



Dear Educator:

The Jordan School District appreciates your time spent on taking this survey. Your feedback is crucial to the growth of your school and the district.

You will be able to take the survey for one or more assistant principals followed by one or more licensed support staff such as the library media coordinator, social worker, counselor, speech language pathologist, instructional coach, school psychologist, etc.

Depending on how many licensed support staff for whom you take the survey, we anticipate that the survey will take about 10-15 minutes to complete.

All responses are confidential. Schools will see a summary of faculty survey responses, but they will not have access to individual responses.

To begin, please choose your school and principal from the drop down menus below.

School:

Principal:

Please identify the group that most closely resembles your position:

- Licensed Classroom Teacher
- Licensed Support Staff (counselor, media center coordinator, cluster leader, speech language pathologist, school psychologist, etc.)
- Education Support Professional
- Administrator

School: Safety

The school provides a place for me to store my belongings that is:

- Very secure.
- Secure.
- Somewhat secure.
- Not secure/No place provided.

I believe my school would be able to manage:

- Most emergency situations.
- A lot of emergency situations.
- Some emergency situations.
- Few of the emergency situations.

I feel students are safe in this school:

- All/almost all of the time.
- Most of the time.
- Some of the time.
- None/not much of the time.

If I were to express a safety concern to my principal, he/she would:

- Always/almost always address the concern right away.
- Usually address the concern right away.
- Sometimes address the concern right away.
- Never/rarely address the concern right away.

School: Respectful Environment

At my school:

- The administration always/almost always treats faculty with respect.
- The administration often treats faculty with respect.
- The administration sometimes treats faculty with respect.
- The administration rarely treats faculty with respect.

At my school:

- Faculty always/almost always treat each other with respect.
- Faculty often treat each other with respect.
- Faculty sometimes treat each other with respect.

- Faculty rarely treat each other with respect.

At my school:

- Students always/almost always treat faculty with respect.
- Students often treat faculty with respect.
- Students sometimes treat faculty with respect.
- Students rarely treat staff faculty respect.

School: Employee Efficacy

At my school, the work I do is:

- Very valuable to the success of the school.
- Valuable to the success of the school.
- Somewhat valuable to the success of the school.
- Not very valuable to the success of the school.

At my school, I feel:

- Very competent in all of the skills that my job requires.
- Very competent in most of the skills my job requires.
- Very competent in some of the skills my job requires.
- Very competent in few of the skills my job requires.

If I were asked to do a new task:

- I feel very confident I would have the resources to do well.

- I feel confident I would have the resources to do well.
- I feel somewhat confident I would have the resources to do well.
- I do not feel very confident I would have the resources to do well.

School: Collaborative Environment

When I need to collaborate with my coworkers:

- We always/almost always collaborate well together.
- We usually collaborate well together.
- We sometimes collaborate well together.
- We rarely collaborate well together.

At my school:

- We always/almost always work collaboratively to solve problems.
- We usually work collaboratively to solve problems.
- We sometimes collaborate to solve problems.
- We rarely collaborate to solve problems.

School: Professional Learning & Growth

At my school, I am:

- Always/almost always encouraged to set and achieve work-related goals.
- Often encouraged to set and achieve work-related goals.
- Sometimes encouraged to set and achieve work-related goals.
- Rarely encouraged to set and achieve work-related goals.

Professional development at my school has been:

- Very helpful to me in achieving work-related goals.
- Helpful to me in achieving work-related goals.
- Somewhat helpful to me in achieving work-related goals.
- Not very helpful to me in achieving work-related goals.

With regards to student growth & achievement, PLCs at my school:

- Always/almost always help us to achieve school-level goals.
- Often help us to achieve school-level goals.
- Sometimes help us to achieve school-level goals.
- Rarely help us to achieve school-level goals.

With regards to student growth & achievement, PLCs at my school:

- Always/almost always help us to achieve group-level goals.
- Often help us achieve group-level goals.
- Sometimes help us to achieve group-level goals.
- Rarely help us to achieve group-level goals.

With regards to student growth & achievement, PLCs at my school:

- Always/almost always help me achieve personal teaching goals.
- Often help me achieve personal teaching goals.
- Sometimes help me achieve personal teaching goals.
- Rarely help me achieve personal teaching goals.

Principal: Caring & Trust

My principal:

- Has made many efforts to develop a good working relationship with me.
- Has made some efforts to develop a good working relationship with me.
- Has made few efforts to develop a good working relationship with me.
- Has not made any effort to develop a good working relationship with me.

My principal:

- Is always/almost always approachable.
- Is often approachable.
- Is sometimes approachable.
- Is rarely approachable.

If there were a work-related issue that required my principal's help:

- I would feel very comfortable talking to him/her about it.
- I would feel comfortable talking to him/her about it.
- I would feel somewhat comfortable talking to him/her about it.
- I would feel uncomfortable talking to him/her about it.

Principal: Clear Expectations

Please complete the following statements regarding the expectations this principal sets for employees.

	Very clear expectations for employees.	Clear expectations for employees.	Somewhat clear expectations for employees.	Unclear expectations for employees.
With regards to academic rigor, my principal has provided:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With regards to communication at this school, my principal has provided:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With regards to professionalism at this school, my principal has provided:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With regards to work quality, my principal has provided:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Principal: Sets Example

Please complete the following statements regarding the example set by this principal.

	Been an exceptional example to employees.	Been a good example to employees.	Been an adequate example to employees.	Been a poor example to employees.
With regards to communication, my principal has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With regards to professionalism, my principal has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With regards to work quality, my principal has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Principal: Feedback to Employees

At my school:

- The principal regularly visits my classroom.
- The principal sometimes visits my classroom.
- The principal rarely visits my classroom.
- The principal does not visit my classroom.

At my school:

- The feedback from my principal is always/almost always specific to the job I am doing.
- The feedback from my principal is usually specific to the job I am doing.
- The feedback from my principal is sometimes specific to the job I am doing.
- The feedback from my principal is rarely specific to the job I am doing.
- I have not received feedback from my principal.

The feedback I receive from my principal is:

- Always/almost always constructive and helpful.
- Usually constructive and helpful.
- Sometimes constructive and helpful.
- Rarely constructive and helpful.
- I have not received feedback from this principal.

Comments

If you would like to add commentary relevant to one of the questions you answered about your principal, please do so here.

If you feel you have ideas as to how to improve your school, or to highlight some good things happening at the school, please write them here.

If you feel there are safety concerns to address at your school, please comment here.

Powered by Qualtrics

English ▾

You will now have an opportunity to take this part of the survey for one or more assistant principals. When you get to the question that asks if you would like to take the survey for another assistant principal, please select 'Yes' if you have another assistant principal for whom you wish to take the survey. If you wish to move on, please select 'take the survey for licensed support staff.'

To begin, please choose your school and assistant principal from the drop down menus below.

School:

Assistant Principal:

Please identify the group that most closely resembles your position:

- Licensed Classroom Teacher
- Licensed Support Staff (instructional coach, counselor, media center coordinator, cluster leader, speech language pathologist, school psychologist, etc.)
- Education Support Professional

Assistant Principal: Caring & Trust

This assistant principal:

- Has made many efforts to develop a good working relationship with me.
- Has made some efforts to develop a good working relationship with me.
- Has made few efforts to develop a good working relationship with me.
- Has not made any effort to develop a good working relationship with me.

This assistant principal:

- Is always/almost always approachable.
- Is often approachable.
- Is sometimes approachable.
- Is rarely approachable.

If there were a work-related issue that required this assistant principal's help:

- I would feel very comfortable talking to him/her about it.
- I would feel comfortable talking to him/her about it.
- I would feel somewhat comfortable talking to him/her about it.
- I would feel uncomfortable talking to him/her about it.

Assistant Principal: Clear Expectations

Please complete the following statements regarding the expectations this assistant principal sets for employees.

	Very clear expectations for employees.	Clear expectations for employees.	Somewhat clear expectations for employees.	Unclear expectations for employees.
With regards to academic rigor, this assistant principal has provided:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With regards to communication at this school, this assistant principal has provided:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With regards to professionalism at this school, this assistant principal has provided:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With regards to work quality, this assistant principal has provided:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assistant Principal: Sets Example

Please complete the following statements regarding the example set by this assistant principal.

	Been an exceptional example to employees.	Been a good example to employees.	Been an adequate example to employees.	Been a poor example to employees.
With regards to communication, this assistant principal has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Been an exceptional example to employees.	Been a good example to employees.	Been an adequate example to employees.	Been a poor example to employees.
With regards to professionalism, this assistant principal has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With regards to work quality, this assistant principal has:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assistant Principal: Feedback to Employees

At my school:

- This assistant principal regularly visits my classroom.
- This assistant principal sometimes visits my classroom.
- This assistant principal rarely visits my classroom.
- This assistant principal does not visit my classroom.

At my school:

- The feedback from this assistant principal is always specific to the job I am doing.
- The feedback from this assistant principal is usually specific to the job I am doing.
- The feedback from this assistant principal is sometimes specific to the job I am doing.
- The feedback from this assistant principal is rarely specific to the job I am doing.
- I have not received feedback from this assistant principal.

The feedback I receive from this assistant principal is:

- Always/almost always constructive and helpful.
- Usually constructive and helpful.
- Sometimes constructive and helpful.
- Rarely constructive and helpful.
- I have not received feedback from this principal.

Comments

If you would like to add commentary relevant to one of the questions you answered about this assistant principal, please do so here.

-
-

For the support staff survey, you will be able to take the survey for multiple support staff. At the end of the survey, you will be asked if you would like to "end the survey now" or "take the survey for another support staff member".

To begin, please select the school and then the specific support staff individual below.

School:

Support Staff:

Support Staff: Caring and Trust

Please complete the following statements:

	Always/almost all of the time.	Much of the time.	Some of the time.	Not much of the time.
This person is competent in their position:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Always/almost all of the time.	Much of the time.	Some of the time.	Not much of the time.
This person is professional in demeanor and dress:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person has students' best interests in mind:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person is quick to respond to my emails or phone calls:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I trust this person to help me:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>