Instructional Rounds Survey for **School-Level Educators** - Revised
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This survey is designed to capture school-level educators (e.g., principals, teachers, and coaches) 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 23 & 24) 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 teaching and learning in classrooms.	1	2	3	4	5
After participating in IR I spend ………. amount of my time weekly for the purpose of observing teaching and learning 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 guided conversations about student learning with teachers………	1	2	3	4
After participating in IR I initiate and guide conversations about student learning with teachers ………	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 to observe learning and teaching.	1	2	3	4
After participating in IR I have ………. confidence to enter any classroom to observe learning and teaching.	1	2	3	4
5. **Before** participating in IR I had ………. confidence talking to teachers about my classroom observations.	1	2	3	4
After participating in IR I have ………. confidence talking to teachers 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 content knowledge of teachers as a whole at our school.	1	2	3	4
After participating in IR I have ………. confidence identifying next steps for improving the content knowledge of teachers as a whole at our school.	1	2	3	4
8. **Before** participating in IR I had ………. confidence identifying next steps for improving the instructional practices of teachers as a whole in our schools.	1	2	3	4
After participating in IR I have ………..confidence identifying next steps for improving the instructional practices of teachers as a whole in our schools.	1	2	3	4

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

	None of our time	Some of our time	Most of our time	
10. **Before** IR, during out-of-classroom work by adults, such as in faculty meetings, we spent ………. of our time on matters of teaching and learning.	1	2	3	
After IR, during out-of-classroom work by adults, such as in faculty meetings, we spend ……….of our time on matters of teaching and learning.	1	2	3	

	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 school-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 school-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 classrooms to also consider school-wide strengths and needs.	1	2	3	4
After IR I have…………ability to direct attention beyond individual classrooms to also consider school-wide strengths and needs.	1	2	3	4

	Never	Sometimes	Regularly	
14. **Before** participating in IR our school engaged ………. in collective inquiry about the instructional core.	1	2	3	
After participating in IR our school engages ………. in collective inquiry about the instructional core.	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 in *my school.*	1	2	3	4
After participating in IR, I learn about matters of teaching and learning from other educators in *my school.*	1	2	3	4
16. **Before** participating in IR, I learned about matters of teaching and learning from other educators *across our district/network*.	1	2	3	4
After participating in IR, I learn about matters of teaching and learning from other educators *across our district/network*.	1	2	3	4

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

	Strongly disagree	Disagree	Agree	Strongly agree
17. 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
18. 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

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

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

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

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

22. Please offer any other comments you'd like to make about your engagement in the instructional rounds process.
    _____
    _____
    _____
    _____

Section IV. General Information

23. Please identify your primary professional role. (Choose only one)
    ___ Principal
    ___ Teacher
    ___ Coach
    ___ Single School Curriculum Specialist
    ___ Other, please describe ………

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