

AC_01. Please indicate the extent to which you agree or disagree with the following statements about your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I am generally satisfied with being an administrator in this school. (Select one option)	1	2	3	4
b. I feel appreciated for the job that I am doing. (Select one option)	1	2	3	4

AC_02. Please indicate the extent to which you agree or disagree with the following statements regarding central office leadership in your district.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The director of schools/superintendent in my district communicates a clear vision for this district. (Select one option)	1	2	3	4
b. I like the way things are run in this district. (Select one option)	1	2	3	4
c. I receive adequate support from district leadership in my role as a school leader. (Select one option)	1	2	3	4
d. I receive adequate guidance from my district around the implementation of new initiatives. (Select one option)	1	2	3	4
e. Spending in this district is aligned to student outcomes. (Select one option)	1	2	3	4
f. Spending in this district is aligned to student needs. (Select one option)	1	2	3	4

AC_03. Including hours spent during the school day, before and after school, and on the weekends, how many hours do you spend on ALL school-related activities during a typical FULL WEEK at this school? [Answer must be between 0 and 100, inclusive] _____

AC_04. In an AVERAGE WEEK, what percentage of your work time do you devote to each of the following activities? (Please make sure your answers sum to 100%)

- a. ___ General school management/operations (e.g., scheduling, budgeting)
- b. ___ Personnel matters (e.g., hiring)
- c. ___ Tasks related to teacher evaluation (e.g., formal observations, post-conferences)
- d. ___ Supporting teacher instruction (e.g., walk-throughs, data meetings, informal teacher coaching)
- e. ___ Student discipline
- f. ___ Other meetings (e.g., IEP meetings) or supervision (e.g., lunch, extracurricular events)
- g. ___ Parent and community interactions (e.g., parent conferences, meetings)
- h. ___ Interacting with district leaders/central office
- i. ___ Other

AC_05. What are the categories below that you feel you are least effective/need more support? (Select up to two)

- a. General school management/operations (e.g., scheduling, budgeting)
- b. Personnel matters (e.g., hiring)
- c. Tasks related to teacher evaluation (e.g., formal observations, post-conferences)
- d. Supporting teacher instruction (e.g., walk-throughs, data meetings, informal teacher coaching)___
- e. Student discipline
- f. Other meetings (e.g., IEP meetings) or supervision (e.g., lunch, extracurricular events)
- g. Parent and community interactions (e.g., parent conferences, meetings)
- h. Interacting with district leaders/central office
- i. Other: _____

AC_06. Please indicate the extent to which you agree or disagree with each of the following statements regarding communities of practice.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I have sufficient opportunities to share ideas with other administrators in my district. (Select one option)	1	2	3	4
b. I have sufficient opportunities to share ideas with other administrators outside of my district. (Select one option)	1	2	3	4
c. I receive meaningful feedback from other administrators on my specific problems of practice. (Select one option)	1	2	3	4

AC_07. Think about the various interventions being employed in your school to accelerate student learning. Please indicate the effectiveness of each of the following interventions this school year.

	This intervention is not available to my students.	I do not have enough familiarity to judge this intervention's effectiveness.	This intervention does not have an effect on student learning.	This intervention has some positive effect on student learning.	This intervention has a significant, positive effect on student learning.
a. Summer learning camps (Select one option)	1	2	3	4	5
b. High-dosage, low-ratio tutoring (Select one option)	1	2	3	4	5
c. Tier 2 RTI (Select one option)	1	2	3	4	5
d. Tier 3 RTI (Select one option)	1	2	3	4	5
e. Progress monitoring (Select one option)	1	2	3	4	5
f. Instructional coaching	1	2	3	4	5

AC_08. Think about your hiring needs during this 2025-26 school year.

- a. ____ How many open teaching positions did your school post/attempt to fill before the start of the 2025-26 school year?

b. ____ How many unfilled teaching positions did you have at the start of the 2025-26 school year?

AC_09. [If previous (b) >0:] How did you handle the vacancies you had at the start of the 2025-26 school year? [RANDOMIZE] (Select all that apply)

- a. Consolidate classrooms
- b. Removing or not offering classes
- c. Long-term subs
- d. Hiring teachers on permits
- e. Having teachers teach outside of their area of endorsement
- f. Shifting other school staff to cover a classroom
- g. Other: _____

AC_10. Which of the following strategies are being used by your district to recruit teachers for your school? **Note** these are numerically tracked as 1, 2, 3.

	No - 1	Yes - 2	I Don't Know - 3
a. Hosting job fairs	1	2	3
b. Attending job fairs hosted by organizations other than my district (e.g., a university)	1	2	3
c. Formally partnering with education preparation providers (e.g., at a nearby university)	1	2	3
d. Reaching out to education preparation providers to connect to potential applicants	1	2	3
e. Partnering with other organizations.	1	2	3
f. Posting jobs on third party websites (ex. Indeed)	1	2	3
g. Posting or promoting jobs on social media	1	2	3
h. Recruitment bonuses or other monetary incentives	1	2	3
i. Running or participating in Registered Teacher Apprenticeship Program	1	2	3
j. Encouraging or supporting current classified employees to become teachers	1	2	3
k. Encouraging or supporting current students to become teachers (e.g., through Teaching as a Profession courses)	1	2	3
l. Other	1	2	3

AC_11. Which of the following strategies do you specifically engage in to help recruit teachers for your school? (Select all that apply)

- a. Leveraging your teachers' personal or professional networks
- b. Leveraging your own personal or professional networks
- c. Attending job fairs
- d. Reaching out personally to education preparation providers to connect to potential applicants
- e. Recruiting from among my school's student-teachers
- f. Recruiting teachers from "non-traditional" pathways (e.g., job-embedded pathways, residencies)
- g. Recruiting teachers with emergency credentials (i.e., permits)
- h. Encouraging or supporting current classified employees to become teachers

- i. Posting or promoting jobs on social media
- j. Other (please describe): _____
- k. None of these

AC_12. Which of the following strategies do you specifically use to support your teachers' classroom instruction? [RANDOMIZE]

- a. Conduct frequent walk-throughs/informal observations
- b. Facilitate data meetings with PLCs and/or other groups of teachers
- c. Facilitate peer-to-peer observations between teachers with a paired strength/needs improvement
- d. Assign/oversee professional learning linked to needs identified within classroom observations
- e. Attend and contribute at PLC meetings
- f. Be involved in instructional coach assignments and activities
- g. Mentoring teachers that are new to my building
- h. Other: _____

AC_13. Please indicate the extent to which teacher evaluation results are used for the following purposes in your school.

	Not at All	To a Small Extent	To a Moderate Extent	To a Large Extent	I Don't Know
a. To identify areas in which teachers need professional development (Select one option)	1	2	3	4	5
b. To assign teachers to classes/students (Select one option)	1	2	3	4	5
c. Setting goals with teachers for student achievement growth for the next year (Select one option)	1	2	3	4	5
d. To determine which teachers are selected for teacher leadership positions (Select one option)	1	2	3	4	5

AC_14. Please select one item from the list below that you feel would be most useful to support your implementation of teacher observations. [RANDOMIZE] (Select one option)

- a. Additional online training and examples regarding effective observation
- b. Opportunities that provide coaching support during observations and pre/post conferences
- c. Providing a district-wide observer that conducts some of the observation cycles for my teachers
- d. More flexibility on observation policies and procedures
- e. Other: (Please specify): _____

AC_15. [Given to administrators with =<3 years experience] Think about your administration preparation program. To what extent was TEAM or another Tennessee-approved observation system embedded within your program? (Select one option)

- a. The observation system was not covered within my preparation program.

- b. There was some cursory discussion/coverage of the observation system.
- c. There was a moderate amount of discussion/coverage of the observation system.
- d. There was a significant amount of discussion/coverage of the observation system.

AC_16. How familiar are you with your district's policy on the use of Artificial Intelligence (AI) in the classroom?
(Select one option)

- a. Not at all familiar
- b. Somewhat familiar
- c. Familiar
- d. Very familiar

AC_17. How often are educators in your school using AI? (Select one option)

- a. Never
- b. Rarely
- c. Sometimes
- d. Often
- e. I'm not sure

AC_18. How are you supporting your teachers' use of AI within their classrooms?

AC_19. Have you used the following AI tools in your professional role within the past year?

a. Voice assistants (e.g., Siri, Alexa)	No – 0	Yes – 1
b. Adaptive Learning Software	No – 0	Yes – 1
c. Chatbots (e.g., ChatGPT)	No – 0	Yes – 1
d. Text to Image Processors (e.g., DALL-E, MidJourney)	No – 0	Yes – 1
e. Automated Essay Scoring	No – 0	Yes – 1
f. Plagiarism detection software (e.g., TurnItIn)	No – 0	Yes – 1
g. Classroom instruction or observation software	No – 0	Yes – 1

AC_20. What do you use AI for within your professional role? (Select all that apply)

- a. To manage professional development
- b. To manage student records
- c. To analyze and interpret student data
- d. To write emails or other communications
- e. To support teacher hiring and performance evaluation
- f. To model for teachers how to use AI for instruction
- g. To research topics relevant to my role
- h. I do not use AI within my professional role
- i. Other: _____

AC_21. What supports or resources would most enhance financial literacy education at your school? (Select up to two)

- a. Access to free, high-quality instructional materials
- b. Professional development for teachers
- c. Dedicated time in the schedule
- d. Partnerships with financial institutions or community organizations
- e. Family engagement resources
- f. Other (please specify): _____

AC_22 to AC_26 only go to individuals who have not answered these labor market questions in an earlier year.

The following section asks for insight about your work decisions. Results from this section will NOT be included in district-level reports, and district leaders will never see results from these questions. They are included for research purposes only.

AC_22. Before you became an administrator, did you ever have a career outside of the field of education? (Select one option)

- a. No - 0 (Skip the next four questions)
- b. Yes, in a full-time career other than education - 1 (Continue to next question)
- c. Yes, in a part-time career other than education - 2 (Continue to next question)

AC_23. In what fields or areas did you work? (List more than one if applicable.) [Open-ended]

AC_24. How many total years of experience do you have in a career outside education, including both part-time and full-time work?

_____ Total years

AC_25. In this career (or careers) outside education, how many years did you spend in a management position? (If none, fill in "0".)

_____ Total years

AC_26. In this career (or careers) outside education, did you have responsibility for any of the following? (Select all that apply)

- a. Budgeting
- b. Managing others
- c. Hiring personnel
- d. Training or development of others
- e. Motivating others
- f. Maintaining facilities
- g. Maintaining interpersonal relationships
- h. Engaging external stakeholders

All admins take the following questions.

AC_27. Please indicate the extent to which you agree or disagree with the following statements regarding the safety/security personnel who work at your school. Please skip this matrix if you do not have any safety/security personnel who work at your school. Aggregated responses to questions within this matrix will not be shared publicly.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The administration and safety/security personnel have a good understanding of the role and responsibilities of the safety/security personnel. (Select one option)	1	2	3	4
b. Our safety/security personnel have a visible presence throughout my school. (Select one option)	1	2	3	4
c. I feel that my school does a good job controlling the building's entry and exit points. (Select one option)	1	2	3	4

AC_28. What do you anticipate will be your role in the next academic year (i.e., in 2026-27)? (Select one option)

- a. Still working as an administrator in this school
- b. Still working as an administrator, but at another school in this district
- c. Still working as an administrator, but at a school in another district in Tennessee
- d. Still working in a Tennessee public school, but not as an administrator
- e. Still working in Tennessee schools, but in a central or district administrative or leadership role
- f. Still working in K-12 education, but not in Tennessee public schools
- g. Working at a job outside of K-12 education
- h. Retired
- i. Other (please specify): _____

AC_29. (If AC_28 = b or c) To what extent do you agree or disagree with each of the following statements about your move for next year?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. In the decision process, staying in my current school was an option that was open to me. (Select one option)	1	2	3	4
b. I actively sought a move from my current school. (Select one option)	1	2	3	4
c. District leaders told me where I would move with little input from me. (Select one option)	1	2	3	4
d. I am likely to be more effective in my new school. (Select one option)	1	2	3	4

AC_30. Please indicate the extent to which you agree or disagree with each of the following statements about your work.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I think about transferring to another school. (Select one option)	1	2	3	4
b. The stress and responsibility of serving as an administrator in this school make me question staying in my role. (Select one option)	1	2	3	4
c. I plan to work in public education until I retire. (Select one option)	1	2	3	4

AC_31. What is your best guess regarding how many more years you will serve in each of the following roles?

- a. _____ An administrator in your current school
- b. _____ An administrator in any school in your district (including your current school)
- c. _____ An administrator in any school in Tennessee (including your current school)

Admins with a Pre-K grade in their building takes AC_33 to AC_38.

AC_32. How confident do you feel in explaining the Pre-K standards (Tennessee Early Learning Development Standards) to your staff? (Select one option)

- a. Not at all confident
- b. Somewhat confident
- c. Confident
- d. Very Confident

AC_33. How frequently do you have access to professional development opportunities that have each of the following characteristics?

	Not this Year	Once per Year	Once or Twice a Semester	About Once a Month
a. Are relevant to the challenges I face in supporting high quality Pre-K in my school (Select one option)	1	2	3	4
b. Improve my capacity to support high quality Pre-K in my school (Select one option)	1	2	3	4

AC_34. At your school have you done any of the following activities to support the implementation of Pre-K curriculum? (Select all that apply)

- a. Have teachers complete a fidelity checklist available from the Pre-K curriculum developer
- b. Have a coach observe teachers using the Pre-K curriculum developer’s checklist
- c. Have someone else (other than a coach) observe teachers using the Pre-K curriculum developer’s checklist
- d. Have a coach observe teachers WITHOUT using the Pre-K curriculum developer’s checklist
- e. Have someone else (other than a coach) observe teachers WITHOUT using the Pre-K curriculum developer’s checklist

- f. Have coaches focus on curriculum implementation when working with Pre-K teachers
- g. Have administrators/coaches/specialists/others participate in a Pre-K curriculum developer training on supporting and/or monitoring fidelity

AC_35. [Open Ended] What tool are you using for your non-evaluative observational data within Pre-K classrooms and how are you using the data that is being collected?

AC_36. Is there someone who is responsible for analyzing or summarizing Pre-K data from your school so those data can be used to support decision-making or answer research questions? (Select one option)

- a. No – 0
- b. Yes – 1

AC_37. How confident do you feel helping Pre-K staff stay involved with staff in other grade levels?

- a. Not at all confident
- b. Somewhat confident
- c. Confident
- d. Very confident