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# Teacher Leadership Program Readiness Surveys

Toolkit / **Guide**

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# Executive Summary

Federal initiatives, such as the Teacher Incentive Fund (TIF), encourage school districts to develop teacher leadership (TL) roles and use funds to provide incentives for teachers to fill them. Before starting a teacher leader program, school districts should assess whether their current conditions are favorable to implementing teacher leader roles. The TL readiness surveys that this document describes provide a tool for school districts to examine whether the conditions that research and practice suggest are supportive of successful TL are in place.

Using the surveys, school districts can begin their own investigation of school and district conditions that support or inhibit TL programs. The surveys include a teacher, principal, and district administrator survey to assess schools' and districts' conditions that will support TL. The surveys assess teachers' and administrators' perceptions of school culture, work appropriate for teacher leaders (referred to as TL work), work that schools could benefit from teacher leaders performing (referred to as TL demand), and the extent that willing and qualified teachers are available to perform specific duties (referred to as TL supply). The district-level administrator survey also assesses the districts' fiscal conditions and potential state or local policies and regulations that may interfere with implementation of a TL program.

School districts that administer the surveys will have data to inform the development and implementation of a role-based TL program. Administering the surveys can provide beneficial information to school districts, including:

- Whether school cultures are generally conducive to a TL program;
- Whether teachers and administrators generally agree on the type of work teacher leaders should perform;
- Whether there will be a sufficient pool of qualified teacher leader candidates; and
- Whether resources are likely to exist to sustain the leader roles.

This document provides an overview of the surveys, including some guidelines for customizing them, administering them, and examining their findings.

The teacher and principal surveys take 10–15 minutes to complete, and the district administrator survey takes approximately 10 minutes to complete.

# Introduction

Recent federal initiatives have encouraged school districts to develop formal TL roles as part of their human capital management system (HCMS). While TL has the potential to improve the retention of highly effective teachers and improve overall quality of teaching, leading to improved school performance, there are several important potential barriers to getting the most out of TL roles. Literature and research (e.g., Danielson, 2006; Katzenmeyer & Moller, 2009; Murphey, 2005; Wenner & Campbell, 2016; York-Barr & Duke, 2004) suggests that TL roles are likely to be more successful when the following conditions are present:

- A professional school culture that supports TL practices;
- Consistency in perceptions among teachers and administrators about the type of work teacher leaders should be performing;
- A need for teachers to perform duties, beyond their classrooms, to improve school performance;
- A sufficient supply of qualified and trained teachers to fill leadership roles;
- Sustainable funds to pay increases in teacher salaries, cover release time, and provide additional training to teacher leaders; and
- State, local, and collective-bargaining agreement (CBA) provisions that do not restrict or inhibit elements of the TL program.

When these conditions are lacking, TL is inhibited. There are many elements of school culture that can inhibit TL, including a lack of unified vision of school mission or purpose, a lack of teacher autonomy, and a lack of teacher collegiality and collaboration. Principals not providing time, resources, or autonomy to complete duties can make it difficult for teacher leaders to perform their job duties. When principals are unsupportive, teacher leaders may not feel appreciated or recognized for their work, and other teachers may not feel supported to work with the teacher leaders. A lack of time to perform leadership duties can result in too many conflicting demands or in work overload, decreasing teacher leaders' performance. Schools resistant to change overall, to leadership by those who are not administrators, or to disturbing the traditional hierarchical structure can all interfere with the work of teacher leaders.

Developing TL roles based on an instructional improvement strategy and identifying major tasks that schools need to implement to clarify the need and demand for the TL position(s). Using teacher leaders to perform duties and tasks beyond the classroom presumes teachers and administrators believe that teacher leaders are key to improving the school by improving teacher performance competencies, curriculum content areas, or specific teacher skills.

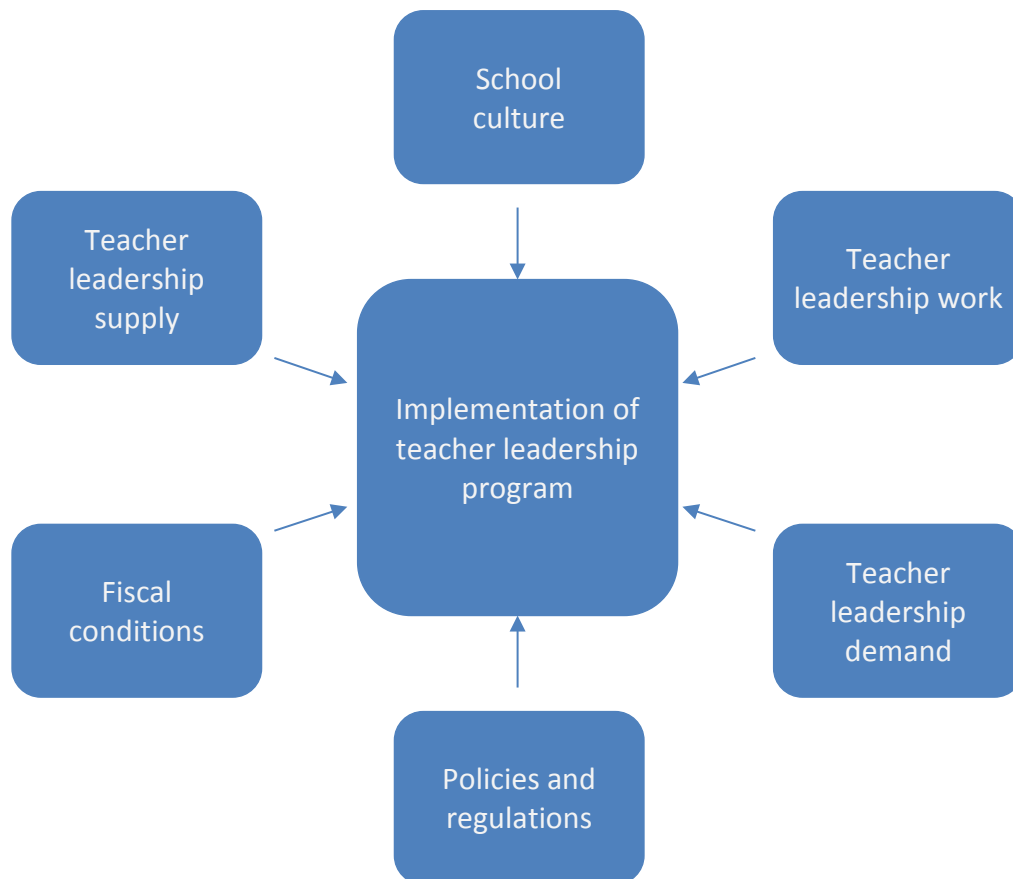
Ensuring that there is an adequate pool of candidates who are willing and qualified to fill TL roles helps ensure that those filling the roles will be credible and able to perform the TL work. If those

with leadership positions are hesitant to lead other teachers due to lack of confidence, expertise in subject matter, or lack of ability to lead adults, they will lose credibility and influence over colleagues.

School districts also need to consider whether there are sufficient funds for the additional compensation for leadership roles, adequate funds to cover leadership training for teacher leaders, and if applicable, teacher leader release time. School districts should also consider whether there are any state, local, or collective bargaining provisions that could interfere with implementation of the TL duties or roles. School districts need to address or change provisions or adjust the TL program accordingly.

The elements discussed above can vary widely between schools and districts, which could lead to uneven acceptance and implementation of TL roles and the program. The TL readiness surveys reflect the elements above that may facilitate or inhibit a TL program. Figure 1 below presents the components that influence the design and implementation of a TL program. The components (also referred to as domains) include school culture, TL work, TL demand, TL supply, fiscal conditions, and policies and regulations. The components are discussed below.

Figure 1: Components influencing design and implementation of a TL program



# 1

## Description of Components

### School Culture

The school culture component includes items that are supportive of TL practices in general and that research has demonstrated as facilitating TL. These items include elements such as a unified vision of school mission/purpose, developmental focus, autonomy, collegiality, collaboration, participation in decisionmaking, administrative support, attitudes towards recognition, and work environment.

This component also includes items that relate to the school governance structures that allow teachers to participate in organizational decisions and that allow teachers to collaborate.

Opportunities for teachers to participate in school governance can promote TL. The survey items ask about opportunities to participate in decisionmaking and time and space for collaboration.

### Teacher Leadership Work

Norms about teaching and leading are deeply embedded in school culture and may conflict with prescribed duties and roles of teacher leaders (Murphey, 2005). To assess perceptions of the norms of teachers' work and the perceived appropriate scope of TL work, the surveys assess the extent that teachers and principals think teachers should be involved in variety of job functions and duties. Based on Barth's (2001) 10 functions of TL, the surveys ask questions about the extent that teacher leaders should be involved in specific activities, such as mentoring other teachers, modeling instruction practices, and designing and conducting professional development for other staff.

### Teacher Leadership Demand

In the process of designing role-based teacher leader positions, it makes sense to take a poll of what school-related tasks and responsibilities would benefit from additional support from teacher leaders. The survey items assess the extent that there is demand for teacher leaders in various job duties and activities.

The teacher survey asks about the respondent's perception that the school performance could be improved by having a teacher leader take the lead on curriculum, instructional, and professional development functions. The principal and district-level administrator survey items ask about areas that principals could use assistance from teacher leaders, including administrative tasks; staff development activities; curriculum, instructional, mentoring, and evaluation functions.

## Teacher Leadership Supply

To implement a TL program, it is critical to have a sufficient pool of qualified teachers to fill the leadership roles. Placing unqualified teachers in leadership roles can make teacher leaders less credible and can undermine the teacher leader program. To assess the supply of teacher leaders, the surveys include items that give a sense of the number of teachers interested and qualified to fill leadership roles. The teacher survey provides information about the candidate pool by asking teachers whether they would be interested in potentially taking on a leadership role. The survey items ask about teachers' perception of interest in specific leadership duties and perceptions of their knowledge, skills, and aptitudes towards leadership positions. The leadership functions are organized around three broad domains of curriculum, instructional, and staff development activities.

Given that TL roles may disturb the existing hierarchical structure of schools, it is also important to consider individuals' comfort with leading other teachers. Discomfort with leading without the support of traditional position-based authority may inhibit carrying out the duties of the leadership position. Since taking on additional duties may involve adding to already-busy schedules, the survey also asks whether teachers think they would be able to handle the increase in workload.

The survey asks about potential incentives or motivations for taking on leadership roles, including increased compensation, additional recognition from peers/administrators, improving school conditions, and professional growth. Research suggests that, as well as additional compensation, teachers take on leadership roles in order to improve school conditions (e.g., improve curriculum) (Smylie, 1996) and to grow professionally (Murphey, 2005).

## Fiscal Conditions

The district-level administrator survey also assesses fiscal conditions. In addition to ensuring that the district/organization has funds to cover increases in compensation for teacher leaders, school districts need to assess whether there are sufficient funds to cover additional training and release time of teacher leaders. Research demonstrates that teacher leaders benefit from additional training in content, pedagogy, and leadership skills. In addition to enhancing teacher leaders' skills, this type of training also provides support networks, which teacher leaders can rely on as a means of support and additional resources (Edge & Mylopoulos, 2008).

## Policies and Regulations

State, local, and CBA provisions might restrict work conditions that the TL program may encroach. For example, state, local, or CBA provisions might specify or restrict the types of additional duties teachers can perform, extra compensation that schools can provide for additional roles or duties, the selection processes that schools can use, or the extent that teachers can evaluate other teachers. The items in the survey are meant to quickly assess whether there may be problematic state, local, or CBA provisions for the TL program once it is implemented.

# 2

## Description of the Survey

The survey has three versions, one for teachers, principals (and assistant principals), and central office administrators. Each version of the survey has multiple survey items measuring each domain area.

The teacher survey contains four domains: school culture, TL work, demand, and supply. The principal survey also contains the same four domains. The district level administrator survey contains five domains: TL work, demand, supply; fiscal conditions; and policy/regulations. Only the district-level survey contains questions about sufficient funding and potential state, local, or CBA provisions that may interfere with implementing the program. Table 1 provides a description of the domain areas and lists the corresponding survey item numbers.

**Table 1: Organization of teacher leader readiness surveys, by domain area**

Domain	Description	Items
<b>Teacher survey</b>		
School culture	Elements of work culture and structures conducive to TL	T1-T11
TL work	Decisions or functions seen as appropriate for teacher leaders	T12-T25
TL demand	Areas the school could benefit by having a teacher leader take the lead on improving	T26-T31
TL supply	Teachers' willingness and qualifications to fill leadership positions	T32-T42
<b>Principal survey</b>		
School culture	Elements of work culture and structures conducive to TL	P1-P11
TL work	Decisions or functions seen as appropriate for teacher leaders	P12-P25
TL demand	Duties and responsibilities in which the principal may need assistance from teacher leaders	P26-P31
TL supply	School supply of teachers interested and qualified to fill leadership positions	P32-P36
<b>District administrator survey</b>		
TL work	Decisions or functions seen as appropriate for teacher leaders	DA1-DA14
TL demand	Duties and responsibilities in which principals may need assistance from teacher leader	DA15-DA20
TL supply	District supply of teachers interested and qualified to fill leadership positions	DA21-DA25
Fiscal conditions	Elements that may require additional funding for a TL program	DA26-DA28
Policies and regulations	State, district, or CBA regulations or provisions that may need to be changed before starting a TL program	DA29-DA35



# 3

## Customizing the Survey

Before administering the surveys, school districts can customize portions of the survey to the local context and decide which surveys to administer. This includes potentially narrowing the list or slightly modifying items for TL work, the policy/regulations, and fiscal condition items. School districts can administer one or all three of the surveys (i.e., the teachers, principal, and district administrator versions), depending on information already collected. School districts will also need to determine whether to collect demographic information and, if so, what information to collect and how to collect it.

Depending on the proposed nature of the duties and roles in the TL program, school districts might also want to exclude some items in the TL work. Depending on the nature of the state, local, and CBA provisions (or lack of a CBA), school districts may also want to exclude the policy items.

School districts can also modify the survey items to diagnose why a TL program is not being implemented as intended. As discussed above, an unsupportive culture, an insufficient supply of teacher leaders, norms regarding teachers' work can all hamper a TL program. These are all important aspects to monitor while implementing a TL program.

The following section provides guidelines for administering the survey.

# 4

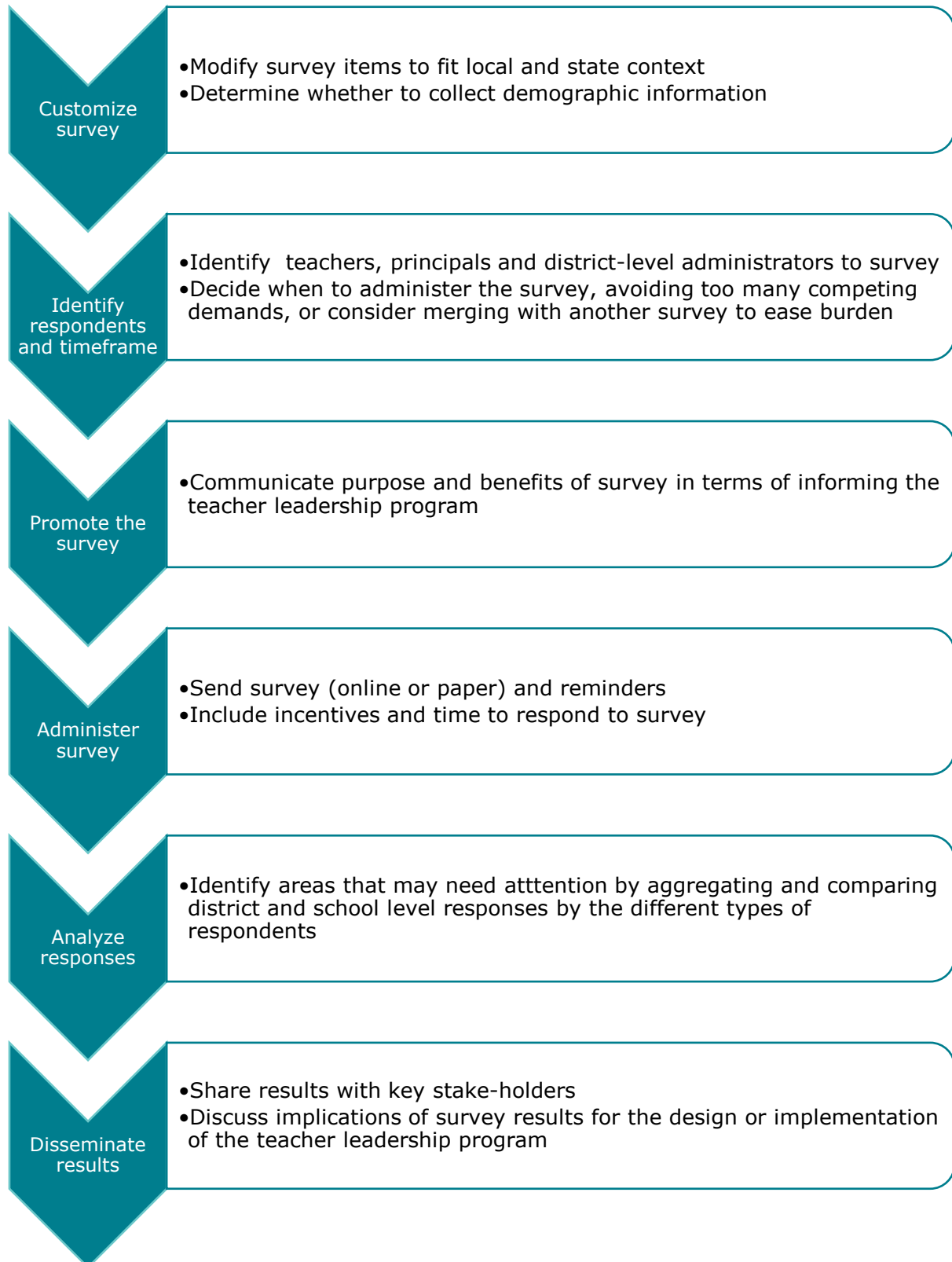
## Administering the Survey

School districts should administer the survey before they start a formal role-based TL program that involves the creation of TL positions that have additional duties beyond classroom teaching.

In general, administering the survey to as many educators as possible will yield the clearest picture throughout schools and the district. However, if it is not feasible to administer the surveys to all teachers and principals, school districts can refine the sample based on which schools may be participating in the TL program and/or using characteristics such as school level (elementary, middle, and high school) and teacher level (evaluation ratings, experience, and/or content area). School districts will also need to decide which district-level administrator is well suited to respond to the district-level administrator survey. Potential respondents include regional or cluster directors, directors of elementary and secondary instruction, district professional development director, district curriculum director, or human resource directors.

A basic flowchart for administering the survey and sharing results follows.

Figure 2: Steps for administering teacher leadership surveys



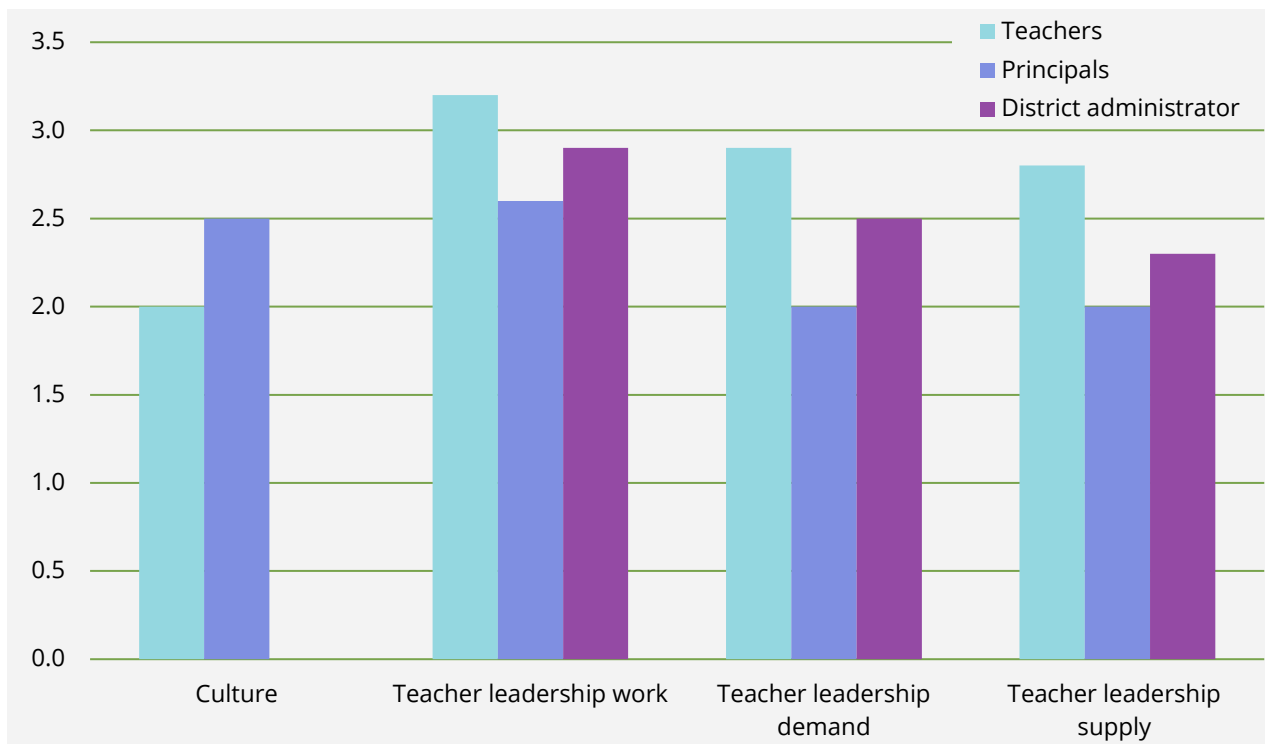
# 5

## Analyzing Survey Responses

### Self-scoring Procedures

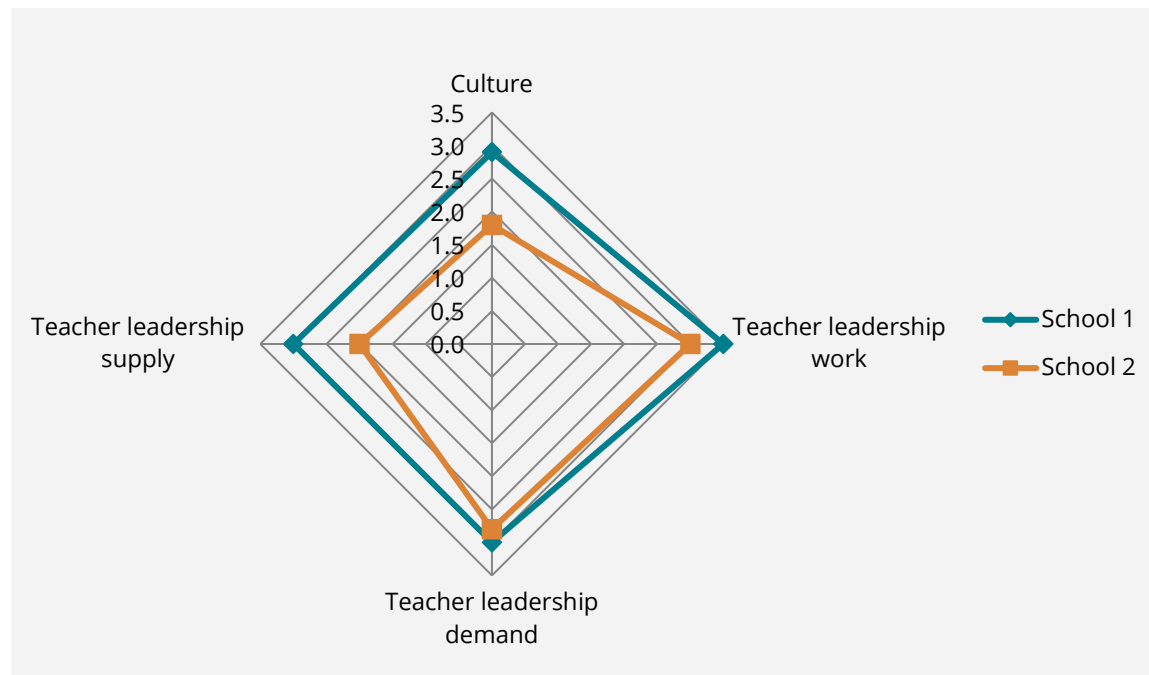
The self-scoring tool helps school districts identify areas that may need further attention before implementing a TL program. As a first step, school districts can examine and compare the responses of teachers, principals, and district administrators districtwide. Districts should calculate common descriptive statistics such as means and frequencies at the district level within each group of respondents. The results can be displayed and compared as shown in Figure 3. Domain scores can be calculated by averaging response values across the items in each domain. School districts can compare teachers' and principals' aggregated responses with the district administrator responses at the district level on TL work, demand, and supply. School districts can also compare teachers' and principals' responses on culture. The fiscal and policy items are on only the district-level survey, which does not contain school or district culture items.

Figure 3: Comparison of teacher, principal, and district administrator responses on culture and TL work, demand, and supply



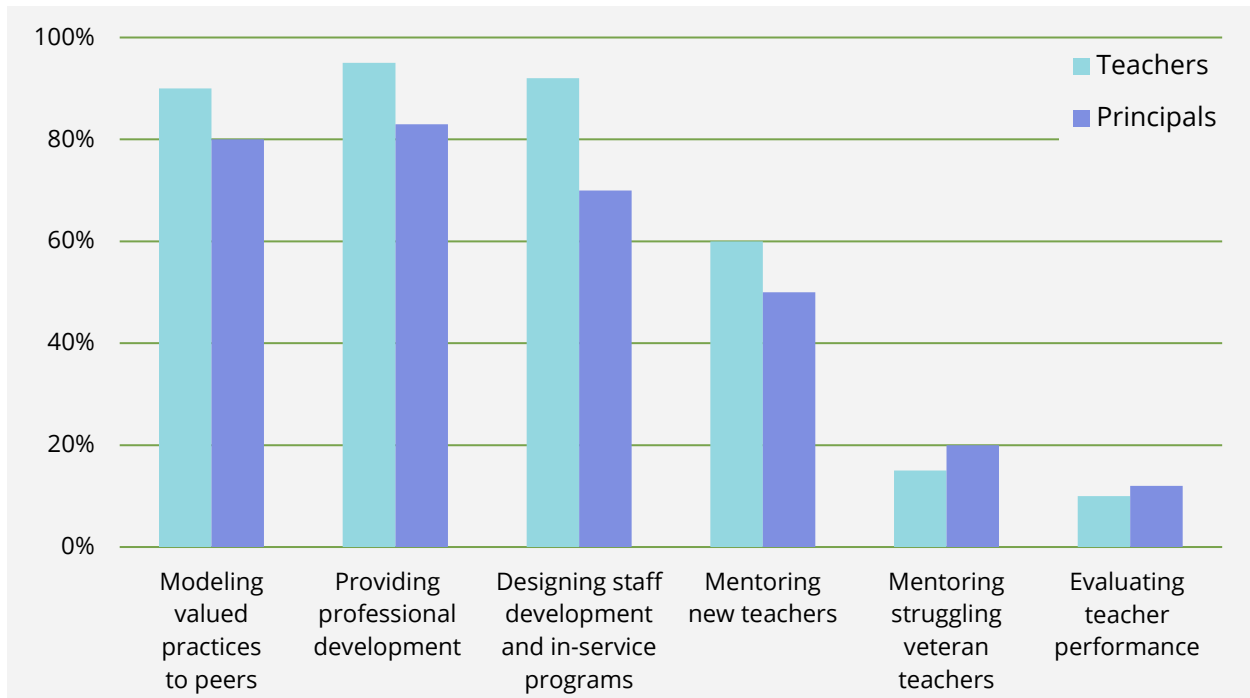
It will also be useful to analyze the results at the school level. Figure 4 shows one way to display and compare school-level results. In the figure below, school 2 has lower averages across all of the domains, suggesting that it may have more difficulty than school 1 implementing a TL program.

**Figure 4: School-level teacher leadership readiness profiles based on teachers' averaged responses**



In addition to examining overall domain scores at the district and school levels, school districts should also examine the responses per item because summative domain scores can mask important distinctions between items. And, while it is generally better to have higher average scores for school culture, TL supply, and fiscal capacity, that is not necessarily the case for the TL work and demand. A higher score on TL work does imply that staff are more open to teachers serving in a wide range of roles and performing various duties, but it may be more important to have consistency in responses about which roles/duties teachers should perform. For example, for TL work, there may not be very high overall scores, but there could be a lot of consistency in which roles/duties teachers and principals report that teacher leaders should be involved in. Figure 5 demonstrates one way to depict this information and, in this scenario, indicates there is some agreement across teachers and principals in a select number of TL work items. Responses to these items will give school districts a sense of the extent that there is agreement among and between teachers and principals in the duties that teacher leaders should be involved in. This information could be used to design or modify the TL positions so that they include the commonly identified functions in TL job roles and responsibilities.

Figure 5: Percent of teachers and principals reporting “agree” on select teacher leader work items



In a similar vein, the overall restrictiveness of the state, local, or CBA policies and/or regulations may not be problematic if the leadership program entails making revisions to only a handful of provisions. Nonetheless, it is important for school districts to assess which provisions could limit the design and implementation of the TL program. Additionally, scoring on the policies and regulations domains needs to be reverse scored, otherwise a higher score is indicative of being more problematic for a TL program and indicates that a grantee may need to negotiate more state, local, or CBA provisions before implementing a TL program.

School districts can also examine the consistency of content-related items across domains. For example, do teachers and principals have similar responses regarding mentoring functions across TL work, demand, and supply? School districts can use the content-related items across domains to assess the district’s (or a school’s) readiness to implement specific TL functions.

# 6

## Limitations of Survey

The TL readiness surveys will give a grantee relevant information about factors that influence the likely success of implementing a TL program. Like any survey, the quality of the information they provide depends on the response rate and the honesty with which respondents answer the questions. Efforts should be made to maximize response rates and honest responses by communicating the importance of the survey, providing respondents with time during the school day or at regularly scheduled meetings to respond, by sharing some background information on why TL is being considered, and perhaps by keeping responses anonymous.

The survey items have been developed based on research and literature on TL, but information on its validity and reliability still needs to be collected and assessed. The Technical Assistance Team can provide school districts with assistance in administering and analyzing the survey results.

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# Appendix A. Teacher leadership readiness survey: Teacher version

Domains	Item number	Survey items	Response scale			
School culture	T1	Teachers and administrators share a common vision of the mission/purpose of this school.	<i>disagree (0)</i>	<i>somewhat disagree (1)</i>	<i>somewhat agree (2)</i>	<i>agree (3)</i>
	T2	At this school, I am expected to improve my practice by gaining new knowledge and skills.				
	T3	At this school, I am encouraged to take initiative to make improvements.				
	T4	At this school, my ideas and opinions are valued and respected.				
	T5	At this school, I collaborate with other teachers on instructional and student related matters.				
	T6	At this school, I participate in decisions that affect me.				
	T7	At this school, the principal, faculty, and staff work as a team.				
	T8	At this school, I am recognized for my professional accomplishments.				
	T9	I am generally satisfied with the work environment among teachers at my school.				
	T10	At this school, there are opportunities for me to participate in decisionmaking.				
	T11	At this school, administrator(s) work(s) to provide teachers with time and space for collaboration.				

Domains	Item number	Survey items	Response scale				
<b>Teacher leadership work</b>		<i>How should teacher leaders be involved in each of the following:</i>	<i>not be involved (0)</i>	<i>be consulted by school or district administrators (1)</i>	<i>share role/responsibility with school or district administrators (2)</i>	<i>share role/responsibility equally with school or district administrators (3)</i>	<i>take primary responsibility with oversight from school or district administrators (4)</i>
	T12	mentoring new teachers					
	T13	mentoring struggling veteran teachers					
	T14	modeling valued practices to peers					
	T15	designing staff development and in-service programs					
	T16	choosing textbooks and instructional materials					
	T17	shaping the curriculum					
	T18	providing professional development for other teachers					
	T19	setting standards for student behavior					
	T20	setting promotion and retention policies					
	T21	developing school budgets					
	T22	evaluating teacher performance					
	T23	selecting new teachers					
	T24	selecting new administrators					
T25	setting promotion and retention policies						

Domains	Item number	Survey items	Response scale				
<b>Teacher leadership demand</b>		<i>My school could benefit from a teacher leader taking the lead on improving:</i>					
	T26	curriculum functions	<i>disagree (0)</i>	<i>somewhat disagree (1)</i>	<i>somewhat agree (2)</i>	<i>agree (3)</i>	
	T27	instructional functions					
	T28	professional development activities					
	T29	mentoring function					
	T30	evaluation functions					
T31	administrative tasks						
<b>Teacher leader supply</b>	T32	I am interested in taking on a teacher leadership position.					
	T33	I have the necessary knowledge, skills, experience, and expertise to fill a leadership position.					
	T34	I would be willing to lead instructional pedagogy training for other teachers.					
	T35	I would be willing to mentor new or struggling teachers.					
	T36	I would be willing to model excellent instruction in my content area to other teachers.					
	T37	I would be willing to lead professional development activities.					
	T38	With additional release time, I could manage the additional responsibilities and duties of a leadership position.					
	T39	I would take on a leadership position for an additional compensation (e.g., stipend).					

Domains	Item number	Survey items	Response scale				
Teacher leader supply—continued.	T40	I would take on a leadership position for recognition by my peers and administrators.					
	T41	I would take on a leadership position to improve the current conditions at my school regarding curriculum, instruction, mentoring, and/or professional development.					
	T42	I would take on a leadership position for my own professional growth and stimulation.					

# Appendix B. Teacher leadership readiness survey: Principal version

Domains	Item number	Survey items	Response scales			
			<i>disagree (0)</i>	<i>somewhat disagree (1)</i>	<i>somewhat agree (2)</i>	<i>agree (3)</i>
<b>School culture</b>	P1	Teachers and administrators share a common vision of the mission/ purpose of this school.				
	P2	Teachers at this school expect each other to improve their practice by gaining new knowledge and skills.				
	P3	Teachers at this school encourage each other to take initiative to make improvements.				
	P4	Teachers at this school value each other's ideas and opinions.				
	P5	Teachers at this school expect each other to collaborate on instructional and student-related matters.				
	P6	Teachers at this school participate in decisions that affect them.				
	P7	Teachers and administrators at this school work in partnerships.				
	P8	Teachers at this school recognize each other for their professional accomplishments.				
	P9	Teachers at this school are generally satisfied with the work environment.				
	P10	Administrator(s) at this school have developed opportunities for teachers to participate in decisionmaking.				
	P11	Schedules can be adjusted to provide teachers with time and space for collaboration.				

Domains	Item number	Survey items	Response scales				
<b>Teacher leadership work</b>		<i>How should teacher leaders be involved in each of the following:</i>					
	P12	mentoring new teachers	<i>not be involved (0)</i>	<i>be consulted by school or district administrators (1)</i>	<i>share role/ responsibility with school or district administrators (2)</i>	<i>share role/ responsibility equally with school or district administrators (3)</i>	<i>take primary responsibility with oversight from school or district administrators (4)</i>
	P13	mentoring struggling veteran teachers					
	P14	modeling valued practices to peers					
	P15	designing staff development and in-service programs					
	P16	choosing textbooks and instructional materials					
	P17	shaping the curriculum					
	P18	providing professional development for other teachers					
	P19	setting standards for student behavior					
	P20	setting promotion and retention policies					
	P21	developing school budgets					
	P22	evaluating teacher performance					
	P23	selecting new teachers					
	P24	selecting new administrators					
P25	setting promotion and retention policies						
<b>Teacher leadership demand</b>		<i>In terms of job duties and responsibilities, I could use assistance from teacher leaders in the following areas:</i>					
	P26	curriculum functions	<i>disagree (0)</i>	<i>somewhat disagree (1)</i>	<i>somewhat agree (2)</i>	<i>agree (3)</i>	
	P27	instructional functions					
	P28	professional development activities					
	P29	mentoring function					
	P30	evaluation functions					
P31	administrative tasks						

Domains	Item number	Survey items	Response scales				
<b>Teacher leadership supply</b>	P32	If you had a teacher leader opening at your school today, how many of your current teachers would have the leadership skills needed for the position?	<i>none (0)</i>	<i>1 (1)</i>	<i>2-3 (2)</i>	<i>4- (3)</i>	<i>6 or more (4)</i>
	P33	How many of the current teachers at this school would be capable of leading instructional pedagogy training for other teachers?					
	P34	How many of the current teachers at this school would be capable of mentoring new or struggling teachers?					
	P35	How many of the current teachers at this school would be capable of modeling excellent instruction in their content area to other teachers?					
	P36	How many of the current teachers at this school would be capable of leading professional development activities?					

# Appendix C. Teacher leadership readiness survey: District administrator version

Domains	Item number	Survey items	Response scales				
<b>Teacher leadership work</b>		<i>How should teacher leaders be involved in each of the following:</i>					
	DA1	mentoring new teachers	<i>not be involved (0)</i>	<i>be consulted by school or district administrators (1)</i>	<i>share role/ responsibility with school or district administrators (2)</i>	<i>share role/ responsibility equally with school or district administrators(3)</i>	<i>take primary responsibility with oversight from school or district administrators (4)</i>
	DA2	mentoring struggling veteran teachers					
	DA3	modeling valued practices to peers					
	DA4	design staff development and in-service programs					
	DA5	choose textbooks and instructional materials					
	DA6	shape the curriculum					
	DA7	provide professional development for other teachers					
	DA8	set standards for student behavior					
	DA9	set promotion and retention policies					
	DA10	develop school budgets					
	DA11	evaluate teacher performance					
	DA12	select new teachers					
	DA13	select new administrators					
	DA14	set promotion and retention policies					
<b>Teacher leadership demand</b>		<i>In terms of workscope, school-level administrators could use teachers' assistance in the following areas:</i>					
	DA15	curriculum functions	<i>disagree (0)</i>	<i>somewhat disagree (1)</i>	<i>somewhat agree (2)</i>	<i>agree (3)</i>	
	DA16	instructional functions					
	DA17	professional development activities					
	DA18	mentoring function					
	DA19	evaluation functions					
	DA20	administrative tasks					



Domains	Item number	Survey items	Response scales				
Teacher leadership supply	DA21	If you had a teacher leader opening in the district/organization today, about what percent of the applicants would you expect to have the necessary leadership skills?	<i>less than 10% (0)</i>	<i>between 10–25% (1)</i>	<i>between 26–50% (2)</i>	<i>more than 50% (3)</i>	
	DA22	If you had a teacher leader opening in the district/organization today that required leading instructional pedagogy training for other teachers in the district today, how many qualified applicants would you expect per position?	<i>2 or less (1)</i>	<i>3–4 (2)</i>	<i>5–6 (3)</i>	<i>7–9(4)</i>	<i>10 or more (5)</i>
	DA23	If you had a teacher leader opening in the district/organization today that required mentoring new or struggling teachers, how many qualified applicants would you expect per position?					
	DA24	If you had a teacher leader opening in the district/organization today that required modeling excellent instruction in their content area to other teachers, how many qualified applicants would you expect per position?					
	DA25	If you had a teacher leader opening in the district/organization today that required leading professional development activities, how many qualified applicants would you expect per position?					

Domains	Item number	Survey items	Response scales				
			<i>disagree (0)</i>	<i>somewhat disagree (1)</i>	<i>somewhat agree (2)</i>	<i>agree (3)</i>	
<b>Fiscal conditions</b>	DA26	The district has the funds to compensate teachers in teacher leadership positions (via pay stipends, etc.).					
	DA27	The district can provide teachers in leadership positions with additional release time.					
	DA28	The district has the funds and resources to provide additional leadership training to teachers in leadership positions.					
<b>Policies and regulations</b>	DA29	Are there state, local, or CBA provisions that would need to be changed?	<i>no</i>	<i>yes</i>			
		<i>If so, are there state, local, or CBA provisions that address/limit:</i>					
	DA30	allocation of teacher time to additional roles	<i>no (1)</i>	<i>yes (0)</i>			
	DA31	extra compensation for taking on additional roles and responsibilities	<i>no (1)</i>	<i>yes (0)</i>			
	DA32	extra hours outside of the normal school day for meetings	<i>no (1)</i>	<i>yes (0)</i>			
	DA33	teachers coaching or mentoring each other	<i>no (1)</i>	<i>yes (0)</i>			
	DA34	how teachers are selected for or assigned additional duties and roles	<i>no (1)</i>	<i>yes (0)</i>			
	DA35	teacher involvement in evaluation of other teachers	<i>no (1)</i>	<i>yes (0)</i>			