Instructional Rounds Survey for **District and Network-Level Leaders**-Revised
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This survey is designed to capture district and network-level leaders' (e.g., superintendents, central office, regional directors, regional network leaders, union leaders) reflections on beliefs, knowledge, and skills within the Instructional Rounds process being implemented in your districts and schools.

There are no correct or incorrect answers; we want to understand your views on teaching and learning and your role facilitating improvement. You may skip any questions you do not feel comfortable completing.

Individual responses will be confidential and responses will be reported in the aggregate. The identifying information (Questions 22 & 23) is only for the purpose of tracking survey responses over time.

> **Section I.** One way to understand your experiences with the Instructional Rounds process is to find out about attitudes and beliefs you had **before** and **after** participating. Please rate your attitudes and beliefs with the following statements.

	Less than 5%	5%-10%	10%-20%	20%-30%	More than 30%
1. **Before** participating in IR I spent ………. amount of my time weekly for the purpose of observing learning and teaching in classrooms.	1	2	3	4	5
After participating in IR I spend ………. amount of my time weekly for the purpose of observing learning and teaching in classrooms.	1	2	3	4	5
2. **Before** participating in IR I spent ………. amount of my time weekly in conversations about the instructional core.	1	2	3	4	5
After participating in IR I spend ………. amount of my time weekly in conversations about the instructional core.	1	2	3	4	5

	Almost never	A few times a month	A few times each week	Every day
3. **Before** participating in IR I initiated and/or guided conversations about student learning with school-level educators such as principals or coaches………	1	2	3	4
After participating in IR I initiate and/or guide conversations about student learning with school-level educators such as principals or coaches ………	1	2	3	4

	No confidence	Little confidence	Moderate level of confidence	Great deal of confidence
4. **Before** participating in IR I had ……… confidence to enter any classroom in the district to observe learning and teaching.	1	2	3	4
After participating in IR I have ………. confidence to enter any classroom in the district to observe learning and teaching.	1	2	3	4
5. **Before** participating in IR I had ………. confidence talking to principals and coaches about my classroom observations.	1	2	3	4
After participating in IR I have ………. confidence talking to principals and coaches about my classroom observations.	1	2	3	4

	Not informed	Somewhat informed	Substantially informed
6. **Before** participating in IR my knowledge of how well students were learning was ……… informed by observing student learning in classrooms on a regular basis.	1	2	3
After participating in IR my knowledge of how well students are learning is ………. informed by observing student learning in classrooms on a regular basis.	1	2	3

	No confidence	Little confidence	Moderate level of confidence	Great deal of confidence
7. **Before** participating in IR I had ……… confidence identifying next steps for improving the overall content knowledge of educators in our schools.	1	2	3	4
After participating in IR I have ………. confidence identifying next steps for improving the overall content knowledge of educators in our schools.	1	2	3	4
8. **Before** participating in IR I had ………. confidence identifying next steps for improving the instructional practices in our schools.	1	2	3	4
After participating in IR I have ………..confidence identifying next steps for improving the instructional practices in our schools.	1	2	3	4

	No capacity	Some capacity	Great deal of capacity	
9. **Before** participating in IR our district had ………. capacity to discuss and make meaning of all types of data about my school/district, flattering and unflattering.	1	2	3	
After participating in IR our district has ………. capacity to discuss and make meaning of all types of data about my school/district, flattering and unflattering.	1	2	3	

	No ability	Some ability	Moderate ability	Great deal of ability
10. **Before** participating in IR I had ………. capacity to identify next steps to improve student learning.	1	2	3	4
After participating in IR I have ………. capacity to identify next steps to improve student learning.	1	2	3	4

	No ability	Some ability	Moderate ability	Great deal of ability
11. **Before** IR I had ………. ability to identify staff development for our teachers, coaches, and administrators that is directly linked to our district-wide needs in the instructional core.	1	2	3	4
After IR I have ………. ability to identify staff development for our teachers, coaches, and administrators that is directly linked to our district-wide needs in the instructional core.	1	2	3	4

	Very uncomfortable	Uncomfortable	Comfortable	Very comfortable
12. **Before** participating in this IR network, I would have been ………. comfortable admitting to the other individuals in this network when I didn't know something and needed help.	1	2	3	4
After participating in this IR network, I am ……….comfortable admitting to the other individuals in this network when I don't know something and need help.	1	2	3	4

	No ability	Some ability	Moderate ability	Great deal of ability
13. **Before** IR I had ………. ability to direct attention beyond individual schools to also consider district-wide and/or network-wide strengths and needs.	1	2	3	4
After IR I have…………ability to direct attention beyond individual schools to also consider district-wide and/or network-wide strengths and needs.	1	2	3	4

	Never	Sometimes	Regularly	
14. **Before** participating in IR our district/network engaged ………. in district-wide/network-wide inquiry about teaching and learning.	1	2	3	
After participating in IR our district/network engages ………. in district-wide/network-wide inquiry about teaching and learning.	1	2	3	

	Strongly disagree	Disagree	Agree	Strongly agree
15. **Before** participating in IR, I learned about matters of teaching and learning from other educators across the district.	1	2	3	4
Since participating in IR, I learn about matters of teaching and learning from other educators across the district.	1	2	3	4

Section II. Please rate your current level of agreement with the following statements.

	Strongly disagree	Disagree	Agree	Strongly agree
16. Since participating in IR, I am learning what I can stop, start, and/or continue in my role, as a result of what I see in classrooms.	1	2	3	4
17. When it comes to our IR network, if I don't know something, others in the network will help me learn it, and if among us we don't know something, together we can learn it.	1	2	3	4

Section III. Open-ended questions

18. What, if anything, do you believe differently about teaching and learning since your participation in the instructional rounds process?

19. What, if anything, do you believe differently about your role since your participation in the instructional rounds process?

20. Since participating in IR has your district/network engaged in additional practices to talk about teaching and learning, such as scheduling or reorganization to allow staff to examine student work and instructional materials?

___ No   ___ Yes   ___ Not yet   Please describe
_____
_____
_____
_____

21. Please offer any other comments you'd like to make about your engagement in the instructional rounds process.
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Section IV. General Information

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22. Please identify your primary professional role. (Choose only one)
___ Superintendent/Assistant Superintendent
___ Regional Director/Assistant Regional Director
___ Curriculum Coordinator
___ Union Leader
___ Other, please describe ………

23. How many sessions facilitated by Tom Fowler-Finn have you attended? _____