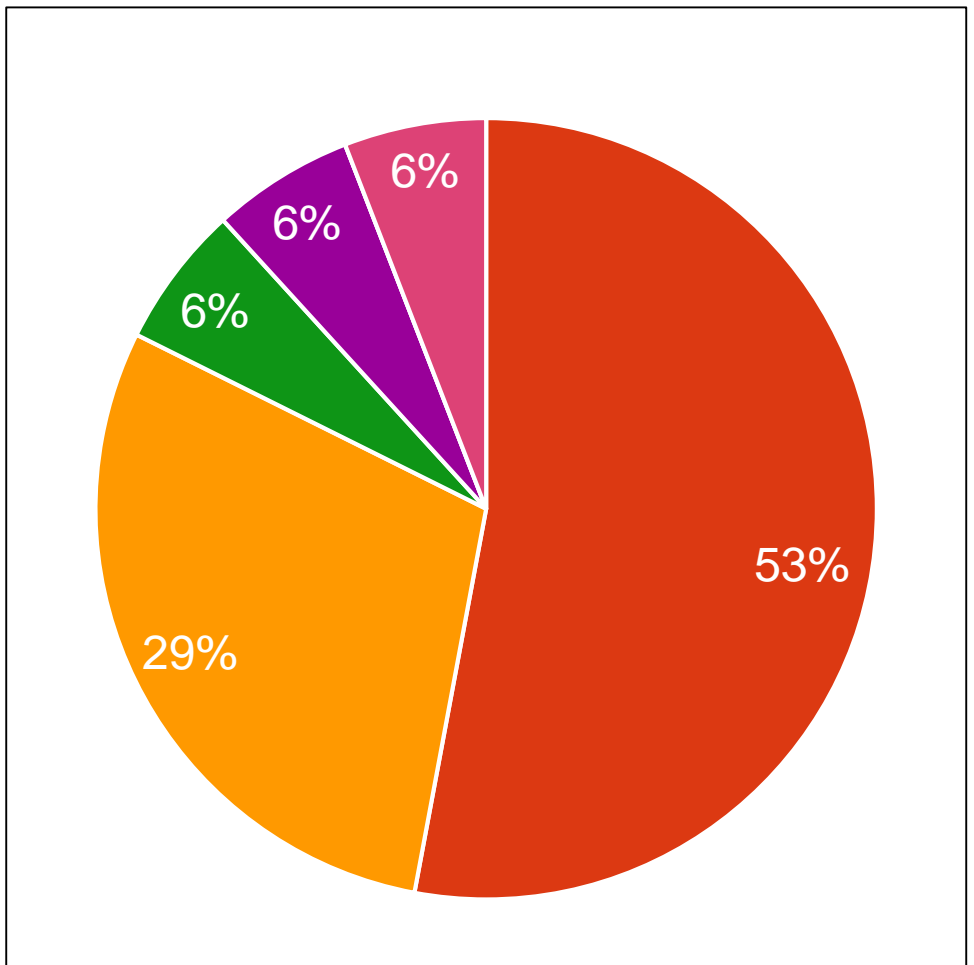
Staff (all schools)



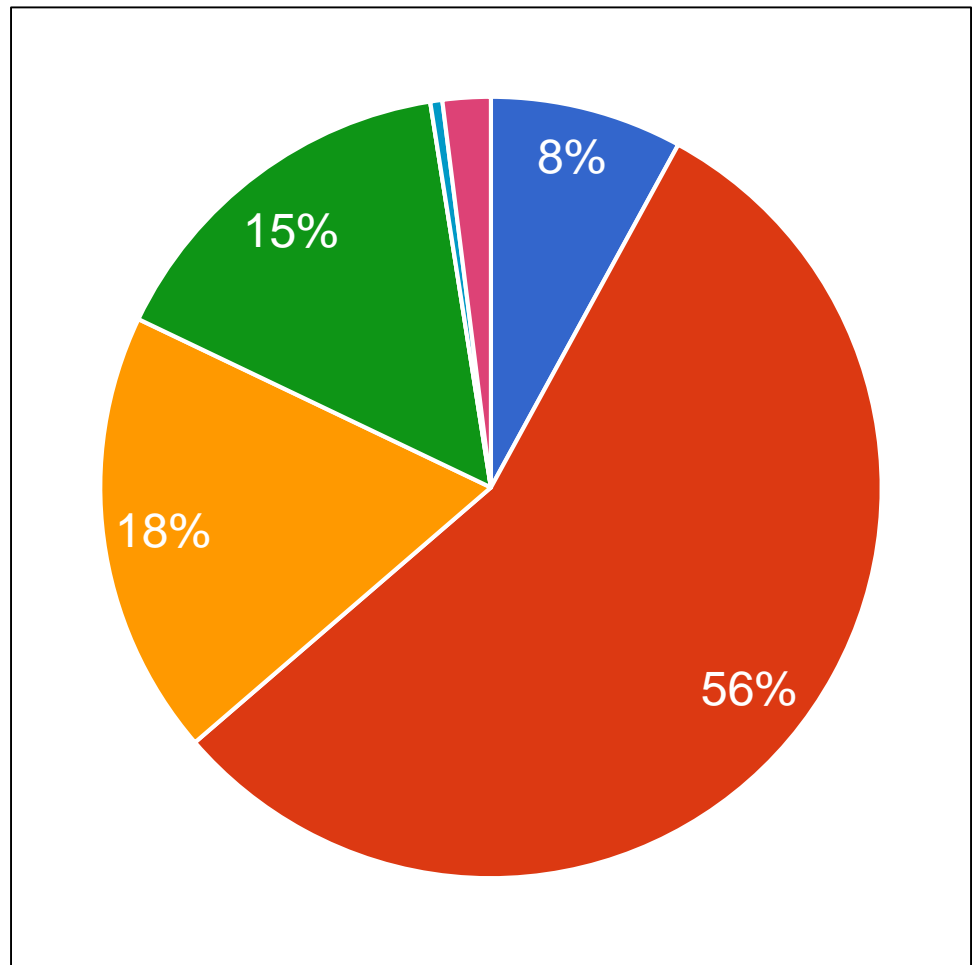
- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- N/A
- Don't Know

14. Teachers have opportunities to observe and discuss effective teaching.

Administration



Staff (all schools)



- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree
- N/A
- Don't Know