Introduction

Survey of M-DCPS Teachers

Welcome to the 2010-11 Stanford University Survey of M-DCPS Teachers!

This online survey offers you the opportunity to confidentially share your views and insights about your experiences as a teacher during this past year. Please give your open and honest opinions on the survey.

PLEASE RESPOND TO THE QUESTIONS CONSIDERING YOUR EXPERIENCES DURING THE PRESENT SCHOOL YEAR (2010-11).

CONFIDENTIALITY: To protect confidentiality, survey results will be reported in aggregate form only. The comments you enter for the open-ended questions will be reported verbatim and will not identify you as the author.

YOUR INDIVIDUAL RESULTS WILL NOT AT ANY TIME BE REPORTED BACK TO THE DISTRICT.

Completing the survey indicates your consent to participate. 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!

Warm-Up

Are you currently a teacher in M-DCPS?

- ○ Yes
- ○ No

You responded that you are not currently a teacher (as of 2010-11) in M-DCPS. What is your role in the district?

For how many years (including this one) have you been a TEACHER …

a. in your current school?	0	years
b. in other schools within M-DCPS (not your current school)?	0	years
c. in schools outside M-DCPS?	0	years
Total Years as a Teacher	0	years

Which of the following best describes your CURRENT ROLE as a teacher? (Check all that apply.)

- ☐ Pre-K
- ☐ K-3
- ☐ 4-6
- ☐ Career Specialist
- ☐ Counselor
- ☐ Media Specialist
- ☐ School Psychologist
- ☐ Social Worker
- ☐ ESE
- ☐ ESOL

- ☐ Foreign Language
- ☐ Life Skills
- ☐ Reading (K-12)
- ☐ Secondary English
- ☐ Secondary Math
- ☐ Secondary Science
- ☐ Secondary Social Science
- ☐ Vocational
- ☐ Other (please specify):

What Is Good Administrative Support

How important are the following behaviors and attributes of a SCHOOL LEADER to you?

	MOST Important (Please mark only ONE in this column.)	Very Important	Somewhat Important	A Little Important	Not Important at All
Is able to get ineffective or disruptive teachers to leave	○	○	○	○	○
Hires strong teachers	○	○	○	○	○
Has a strong vision and is able to motivate others	○	○	○	○	○
Buffers you from district office	○	○	○	○	○
A lot of experience in the classroom	○	○	○	○	○
Provides resources you need for your classroom	○	○	○	○	○
Knowledgeable about curriculum and instructional practices	○	○	○	○	○
Trusts your judgment as a teacher	○	○	○	○	○
Focuses on student achievement	○	○	○	○	○
Encourages and provides time for teachers to collaborate	○	○	○	○	○
Fairly determines classroom assignments for teachers	○	○	○	○	○
Personally likeable and easy to approach	○	○	○	○	○
Retains highly effective teachers	○	○	○	○	○
Other (please specify):	○	○	○	○	○

Which of your current teacher colleagues do you think would make the BEST PRINCIPAL?

[Note that all responses on this survey are completely confidential.]

Teacher's First and Last Name:

To what extent do you agree with the following statements about this person?

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
This person has a lot of experience with school leadership responsibilities.	○	○	○	○	○	○
This person has strong leadership skills (e.g., ability to motivate others).	○	○	○	○	○	○
This person has strong interpersonal skills.	○	○	○	○	○	○
This person gets along well with the non-teaching staff at my school.	○	○	○	○	○	○
This person has the passion/drive to be a school leader.	○	○	○	○	○	○
I consider this person a friend.	○	○	○	○	○	○
This person gets along well with students.	○	○	○	○	○	○
This person has exceptional teaching skills (e.g., knowledgeable about instructional practices and curricula).	○	○	○	○	○	○
This person gets along well with me.	○	○	○	○	○	○
This person gets along well with other teachers.	○	○	○	○	○	○
This person is one of the best teachers I have seen.	○	○	○	○	○	○
This person has strong traditional management skills (e.g., hiring, budgeting).	○	○	○	○	○	○
I have spent a lot of time with this person outside of school.	○	○	○	○	○	○

Classroom assignment

Classroom Assignment

For the next few questions we would like you to think about how your school assigns students to teachers in specific classes.

These questions are *not* about deciding which courses a student should take (for example, should John take Geometry or Algebra II, or should Mary repeat 3rd grade or move to 4th). Instead we want you to think about how teachers and students are assigned to each other in classes (for example, should John be in Ms. Blue's Algebra II class sixth period or second period, or should Mary be in Ms. Green's 3rd grade class or Mr. Brown's 3rd grade class).

Who participated in the process of assigning students to your class for the 2010-2011 school year? (Choose all who participated.)

- ☐ Me (regardless of the group you belong to)
- ☐ Other teachers in my grade level
- ☐ Teachers in the grade level below
- ☐ Other teachers
- ☐ Principal
- ☐ Assistant Principals
- ☐ Counselors
- ☐ Parents
- ☐ Students
- ☐ Someone else (please specify)

How much influence would you say each participant has in the process of assigning students to teachers in classes? Please consider all forms of influence formal and informal.

	The most influence (CHOOSE ONLY ONE IN THIS COLUMN)	A lot of Influence	Some Influence	Little Influence
» Me (regardless of the group you belong to)	○	○	○	○
» Other teachers in my grade level	○	○	○	○
» Teachers in the grade level below	○	○	○	○
» Other teachers	○	○	○	○
» Principal	○	○	○	○
» Assistant Principals	○	○	○	○
» Counselors	○	○	○	○
» Parents	○	○	○	○
» Students	○	○	○	○
» Someone else (please specify)	○	○	○	○

Below is a list of factors schools might or might not consider when deciding how to assign students to teachers in classes. How influential is each factor in *your school's* process of assigning students to teachers in classes?

	The most influential factor (CHOOSE ONLY ONE IN THIS COLUMN)	Very influential	Somewhat influential	A little bit influential	Not influential at all
How class and teacher assignments are likely to affect our school's aggregate end-of-year state test performance	○	○	○	○	○
Fairness among teachers	○	○	○	○	○
The preferences of a few influential teachers	○	○	○	○	○
Teachers' effectiveness in specific courses or grade levels	○	○	○	○	○
Teachers' overall effectiveness	○	○	○	○	○
How class and teacher assignments are likely to affect individual students' end-of-year state test performance	○	○	○	○	○
Class size	○	○	○	○	○
Teachers' experience teaching a specific grade level or course	○	○	○	○	○
How class and teacher assignments are likely to affect individual students' social and emotional development	○	○	○	○	○
Parents' specific requests that their son/daughter be assigned to a certain teacher, or not assigned to a certain teacher	○	○	○	○	○
Separating students at different achievement levels into different classes (for example, advanced students and struggling students)	○	○	○	○	○
Individual teachers' preferences or requests	○	○	○	○	○

For the grade you teach most in at your school, which of the following BEST characterizes how students and teachers are assigned to classrooms?

- ○ Students are strategically grouped first, then teachers are assigned strategically to groups of students
- ○ Students are strategically grouped first, then teachers are assigned at random to groups of students
- ○ Students are assigned strategically to teachers without consideration for the other students in the class
- ○ Students are assigned at random to teachers without consideration for the other students in the class
- ○ Both the other students and the available teachers are considered simultaneously in the assignment of students to classes

Thinking about all the decisions your school makes each year, how important do you think each of the following are? (Choose one.)

	Very Important	Important	Somewhat Important	Not important
The grouping of students into classes (of the same course)	○	○	○	○
The matching of teachers to classrooms of students	○	○	○	○

Instructional Climate and Culture

School Climate and Culture

In this section of the survey, we would like to ask you a few questions about the climate and culture in your school.

Please indicate the extent to which you agree with each of the following:

	Strongly Disagree	Disagree	Agree	Strongly Agree
Teachers talk about instruction in the teachers' lounge, faculty meetings, etc.	○	○	○	○
Teachers in this school share and discuss student work with other teachers.	○	○	○	○
Experienced teachers invite new teachers into their rooms to observe, give feedback, etc.	○	○	○	○
A conscious effort is made by faculty to make new teachers feel welcome here.	○	○	○	○
At this school we review overall trends in our students' data (e.g., absences, grades, test scores) every year.	○	○	○	○
At this school teachers spend a lot of time discussing annual changes in student data.	○	○	○	○
Teachers spend a lot of time discussing student data to plan changes to the instructional program or plan interventions.	○	○	○	○

How many teachers in this school...?

	None	Some	About half	Most	Nearly all
Help maintain discipline in the entire school, not just their classroom	○	○	○	○	○
Take responsibility for improving the school	○	○	○	○	○
Feel responsible to help each other do their best	○	○	○	○	○
Feel responsible that all students learn	○	○	○	○	○
Are really trying to improve their teaching	○	○	○	○	○
Are willing to take risks to make this school better	○	○	○	○	○
Are eager to try new ideas	○	○	○	○	○
Feel responsible for helping students develop self-control	○	○	○	○	○
Feel responsible when students in this school fail	○	○	○	○	○
Feel good about parents' support for their work	○	○	○	○	○

This school year, how often have you had conversations with colleagues about:

	Less than once a month	2-3 times a month	Once or twice a week	Almost daily
What helps students learn the best	○	○	○	○
Development of new curriculum	○	○	○	○
The goals of this school	○	○	○	○
Managing classroom behavior	○	○	○	○

This school year, how often have you:

	Never	Once or twice	3 to 9 times	10 or more times
Observed another teacher's classroom to offer feedback	○	○	○	○
Observed another teacher's classroom to get ideas for your own instruction	○	○	○	○
Gone over student assessment data with other teachers to make instructional decisions	○	○	○	○
Worked with other teachers to develop materials or activities for particular classes	○	○	○	○
Worked on instructional strategies with other teachers	○	○	○	○

How frequently do you review assessment data (e.g., standardized tests, common assessments)?

	Never	A few times a year	Every 6 to 8 weeks	Every 3 to 4 weeks	Weekly	More than weekly
Independently	○	○	○	○	○	○
With teachers in your grade level	○	○	○	○	○	○
With teachers across grade levels	○	○	○	○	○	○
With your instructional coach	○	○	○	○	○	○
With your principal	○	○	○	○	○	○

To what extent is each of the following a problem at your school?

	Not at all	A little	Some	To a great extent
Physical conflicts among students	○	○	○	○
Robbery or theft	○	○	○	○
Gang activity	○	○	○	○
Disorder in classrooms	○	○	○	○
Disorder in hallways	○	○	○	○
Student disrespect of teachers	○	○	○	○
Threats of violence toward teachers	○	○	○	○

To what extent do you feel respected by...?

	Not at all	A little	Some	To a great extent
Your principal	○	○	○	○
Your vice principal(s)	○	○	○	○
Your instructional coach	○	○	○	○
Other teachers	○	○	○	○
Your students	○	○	○	○
The parents of your students	○	○	○	○

Please indicate the extent to which you agree with each of the following.

	Strongly disagree	Disagree	Agree	Strongly agree
I usually look forward to each working day at this school.	○	○	○	○
I wouldn't want to work in any other school.	○	○	○	○
I feel loyal to this school.	○	○	○	○
I would recommend this school to parents seeking a place for their child.	○	○	○	○

Principal Assessment Tools (Random Instrument)

School Leadership

Next we are interested in your perceptions of your principal and how he or she runs your school.

Because there are many different components of how a school is run and many ways of asking about it, this survey has been set up to only ask you a random set of questions so that we cut down on the total time it takes each teacher to complete the survey. Still, some of the question sets may be somewhat lengthy. We thank you in advance for answering the questions. Your responses really help give us a more complete picture of how your school is run.

[Recall that all of your responses are strictly confidential.]

For each of the following descriptions of your principal and his or her skills, what would you say is his or her level of competency?

	Demonstrates no or minimal competency	Early stages of development (i.e., Is learning skill)	Demonstrates proficiency (i.e., Has skill but may not routinely apply it)	Demonstrates mastery (i.e., Habitually employs skill)	Teaches/Mentors others in applying skill	I don't know
Delegates tasks clearly and appropriately to accomplish goals	○	○	○	○	○	○
Efficiently implements work plans/operational plans to realize school vision, meeting all deadlines	○	○	○	○	○	○
Seeks and recognizes allies in the public arena and garners explicit support from those allies	○	○	○	○	○	○
Shows sensitivity to and communicates with families, businesses, and community members in a timely and effective manner	○	○	○	○	○	○
Motivates staff effectively and fosters a collaborative work environment so that collective talents are maximized	○	○	○	○	○	○
Uses appropriate diagnostic tools to identify, apply, and assess instructional/organizational improvements	○	○	○	○	○	○
Effectively makes ad hoc decisions, as needed, that contribute to student learning gains	○	○	○	○	○	○

	Demonstrates no or minimal competency	Early stages of development (i.e., Is learning skill)	Demonstrates proficiency (i.e., Has skill but may not routinely apply it)	Demonstrates mastery (i.e., Habitually employs skill)	Teaches/Mentors others in applying skill	I don't know
Fosters mutually beneficial relationships with all stakeholders	○	○	○	○	○	○
Is comfortable and savvy using technology to support the use of data to improve school performance	○	○	○	○	○	○
Develops a plan for the school that is tied to the vision	○	○	○	○	○	○
Develops and maintains an organizational climate conducive to learning and open to discussion and change	○	○	○	○	○	○
Makes decisions that adhere to ethical standards	○	○	○	○	○	○
Identifies best practices to promote student achievement or organizational improvement	○	○	○	○	○	○
Allocates resources according to school priorities	○	○	○	○	○	○

	Demonstrates no or minimal competency	Early stages of development (i.e., Is learning skill)	Demonstrates proficiency (i.e., Has skill but may not routinely apply it)	Demonstrates mastery (i.e., Habitually employs skill)	Teaches/Mentors others in applying skill	I don't know
Communicates in an open, honest, and genuine way with all stakeholders	○	○	○	○	○	○
Effectively makes ad hoc decisions, as needed, that contribute to operational effectiveness and efficiency	○	○	○	○	○	○
Explicitly shares knowledge with staff to encourage positive school results	○	○	○	○	○	○
Mobilizes community resources to support the district/school strategic plan	○	○	○	○	○	○
Allows autonomy while providing enough guidance	○	○	○	○	○	○
Develops and supports a comprehensive professional growth plan for all direct reports	○	○	○	○	○	○
Monitors and reports on major sources of fiscal and non-fiscal resources for the school, including business and community resources	○	○	○	○	○	○

	Demonstrates no or minimal competency	Early stages of development (i.e., Is learning skill)	Demonstrates proficiency (i.e., Has skill but may not routinely apply it)	Demonstrates mastery (i.e., Habitually employs skill)	Teaches/Mentors others in applying skill	I don't know
Effectively identifies and solves problems	○	○	○	○	○	○
Accepts responsibilities for results and decisions	○	○	○	○	○	○
Articulates and/or garners support for a clear vision for the school	○	○	○	○	○	○
Monitors instructional/organizational programs, activities, materials, and resources on a continuous basis and makes adjustments as needed	○	○	○	○	○	○
Recruits, hires, and retains a high-performing, qualified, and diverse staff	○	○	○	○	○	○
Uses flexibility and appropriate supervisory models to maximize each staff's effectiveness	○	○	○	○	○	○
Communicates timely and appropriately on major issues, problems, and happenings within the environment	○	○	○	○	○	○

In what follows, we give you a few general areas of principal skills, together with a description for each one. What would you say is your principal's overall level of competency in each area?

	Demonstrates no or minimal competency	Early stages of development (i.e., Is learning skill)	Demonstrates proficiency (i.e., Has skill but may not routinely apply it)	Demonstrates mastery (i.e., Habitually employs skill)	Teaches/Mentors others in applying skill	I don't know
Interpersonal Relationships: Fosters and maintains mutually beneficial relationships with all stakeholders; Strives to enhance understanding and mutual respect; Acknowledges and responds to needs of others; Manages disagreements and builds consensus	○	○	○	○	○	○
Knowledge Management and Innovation: Uses explicit (recorded) and tacit (personal know-how) knowledge to encourage positive results; Anticipates future demands and circumstances, such as stakeholders' expectations, new organizational opportunities, employee hiring needs and changes in educational requirements and instructional approaches	○	○	○	○	○	○
Managing the Environment: Adapts behavior to the situation and demonstrates flexibility in responding to the needs of all stakeholders; Promotes a positive learning environment; Manages the organization, operations, facilities, and resources in ways that maximize the use of resources and promotes a safe, efficient, legal, and effective environment; Understands diversity as it applies to learning theory and a productive climate for faculty, student, support staff, and community interaction; Understands, responds to, and influences professional, political, social, economic, legal, and cultural relationships	○	○	○	○	○	○
Accountability and Assessment: Effectively uses data and feedback measures to make decisions	○	○	○	○	○	○
Vision: Demonstrates the knowledge, skills, and disposition to develop, articulate, and implement a vision that is shared and supported by the school and community	○	○	○	○	○	○
Community and Stakeholder Partnerships: Explicitly collaborates and communicates with families, businesses, and community members around district/school priorities; Responds to diverse community interests and needs	○	○	○	○	○	○
Strategic and Ethical Decision Making: Plans effectively, uses critical thinking and problem solving techniques, and collects and analyzes data for continuous improvement; Provides and supports and effective instructional/organizational program and applies best practices; Understands and responds appropriately given economic, social, and organizational contexts in order to achieve results-oriented performance; Ensures that decisions and actions conform to the district's moral, ethical, and professional principles	○	○	○	○	○	○
Human Resources: Recruits, selects, develops, and retains high-performing personnel; Designs and implements comprehensive individualized professional growth plans	○	○	○	○	○	○

	Demonstrates no or minimal competency	Early stages of development (i.e., Is learning skill)	Demonstrates proficiency (i.e., Has skill but may not routinely apply it)	Demonstrates mastery (i.e., Habitually employs skill)	Teaches/Mentors others in applying skill	I don't know
Interpersonal Relationships: Fosters and maintains mutually beneficial relationships with all stakeholders; Strives to enhance understanding and mutual respect; Acknowledges and responds to needs of others; Manages disagreements and builds consensus						
Knowledge Management and Innovation: Uses explicit						

How EFFECTIVE do you consider your principal to be in the following LEADERSHIP TASKS?

	Very Ineffective	Ineffective	Somewhat Ineffective	Somewhat Effective	Effective	Very Effective	I don't know
Developing an educational program across the school	○	○	○	○	○	○	○
Engaging in self-improvement/ professional development	○	○	○	○	○	○	○
Managing student attendance-related activities	○	○	○	○	○	○	○
Fulfilling compliance requirements (not including Special Ed)	○	○	○	○	○	○	○
Evaluating curriculum	○	○	○	○	○	○	○
Recruiting students to attend school	○	○	○	○	○	○	○
Counseling or in-depth conversations with students	○	○	○	○	○	○	○
Teaching students	○	○	○	○	○	○	○

	Very Ineffective	Ineffective	Somewhat Ineffective	Somewhat Effective	Effective	Very Effective	I don't know
Interacting socially with staff about school-related topic (i.e., shop talk)	○	○	○	○	○	○	○
Securing external, non-school resources for students (e.g., social services)	○	○	○	○	○	○	○
Recruiting school volunteers from the community	○	○	○	○	○	○	○
Using data to inform instruction	○	○	○	○	○	○	○
Interacting/networking with other principals	○	○	○	○	○	○	○
Informally coaching teachers to improve instruction or their teaching in general	○	○	○	○	○	○	○
Preparing, implementing, and administering standardized tests	○	○	○	○	○	○	○
Using assessment results for program evaluation and development	○	○	○	○	○	○	○

	Very Ineffective	Ineffective	Somewhat Ineffective	Somewhat Effective	Effective	Very Effective	I don't know
Implementing required professional development	○	○	○	○	○	○	○
Managing personal, school-related schedule	○	○	○	○	○	○	○
Managing student services (records, reporting, activities)	○	○	○	○	○	○	○
Formally evaluating teachers and providing instructional feedback to support their improvement	○	○	○	○	○	○	○
Communicating with the district office to obtain resources for school	○	○	○	○	○	○	○
Managing student discipline	○	○	○	○	○	○	○
Increasing parent involvement	○	○	○	○	○	○	○
Maintaining campus facilities	○	○	○	○	○	○	○

	Very Ineffective	Ineffective	Somewhat Ineffective	Somewhat Effective	Effective	Very Effective	I don't know
Supervising students (e.g., lunch duty, monitoring pick-up/drop-off)	○	○	○	○	○	○	○
Communicating with parents	○	○	○	○	○	○	○
Planning or facilitating professional development for teachers	○	○	○	○	○	○	○
Publicizing school events and achievements	○	○	○	○	○	○	○
Attending school activities	○	○	○	○	○	○	○
Developing and monitoring a safe and orderly school environment	○	○	○	○	○	○	○
Planning to conduct or conducting classroom observations / walk-throughs	○	○	○	○	○	○	○
Planning/participating in district office meetings or other communications initiated by the district office	○	○	○	○	○	○	○

	Very Ineffective	Ineffective	Somewhat Ineffective	Somewhat Effective	Effective	Very Effective	I don't know
Developing relationships with students	○	○	○	○	○	○	○
Managing budgets, resources	○	○	○	○	○	○	○
Managing school schedules (e.g., master calendar)	○	○	○	○	○	○	○
Working with local community members or organizations	○	○	○	○	○	○	○
Managing the school's image in local media (e.g., newspapers)	○	○	○	○	○	○	○
Counseling staff about conflicts with other staff members	○	○	○	○	○	○	○
Planning/participating in school meetings	○	○	○	○	○	○	○
Releasing or counseling out teachers	○	○	○	○	○	○	○

	Very Ineffective	Ineffective	Somewhat Ineffective	Somewhat Effective	Effective	Very Effective	I don't know
Hiring personnel	○	○	○	○	○	○	○
Managing instructional staff	○	○	○	○	○	○	○
Fulfilling Special Education requirements	○	○	○	○	○	○	○
Managing non-instructional staff	○	○	○	○	○	○	○
Planning or directing supplementary, after-school or summer school instruction	○	○	○	○	○	○	○
Interacting socially with staff about non-school related topics	○	○	○	○	○	○	○
Planning or facilitating professional development for prospective principals	○	○	○	○	○	○	○
Fundraising	○	○	○	○	○	○	○

Think about how frequently each statement fits the principal of your current school.

The principal...

	Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always
Demonstrates that problems must become chronic before taking action.	○	○	○	○	○
Makes clear what one can expect to receive when performance goals are achieved.	○	○	○	○	○
Helps me to develop my strengths.	○	○	○	○	○
Gets me to do more than I expected to do.	○	○	○	○	○
Waits for things to go wrong before taking action.	○	○	○	○	○
Works with me in a satisfactory way.	○	○	○	○	○
Seeks differing perspectives when solving problems.	○	○	○	○	○
Spends time teaching and coaching others (not including students).	○	○	○	○	○

	Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always
Suggests new ways of looking at how to complete assignments.	○	○	○	○	○
Increases my willingness to try harder.	○	○	○	○	○
Specifies the importance of having a strong sense of purpose.	○	○	○	○	○
Gets involved immediately when issues arise.	○	○	○	○	○
Concentrates his/her full attention on dealing with mistakes, complaints, and failures.	○	○	○	○	○
Expresses satisfaction when I meet expectations.	○	○	○	○	○
Leads a group that is effective.	○	○	○	○	○
Talks optimistically about the future.	○	○	○	○	○

	Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always
Is absent when needed.	○	○	○	○	○
Gets me to look at problems from many different angles.	○	○	○	○	○
Instills pride in me for being associated with him/her.	○	○	○	○	○
Avoids making decisions.	○	○	○	○	○
Treats me as an individual rather than just as a member of a group.	○	○	○	○	○
Keeps track of all mistakes.	○	○	○	○	○
Talks about his/her most important values and beliefs.	○	○	○	○	○
Provides me with assistance when I show effort.	○	○	○	○	○

	Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always
Intervenes before problems become serious.	○	○	○	○	○
Shows that he/she is a firm believer in "If it ain't broke, don't fix it."	○	○	○	○	○
Displays a sense of authority and confidence.	○	○	○	○	○
Emphasizes the importance of having a collective sense of mission.	○	○	○	○	○
Articulates a compelling vision of the future.	○	○	○	○	○
Acts in ways that build my respect.	○	○	○	○	○
Delays responding to urgent questions.	○	○	○	○	○
Goes beyond self-interest for the good of the group.	○	○	○	○	○

	Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always
Re-examines assumptions to question whether they are appropriate.	○	○	○	○	○
Heightens my desire to succeed.	○	○	○	○	○
Is effective in meeting organizational requirements.	○	○	○	○	○
Focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	○	○	○	○	○
Directs my attention toward failures to meet standards.	○	○	○	○	○
Is effective in representing me to higher authority (e.g., the district office).	○	○	○	○	○
Considers me as having different needs, abilities, and aspirations from others.	○	○	○	○	○
Uses methods of leadership that are satisfying.	○	○	○	○	○

	Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always
Discusses in specific terms who is responsible for achieving performance targets.	○	○	○	○	○
Talks enthusiastically about what needs to be accomplished.	○	○	○	○	○
Considers the moral and ethical consequences of decisions.	○	○	○	○	○
Is effective in meeting my job-related needs.	○	○	○	○	○
Expresses confidence that goals will be achieved.	○	○	○	○	○

Considering all factors (not just the ones we've asked about here), to what extent do you agree with the following statements about your principal?

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
My principal is doing a good job.	○	○	○	○	○	○
I am pleased with the way my principal runs this school.	○	○	○	○	○	○
I would be happy to continue working with my principal in the future.	○	○	○	○	○	○

Interactions with Principal

Thinking back over your one-on-one interactions with your principal this year, which of you was more likely to initiate the interaction? That is, which of you sought out the other?

○ Almost always initiated by me

○ More likely to be initiated by me

○ More likely to be initiated by principal

○ Almost always initiated by principal

Thinking back over your one-on-one interactions with your principal this year, how often would you characterize the TONE OF THE INTERACTION as each of the following?

	Almost never	Sometimes	Often	Almost always
Friendly or Relaxed	○	○	○	○
Unfriendly or Tense	○	○	○	○
Business-Like or Professional	○	○	○	○
Other (please specify):	○	○	○	○

Compensation

Compensation

This spring, the governor signed Senate Bill 736, which establishes a system for basing compensation for teachers and administrators on formal job evaluations. SB 736 requires that at least 50% of each person's evaluation be based on student learning growth. The remainder will come from other factors chosen by the district with the approval from the Florida Department of Education.

To what extent would you agree or disagree with each of the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
Paying teachers for performance will result in improved student learning	○	○	○	○
Student growth in the FCAT-related subjects is a good indicator of teacher effectiveness	○	○	○	○
Principal ratings of teacher and student behaviors are good indicators of teacher effectiveness	○	○	○	○
Combining student learning outcomes with the results of principal observations is a fair way to evaluate teacher effectiveness	○	○	○	○

Instructional Team

Support for the Job of Teaching

Do you consider yourself part of team or group of colleagues that works together on instruction?

○ Yes   ○ No

Which other teachers in your school are usually part of this team or group? (For example, "John Williams and Maria Sanchez" or "All science teachers.")

How helpful has this team been for improving your own instructional practices?

Very helpful	Helpful	A little helpful	Not helpful
○	○	○	○

How helpful has this team or group been for improving the instructional practices of other members of your team?

Very helpful	Helpful	A little helpful	Not helpful
○	○	○	○

When you have met with this instructional team this year, to what extent have you done the following, and how helpful did you find each activity?

	Extent Covered	Helpfulness
Reviewing formative assessment results		
Discussing the needs of specific students		
Coordinating curriculum and/or instruction across classrooms		
Discussing resources available to students outside of the classroom		
Reviewing students' classroom work		
Developing curriculum and/or materials		
Addressing classroom management and/or school discipline issues		
Developing instructional strategies		
Developing or implementing professional development		
Reviewing state test results		
Understanding district policies		

Support

Please tell us about up to five people in M-DCPS whom you turn to for advice about teaching.

	What is this person's name?		In which school does he or she work?	What is his/her primary position?	How often have you asked him/her questions over the past month?	Over the past month have you asked him/her about the curriculum?	Over the past month have you asked him/her about classroom management?	Over the past month have you asked them about the needs of a specific student?	Over the past month have you asked them how to navigate work outside of the classroom?	Over the past month have you asked them for emotional support?
	First Name	Last Name	School							
1										
2										
3										
4										
5										

Job Stress

To what extent do you agree with each of the following statements?

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
Changes in my job are accompanied by appropriate support and training.	○	○	○	○
I lack control over important decisions that affect the quality of my work.	○	○	○	○
I usually feel secure that my job conditions will not worsen.	○	○	○	○
I feel overwhelmed by unrealistic improvement targets or initiatives.	○	○	○	○
My ability to take initiative in my job is hindered by how I am monitored and evaluated.	○	○	○	○
I feel confident that the quality of my work has the reputation it deserves.	○	○	○	○
I often struggle with uncertainty about my role and duties.	○	○	○	○
I am often aware of how others are judging the quality of my work.	○	○	○	○
I enjoy a reasonable degree of autonomy to do my work as I think best.	○	○	○	○
I have difficulty coping with the pace of organizational change.	○	○	○	○
I cope well with changes in my job.	○	○	○	○
I sometimes feel anxious about the stability of my job.	○	○	○	○

To what extent do you agree or disagree with each of the following about your job as a teacher?

	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
I have adequate opportunities to network with other educational professionals.	○	○	○	○
I feel confident in my role as a teacher.	○	○	○	○
Finding time to think and process can be difficult.	○	○	○	○
I feel confident in my ability to manage my classroom.	○	○	○	○
This job is a collegial one.	○	○	○	○
I feel confident in my ability to provide instruction.	○	○	○	○
Sometimes in my job I feel lonely or isolated.	○	○	○	○
I have adequate opportunities in my job to reflect on my role and performance.	○	○	○	○
I feel supported by others.	○	○	○	○

Over the <u>last two weeks</u>, have you been bothered by any of the following problems?

	Not at all	Several days	More than half the days	Nearly every day
Moving or speaking so slowly that other people could have noticed. Or the opposite—being so fidgety or restless that you have been moving around a lot more than usual	○	○	○	○
Little interest or pleasure in doing things	○	○	○	○
Feeling tired or having little energy	○	○	○	○
Feeling down, depressed or hopeless	○	○	○	○
Feeling bad about yourself – or that you are a failure or have let yourself or your family down	○	○	○	○
Trouble falling or staying asleep, or sleeping too much	○	○	○	○
Poor appetite or overeating	○	○	○	○
Trouble concentrating on things, such as reading the newspaper or watching television	○	○	○	○

Education and Background

About You
This is the final section of the survey. We are interested in finding out about you personally - specifically: your educational background and preparation, how satisfied you feel, and your future plans.

Describe your educational background.

	Major	College or University Name	Year Degree Conferred (YYYY)
First Undergraduate Degree			
Second Undergraduate Degree			
First Masters Degree			
Second Masters Degree			
Doctorate			

Have you ever worked in a career OUTSIDE of education (i.e., prior to becoming a teacher or administrator)?

○ Yes
○ No

In what field or area was this career or careers? (List more than one if applicable)

How many years work experience do you have outside education?

0   Years

In this outside career or careers, did you ever hold a management position?

○ Yes (please specify:)

○ No

How many years of management experience outside education do you have?

0   Years

Has your management experience outside education included responsibility for any of the following? (Check all that apply.)

☐ Managing a budget

☐ Managing personnel

☐ Hiring personnel

☐ Training personnel

☐ Dismissing personnel

☐ Maintaining facilities

☐ Facilitating interpersonal relationships among employees

☐ Dealing with external stakeholders

Teacher Preparation

From which program and institution did you complete your requirements for initial TEACHER CERTIFICATION?

[Note: If you attended more than one teacher preparation program, write down the program and institution at which you completed most of your requirements.]

Program Name:

Institution Name:

City/State:

Year Began Program:

Year Received Teacher Certification:

During this program, in what AREA(S) did you become certified to teach? (Check all that apply.)

☐ Early Elementary or Elementary (Early Childhood or Childhood)

☐ Secondary English Language Arts

☐ Secondary Math

☐ Secondary Science

☐ Secondary Social Studies/History

☐ Physical Education

☐ Special Education

☐ Foreign Language/Bilingual

☐ Arts/Fine Arts

☐ Other (please specify):

What was the DEGREE level of the program?

○ Undergraduate

○ Graduate

○ Other (please specify):

In which school did you have most of your FIELD EXPERIENCE as part of your teacher preparation prior to becoming a full-time classroom teacher (including summer experiences, pre-student teaching field experiences, and student teaching)?

School Name:

District:

State:

Estimate the number of DAYS and HOURS PER DAY you spent at this field site.

Number of Days:

Number of Hours Per Day:

How would you characterize your PRIMARY ROLE during this field experience? (Check only one.)

○ Observational: observing instruction and student learning

○ Instruction or tutoring of individual students or small groups of students

○ Co-teaching: You were responsible for a substantial amount of whole-class instruction, where students viewed you as one of the head teachers in the classroom

○ Head teacher: You were responsible for most or all of the whole-class instruction, where students viewed you as the head teacher in the classroom

○ Other (please specify):

How would you characterize HOW YOU WERE PLACED into this field experience? (Check only one.)

○ My teacher preparation program arranged the placement with little or no input from me.

○ My teacher preparation program and I worked together to arrange this placement.

○ I arranged the placement with little or no input from my teacher preparation program.

Did you have a substantial amount (25% or more) of field experiences at a second school?

○ Yes   ○ No

In which school did you have this field experience?

School Name:

District:

State:

Estimate the number of DAYS and HOURS PER DAY you spent at this field site.

Number of Days:

Number of Hours Per Day:

How would you characterize your PRIMARY ROLE during this field experience? (Check only one.)

- ○ Observational: observing instruction and student learning
- ○ Instruction or tutoring of individual students or small groups of students
- ○ Co-teaching: You were responsible for a substantial amount of whole-class instruction, where students viewed you as one of the head teachers in the classroom
- ○ Head teacher: You were responsible for most or all of the whole-class instruction, where students viewed you as the head teacher in the classroom
- ○ Other (please specify):

How would you characterize HOW YOU WERE PLACED into this field experience? (Check only one.)

- ○ My teacher preparation program arranged the placement with little or no input from me.
- ○ My teacher preparation program and I worked together to arrange this placement.
- ○ I arranged the placement with little or no input from my teacher preparation program.

Experiences with Being Tapped

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

- ☐ Grade level head or department head
- ☐ School-wide leadership team member
- ☐ Educational Excellence School Advisory Councils (EESACs) member
- ☐ Committee leader (e.g., Title I District Advisory Council)
- ☐ Union representative
- ☐ Professional development workshop leader/instructor

- ☐ Instructional coach
- ☐ Assistant principal
- ☐ Principal
- ☐ None of the above
- ☐ Other (please specify):

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

- ☐ Your current principal
- ☐ A current assistant principal in your school
- ☐ Another teacher at your school
- ☐ Principal, AP, or teacher at another school
- ☐ Someone in the Regional Office

- ☐ Someone in the Central Office
- ☐ Parent at your school
- ☐ Community member who is not a parent
- ☐ None of the above
- ☐ Other (please specify):

As far as you know, has your current principal ever done any of the following?

	Yes	No
Encouraged you to take on a formal or informal leadership role within the school	○	○
Recommended you for or encouraged you to apply to the district's school leader preparation program (i.e., A3P, 3P)	○	○
Suggested other professional development opportunities to you that he/she thought would develop your capacity to be an assistant principal or principal	○	○
Discussed your potential as an assistant principal or principal with someone from the regional office	○	○

As far as you know, has the AP (or APs) who have encouraged you to become an administrator ever done any of the following?

	Yes	No
Encouraged you to take on a formal or informal leadership role within the school	○	○
Recommended you for or encouraged you to apply to the district's school leader preparation program (i.e, A3P, 3P)	○	○
Suggested other professional development opportunities to you that he/she thought would develop your capacity to be an assistant principal or principal	○	○
Discussed your potential as an assistant principal or principal with someone from the regional office	○	○

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

	Yes	No
Be a school-site leader (e.g., grade level head, department head)	○	○
Be a school assistant principal	○	○
Be a school principal (or equivalent)	○	○
Work in a school in another role (e.g., curriculum specialist, instructional coach, counselor)	○	○
Work in the district (central or regional) office	○	○
Work in education, outside of K-12 schools	○	○
Leave education temporarily (e.g., sabbatical, child-rearing)	○	○
Pursue a career outside of education	○	○
Stay in education but not in M-DCPS	○	○
None of the above - I plan to remain a teacher until I retire.	○	○

Have you completed or are you completing a program to earn your Certification in Educational Leadership?

○ Yes, I have completed an Educational Leadership program (please specify where):

○ Yes, I am in the process of completing an Educational Leadership program (please specify where):

○ No, but I plan to start an Educational Leadership program in the future.

○ No, and I do not plan on ever enrolling in an Educational Leadership program.

Have you ever APPLIED TO or SOUGHT TO ENROLL IN the administrator training program that the district runs for prospective assistant principals or principals (i.e., A3P or 3P)?

○ Yes (please specify name of program):

○ No

Were you accepted to this program?

○ Yes, I was accepted the first time I applied.

○ Yes, I was accepted, though not the first time I applied.

○ No, I have not been accepted

How many times did you apply before you were accepted, including the time when you were accepted?

After acceptance to the program, did you enroll in the program?

○ Yes

○ No, I decided not to enroll

○ No, I have not enrolled yet, but I still plan to do so

Why did you decide not to enroll?

After enrolling, did you COMPLETE the program?

○ Yes

○ No, because I am still enrolled in the program at this time

○ No, I began the program but decided not to complete it

Why did you decide not to complete the program?

Are you currently on the Eligible Candidate Roster to fill an assistant principal position?

○ Yes

○ No

How many years, including this one, have you been on the Eligible Candidate Roster to fill an AP position?

Number of Years

Why are you not on the Eligible Candidate Roster to fill an AP position?

Language and Country of Origin

In what country were you born?

○ United States

○ Other (please specify)

What country to you consider to be your country of origin? (This need not be the same as birth country. For example, a person born in the U.S. but whose family is primarily of Mexican descent might consider Mexico as his/her country of origin.)

How well do you speak any of the following languages?

	None	Elementary or Basic Proficiency	Working Proficiency	Fluent
Spanish	○	○	○	○
Haitian Creole	○	○	○	○
French	○	○	○	○
Other (please specify)	○	○	○	○

Background

What is your marital status?

Never Married	Married	Divorced	Widowed
○	○	○	○

Do you have children?

○ Yes ○ No

How many children do you have under the age of 5?

0	1	2	3	4+
○	○	○	○	○

How many children do you have ages 5 to 18?

0	1	2	3	4+
○	○	○	○	○

To what extent are/were you generally SATISFIED with each of the following?

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Being a teacher	○	○	○	○	○	○
Being a teacher at your current school	○	○	○	○	○	○
Your performance as a teacher overall	○	○	○	○	○	○
Your performance as a teacher this year	○	○	○	○	○	○
The performance of your principal	○	○	○	○	○	○