



2022 North Carolina Teacher Working Conditions Survey

Survey Questions for Principals

DEMOGRAPHICS

Q1.1 Please indicate your position:

- Teacher (including instructional coaches, department heads, vocational, literacy specialist, etc.)
- Principal
- Assistant Principal
- Other Education Professional (school counselor, school psychologist, social worker, etc.)

	First Year	2-3 Years	4-6 Years	7-10 Years	11-20 Years	20+ Years
Q1.3. How many total years have you been employed as a principal?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q1.5. How many total years have you been a principal in the school in which you are currently working?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q1.6. How many total years have you been a principal in the district in which you are currently working?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TIME

Q2.3 Please rate how strongly you agree or disagree with the following statement about the use of time in your school and district.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a. Central office has streamlined procedures to minimize principals' ^[1] time on non-instructional tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Principals are provided time to collaborate with other principals and district leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Principals are provided time for networking and collaboration outside of the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Principals have sufficient time to focus on instructional leadership issues (i.e., data analysis, professional development, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Working directly with students (i.e., teaching, tutoring, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[1] "Principals" means a majority of principals in your district.

	Less than 40 hours	40-45 hours	46-50 hours	51-55 hours	56-60 hours	61-65 hours	66-70 hours	More than 70 hours
Q2.5. In an AVERAGE WEEK, how many hours do YOU spend on school-related activities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2.6 In an AVERAGE WEEK, how much time do you devote to the following activities?

	None per week	Less than or equal to 1 hour	More than 1 hour but less than or equal to 3 hours	More than 3 hours but less than or equal to 5 hours	More than 5 hours but less than or equal to 10 hours	More than 10 hours
a. Instructional planning with teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Observing and coaching teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Covering classes for certified or non-certified absences on-site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Meetings with or sponsored by central office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Personnel issues ^[1]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Administrative duties ^[2]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Meetings with parents and the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Student discipline issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Working directly with students (i.e., teaching, tutoring, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[1] Personnel issues includes time hiring, supervising, and remediating all staff on issues not directly related to instructional planning and improvement.

[2] Administrative duties include tasks related directly to the operations of your school including, but not limited to transportation, paperwork or other documentation of compliance with district, state or federal requirements, etc.

FACILITIES AND RESOURCES

Q3.2 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a. My school has a sufficient number of staff provided by the district to meet the educational needs of our students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My district HR department provides highly qualified applicants for open faculty positions in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My school has a sufficient number of non-licensed staff to operate efficiently and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My school is provided sufficient data and information to make informed decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. My school receives instructional resources commensurate with other schools in the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. My school receives instructional resources commensurate with student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMUNITY SUPPORT AND INVOLVEMENT

Q4.2 Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school in the past two years.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a. The district supports school outreach efforts to engage parents and guardians at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Community organizations are working effectively in this school to improve learning outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. This school uses community resources to provide services to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Principals ^[1] are knowledgeable about issues in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[1] "Principals" means a majority of principals in your district.

MANAGING STUDENT CONDUCT

Q5.2 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school and district in the past two years.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a. The district has clear policies for schools as to how to handle student conduct issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The district supports efforts to maintain discipline in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The district supports efforts to create a safe environment in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The district has supports (i.e., resources, personnel, etc.) in place to support positive student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

TEACHER LEADERSHIP

Q6.3 Please indicate the role you and/or your leadership team have in each of the following areas in your school.

	No role at all	Small role	Moderate role	Large role	Don't Know
a. Selecting instructional materials and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Devising teaching techniques	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Setting grading and student assessment practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Determining the content of in-service professional development programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Implementing mentoring programs for new teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The selection of teachers new to this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Evaluating teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Removing teachers/teacher transfer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Establishing student discipline procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Establishing the school schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Establishing DISTRICT budget priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Establishing SCHOOL budget priorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. School improvement planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Establishing the school mission and vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6.4 Please rate how strongly you agree or disagree with the following statements about decision-making in your district.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a. Principals are actively involved in district decision-making about educational issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Principals are trusted to make sound professional decisions about instruction in this district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. In this district we take steps to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The district has an effective process for make group decisions and solving problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The district involves principals in decisions that directly impact the operations of my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SCHOOL LEADERSHIP

Q7.2 Please rate how strongly you agree or disagree with statements about leadership in your district.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a. Central office supports appropriate school improvement decisions when challenged by parents and the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The district clearly defines expectations for schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The district provides constructive feedback to principals toward improving performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. There is an atmosphere of trust and mutual respect within this district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Central office provides principals support when they need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The district has a clearly defined mission and vision for all schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The district encourages cooperation among schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PROFESSIONAL DEVELOPMENT

Q8.4 In which of the following areas (if any) do you need additional support to lead your school more effectively?

	Yes	No
a. Instructional leadership	<input type="radio"/>	<input type="radio"/>
b. Student assessment	<input type="radio"/>	<input type="radio"/>
c. Creating positive learning environments	<input type="radio"/>	<input type="radio"/>
d. School improvement planning	<input type="radio"/>	<input type="radio"/>
e. Budgeting	<input type="radio"/>	<input type="radio"/>
f. School scheduling	<input type="radio"/>	<input type="radio"/>
g. Staffing (hiring, etc.)	<input type="radio"/>	<input type="radio"/>
h. Teacher evaluation	<input type="radio"/>	<input type="radio"/>
i. Teacher remediation/coaching	<input type="radio"/>	<input type="radio"/>
j. Data-driven decision making	<input type="radio"/>	<input type="radio"/>
k. Working with parents and the community	<input type="radio"/>	<input type="radio"/>

Q8.5 In the past 2 years have you had 10 clock hours or more of professional development in any of the following areas?

	Yes	No
a. Instructional leadership	<input type="radio"/>	<input type="radio"/>
b. Student assessment	<input type="radio"/>	<input type="radio"/>
c. Creating positive learning environments	<input type="radio"/>	<input type="radio"/>
d. School improvement planning	<input type="radio"/>	<input type="radio"/>
e. Budgeting	<input type="radio"/>	<input type="radio"/>
f. School scheduling	<input type="radio"/>	<input type="radio"/>
g. Staffing (hiring, etc.)	<input type="radio"/>	<input type="radio"/>
h. Teacher evaluation	<input type="radio"/>	<input type="radio"/>
i. Teacher remediation/coaching	<input type="radio"/>	<input type="radio"/>
j. Data-driven decision making	<input type="radio"/>	<input type="radio"/>
k. Working with parents and the community	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Q8.6 Principal professional development is a priority in this district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q8.7 Sufficient resources are available to principals to participate in professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INSTRUCTIONAL PRACTICES AND SUPPORT

Q9.2 Please rate how strongly you agree or disagree with statements about instructional leadership in your district.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a. My school is provided sufficient data and information to make informed decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My school receives instructional resources commensurate with other schools in the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My school receives instructional resources commensurate with student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. District scheduling policies promote collective learning and shared practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

RETENTION

Q10.2 Which of the following best describes your immediate professional plans?

- Continue as a principal at my current school
- Continue as a principal in this district but leave this school
- Continue as a principal in this state but leave this district
- Leave the principalship for another administrative position or teaching position
- Leave the principalship for personal reasons (e.g., health, family, etc.)
- Retire from the principalship
- Leave the principalship for another reason

	Time during the workday	Facilities and resources	Community support and involvement	Managing student conduct	Teacher leadership	School leadership	Professional development	Instructional practices and support
Q10.4 Which aspect of your leading conditions most affects your willingness to remain as principal in your school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EQUITY

The following questions refer to aspects of equity - ranging from distribution of resources to equitable treatment of students and staff.

“Educational Equity” is the belief and practice of ensuring that every student is treated in a fair and just manner, providing the necessary allocation of resources for the success of every student, and eliminating discriminatory barriers to full participation and opportunities for every student. (NCSBE August 2019)

Q15.1 Please rate how strongly you agree or disagree with the following statements about educational equity in your district.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a. In this district, all students are treated equitably, justly and fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. District rules are applied equitably to all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. This district emphasizes showing respect for all students’ cultural beliefs and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. This district emphasizes the use of assessment data to inform instruction in the schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. This district provides quality services to help students with social or emotional needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The programs and resources at this district are adequate to support students with special needs or disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. This district provides instructional materials that reflect the diverse background of our students and community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SAFETY

Please rate how strongly you agree or disagree with the following statements about safety in your school.

Q15.2 The following types of problems rarely occur at this district

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a. Physical conflicts among students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Vandalism.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Student possession of weapons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following question is about bullying. Bullying happens when one or more students tease, threaten, spread rumors about, hit, shove or hurt another student. It is not bullying when students of about the same strength or power argue or fight or tease each other in a friendly way. Bullies are usually stronger, or have more friends or more money, or some other power over the student being bullied. Usually, bullying happens over and over, or the student being bullied thinks it might happen over and over.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Q15.3 Bullying is not a frequent problem at this district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following question is about cyberbullying. Cyberbullying is bullying that takes place using electronic technology. Examples of cyberbullying include mean text messages or emails, rumors sent by email or posted on social networking sites, and embarrassing pictures, videos, websites, or fake profiles.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Q15.4 Cyberbullying is not a frequent problem among students in this district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15.5 In this district, students are not bullied about their:

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a. Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Cultural background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Q15.6 This district has clear policies for schools as to how to handle student conduct issues, bullying of students, staff, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q15.7 This district has a written plan that describes procedures to be performed in active shooter situations or lock-down situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q15.8 This district has a written plan that clearly describes procedures to be performed in natural disasters (e.g., earthquakes or tornadoes).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q15.9 This district provides effective and on-going training in safety procedures to staff (e.g., lockdown training or fire drills).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q15.10 This district has clear policies for schools as to how to handle differences in students' cultural beliefs and practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PRINCIPAL SUPPORT

	Yes	No
Q12.1 Have you been formally assigned a mentor in the past three years?	<input type="radio"/>	<input type="radio"/>

Q12.2 My mentor was effective in providing support in the following areas.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
a. Instructional leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. School improvement planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Staffing (hiring, firing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teacher evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teacher remediation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Data-driven decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Working with parents and the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12.3 Please indicate whether each of the following were true for you and your mentor.

	Yes	No
a. My mentor and I work in schools at the same level.	<input type="radio"/>	<input type="radio"/>
b. My mentor and I work in the same district.	<input type="radio"/>	<input type="radio"/>
c. My mentor and I work in schools within 50 miles of each other.	<input type="radio"/>	<input type="radio"/>

Q12.4 On average, how often did you engage in each of the following activities with your mentor?

	Never	Less than once per month	Once per month	Several times per month	Once per week	Almost daily
a. Coaching conversations with my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Being observed in my school by my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Observing my mentor's school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. School improvement planning with my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Having discussions with my mentor about leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
Q12.5 Overall, my mentoring experience has been important in my decision to remain as principal in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q12.6 My mentoring experience has been important in my effectiveness as a school leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>