

Survey of M-DCPS Teachers

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About the Survey

This survey of M-DCPS teachers is part of a joint effort by M-DCPS and researchers from Stanford University to better understand school leadership and administration. We are interested in your experiences in your school, the role(s) your current school administrators play, the appeal (or unappeal) of being a school administrator, and how prepared you feel right now to take on specific leadership tasks.

Protecting Your Privacy

Filling out this survey will take about 10-15 minutes (thirty-four questions) 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—anononymously, if you wish—the Administrative Panels Office, Stanford University, Stanford, CA (USA) 94305-5401, or by phone: (650) 723-2480 (you may call collect).

NOTES ABOUT SURVEY: The progress bar at the top of each pages tells you what percentage of the survey you have completed. You can interrupt the survey part-way through (by closing the window) and restart it later using the same link provided in the invitation email. The survey will pick up where it was last left off. Your responses will not be submitted until you click "Done" on the last page of the survey after the open-ended question.

WHEN YOU COMPLETE THE SURVEY BY CLICKING "DONE", YOUR NAME WILL AUTOMATICALLY BE ENTERED INTO THE DRAWING FOR ONE OF 50 \$100 CASH PRIZES.

Thanks for your participation!

Personal Experience

1. For how many years (including this year) have you been or were you a teacher...

a. in your current school?

b. in another school within M-DCPS?

c. in a district other than M-DCPS?

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2. 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)

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3. Which (if any) of the following school 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
- Assistant Principal
- Principal
- Central or regional office leader
- None of the above
- Other (please specify)

Your School

4. How much do you agree or disagree with the following statements as they pertain to your school?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. My principal has the skills and knowledge to work with teachers on instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My principal has time to work with teachers on instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Other leaders at my school (e.g., AP, department heads) have the skills and knowledge to work with teachers on instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Other leaders at my school have time to work with teachers on instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers at my school have the skills and knowledge for effective instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers at my school have time to work on instructional improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers at my school are willing to work with each other on instructional improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teachers at my school feel free to share the instructional problems they face in the classroom with the school leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Teachers at my school feel free to share the instructional problems they face in the classroom with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. There is a willingness of teachers at my school to implement change in their classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. There are teachers at my school who actively resist instructional change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your School Administrators

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5. To what extent does your current principal do the following in his/her role as a principal?

	Not at All	To a Little Extent	To Some Extent	To a Great Extent
a. He/she initiates bold changes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. He/she encourages creativity in the staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. He/she closely manage the workings of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. He/she models an intensive work effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. He/she employs participative decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. He/she insists on a focus on improving student outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. He/she ensures that all teachers know the rules and expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. He/she freely shares his/her own mistakes with teachers at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. To what extent is your principal able to influence school change? (Choose one.)

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

7. Rank the following four roles based upon how much emphasis your principal puts on them in his/her job as a principal.

	1st (Most Emphasis)	2nd	3rd	4th (Least Emphasis)
COMMUNITY BUILDER - Focuses on creating a positive community within the school by emphasizing human interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
INTERNAL STABILIZER - Focuses on stabilizing internal school operations so the school functions well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EXTERNAL GOAL MEDIATOR - Focuses on student outcomes and external accountability in a structured, well-organized manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CHANGE FACILITATOR - Focuses on envisioning and facilitating innovation and change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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8. On average, how often do your principal or assistant principals INFORMALLY observe your classroom? (Choose one.)

[Note: Informal observations are non-required visits to classrooms – they do not include formal observations such as those required for the IPEGS or PACES.]

- Almost every day
- At least once a week
- From once a week to once a month
- Less than once a month
- Never

9. How long do they usually spend in your classroom for these informal observations? (Choose one.)

- Less than 1 minute
- 1-5 minutes
- 5-10 minutes
- More than 10 minutes
- N/A (My principal and APs never informally observe my classroom.)

10. How often do the following statements characterize the INFORMAL classroom observations that your principal and/or assistant principals conduct? (Skip this question if your principal and APs never informally observe your classroom.)

	Never or Rarely	Sometimes	Usually	Always
a. When my principal/AP informally observes my classroom, my students continue with their work as if he/she was not there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. When my principal/AP informally observes my classroom, I feel comfortable continuing with my work as if he/she was not there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. After my principal/AP informally observes my classroom, he/she follows-up by sending me a note or talking with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I value my principal/AP's comments based on his/her informal observations of my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Informal observations of my classroom are opportunities for my professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your Future Plans

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11. Which of the following do you plan to do at some point in your FUTURE career? (Check all that apply.)

- Remain a teacher until I retire
- Be a teacher leader (e.g., department head)
- Be a school assistant principal
- Be a school principal
- Work in a K-12 school in another role (e.g., bilingual coordinator, curriculum specialist, instructional coach, counselor)
- Work in a regional center or central district office
- Work in education, outside of K-12 schools (e.g., educational entrepreneur, researcher, professor)
- Leave education temporarily (e.g., sabbatical, child-rearing)
- Pursue a career outside of education

12. Do you have a Certification in Educational Leadership? (Choose one.)

Yes

No

If yes, from where did you earn your Certification in Educational Leadership?

13. If you do not have a Certification in Educational Leadership, do you plan to obtain one in the future? (Choose one.)

I am currently pursuing a Certification in Ed Leadership.

I definitely plan on obtaining a Certification in Ed Leadership in the future.

I am considering obtaining a Certification in Ed Leadership.

I do not plan to obtain a Certification in Ed Leadership.

N/A (I already have a Certification in Ed Leadership.)

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14. Who (if any) of the following people have approached you to suggest that you become a school-site leader (e.g., department head, professional development liaison...)? (Check all that apply.)

- Your principal
- Your assistant principal
- Another teacher at your school
- Principal, AP, or teacher at another school
- Someone in your Regional Center
- Someone in the Central Office
- Parent at your school
- Community member who is not a parent
- None of the above

Other (please specify)

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

- Your principal
- Your assistant principal
- Another teacher at your school
- Principal, AP, or teacher at another school
- Someone in your Regional Center
- Someone in the Central Office
- Parent at your school
- Community member who is not a parent
- None of the above

Other (please specify)

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16. If you were to think about the job of a principal, how appealing are the following aspects of the job?

	Very Unappealing	Unappealing	Neither Unappealing Nor Appealing	Appealing	Very Appealing
a. Work hours required	jn	jn	jn	jn	jn
b. Job security	jn	jn	jn	jn	jn
c. Salary	jn	jn	jn	jn	jn
d. Autonomy	jn	jn	jn	jn	jn
e. Perceived status	jn	jn	jn	jn	jn
f. Responsibility for student achievement gains	jn	jn	jn	jn	jn
g. Influencing school change	jn	jn	jn	jn	jn
h. Working with district regional and central offices	jn	jn	jn	jn	jn
i. Number of different tasks and responsibilities	jn	jn	jn	jn	jn
j. Tasks related to being an Administrative Leader (e.g., managing resources, managing schedules)	jn	jn	jn	jn	jn
k. Tasks related to being an Instructional Leader (e.g., coaching teachers to improve instruction, planning or facilitating professional development)	jn	jn	jn	jn	jn
l. Tasks related to being a Relationship Builder (e.g., developing relationships with students, working with local community members or organizations)	jn	jn	jn	jn	jn

How Prepared You Are to Be a School Leader

IN THE FOLLOWING SET OF QUESTIONS, WE ARE INTERESTED IN HOW PREPARED YOU FEEL RIGHT NOW TO BE RESPONSIBLE FOR THE SCHOOL LEADERSHIP TASKS LISTED.

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

MANAGEMENT

	Unprepared	A Little Prepared	Prepared	Very Prepared
a. Managing budgets, resources	jn	jn	jn	jn
b. Hiring personnel	jn	jn	jn	jn
c. Dealing with concerns from staff	jn	jn	jn	jn
d. Managing non-instructional staff	jn	jn	jn	jn
e. Utilizing school meetings (e.g., School Site Council, committees, staff meetings) to enhance school goals	jn	jn	jn	jn
f. Utilizing district office meetings or other communications initiated by the district office to enhance school goals	jn	jn	jn	jn
g. Interacting / networking with other principals	jn	jn	jn	jn
h. Engaging in my own self-improvement / professional development	jn	jn	jn	jn

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

OPERATIONS

	Unprepared	A Little Prepared	Prepared	Very Prepared
a. Fulfilling compliance requirements and paperwork (not including special education)	jn	jn	jn	jn
b. Managing schedules for the school (e.g., master schedules, scheduling use of rooms)	jn	jn	jn	jn
c. Managing my own personal, school-related schedule	jn	jn	jn	jn
d. Maintaining campus facilities	jn	jn	jn	jn
e. Developing and monitoring a safe school environment	jn	jn	jn	jn
f. Managing student discipline	jn	jn	jn	jn
g. Managing student services (e.g., records, reporting, activities)	jn	jn	jn	jn
h. Managing student attendance-related activities	jn	jn	jn	jn
i. Preparing, implementing and administering standardized tests	jn	jn	jn	jn
j. Supervising students (e.g. lunch duty)	jn	jn	jn	jn

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

DAY-TO-DAY INSTRUCTION

	Unprepared	A Little Prepared	Prepared	Very Prepared
a. Informally coaching teachers to improve instruction or their teaching in general	jn	jn	jn	jn
b. Informally talking to teachers about students not related to instruction	jn	jn	jn	jn
c. Formally evaluating teachers and providing instructional feedback to support their improvement	jn	jn	jn	jn
d. Fulfilling Special Education requirements (e.g., meetings with parents & lawyers, compliance)	jn	jn	jn	jn
e. Preparing or conducting classroom observations / walk-throughs	jn	jn	jn	jn
f. Implementing required professional development	jn	jn	jn	jn
g. Using data to inform instruction	jn	jn	jn	jn

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

INSTRUCTIONAL PROGRAM

	Unprepared	A Little Prepared	Prepared	Very Prepared
a. Developing a coherent educational program across the school	jn	jn	jn	jn
b. Evaluating curriculum	jn	jn	jn	jn
c. Using assessment results for program evaluation and development	jn	jn	jn	jn
d. Planning or facilitating professional development for teachers	jn	jn	jn	jn
e. Planning or facilitating professional development for prospective principals	jn	jn	jn	jn
f. Releasing or counseling out teachers	jn	jn	jn	jn
g. Planning or directing supplementary, after-school or summer school instruction	jn	jn	jn	jn

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

FOSTERING INTERNAL RELATIONSHIPS

	Unprepared	A Little Prepared	Prepared	Very Prepared
a. Developing relationships with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Communicating with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Interacting socially with staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Attending school activities (sports events, plays, celebrations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Counseling staff about conflicts with other staff members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Counseling students and/or parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

BROKERING / BUILDING SUPPORT AND OBTAINING EXTERNAL RESOURCES

	Unprepared	A Little Prepared	Prepared	Very Prepared
a. Working with local community members or organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Fundraising (e.g., grant writing, bake sales)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Communicating with the district office to obtain resources for your school (initiated by the principal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Workload

23. How many hours have you worked in the past 7 days for your job as a teacher? (Please estimate carefully.)

24. How does the number of hours you typically work as a teacher compare with how many hours you think your principal works? (Choose one.)

- I work more.
- I work about the same.
- I work less.
- I work substantially less.

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25. To what extent are you generally satisfied with...

	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied
a. being a teacher?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. your day-to-day tasks in your classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. being a teacher at this school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Background

26. In what year were you born?

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

28. What was your major(s)?

29. Which teacher preparation program(s) have you completed? (Please give the institution and the certification field.)

30. Do you have any advanced degrees; and, if so, what degrees and fields?

31. What is your gender?

Female

Male

32. Are you of Hispanic or Latino origin?

Yes

No

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33. How do you identify yourself in terms of race/ethnicity? (Choose one.)

White

Native Hawaiian or Other Pacific Islander

Black or African American

American Indian or Alaska Native

Asian

Other (please specify)

Open-Ended Response

34. If you could change one aspect of the job of the principal in this district in order to improve instruction and student learning, what would it be?

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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