QUESTION BANKS
by Central Office/District Office Role

CSDE
CONNECTICUT STATE
DEPARTMENT OF EDUCATION

SUGGESTED STAKEHOLDER GROUPS BY FUNCTIONAL ROLE

	Principals and Assistant Principals	Teachers	Parents	Students	Other
Special Education	X (when school-based)	X	X		
Curriculum Instruction Assessment	X (when school-based)	X			
Personnel	X (when school-based)	X (includes subject matter specialists)			
Business Operations	X (includes other administrators) (when school-based)	X			
Athletic Director				X	Coaches
Adult Education		X		X	

Districts must create vehicles for appropriate stakeholder feedback for all administrators. Surveys may already be available and/or in use in district that can serve this function. These banks of survey questions that are aligned with Connecticut Leadership Standards are provided for districts to select questions to add to their existing surveys that would apply to central office/other district administrator positions.

Users should be selective in matching the questions to the stakeholders and structures within their districts. The question banks are not intended to be a recommended survey but rather a list of questions that are aligned with Connecticut Leadership Standards and may be useful in collecting stakeholder feedback for central office/other district administrator positions.

The questions are formatted as survey ready and can either be used with a frequency or a degree scale. Each district can select those questions that are relevant to the roles and functions of those being evaluated under the 092 endorsement. It is suggested that districts decide upon broad categories about which to seek stakeholder feedback (climate, communication, etc.) and then select a number of questions that touch upon different aspects of the broad categories rather than select isolated questions.

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Special Education Administration Survey Question Bank

1. Special Education programs are consistent with and supportive of the mission, vision and goals of the district and schools.

2. Special Education programs are aligned with district, state and federal policies and laws.

3. Special Education programs prepare students for higher education, work and life in the 21st century.

4. Special Education programs support students by providing a variety of strategies to meet their individual needs.

5. Special Education programs use data to inform decisions.

6. The Special Education Department provides professional development that is aligned with student outcomes and district need.

7. Special Education programs offer a continuum of services.

8. Special Education programs offer collaborative learning environments.

9. Special Education programs support students by differentiating instructional practices.

10. Appropriate technology is available and applied in the Special Education program.

11. Individualized Education Plans (IEPs) are specific, rigorous and aligned with Common Core State Standards.

12. Special Education program resources are available as appropriate and necessary.

13. Special Education program resources are coordinated with school and district resources.

14. Special Education program processes are organized such that individual needs addressed in a timely/efficient manner.

15. Special Education resources are easily accessible to parents, students and staff.

16. The Special Education programs promote a positive school climate and culture.

17. Special Education program infrastructure supports alignment of resources.

18. Special Education programs cultivate a culture of collaboration with families.

19. Special Education programs address individual needs.

20. Families are engaged in decision-making related to Special Education.

21. Special Education programs seek parent participation in the IEP process.

22. Special Education programs encourage parent input and open communication.

23. Educators communicate about Special Education data and information in understandable and jargon-free terms.

24. Special Education programs keep parents informed about federal, state and local policies and regulations.

25. Special Education programs ensure equality and access for identified students.

26. Special Education programs adhere to IDEA (Individuals with Disabilities Education Act) and is compliant with SPP (State Performance Plans)/APR (Annual Performance Reports).

27. Special Education programs promote discussion about federal, state and local laws and policies.

Curriculum/Instruction/Assessment Administration (including Instructional Technology and Data) Survey Question Bank

1. The policies, procedures and practices of the Curriculum Office align with school and district vision, mission and goals.

2. Curricular, instructional and assessment practices align with the district's shared mission and goals.

3. The curriculum prepares students for higher education, work and life in the 21st century.

4. The curriculum is representative of diverse stakeholders.

5. Instructional resources and programs align with the district's vision, mission and goals.

6. Data, research and best practice shape programs and activities aligned with curriculum.

7. All stakeholders are engaged in continuous curriculum review and revision.

8. The Curriculum Office advocates and communicates equitable and effective learning experiences for all students.

9. Systems to monitor and adjust the effectiveness of curriculum are in place.

10. Meaningful and job-embedded opportunities for professional development support the ongoing professional growth of staff.

11. The effectiveness of professional development is monitored and evaluated in a variety of ways.

12. Support, time and resources are provided to engage in reflective practice around teaching, learning and assessment.

13. The Curriculum Office fosters collaboration around reflective practice and feedback.

14. The Curriculum Office is open to new ideas.

15. Staff is continuously supported in adjusting instructional practices.

16. The Curriculum Office builds the capacity of staff to employ good professional practice (instructional excellence, rigorous curriculum, appropriate pacing, collaboration, use of data, adjustment of instruction).

17. The Curriculum Office uses a variety of strategies to engage in open communication with staff and families around curriculum, programing, assessment practices, technology, instruction, social/emotional development, etc.

18. Staff has equitable access to training, technical support and instructional resources.

19. Staff is expected to use and expand the use of technology in instruction.

20. There is a shared understanding that all students can learn at high levels.

21. Curricular priorities are clearly established and communicated.

22. Student achievement data is multi-dimensional (includes, for examples, portfolios, performance tasks and paper and pencil tests), timely, accurate and available in formats/systems that are useful for collaboration and informed practice.

23. The Curriculum Office effectively creates and manages budgets for optimum support of programs.

24. The Curriculum Office develops the capacity, knowledge and skills of instructional leaders around inquiry and collaboration.

25. The Curriculum Office promotes practices that engage families in their children's education.

26. Curriculum leaders model strong professionalism and work ethic.

27. Curriculum leaders are responsive to teachers and administrators.

28. Curriculum leaders put a high priority on developing principals and teachers.

29. Curriculum leaders work to build the capacity for lifelong learning.

30. Curriculum leaders inspire teachers and administrators to sustain optimal levels of performance.

31. Curriculum leaders develop effective problem solving skills in teachers and administrators.

Personnel/Human Resources/Professional Development Administration Survey Question Bank

1. The policies, procedures and practices of the Personnel Office align with school and district vision, mission and goals.

2. The hiring practices of the Personnel Office align with the school and district vision, mission and goals.

3. Employee expectations and standards are clearly communicated through induction and evaluation.

4. Hiring processes and practice reflect and show vision and involve a variety of stakeholders.

5. Human resources are aligned with and support priority areas and goals.

6. The Personnel Office supports student achievement by giving high priority to matters that affect teaching and learning.

7. The Personnel Office promotes new teacher growth through quality induction practices.

8. The Personnel Office promotes teacher and administrator retention through professional development programming and appropriate intervention in issues of concern to teachers.

9. The Personnel Office staff consistently offers prompt, courteous and accurate responses to inquiries and requests.

10. The organizational structure of the Personnel Office is sufficiently clear so that individuals either know or can easily find out who can best service their needs.

11. Personnel policies and procedures are widely understood or available through clearly documented avenues.

12. Employee rights are ensured through legal agreements (e.g., CBA) that are clearly documented and widely understood by the stakeholders who are impacted by them.

13. The Personnel Office creates opportunities and structures for employee recognition and celebration.

14. The Personnel Office services family needs in a prompt, courteous and accurate manner.

15. The Personnel Office staff is responsive to administrators/program directors' requests for human resources (paraprofessionals, recess aides, etc.) extra daily assignments in a timely and effective manner.

16. The Personnel Office helps to ensure that excellence and equity of resources are available throughout the district.

17. Stakeholders are routinely updated on the progress toward attaining goals.

18. Structures and systems are in place to review compliance with personnel laws – safety rules, etc.

19. The Personnel Director models collegiality and professional control, thus setting a climate of mutual respect among all stakeholders.

20. The Personnel Director is a visible ambassador at the district level for education in the learning community and in the city, state or nation.

21. Deliberate relationships with policy makers are developed to influence policy and advocate for programs that improve education.

Business and Operations
Administration Survey Question Bank

1. The policies, procedures and practices of the Business/Operations Office align with school and district vision, mission and goals.

2. The Business Office supports student achievement by giving high priority to matters that affect teaching and learning.

3. The Business Office demonstrates an understanding of school and district programs and initiatives in servicing schools and the district.

4. The Business Office staff consistently offers prompt, courteous and accurate responses to inquiries and requests.

5. The organizational structure of the Business Office is sufficiently clear so that individuals either know or can easily find out who can best service their needs.

6. Business policies and procedures are widely understood or available through clearly documented avenues.

7. The Business Office communicates with employees in a proactive and timely way on changes in law or policy related to business matters.

8. The Business Office is helpful in solving problems.

9. The Business Office services family needs in a prompt, courteous and accurate manner.

10. The Business Office staff is responsive to requests from administrators/program directors.

11. The Business Office helps to ensure that excellence and equity of resources are available throughout the district.

12. The Business Office actively promotes and facilitates grant collaborations with outside agencies and sources.

13. The Business Office insists on high standards of fiscal management for all schools, programs and individuals.

14. The Business Manager maintains collegial relationships with employees.

15. The Business Office is respected and trusted among community members.

16. The Business Office has a positive and effective working relationship with town government offices.

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Athletic Administration Survey Question Bank

1. The policies, procedures and practices of the Athletic Department align with school and district vision, mission and goals.

2. The Athletic Department fosters a culture of academic success.

3. The Athletic Department implements evaluation and goal improvement plans with staff.

4. The Athletic Department informs stakeholders of eligibility requirements.

5. Athletic facilities and equipment are in compliance with Connecticut Interscholastic Athletic Conference (CIAC) and Federation standards.

6. The Athletic Department plans for the safety of athletes and athletic contests.

7. The Athletic Department recruits qualified and effective staff.

8. The Athletic Department communicates and interacts effectively with stakeholders.

9. The Athletic Department communicates National Collegiate Athletic Association (NCAA) eligibility requirements to athletes and parents.

10. The Athletic Department ensures that there is equity of resources and facilities among programs.

11. The Athletic Department follows CIAC guidelines.

12. The Athletic Department participates in league and state meetings.

13. The Athletic Department holds high expectations of professionalism, ethics, integrity, justice, and fairness for themselves.

14. The Athletic Department clearly communicates professional responsibilities for all staff

15. The Athletic Department does not discriminate against any athletes.

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Adult Education Administration Survey Question Bank

1. The Adult Education program operates in alignment with the school and/or district's vision, mission and goals.

2. The Adult Education program has high standards for teaching and learning.

3. The Adult Education program has a challenging curriculum that prepares students for work and/or continuing education.

4. The Adult Education program has the materials, supplies and technology needed to run a successful academic program.

5. The Adult Education program is staffed with effective teachers.

6. Adult Education program staff are supervised, evaluated and developed to high standards.

7. The location of Adult Education classes is suitable and safe.

8. Timely and accurate information about the Adult Education program is readily available to stakeholders.

9. It is easy to communicate with staff members in the Adult Education program.

10. The Adult Education program reaches out to all community members who could potentially be served by its studies.

11. The Adult Education program gives due consideration to suggestions for improvement.

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