

Survey of MPS Teachers (Online)

Survey of MPS Teachers

About the Survey

This survey of MPS teachers is part of a joint effort by MPS and researchers from Stanford University to better understand school leadership and administration. This questionnaire asks about your experiences in your school, the appeal (or lack of appeal) of being a school administrator, and how prepared you feel right now to take on specific leadership tasks.

Note that throughout this survey we use the term "principal" in a general sense to mean the leader or head of the school.

YOU HAVE BEEN RANDOMLY SELECTED AS ONE OF TEN TEACHERS AT YOUR SCHOOL TO BE INVITED TO TAKE THIS SURVEY. BECAUSE NOT ALL TEACHERS HAVE BEEN INVITED, IT IS IMPORTANT THAT THOSE WHO HAVE BEEN INVITED COMPLETE THE SURVEY.

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—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).

Thanks for your participation!

Note: Question 13 is based on the Multifactor Leadership Questionnaire © 1995 by Bernard Bass and Bruce Avolio. All rights reserved. Mind Garden, Inc. (www.mindgarden.com)

Your Experience

1. What is your current school type?

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

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2. For how many years (including this one) have you been a teacher ...

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

- a. in your current school?
- b. in other schools within MPS (not your current school)?
- c. in districts other than MPS?

3. Which of the following best describes your current role as a teacher? (Check all that apply.)

- | | | |
|---|---|---|
| <input type="checkbox"/> Pre-K | <input type="checkbox"/> Vocational | <input type="checkbox"/> Team Teacher |
| <input type="checkbox"/> K-3 | <input type="checkbox"/> Career Specialist | <input type="checkbox"/> Half-Time Teacher |
| <input type="checkbox"/> 4-6 | <input type="checkbox"/> Counselor | <input type="checkbox"/> Math Teacher-in-Residence |
| <input type="checkbox"/> Secondary English | <input type="checkbox"/> Media Specialist | <input type="checkbox"/> Teacher-in-Charge |
| <input type="checkbox"/> Secondary Math | <input type="checkbox"/> School Psychologist | <input type="checkbox"/> Teacher - Rehired Retiree |
| <input type="checkbox"/> Secondary Science | <input type="checkbox"/> Social Worker | <input type="checkbox"/> Teacher Specialist |
| <input type="checkbox"/> Secondary Social Science | <input type="checkbox"/> Literacy Coach | <input type="checkbox"/> Intern Teacher |
| <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Math Instructional Coach | <input type="checkbox"/> Long-term Substitute Teacher |

Other (please specify)

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

- | | | |
|---|----------------------------|---|
| <input type="checkbox"/> Pre-kindergarten | <input type="checkbox"/> 4 | <input type="checkbox"/> 9 |
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> 5 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 6 | <input type="checkbox"/> 11 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 7 | <input type="checkbox"/> 12 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 8 | <input type="checkbox"/> Post High-School |

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5. If you have taught in grades 9-12, in which of these areas have you had subject-specific teaching experience? (Check all that apply.)

- Art
- Business Education
- Bilingual
- English
- Career Specialty
- Communication
- Computer Education
- Other (please specify)
- Exceptional Education
- Foreign Language
- Engineering
- Health Education
- Family and Consumer Education
- Manufacturing
- Mathematics
- Music
- Physical Education
- Reading
- Science
- Social Studies
- Special Education
- Trade and Technology Education

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

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

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

	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Not Applicable
a. Being a teacher?	jn	jn	jn	jn	jn
b. Your day-to-day tasks in your classroom?	jn	jn	jn	jn	jn
c. Being a teacher at this school?	jn	jn	jn	jn	jn

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

Your School

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

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

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

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

[Please mark only ONE in each column. Try not to think too hard about this question - just mark your first instincts.]

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

Implementing Reform at Your School

Please consider this hypothetical scenario in answering the next two questions:

Suppose the school leadership wanted to implement a major curricular reform that would require all teachers to implement a specific set of new pedagogical strategies. On one hand, research has shown these strategies to have

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positive impacts on student achievement. On the other hand, learning the new curricular program will require significant investments from teachers, students, parents and school staff.

11. How would you rate your school leaders' chances of success in implementing this hypothetical curricular reform at your school?

- 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

12. How much of a help or barrier do you think each of the following would be to implementing the hypothetical curricular reform at your school?

	Major barrier	Minor barrier	Neither a barrier nor a help	Minor help	Major help	N/A
a. Teachers with 0-3 years of experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teachers with 4-9 years of experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers with 10+ years of experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Support staff (e.g., counselors, psychologist, social worker)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. District office staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. MTEA (Teachers' Union)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Local community organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Local businesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your Principal

Please think about how frequently each of the following statements fits the principal or school leader of your current school.

[Note that these questions may take longer to answer than some of the others on this survey. Please try your best to answer them all carefully as it will be very helpful for understanding the role of principals in your district.]

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13. My principal or school leader...

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

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hh. Emphasizes the importance of having a collective sense of mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ii. Expresses satisfaction when I meet expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
jj. Expresses confidence that goals will be achieved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kk. Is effective in meeting my job-related needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ll. Uses methods of leadership that are satisfying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mm. Gets me to do more than I expected to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nn. Is effective in representing me to higher authority (e.g., the district office).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
oo. Works with me in a satisfactory way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pp. Heightens my desire to succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
qq. Is effective in meeting organizational requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
rr. Increases my willingness to try harder.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ss. Leads a group that is effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Informal Classroom Visits

14. On average, how often does someone from your school leadership team (e.g., principal, assistant principal, curriculum generalist) INFORMALLY visit your classroom?

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

15. How long do they usually spend in your classroom for these INFORMAL visits?

- Less than 1 minute
- 1-5 minutes
- 5-10 minutes
- More than 10 minutes
- N/A (They never informally visit my classroom.)

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16. How often do the following statements characterize the INFORMAL classroom visits that your principal, assistant principal(s) or curriculum generalist conduct? (Skip this question if they never informally visit your classroom.)

	Never or Rarely	Sometimes	Usually	Always
a. When they informally visit my classroom, students continue with their work as if they are not there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. When they informally visit my classroom, I feel comfortable continuing with my work as if they are not there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. After they informally visit my classroom, they follow-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 their comments based on their informal visits of my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Informal visits of my classroom are opportunities for my professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Support

17. When you would like help with a student or with an issue of instruction, how likely are you to turn to a classroom teacher in your school?

- Never
- Unlikely
- Likely
- Very Likely

If you do have a fellow teacher to turn to most often, what is the grade level and subject area of that person?

18. When you would like help with a student or with an issue of instruction, how likely are you to turn to someone in your school besides a classroom teacher (e.g., principal, assistant principal, literacy coach)?

- Never
- Unlikely
- Likely
- Very Likely

If you do have a non-teacher/administrator to turn to, what is the position of this person?

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19. When you would like help with a student or with an issue of instruction, how likely are you to turn to someone outside of your school?

- Never
- Unlikely
- Likely
- Very Likely

If you do have someone outside of school to turn to most often, what is the position or role of this person outside of your school?

20. Of the people you refer to in questions 17, 18 and 19, who has been most helpful to you?

- Teacher at your school
- Person at your school who is not a teacher
- Person outside your school

21. Why is the person you refer to in question 20 (the person who is the most helpful to you) particularly helpful to you? For example, what personal qualities, experience, resources or knowledge does s/he possess which you value?

Future Plans

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

	Yes	No
a. Remain a teacher until I retire	<input type="radio"/>	<input type="radio"/>
b. Be a school-site leader (e.g., grade level head, department head)	<input type="radio"/>	<input type="radio"/>
c. Be a school assistant principal	<input type="radio"/>	<input type="radio"/>
d. Be a school principal (or equivalent)	<input type="radio"/>	<input type="radio"/>
e. Work in a school in another role (e.g., curriculum specialist, instructional coach, counselor)	<input type="radio"/>	<input type="radio"/>
g. Work in the central office	<input type="radio"/>	<input type="radio"/>
g. Work in education, outside of K-12 schools (e.g., educational entrepreneur, researcher, professor)	<input type="radio"/>	<input type="radio"/>
h. Leave education temporarily (e.g., sabbatical, child-rearing)	<input type="radio"/>	<input type="radio"/>
i. Pursue a career outside of education	<input type="radio"/>	<input type="radio"/>
j. Stay in education but not in MPS	<input type="radio"/>	<input type="radio"/>

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

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

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

	Very Unappealing	Unappealing	Neutral	Appealing	Very Appealing
a. Work hours required	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 the district central office	jn	jn	jn	jn	jn
i. Number of different tasks and responsibilities	jn	jn	jn	jn	jn
j. Administrative tasks (e.g., managing resources, managing schedules)	jn	jn	jn	jn	jn
k. Instructional tasks (e.g., coaching teachers to improve instruction, planning or facilitating professional development)	jn	jn	jn	jn	jn
l. Relationship-building tasks (e.g., developing relationships with students, working with local community members or organizations)	jn	jn	jn	jn	jn

Background

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

26. What was your major(s)?

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

No

Yes

If yes, from where?

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

I am currently pursuing a Degree in Administration or Educational Leadership.

I definitely plan on obtaining a Degree in Administration or Educational Leadership in the future.

I am considering obtaining a Degree in Administration or Educational Leadership.

I do not plan to obtain a Degree in Administration or Educational Leadership.

N/A (I already have a Degree in Administration or Educational Leadership.)

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

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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