



Summary of Responses

Miami-Dade County Public Schools 2008 Survey of Teachers

**Eileen Lai Horng
Susanna Loeb**

December 2009



Notes about Stanford Survey of MCDPS Teachers

In May and June of 2008, IREPP administered a survey to Miami-Dade County Public Schools (M-DCPS) teachers. This survey asked teachers about their school, the role(s) their current school administrators play, the appeal (or unappeal) of being a school administrator, and how prepared they feel to take on specific leadership tasks.

All of the teachers in the district were emailed links to the online survey. We received survey responses from 15,842 teachers in M-DCPS (representing an 83 percent response rate). This report highlights some of the aggregated responses of these teachers. Completing the survey was voluntary, as was answering each of the individual questions. The responses presented in this report represent the sum or proportion of the responses for each question (i.e., missing responses are omitted). We have a low rate of non-response (less than ten percent) for most questions. Combined with our 83 percent response rate overall, we are quite confident that the aggregated responses reported here are representative of the population of teachers in M-DCPS.

This survey is part of IREPP's School Leadership Research (SLR) project, which examines the career paths of principals and teachers, district policies that affect the distribution of human resources across schools, and the impact of educator characteristics and mobility patterns on student outcomes. The research is funded by organizations interested in evaluating existing education policies in order to identify ways to improve those policies or develop new policies as needed. We have received financial support from The Spencer Foundation, The Joyce Foundation, and the Stanford University K-12 Education Initiative. More information about this project can be found at: www.schoolleadershipresearch.org

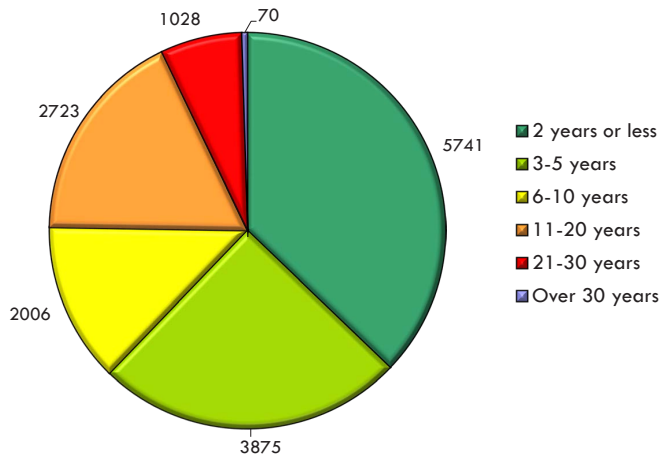


School Leadership Research Project
Institute for Research on Education Policy and Practice

520 Galvez Mall, CERAS Bldg.
Stanford, CA 94305

www.schoolleadershipresearch.org

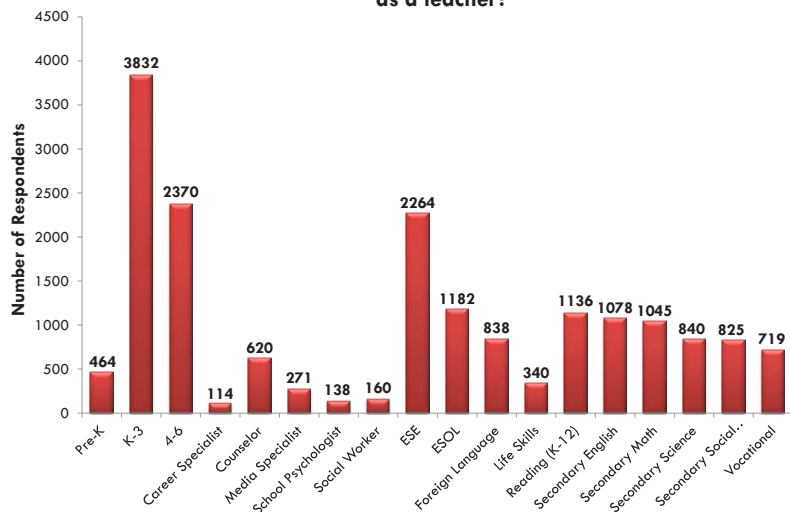
For how many years have you been or were you a teacher in your current school?



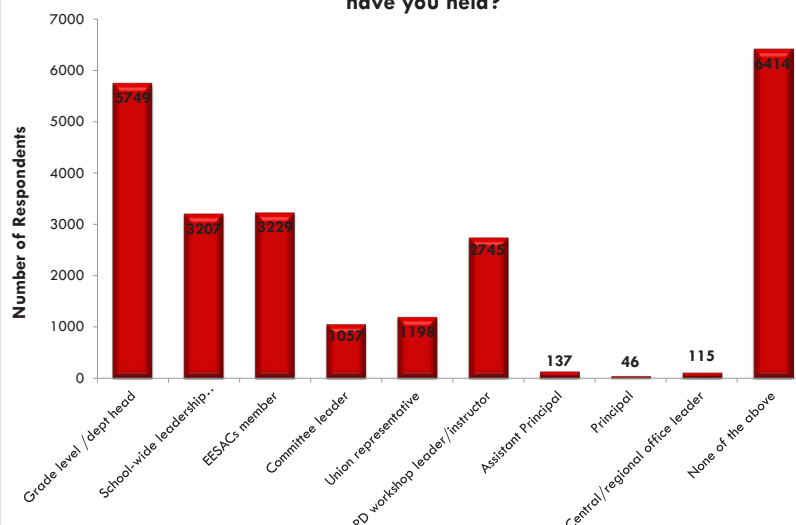
A third of the respondents have been in their current school for two years or less, and another quarter for three to five years. However, about a quarter of the respondents have been in their school for over ten years. The average number of years the respondents have been in their current schools is seven.

The respondents hold a variety of teaching positions.

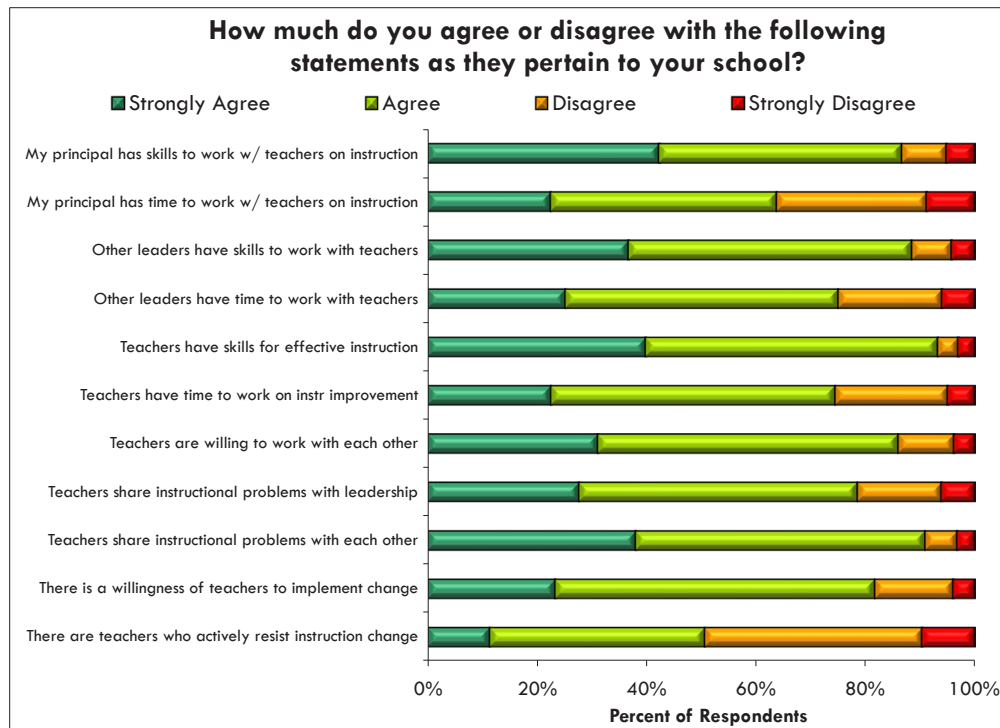
Which of the following best describes your current role as a teacher?



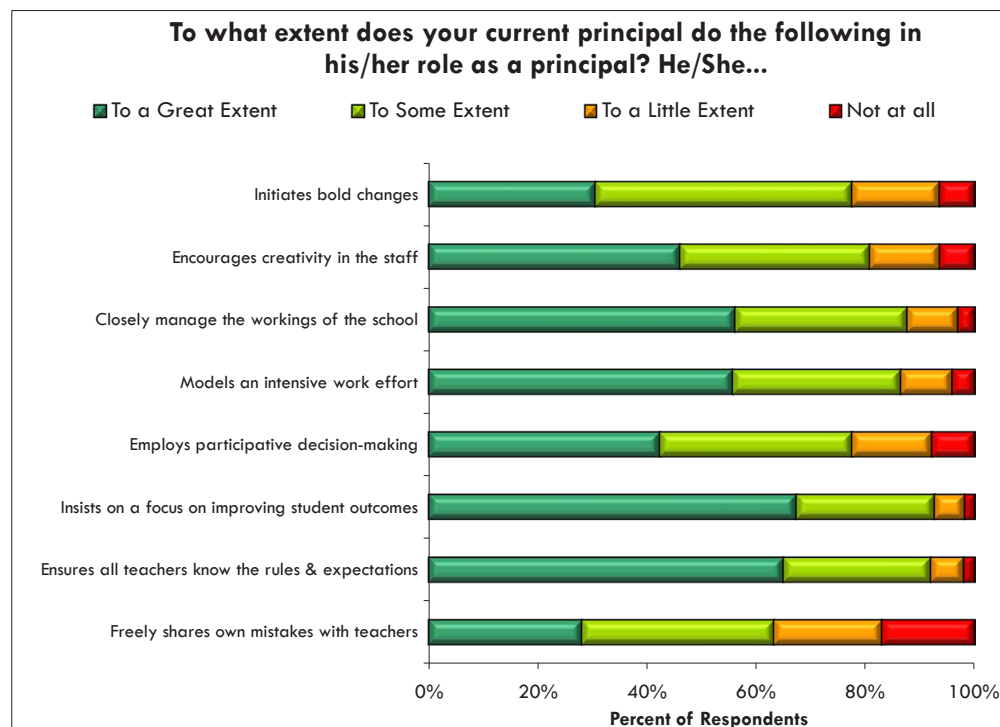
Which of the following school leadership positions have you held?



About forty percent of the respondents have not held a school leadership position. However, forty percent have been a grade level or department head, and about a fifth of them have been a school-wide leadership team member and/or an Education Excellence School Advisory Council (EESAC) member.

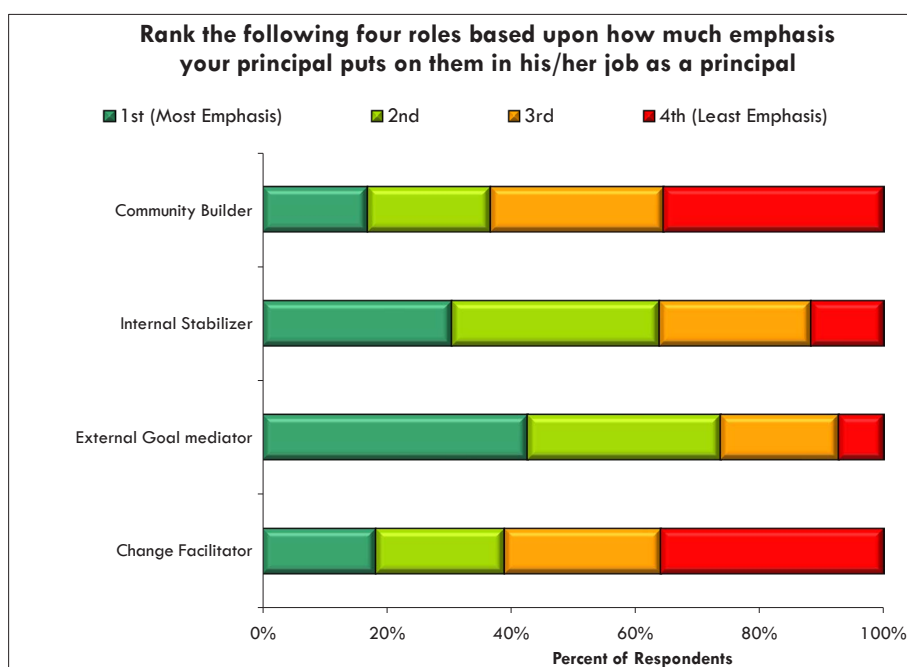
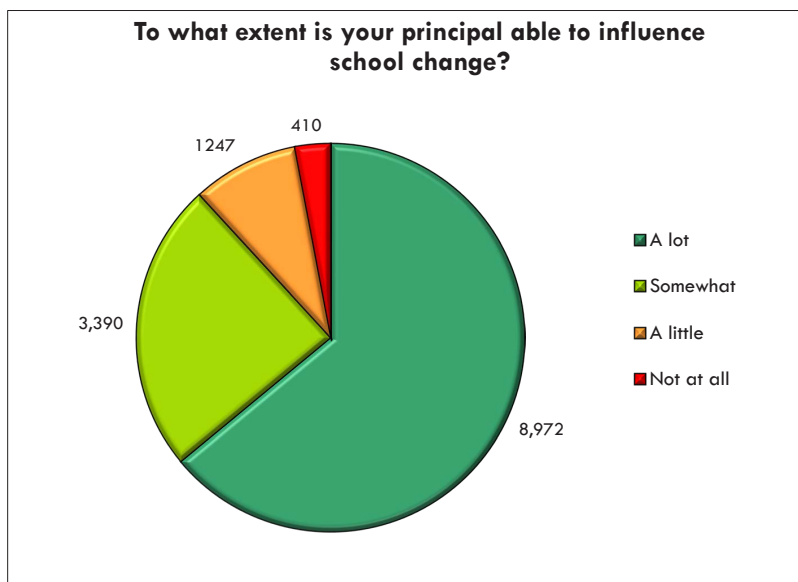


Most of the respondents are confident that their school leadership has the skills and knowledge to work with teachers on instruction, however less feel that they have the time to do so. This parallels findings from our surveys of M-DCPS principals and assistant principals.



Most of the respondents feel that the principal does the following to a great extent: insists on a focus on improving student outcomes and ensures that all teachers know the rules and expectations. Again, this closely parallels what we find from principal self-reports and APs' reports of principals.

The respondents generally report that their principal is able to influence school change. Sixty percent of the respondents believe that they can do so a lot. However, about ten percent of them think that their principal has a little or no influence at all.



Respondents were asked to rank the emphasis their principal places on the following four roles:

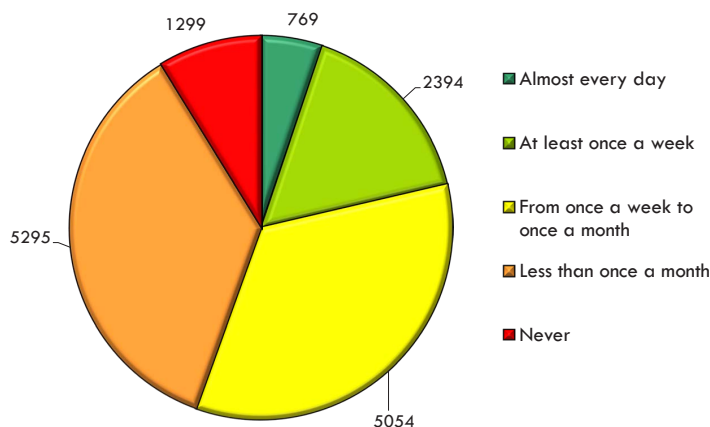
COMMUNITY BUILDER - Focuses on creating a positive community within the school by emphasizing human interactions.

INTERNAL STABILIZER - Focuses on stabilizing internal school operations so the school functions well.

EXTERNAL GOAL MEDIATOR - Focuses on student outcomes and external accountability in a structured, well-organized manner.

CHANGE FACILITATOR - Focuses on envisioning and facilitating innovation and change.

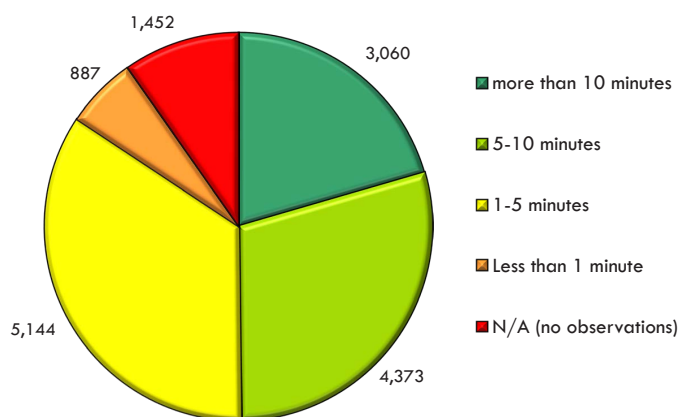
On average, how often do your principal or assistant principals informally observe your classroom?



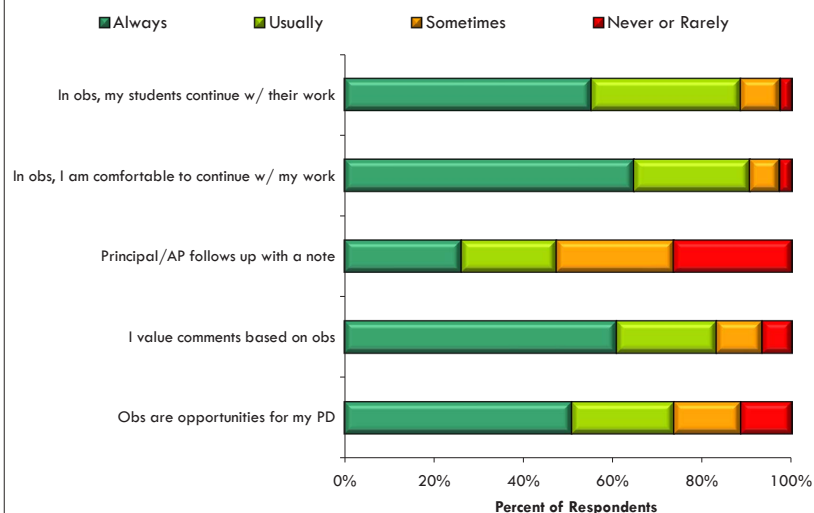
A third of the respondents report that their classrooms are observed between once a week and once a month. Another third are observed less than once a month. Sixteen percent of the respondents report that their classrooms are informally observed at least once a week and five percent almost every day.

A third of the respondents report that these informal observations last five minutes or less. A fifth of them state that they last more than ten minutes.

How long do they usually spend in your classroom for these informal observations?



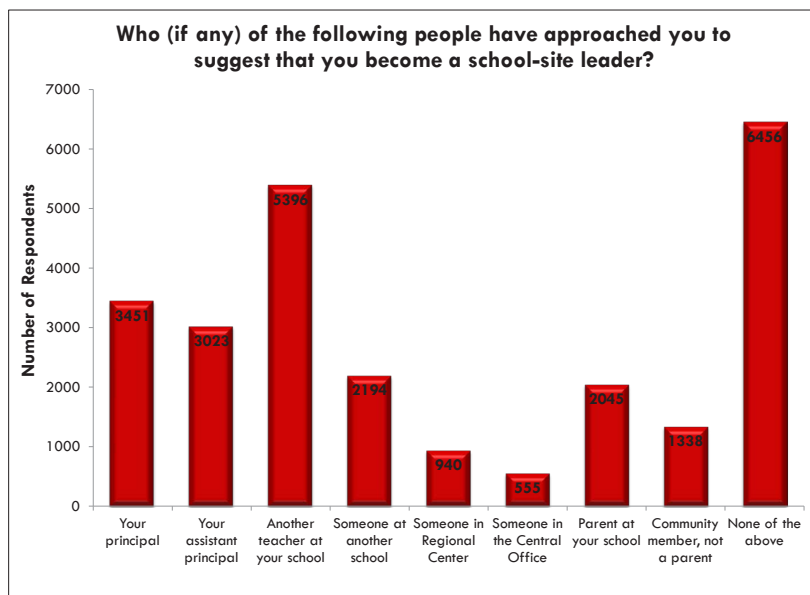
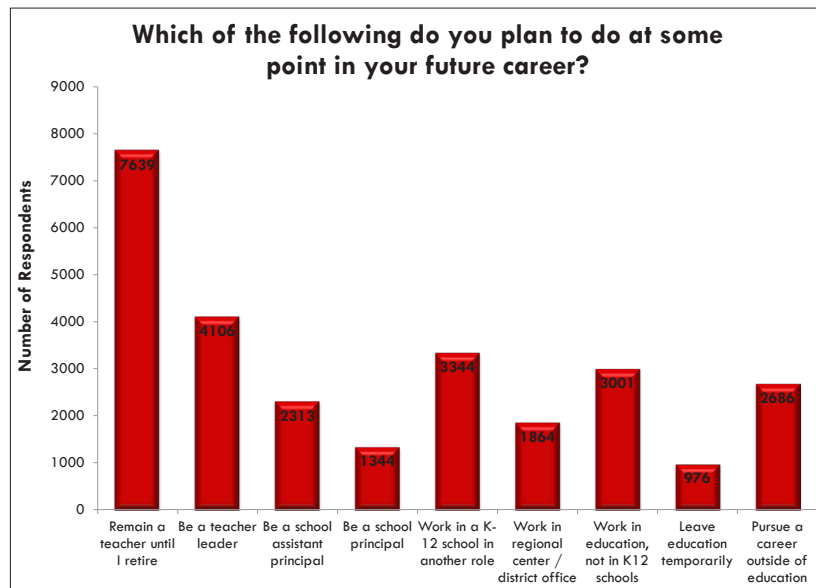
How often do the following statements characterize the informal classroom observations that your principal and/or APs conduct?



Three quarters of the respondents say that they usually or always view these informal observations as professional development opportunities. (In contrast, only half the principals and APs believe that teachers typically view these as professional development opportunities.)

Half of the respondents plan to remain a teacher until they retire. Over twenty percent of them plan to be a teacher leader, work in a K-12 school in another role, and/or work in education outside of K-12 schools at some point in the future.

Note that these were not presented as mutually-exclusive options. In other words, a respondent can be represented in more than one category.

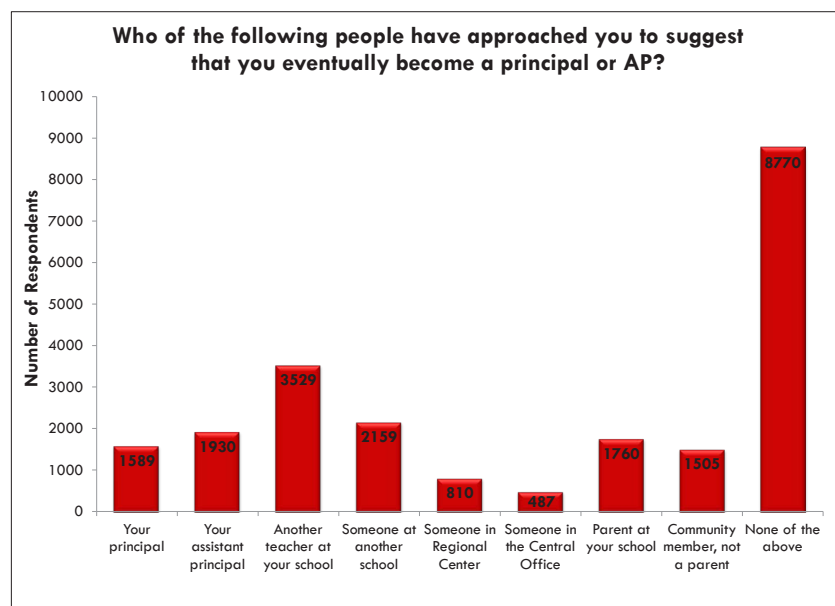


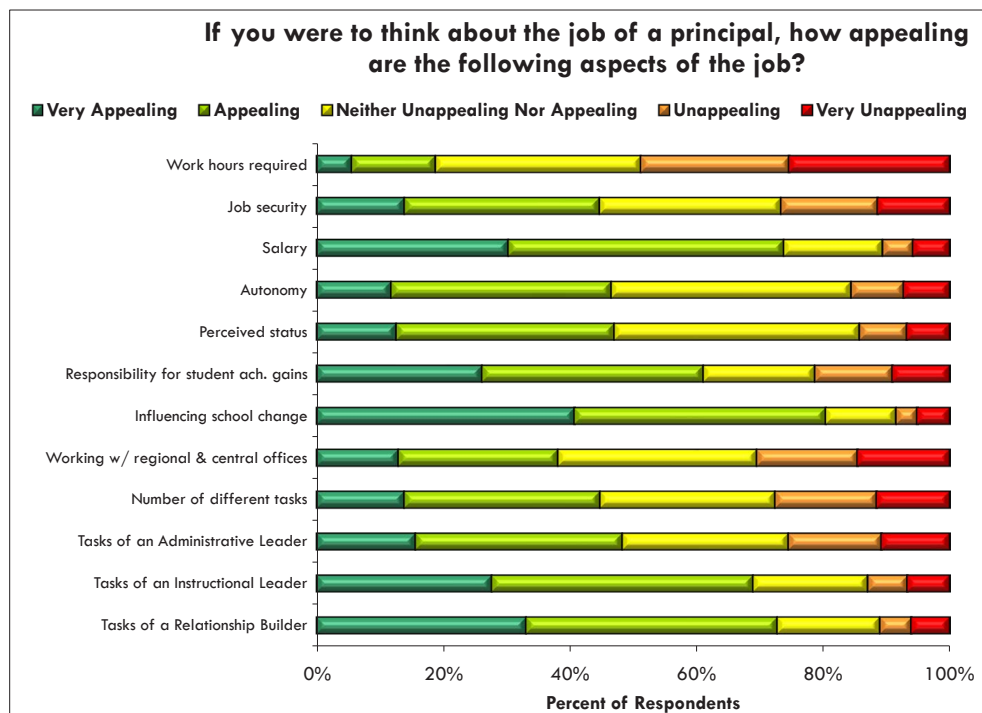
About a fifth of the respondents have been encouraged by their principal and/or assistant principal to become a school-site leader. More than a third have been encouraged to do so by another teacher at their school.

More than forty percent of the respondents have not been encouraged by any of these people to become a school-site leader.

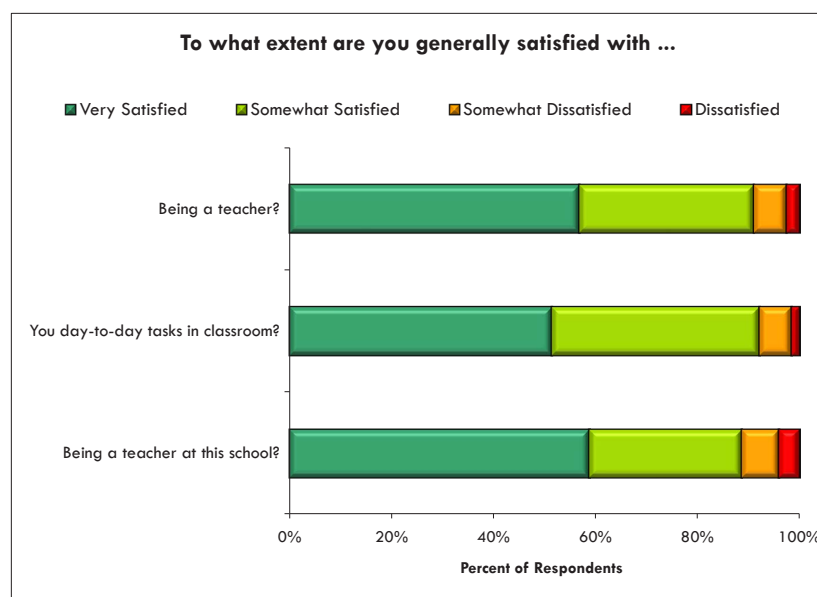
About ten percent of the respondents have been “tapped” by their principal or assistant principal to become a principal or AP themselves. A quarter have been encouraged to do so by another teacher at their school.

Sixty percent of them have not been “tapped” for school leadership by any of these people.





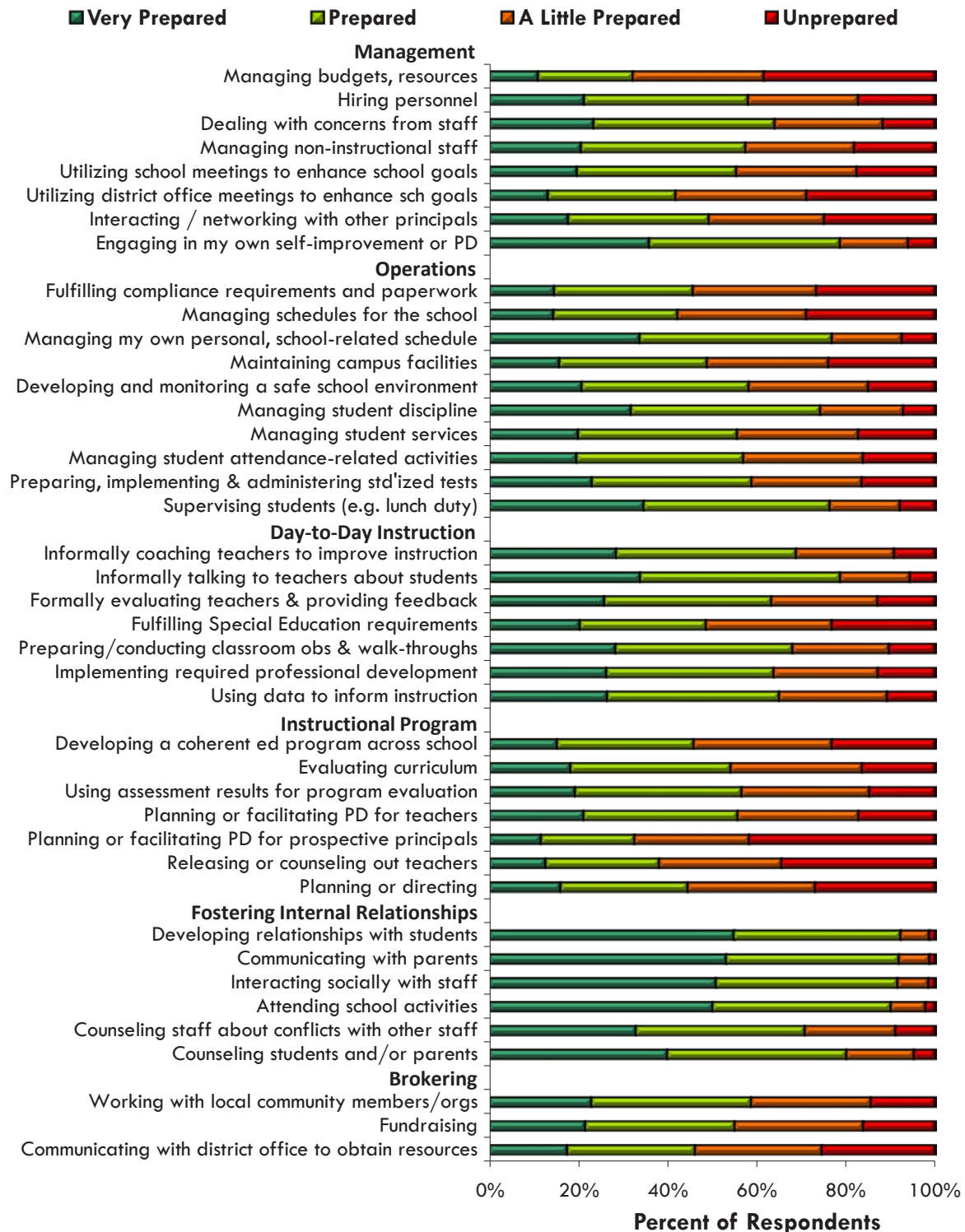
The respondents are most likely to rate the following three principal tasks as appealing or very appealing: influencing school change, tasks related to being an instructional leader, and tasks related to being a relationship builder. This is consistent with reports of what principals and APs find appealing about the principalship. Additionally, over seventy percent of the teacher respondents find the salary to be appealing.



Most of the teachers are at least somewhat satisfied with being a teacher. However, nine percent are at least somewhat dissatisfied as a teacher, and 11 percent are somewhat or very dissatisfied with being a teacher at their current school.

Preparedness for School Leadership Tasks

How prepared do you feel to be responsible for the following tasks?



In general, the respondents feel most prepared to do leadership tasks related to fostering internal relationships - over 90 percent of them feel prepared or very prepared to develop relationships with students, communicate with parents, interact socially with staff, and attend school activities. In comparison, they feel least prepared to manage budgets, facilitate PD for prospective principals, and release or counsel out teachers. (APs similarly feel the least prepared in these three areas.)