

Survey of MPS Curriculum Generalists

About the Survey

This survey of MPS Curriculum Generalists is part of a joint effort by MPS and researchers from Stanford University to better understand school and district leadership, particularly the responsibilities and preferences of Curriculum Generalists. This questionnaire asks about your school, your experiences as a curriculum generalist, your preferences for different types of schools, and your future plans.

Protecting Your Privacy

Filling out this survey will take about 10-15 minutes and is completely voluntary. Completing the survey indicates your consent to participate. The survey will be kept strictly confidential; while it is not anonymous, responses will be identified by respondent number only, analyzed by the project directors only, used only for the purposes of this study, and reported only in summary form. No individuals will ever be identified in written work related to this survey.

NO INFORMATION ON INDIVIDUALS' RESPONSES TO THE SURVEY QUESTIONS WILL BE GIVEN TO THE DISTRICT.

We believe that participating in this survey poses only minimal risks to your confidentiality and reputation. This study's confidentiality protections have been reviewed and approved by the Institutional Review Board (IRB) at Stanford University. If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact— anonymously, if you wish—the Administrative Panels Office, Stanford University, Stanford, CA (USA) 94305-5401, or by phone: (650) 723-2480 (you may call collect).

Thanks for your participation!

Note: Questions 15 and 19 are based on the Multifactor Leadership Questionnaire © 1995 by Bernard Bass and Bruce Avolio. All rights reserved. Mind Garden, Inc. (www.mindgarden.com)

Your Career Path

1. For how many years (including this one) have you been a Curriculum Generalist ...

(Note: The sum of these three responses should equal the total number of years you have been a Curriculum Generalist.)

a. in your current school?

b. in other schools within MPS (not your current school)?

c. in districts other than MPS?

2. For how many years were you a teacher ...

(Note: The sum of these three responses should equal the total number of years you have been a teacher.)

a. in your current school?

b. in other schools within MPS (not your current school)?

c. in districts other than MPS?

3. In which of these grades have you had teaching experience? (Check all that apply.)

- | | | |
|---|----------------------------|---|
| ☐ Pre-kindergarten | ☐ 4 | ☐ 9 |
| ☐ Kindergarten | ☐ 5 | ☐ 10 |
| ☐ 1 | ☐ 6 | ☐ 11 |
| ☐ 2 | ☐ 7 | ☐ 12 |
| ☐ 3 | ☐ 8 | ☐ Post High-School |

4. If you have taught grades 9-12, in which of these areas have you had subject-specific teaching experience? (Check all that apply, and skip if you have not taught grades 9-12.)

- | | | |
|--|---|--|
| ☐ Art | ☐ Home Economics | ☐ Sciences |
| ☐ Bilingual Education | ☐ Industrial Arts | ☐ Social Sciences |
| ☐ Business | ☐ Mathematics | ☐ Special Education |
| ☐ English / Language Arts | ☐ Music | ☐ Technology |
| ☐ Foreign Language | ☐ Physical Education | ☐ Vocational |
| ☐ Health | ☐ Reading | |
| ☐ Other (please specify) | | |

5. Which (if any) of the following school-site leadership positions have you held? (Check all that apply.)

- ☐ Grade level head or department head
- ☐ Learning Team member
- ☐ Committee leader (e.g., Title I, District Advisory Council)
- ☐ Union representative
- ☐ Professional development workshop leader/instructor
- ☐ Instructional coach (e.g., Literacy Coach, Math Teacher Leader, Mentor Teacher)
- ☐ Assistant principal
- ☐ Principal
- ☐ Central office leader (e.g., Department Head, Director)
- ☐ None of the above
- ☐ Other (please specify)

6. Who (if any) of the following people approached you to suggest that you become a Curriculum Generalist? (Check all that apply.)

- | | |
|--|---|
| ☐ Your principal | ☐ Someone in the central office |
| ☐ Your assistant principal | ☐ Parent at your school |
| ☐ Teacher at your school | ☐ Community member who is not a parent |
| ☐ Principal, AP, or teacher at another school | ☐ None of the above |
| ☐ Other (please specify) | |

7. Who (if any) of the following people have approached you to suggest that you become a principal? (Check all that apply.)

- | | |
|--|---|
| ☐ Your principal | ☐ Someone in the central office |
| ☐ Your assistant principal | ☐ Parent at your school |
| ☐ Teacher at your school | ☐ Community member who is not a parent |
| ☐ Principal, AP, or teacher at another school | ☐ None of the above |
| ☐ Other (please specify) | |

Your School

8. How much do you agree or disagree with the following statements about your current school?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I have the skills to work with teachers on instruction.	☐	☐	☐	☐
b. I have time to work with teachers on instruction.	☐	☐	☐	☐
c. Other leaders at this school (e.g., principal, APs, department heads) have the skills to work with teachers on instruction.	☐	☐	☐	☐
d. Other leaders at this school have time to work with teachers on instruction.	☐	☐	☐	☐
e. Teachers at this school have the skills and knowledge for effective instruction.	☐	☐	☐	☐
f. Teachers at this school have time to work on instructional improvement.	☐	☐	☐	☐
g. Teachers at this school are willing to work with each other on instructional improvement.	☐	☐	☐	☐
h. Teachers at this school feel free to share the instructional problems they face in the classroom with me.	☐	☐	☐	☐
i. Teachers at this school feel free to share the instructional problems they face in the classroom with each other.	☐	☐	☐	☐
j. Teachers at this school demonstrate a willingness to implement change in their classrooms.	☐	☐	☐	☐
k. There are teachers at this school who actively resist instructional change.	☐	☐	☐	☐
l. There are sufficient materials available to support instruction (e.g., textbooks, computers) at this school.	☐	☐	☐	☐
m. The school leadership is given sufficient autonomy by the district.	☐	☐	☐	☐
n. The district provides support for instructional improvements at this school (e.g., materials, professional development).	☐	☐	☐	☐
o. The district distracts the school leadership from pursuing our goals for this school (e.g., with meetings, paperwork).	☐	☐	☐	☐
p. The district's expectations are too high for our school.	☐	☐	☐	☐
q. The district encourages the school leadership to take risks in order to make change.	☐	☐	☐	☐
r. The district helps the school leadership promote a focus on teaching and learning.	☐	☐	☐	☐

9. How much do you agree or disagree with the following statements about instructional consistency at your current school?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school.	☐	☐	☐	☐
b. Good practices are shared across classrooms.	☐	☐	☐	☐
c. The teachers at this school share a common approach to instruction.	☐	☐	☐	☐
d. Teachers at this school feel responsible to help each other do their best.	☐	☐	☐	☐
e. Teachers at this school regularly visit other teachers' classrooms.	☐	☐	☐	☐
f. Teachers at this school feel responsible that all students learn.	☐	☐	☐	☐
g. Teachers give common assessments at this school.	☐	☐	☐	☐
h. Professional development is usually focused on a common instructional agenda.	☐	☐	☐	☐
i. The structure of the school day (e.g., block scheduling, common teacher planning time) supports the instructional practices at this school.	☐	☐	☐	☐
j. After-school programs support the instructional goals of the school.	☐	☐	☐	☐

10. Rank the following in terms of how much of a priority each of these factors is in driving the instructional program at your school.

	1st Priority	2nd	3rd	4th	5th Priority
a. Improving student test scores					
b. Increasing student learning in dimensions not measured by test scores					
c. Implementing other central office initiatives					
d. Attracting new families to the school					
e. Maintaining quality teaching staff at the school					

Your Principal

This section asks questions about your current principal. If your school does not have a PRINCIPAL, please answer the questions for the closest equivalent SCHOOL LEADER at your school.

11. To what extent is your principal able to influence school change?

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ A lot
- ☐ I don't know

12. Think about how frequently each of the following statements fits the principal of your current school. The principal...

(Note: These items require a response to proceed with the survey.)

	Not At All	Once in a While	Sometimes	Fairly Often	Frequently or Always
a. Provides me with assistance when I show effort.	☐	☐	☐	☐	☐
b. Re-examines assumptions to question whether they are appropriate.	☐	☐	☐	☐	☐
c. Intervenes before problems become serious.	☐	☐	☐	☐	☐
d. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	☐	☐	☐	☐	☐
e. Gets involved immediately when issues arise.	☐	☐	☐	☐	☐
f. Talks about his/her most important values and beliefs.	☐	☐	☐	☐	☐
g. Is absent when needed.	☐	☐	☐	☐	☐
h. Seeks differing perspectives when solving problems.	☐	☐	☐	☐	☐
i. Talks optimistically about the future.	☐	☐	☐	☐	☐
j. Instills pride in me for being associated with him/her.	☐	☐	☐	☐	☐
k. Discusses in specific terms who is responsible for achieving performance targets.	☐	☐	☐	☐	☐
l. Waits for things to go wrong before taking action.	☐	☐	☐	☐	☐
m. Talks enthusiastically about what needs to be accomplished.	☐	☐	☐	☐	☐
n. Specifies the importance of having a strong sense of purpose.	☐	☐	☐	☐	☐
o. Spends time teaching and coaching others (not including students).	☐	☐	☐	☐	☐
p. Makes clear what one can expect to receive when performance goals are achieved.	☐	☐	☐	☐	☐
q. Shows that he/she is a firm believer in "If it ain't broke, don't fix it."	☐	☐	☐	☐	☐
r. Goes beyond self-interest for the good of the group.	☐	☐	☐	☐	☐
s. Treats me as an individual rather than just as a member of a group.	☐	☐	☐	☐	☐
t. Demonstrates that problems must become chronic before taking action.	☐	☐	☐	☐	☐
u. Acts in ways that build my respect.	☐	☐	☐	☐	☐
v. Concentrates his/her full attention on dealing with mistakes, complaints, and failures.	☐	☐	☐	☐	☐
w. Considers the moral and ethical consequences of decisions.	☐	☐	☐	☐	☐

x. Keeps track of all mistakes.					
y. Displays a sense of authority and confidence.					
z. Articulates a compelling vision of the future.					
aa. Directs my attention toward failures to meet standards.					
bb. Avoids making decisions.					
cc. Considers me as having different needs, abilities, and aspirations from others.					
dd. Gets me to look at problems from many different angles.					
ee. Helps me to develop my strengths.					
ff. Suggests new ways of looking at how to complete assignments.					
gg. Delays responding to urgent questions.					
hh. Emphasizes the importance of having a collective sense of mission.					
ii. Expresses satisfaction when I meet expectations.					
jj. Expresses confidence that goals will be achieved.					
kk. Is effective in meeting my job-related needs.					
ll. Uses methods of leadership that are satisfying.					
mm. Gets me to do more than I expected to do.					
nn. Is effective in representing me to higher authority (e.g., the district office).					
oo. Works with me in a satisfactory way.					
pp. Heightens my desire to succeed.					
qq. Is effective in meeting organizational requirements.					
rr. Increases my willingness to try harder.					
ss. Leads a group that is effective.					

Your Job as a Curriculum Generalist

13. How many hours have you worked in the past 7 days? (Please estimate carefully.)

14. How does the number of hours you typically work in your current position compare to when you were a teacher?

- ☐ A Lot More Now
- ☐ More Now
- ☐ About the Same
- ☐ Less Now
- ☐ N/A (I have never been a teacher.)

15. Think about how frequently each of these statements fits you. The word "others" may mean teachers, staff or other leaders at your school.

(Note: These items require a response to proceed with the survey.)

	Not At All	Once in a While	Sometimes	Fairly Often	Frequently or Always
a. I provide others with assistance when they show effort.	☐	☐	☐	☐	☐
b. I re-examine assumptions to question whether they are appropriate.	☐	☐	☐	☐	☐
c. I intervene before problems become serious.	☐	☐	☐	☐	☐
d. I focus attention on irregularities, mistakes, exceptions, and deviations from standards.	☐	☐	☐	☐	☐
e. I get involved immediately when issues arise.	☐	☐	☐	☐	☐
f. I talk about my most important values and beliefs.	☐	☐	☐	☐	☐
g. I am absent when needed.	☐	☐	☐	☐	☐
h. I seek differing perspectives when solving problems.	☐	☐	☐	☐	☐
i. I talk optimistically about the future.	☐	☐	☐	☐	☐
j. I instill pride in others for being associated with me.	☐	☐	☐	☐	☐
k. I discuss in specific terms who is responsible for achieving performance targets.	☐	☐	☐	☐	☐
l. I wait for things to go wrong before taking action.	☐	☐	☐	☐	☐
m. I talk enthusiastically about what needs to be accomplished.	☐	☐	☐	☐	☐
n. I specify the importance of having a strong sense of purpose.	☐	☐	☐	☐	☐
o. I spend time teaching and coaching others (not including students).	☐	☐	☐	☐	☐
p. I make clear what one can expect to receive when performance goals are achieved.	☐	☐	☐	☐	☐
q. I show that I am a firm believer in "If it ain't broke, don't fix it."	☐	☐	☐	☐	☐
r. I go beyond self-interest for the good of the group.	☐	☐	☐	☐	☐
s. I treat others as individuals rather than just as a member of a group.	☐	☐	☐	☐	☐
t. I demonstrate that problems must become chronic before I take action.	☐	☐	☐	☐	☐
u. I act in ways that build others' respect for me.	☐	☐	☐	☐	☐
v. I concentrate my full attention on dealing with mistakes, complaints, and failures.	☐	☐	☐	☐	☐
w. I consider the moral and ethical consequences of decisions.	☐	☐	☐	☐	☐

x. I keep track of all mistakes.					
y. I display a sense of authority and confidence.					
z. I articulate a compelling vision of the future.					
aa. I direct my attention toward failures to meet standards.					
bb. I avoid making decisions.					
cc. I consider an individual as having different needs, abilities, and aspirations from others.					
dd. I get others to look at problems from many different angles.					
ee. I help others to develop their strengths.					
ff. I suggest new ways of looking at how to complete assignments.					
gg. I delay responding to urgent questions.					
hh. I emphasize the importance of having a collective sense of mission.					
ii. I express satisfaction when others meet expectations.					
jj. I express confidence that goals will be achieved.					
kk. I am effective in meeting others' job-related needs.					
ll. I use methods of leadership that are satisfying.					
mm. I get others to do more than they expected to do.					
nn. I am effective in representing others to higher authority (e.g., the district office).					
oo. I work with others in a satisfactory way.					
pp. I heighten others' desire to succeed.					
qq. I am effective in meeting organizational requirements.					
rr. I increase others' willingness to try harder.					
ss. I lead a group that is effective.					

Informal Classroom Visits

16. On average, how often do you INFORMALLY visit classrooms?

- ☐ Almost every day
- ☐ Several times a week
- ☐ Once a week
- ☐ Once a month
- ☐ Less than once a month
- ☐ Never

17. How long do you usually spend in a classroom for these INFORMAL visits?

- ☐ Less than 1 minute
- ☐ 1-5 minutes
- ☐ 5-10 minutes
- ☐ More than 10 minutes
- ☐ N/A (I never informally visit classrooms.)

18. How often do the following statements characterize your INFORMAL classroom visits? (Skip this question if you never informally visit classrooms.)

	Never or Rarely	Sometimes	Usually	Always
a. When I conduct informal classroom visits, students continue with their work as if I am not there.	☐	☐	☐	☐
b. When I conduct informal classroom visits, teachers continue with their work as if I am not there.	☐	☐	☐	☐
c. I conduct informal classroom visits to help monitor student discipline.	☐	☐	☐	☐
d. I conduct informal classroom visits to make sure that I am visible to teachers and students.	☐	☐	☐	☐
e. I conduct informal classroom visits to learn about teacher behaviors.	☐	☐	☐	☐
f. I conduct informal classroom visits to learn about student learning.	☐	☐	☐	☐
g. I conduct informal classroom visits to learn about teacher and student interactions.	☐	☐	☐	☐
h. I conduct informal classroom visits to build relationships with teachers and students.	☐	☐	☐	☐
i. After I conduct informal classroom visits, I follow up by sending teachers a note or talking with them.	☐	☐	☐	☐
j. Teachers value comments from my informal classroom visits.	☐	☐	☐	☐
k. Teachers view informal classroom visits as opportunities for professional development.	☐	☐	☐	☐
l. I conduct informal classroom visits to help monitor Bloom's level of engagement and level of cognitive complexity of the task.	☐	☐	☐	☐

Satisfaction and Support

19. When you think about the job of a principal, how appealing are the following aspects of the job?

	Very Unappealing	Unappealing	Neutral	Appealing	Very Appealing
a. Work hours required					
b. Job security					
c. Salary					
d. Autonomy					
e. Perceived status					
f. Responsibility for student achievement gains					
g. Influencing school change					
h. Working with the district central office					
i. Number of different tasks and responsibilities					
j. Tasks related to being an Administrative Leader (e.g., managing resources, managing schedules)					
k. Tasks related to being an Instructional Leader (e.g., coaching teachers to improve instruction, planning or facilitating professional development)					
l. Tasks related to being a Relationship Builder (e.g., developing relationships with students, working with local community members or organizations)					

20. To what extent are/were you generally satisfied with...

	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Not Applicable
a. Being a Curriculum Generalist?					
b. Being a Curriculum Generalist at your current school?					
c. Being a teacher?					

21. During the 2007-08 school year, how much did the following people help you perform your job more effectively? (Skip if you were not a Curriculum Generalist last year.)

	No Help	A Little Help	Some Help	A Lot of Help	N/A
a. District assigned mentor or coach					
b. Other school leaders					
c. Central office personnel					
d. Staff from professional development opportunities you participated in					
e. University staff					
f. Other					

Please specify:

Preparation for School Leadership Job Tasks

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

(Note: These items require a response to proceed with the survey.)

	Unprepared	A Little Prepared	Prepared	Very Prepared
a. Managing budgets, resources	☐	☐	☐	☐
b. Hiring personnel	☐	☐	☐	☐
c. Dealing with concerns from staff	☐	☐	☐	☐
d. Managing non-instructional staff	☐	☐	☐	☐
e. Utilizing school meetings to enhance school goals	☐	☐	☐	☐
f. Utilizing communications or meetings with the district office to enhance school goals	☐	☐	☐	☐
g. Fulfilling compliance requirements and paperwork (excluding special education)	☐	☐	☐	☐
h. Managing schedules for the school (e.g., master schedules, scheduling rooms)	☐	☐	☐	☐
i. Maintaining campus facilities	☐	☐	☐	☐
j. Developing and monitoring a safe school environment	☐	☐	☐	☐
k. Managing student discipline	☐	☐	☐	☐
l. Managing student services (e.g., records, reporting, activities)	☐	☐	☐	☐
m. Managing student attendance-related activities	☐	☐	☐	☐
n. Preparing, implementing and administering standardized tests	☐	☐	☐	☐
o. Supervising students (e.g., lunch duty)	☐	☐	☐	☐
p. Informally coaching teachers to improve their teaching	☐	☐	☐	☐
q. Informally talking to teachers about students not related to instruction	☐	☐	☐	☐
r. Formally evaluating teachers	☐	☐	☐	☐
s. Fulfilling Special Education requirements (e.g., meetings with parents and lawyers)	☐	☐	☐	☐
t. Preparing or conducting classroom visits / walk-throughs	☐	☐	☐	☐
u. Implementing required professional development	☐	☐	☐	☐
v. Using data to inform instruction	☐	☐	☐	☐
w. Developing a coherent educational program across the school	☐	☐	☐	☐
x. Evaluating curriculum	☐	☐	☐	☐
y. Using assessment results for program evaluation and development	☐	☐	☐	☐
z. Planning or facilitating professional development for teachers	☐	☐	☐	☐
aa. Planning or facilitating professional growth opportunities for teacher leaders	☐	☐	☐	☐
bb. Counseling out teachers	☐	☐	☐	☐
cc. Planning or directing supplementary, after-school, or summer school instruction	☐	☐	☐	☐
dd. Developing relationships with students	☐	☐	☐	☐
ee. Communicating with parents	☐	☐	☐	☐
ff. Interacting socially with staff	☐	☐	☐	☐
gg. Attending school activities (e.g., sports events, plays, celebrations)	☐	☐	☐	☐
hh. Counseling staff about conflicts with other staff members	☐	☐	☐	☐
ii. Counseling students and/or parents	☐	☐	☐	☐
jj. Working with local community members or organizations	☐	☐	☐	☐
kk. Fundraising (e.g., grant writing, bake sales)	☐	☐	☐	☐
ll. Communicating with the district office to obtain resources (initiated by you)	☐	☐	☐	☐

mm. Recruiting students to attend your school				
nn. Publicizing school events and achievements				
oo. Recruiting school volunteers from the community				
pp. Managing the school's image in local media (e.g., newspapers)				

School Characteristic Preferences

23. If you were to consider being a principal, in what type of school would you prefer to be a principal?

	MOST IMPORTANT (Please mark only ONE in this column.)	Strongly Prefer to Be Principal At	Prefer to Be Principal At	Prefer NOT to Be Principal At	Not a Consideration
a. Elementary school	☐	☐	☐	☐	☐
b. Middle school	☐	☐	☐	☐	☐
c. High school	☐	☐	☐	☐	☐
d. Charter school	☐	☐	☐	☐	☐
e. Theme-based school	☐	☐	☐	☐	☐
f. Close proximity to home	☐	☐	☐	☐	☐
g. Small school size	☐	☐	☐	☐	☐
h. Diverse student population with a variety of different ethnicities and/or income levels	☐	☐	☐	☐	☐
i. Many English language learners	☐	☐	☐	☐	☐
j. Many students of poverty	☐	☐	☐	☐	☐
k. School for at-risk students (partnership school)	☐	☐	☐	☐	☐
l. Collegial school culture	☐	☐	☐	☐	☐
m. A sense of safety on campus	☐	☐	☐	☐	☐
n. Availability of resources	☐	☐	☐	☐	☐
o. Good condition of school facilities	☐	☐	☐	☐	☐
p. School similar to one in which I taught	☐	☐	☐	☐	☐
q. School in the same district as one in which I taught	☐	☐	☐	☐	☐
r. A low-performing school in need of reform	☐	☐	☐	☐	☐
s. A high performing school	☐	☐	☐	☐	☐
t. A school that has recently demonstrated significant academic improvement	☐	☐	☐	☐	☐
u. A school with many teacher vacancies	☐	☐	☐	☐	☐
v. Supportive parent participation	☐	☐	☐	☐	☐

Future Plans and Background

24. Do you plan to do the following at some point in your FUTURE career?

	Yes	No
a. Remain a Curriculum Generalist until I retire	☐	☐
b. Be a classroom teacher	☐	☐
c. Be an assistant principal	☐	☐
d. Be a school principal (or equivalent)	☐	☐
e. Work in a school in another role (e.g. instructional coach, counselor)	☐	☐
f. Work in the central office	☐	☐
g. Work in education, outside of K-12 schools (e.g., educational entrepreneur, researcher, professor)	☐	☐
h. Leave education temporarily (e.g., sabbatical, child-rearing)	☐	☐
i. Pursue a career outside of education	☐	☐
j. Stay in education but not in MPS	☐	☐

25. From which college or university did you receive your first undergraduate degree?

26. What was your major(s)?

27. Do you have a Degree in Administration or Educational Leadership?

☐ No

☐ Yes

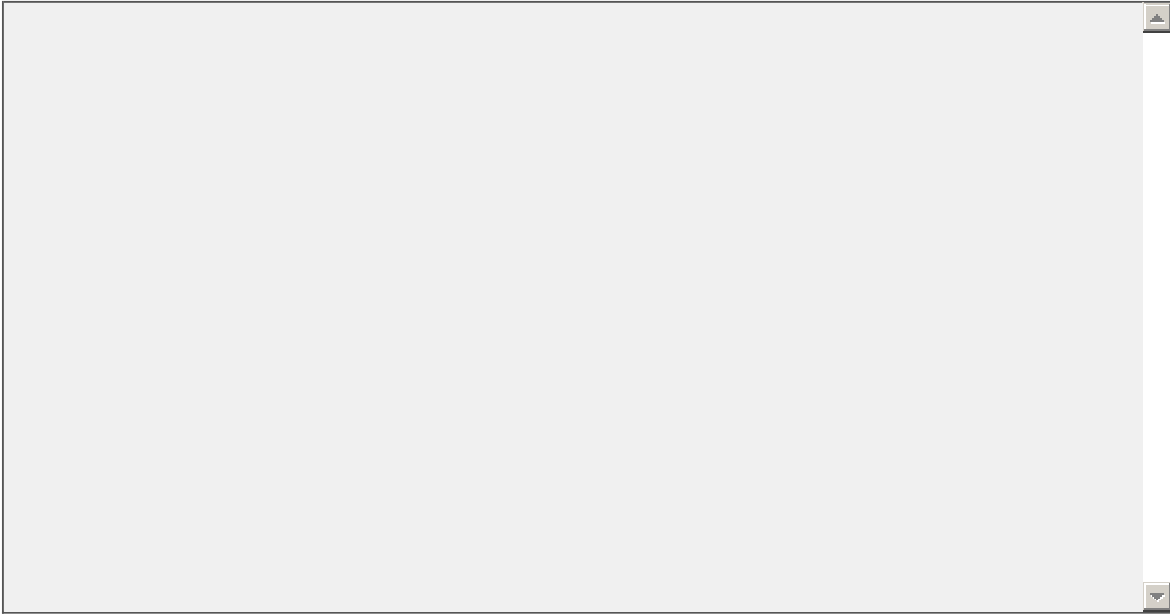
If yes, from where?

28. If you do not have a Degree in Administration or Educational Leadership, do you plan to obtain one in the future?

- ☐ I am currently pursuing a Degree in Administration or Educational Leadership.
- ☐ I definitely plan on obtaining a Degree in Administration or Educational Leadership in the future.
- ☐ I am considering obtaining a Degree in Administration or Educational Leadership.
- ☐ I do not plan to obtain a Degree in Administration or Educational Leadership.
- ☐ N/A (I already have a Degree in Administration or Educational Leadership.)

29. Do you have any other advanced degrees? If so, please name the degrees, fields, and institutions from which they were earned.

30. If you could change one aspect of your job (or one aspect of school leadership in general) in order to improve instruction and student learning, what would it be?

A large, empty text input area for the survey question. It is a light gray rectangle with a thin black border. On the right side, there is a vertical scrollbar with a small upward-pointing arrow at the top and a small downward-pointing arrow at the bottom.

Thank you for completing this survey! Your participation is very much appreciated.

If you have any questions about this study, please contact:

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