

Survey of MPS Teacher Leaders (Paper & Pencil)

Survey of MPS Teacher Leaders

About the Survey

This survey of MPS teacher leaders 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 teacher leaders and principals. This questionnaire asks about your school, your experience as a teacher leader, 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—anonously, 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!

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Note: Question 12 is based on the Multifactor Leadership Questionnaire © 1995 by Bernard Bass and Bruce Avolio. All rights reserved. Mind Garden, Inc. (www.mindgarden.com)

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1. What is your current school type?

- ☐ Instrumentality charter school
- ☐ Non-instrumentality charter school
- ☐ Partnership / alternative school
- ☐ Traditional MPS school

2. For how many years (including this one) have you been a ... (Note: The sum of these four responses should equal the total number of years you have been a teacher leader, principal or the equivalent.)

a. teacher leader in your current school? _____

b. teacher leader in another school? _____

c. principal or the equivalent in MPS? _____

d. principal or the equivalent in districts other than MPS? _____

3. For how many years were you a teacher (but not a teacher leader)... (Note: The sum of these three responses should equal the total number of years you have been a teacher but not a teacher leader.)

a. in your current school? _____

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

c. in districts other than MPS? _____

4. 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

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5. 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 | ☐ Industrial Arts | ☐ Special Education |
| ☐ Bilingual Education | ☐ Mathematics | ☐ Technology |
| ☐ Business | ☐ Music | ☐ Vocational |
| ☐ English / Language Arts | ☐ Physical Education | ☐ Other |
| ☐ Foreign Language | ☐ Reading | _____ |
| ☐ Health | ☐ Sciences | ☐ Other |
| ☐ Home Economics | ☐ Social Sciences | _____ |

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

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

7. Who (if any) of the following people approached you when you were a teacher (but not a teacher leader) to suggest that you become a principal or teacher leader? (Check all that apply.)

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

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8. 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 principal or teacher leader 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) _____	☐	☐	☐	☐	☐

9. To what extent are you able to influence school change?

☐ Not at all ☐ A little ☐ Somewhat ☐ A lot

10. 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., APs, curriculum generalist, 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. I am 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 me from pursuing my goals for this school (e.g., with meetings, paperwork).	☐	☐	☐	☐
p. The district's expectations are too high for our school.	☐	☐	☐	☐
q. The district encourages principals and teacher leaders to take risks in order to make change.	☐	☐	☐	☐
r. The district helps me promote a focus on teaching and learning.	☐	☐	☐	☐
.	☐	☐	☐	☐

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11. 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.	☐	☐	☐	☐

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12. Think about how frequently each statement fits you. (Note: The word "others" may mean teachers, staff or other leaders at your school.)

	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.	☐	☐	☐	☐	☐

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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.	☐	☐	☐	☐	☐

13. Rank the following in terms of how much of a priority each of these factors is in driving the instructional program at your school. (Please check only one in each column.)

	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	☐	☐	☐	☐	☐

14. Suppose you wanted to implement a major curriculum reform at your school. How would you rate your chances of success?

- ☐ Very likely to be unsuccessful
- ☐ Somewhat more likely to be unsuccessful than successful
- ☐ Chances are about even
- ☐ Somewhat more likely to be successful than unsuccessful
- ☐ Very likely to be successful

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15. How much of a help or barrier do you think each of the following would be to implementing a major curriculum reform at your school?

	Major barrier	Minor barrier	Neither a barrier nor a help	Minor help	Major help	N/A
a. Assistant principal(s)	☐	☐	☐	☐	☐	☐
b. Curriculum generalist; Literacy coach	☐	☐	☐	☐	☐	☐
c. Teachers with 0-3 years of experience	☐	☐	☐	☐	☐	☐
d. Teachers with 4-9 years of experience	☐	☐	☐	☐	☐	☐
e. Teachers with 10+ years of experience	☐	☐	☐	☐	☐	☐
f. Support staff (e.g., counselors, psychologist, social worker)	☐	☐	☐	☐	☐	☐
g. District office staff	☐	☐	☐	☐	☐	☐
h. MTEA (Teachers' Union)	☐	☐	☐	☐	☐	☐
i. Parents	☐	☐	☐	☐	☐	☐
j. Local community organizations	☐	☐	☐	☐	☐	☐
k. Local businesses	☐	☐	☐	☐	☐	☐

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

17. How does the number of hours you typically work in your current position compare to when you were a teacher (but not a teacher leader)?

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

18. How does the number of hours you typically work in your current position compare to when you were an assistant principal?

☐ A Lot More Now
 ☐ More Now
 ☐ About the Same
 ☐ Less Now
 ☐ N/A (I have never been an AP.)

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19. We would like you to think only about your full-time NOVICE (NON-TENURED) teachers. During the 2007-08 school year...

- a. How many novice teachers worked in your school? _____
- b. How many novice teachers did you encourage to eventually become an AP or principal? _____
- c. How many novice teachers did you believe were ineffective in the classroom? _____
- d. How many novice teachers did you work with intensively to improve their instructional practice? _____
- e. How many novice teachers did you ask or encourage to leave your school? _____
- f. Of the teachers you asked/encouraged to leave, how many did not return to the school this year? _____
- g. Of the teachers you asked/encouraged to leave, how many transferred to another school in MPS? _____
- h. Of the teachers you asked/encouraged to leave, how many transferred outside of MPS? _____
- i. Of the teachers you asked/encouraged to leave, how many left teaching? _____

20. Now we would like you to think about your full-time TENURED teachers. During the 2007-08 school year...

- a. How many tenured teachers worked in your school? _____
- b. How many tenured teachers did you encourage to eventually become an AP or principal? _____
- c. How many tenured teachers did you believe were ineffective in the classroom? _____
- d. How many tenured teachers did you work with intensively to improve their instructional practice? _____
- e. How many tenured teachers did you refer to the TEAM program? _____
- f. How many tenured teachers did you ask or encourage to leave your school? _____
- g. Of the teachers you asked/encouraged to leave, how many did not return to the school this year? _____
- h. Of the teachers you asked/encouraged to leave, how many transferred to another school in MPS? _____
- i. Of the teachers you asked/encouraged to leave, how many transferred outside of MPS? _____
- j. Of the teachers you asked/encouraged to leave, how many left teaching? _____

21. How many assistant principal(s) work at your school?

- ☐ None ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

22. Do you have a Curriculum Generalist at your school?

- ☐ Yes ☐ No

23. Do you have a Literacy Coach at your school?

- ☐ Yes ☐ No

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

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

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

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

26. 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.	☐	☐	☐	☐

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

	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Not Applicable
a. Being a teacher leader?	☐	☐	☐	☐	☐
b. Being a teacher leader at your current school?	☐	☐	☐	☐	☐
c. Being a teacher (but not a teacher leader)?	☐	☐	☐	☐	☐

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

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

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29. How effective do you consider yourself to be in the following tasks?

	Ineffective	A Little Effective	Effective	Very Effective
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	☐	☐	☐	☐

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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)	☐	☐	☐	☐

30. Consider each of the following tasks. To what degree is each one of the following your responsibility as opposed to the responsibility of other leaders in your school?

	Solely Others'	Mostly Others'	Equally Shared	Mostly Mine	Solely Mine
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	☐	☐	☐	☐	☐

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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)	☐	☐	☐	☐	☐

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31. In considering the type of school in which you would prefer to be a teacher leader or principal, how do you view the following school characteristics?

	MOST IMPORTANT (Please mark only ONE in this column.)	Strongly Prefer to Be Leader At	Prefer to Be Leader At	Prefer NOT to Be Leader 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	☐	☐	☐	☐	☐

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32. How appealing are the following aspects of your current 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)	☐	☐	☐	☐	☐

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

34. What was your major(s)?

35. Where did you earn your administrative credential?

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

37. 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?