**EDUCATIONAL DECISIONMAKERS AND LEADERS:**
**ROLES AND RESPONSIBILITIES FOR ENSURING THAT ALL STUDENTS MEET OR EXCEED**
**A PROFICIENT LEVEL OF ACADEMIC ACHIEVEMENT ON**
**REQUIRED STATE ASSESSMENTS AND OTHER ACADEMIC MEASURES**

This survey was completed by (name): _____
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Authorities and Resources of the Board of Education

(1) *Authorities.* What authorities should the Board of Education have in order to ensure that all students meet or exceed a proficient level of academic achievement? List the three *most important* authorities (*e.g.*, the authority to levy a state tax in order to pay for K-12 education, to exclusively negotiate collective bargaining agreements for all DOE employees, and to solely determine the internal structure, management, and operation of the DOE). Next, briefly explain how having a particular authority will ensure that all students meet or exceed a proficient level of academic achievement. Finally, rank the authorities from greater importance (1) to lesser importance (3).

| **Authority** | **Explanation** | **Rank (1-3)** |
|---|---|---|
| A. | A. | A. |
| B. | B. | B. |
| C. | C. | C. |

(2) *Resources.* What resources should the Board of Education have in order to ensure that all students meet or exceed a proficient level of academic achievement? List the three *most important* resources (*e.g.*, an adequate supply of quality teacher candidates, professional staff support that is independent of the DOE, and an improved management & student information computer system). Next, briefly explain how having a particular resource will ensure that all students meet or exceed a proficient level of academic achievement. Finally, rank the resources from greater importance (1) to lesser importance (3).

| **Resource** | **Explanation** | **Rank (1-3)** |
|---|---|---|
| A. | A. | A. |
| B. | B. | B. |
| C. | C. | C. |

Authorities and Resources of the Superintendent of Education

(3) *Authorities.* What authorities should the Superintendent of Education have in order to ensure that all students meet or exceed a proficient level of academic achievement? List the three *most important* authorities (*e.g.*, the authority to immediately remove an ineffective principal from a school, to set the compensation of the Superintendent's leadership team; and to bring personnel resources in line with educational priorities). Next, briefly explain how having a particular authority will ensure that all students meet or exceed a proficient level of academic achievement. Finally, rank the authorities from greater importance (1) to lesser importance (3).

| **Authority** | **Explanation** | **Rank (1-3)** |
|---|---|---|
| A. | A. | A. |
| B. | B. | B. |
| C. | C. | C. |

(4) *Resources.* What resources should the Superintendent of Education have in order to ensure that all students meet or exceed a proficient level of academic achievement? List the three *most important* resources (*e.g.*, qualified principals and vice-principals in every school, an improved management & student information computer system, and on-call legal assistance). Next, briefly explain how having a particular resource will ensure that all students meet or exceed a proficient level of academic achievement. Finally, rank the resources from greater importance (1) to lesser importance (3).

| **Resource** | **Explanation** | **Rank (1-3)** |
|---|---|---|
| A. | A. | A. |
| B. | B. | B. |
| C. | C. | C. |

(5) *Authorities.* What authorities should a principal have in order to ensure that all students meet or exceed a proficient level of academic achievement? List the three *most important* authorities (*e.g.*, the authority to immediately remove ineffective teachers from the classroom, to reward effective teachers, and to delegate/assume responsibilities for the management of school facilities). Next, briefly explain how having a particular authority will ensure that all students meet or exceed a proficient level of academic achievement. Finally, rank the authorities from greater importance (1) to lesser importance (3).

| Authority | Explanation | Rank (1-3) |
|---|---|---|
| A. | A. | A. |
| B. | B. | B. |
| C. | C. | C. |

(6) *Resources.* What resources should a principal have in order to ensure that all students meet or exceed a proficient level of academic achievement? List the three *most important* resources (*e.g.*, a qualified teacher in every classroom, on-call legal assistance, supportive partnerships with local businesses, and adequate staff to support the school's business office). Next, briefly explain how having a particular resource will ensure that all students meet or exceed a proficient level of academic achievement. Finally, rank the resources from greater importance (1) to lesser importance (3).

| Resource | Explanation | Rank (1-3) |
|---|---|---|
| A. | A. | A. |
| B. | B. | B. |
| C. | C. | C. |

## Authorities and Resources of Teachers

(7) *Authorities.* What authorities should a teacher have in order to ensure that all students meet or exceed a proficient level of academic achievement? List the three *most important* authorities (*e.g.*, the authority to permanently remove a disruptive student from the classroom, to participate in the evaluation of a principal through the standard principal evaluation process, and to create an individualized professional development program). Next, briefly explain how having a particular authority will ensure that all students meet or exceed a proficient level of academic achievement. Finally, rank the authorities from greater importance (1) to lesser importance (3).

| Authority | Explanation | Rank (1-3) |
|---|---|---|
| A. | A. | A. |
| B. | B. | B. |
| C. | C. | C. |

(8) *Resources.* What resources should a teacher have in order to ensure that all students meet or exceed a proficient level of academic achievement? List the three *most important* resources (*e.g.*, parents who actively supervise their children's education, an adequate number of assistants/aides/trainers in each classroom, and classroom assessments for assessing a student's progress). Next, briefly explain how having a particular resource will ensure that all students meet or exceed a proficient level of academic achievement. Finally, rank the resources from greater importance (1) to lesser importance (3).

| Resource | Explanation | Rank (1-3) |
|---|---|---|
| A. | A. | A. |
| B. | B. | B. |
| C. | C. | C. |

## Authorities and Resources of Parents

(9) *Authorities.* What authorities should parents have in order to ensure that their children meet or exceed a proficient level of academic achievement? List the three *most important* authorities (*e.g.*, the authority to choose their children's teachers, to use family leave to meet with their children's teachers, and to observe classroom activities). Next, briefly explain how having a particular authority will ensure that a student meets or exceeds a proficient level of academic achievement. Finally, rank the authorities from greater importance (1) to lesser importance (3).

| **Authority** | **Explanation** | **Rank (1-3)** |
|---|---|---|
| A. | A. | A. |
| B. | B. | B. |
| C. | C. | C. |

(10) *Resources.* What resources should parents have in order to ensure that their children meet or exceed a proficient level of academic achievement? List the three *most important* resources (*e.g.*, qualified teachers in the classroom, regular feedback from their children's teachers, and publicly funded tutorial services). Next, briefly explain how having a particular resource will ensure that a student meets or exceeds a proficient level of academic achievement. Finally, rank the resources from greater importance (1) to lesser importance (3).

| **Resource** | **Explanation** | **Rank (1-3)** |
|---|---|---|
| A. | A. | A. |
| B. | B. | B. |
| C. | C. | C. |

## Authorities and Resources of Students

(11) *Authorities.* What authorities should a student have in order to ensure that the student meets or exceeds a proficient level of academic achievement? List the three *most important* authorities (*e.g.*, the authority to participate in the evaluation of a teacher through the standard teacher evaluation process, to participate in the creation of student policies, and to participate in decisions concerning the use of school funds). Next, briefly explain how having a particular authority will ensure that a student meets or exceeds a proficient level of academic achievement. Finally, rank the authorities from greater importance (1) to lesser importance (3).

| **Authority** | **Explanation** | **Rank (1-3)** |
|---|---|---|
| A. | A. | A. |
| B. | B. | B. |
| C. | C. | C. |

(12) *Resources.* What resources should a student have in order to ensure that the student meets or exceeds a proficient level of academic achievement? List the three *most important* resources (*e.g.*, a qualified teacher in the classroom, a safe school environment, a comfortable classroom, and adequate access to academic counseling). Next, briefly explain how having a particular resource will ensure that a student meets or exceeds a proficient level of academic achievement. Finally, rank the resources from greater importance (1) to lesser importance (3).

| **Resource** | **Explanation** | **Rank (1-3)** |
|---|---|---|
| A. | A. | A. |
| B. | B. | B. |
| C. | C. | C. |