

Introduction

Survey of M-DCPS Principals

Welcome to the 2009-10 Stanford University Survey of M-DCPS Principals!

This online survey offers you the opportunity to confidentially share your views and insights about your experiences as a principal LAST YEAR. Please give your open and honest opinions on the survey.

PLEASE RESPOND TO THE QUESTIONS CONSIDERING YOUR EXPERIENCES DURING THE PAST SCHOOL YEAR (2009-10).

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

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

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

For how many years were you 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 of M-DCPS?	0	years

making your decision?

Were any current teachers officially involved in the hiring process?

Do you believe more qualified applicants for this position were available than the person hired?

Have you been satisfied with this teacher's performance?

Teacher Strategic Retention

During the current (2009-2010) school year, was RETAINING GOOD TEACHERS a challenge for your school? (Check only one.)

- Generally, yes
- Yes, but only in certain subjects (please specify):
- No, we have no problem retaining teachers.

In your efforts to retain teachers at your school, to what extent have you FOCUSED your efforts on SPECIFIC teachers that you really want to keep?

- A lot
- A little
- Not at all
- N/A - I do not make efforts to retain teachers.

Have you used any of the following practices this past year as part of a strategic effort to keep a good teacher at your school? (Check all that apply.)

- | | |
|---|--|
| <input type="checkbox"/> Verbal public recognition (e.g., at staff meeting) | <input type="checkbox"/> Funds for class projects |
| <input type="checkbox"/> Private recognition | <input type="checkbox"/> Allowing them to choose the courses they want to teach |
| <input type="checkbox"/> Release time for special projects | <input type="checkbox"/> Promoting them into leadership roles while still teaching |
| <input type="checkbox"/> Funds for additional professional development | <input type="checkbox"/> Other (please specify): |

During the current (2009-2010) school year, what was the most important obstacle to RETAINING GOOD TEACHERS at your school?

Of the following sources of information, what do you rely on the MOST and SECOND MOST to find out about teachers' instructional practices? (Check only one in each column.)

	MOST (Check only ONE in this column).	SECOND MOST (Check only ONE in this column.)
Unscheduled classroom walk-throughs	<input type="radio"/>	<input type="radio"/>
Targeted observations of specific teachers	<input type="radio"/>	<input type="radio"/>
Discussions with teacher about what happens in the classroom	<input type="radio"/>	<input type="radio"/>
Monitoring student performance data	<input type="radio"/>	<input type="radio"/>
Reviewing student work	<input type="radio"/>	<input type="radio"/>
Reports from other school leaders (e.g., AP, coach, teacher mentor)	<input type="radio"/>	<input type="radio"/>
Reports from students	<input type="radio"/>	<input type="radio"/>
Reports from parents	<input type="radio"/>	<input type="radio"/>
Reports from other teachers	<input type="radio"/>	<input type="radio"/>
Formal evaluation process	<input type="radio"/>	<input type="radio"/>

How many of the following types of teachers do NOT meet your expectations?

	None	1-2	A Few	Half	Most	All
Probationary teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tenured teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please consider the teacher who LEAST meets your expectations.

Is this teacher someone whom...

	Yes	No
...you hired?	<input type="radio"/>	<input type="radio"/>
...has tenure?	<input type="radio"/>	<input type="radio"/>
...has 5-10 years of teaching experience?	<input type="radio"/>	<input type="radio"/>
...has more than 10 years of teaching experience?	<input type="radio"/>	<input type="radio"/>
...teaches in a "hard-to-staff" area (e.g., math, science, bilingual ed, Special Ed)?	<input type="radio"/>	<input type="radio"/>
...you think is ineffective but COULD improve?	<input type="radio"/>	<input type="radio"/>
...you think is ineffective and CANNOT improve?	<input type="radio"/>	<input type="radio"/>
...you have personally worked with to improve instruction?	<input type="radio"/>	<input type="radio"/>
...you have sent to external professional development?	<input type="radio"/>	<input type="radio"/>
...you have recommended for an Improvement Plan (IP)?	<input type="radio"/>	<input type="radio"/>
...you would like to remove from your school?	<input type="radio"/>	<input type="radio"/>

- ...you have actively worked to remove from your school this past school year?
- ...you think could be an effective teacher in a different school?
- ...you think should leave the teaching profession?
- ...you have explicitly told should move to another school or leave the profession?

Which of the following are reasons WHY this teacher least meets your expectations? (Check all that apply.)

- Lacks general teaching skills (e.g., ability to teach a lesson clearly)
- Does not interact well with students
- Has poor subject matter knowledge
- Does not seem to care whether students learn or not
- Has poor classroom management skills
- Does not buy into the school's improvement strategy or instructional goals
- Does not behave professionally
- Does not put sufficient time or effort into teaching
- Does not get along well with other teachers
- Has received many complaints from parents and/or students
- Is not a "team player"
- Has received many complaints from other teachers
- Is not responsive to feedback or open to change
- Other (please specify): _____
- Does not respect you as the school leader

Support

Think about who you turn to the MOST for help with the following.

	Who is this person?	How do you communicate with this person?	How satisfied are you with the level of information you get?
a. Improving curriculum or instruction	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. Hiring, retention, or dismissal of teachers	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. Policies and regulations	<input type="text"/>	<input type="text"/>	<input type="text"/>

If you could turn to ONE OTHER PRINCIPAL IN YOUR DISTRICT for advice or assistance in how to handle an on-the-job problem or challenge, who would that person be?

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

Name of Principal:

Principal's School:

WHY is the person particularly helpful to you? (e.g., What personal

Task Effectiveness - Long

More About Your Role as a School Leader

For this section, we would like you to think carefully about your strengths and weaknesses as a school leader. We realize there are many items, but it is important for us to understand the different aspects of your role as a school leader. We really appreciate your filling it out.

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

	Ineffective	A Little Effective	Effective	Very Effective
Managing budgets, resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiring personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dealing with concerns from staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing non-instructional staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing school meetings to enhance school goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing communications or meetings with the district office to enhance school goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfilling compliance requirements and paperwork (excluding special education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Ineffective	A Little Effective	Effective	Very Effective
Managing schedules for the school (e.g., master schedules, scheduling rooms)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining campus facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing and monitoring a safe school environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing student discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing student services (e.g., records, reporting, activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing student attendance-related activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing, implementing and administering standardized tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Ineffective	A Little Effective	Effective	Very Effective
Supervising students (e.g., lunch duty)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informally coaching teachers to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informally talking to teachers about students not related to instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formally evaluating teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfilling Special Education requirements (e.g., meetings with parents and lawyers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing or conducting classroom visits / walk-throughs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing required professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Ineffective	A Little Effective	Effective	Very Effective
Using data to inform instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a coherent educational program across the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using assessment results for program evaluation and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning or facilitating professional development for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning or facilitating professional growth opportunities for teacher leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling out teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Ineffective	A Little Effective	Effective	Very Effective
Planning or directing supplementary, after-school, or summer school instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing relationships with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting socially with staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending school activities (e.g., sports events, plays, celebrations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling staff about conflicts with other staff members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling students and/or parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Ineffective	A Little Effective	Effective	Very Effective
Working with local community members or organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fundraising (e.g., grant writing, bake sales)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with the district office to obtain resources (initiated by you)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruiting students to attend your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publicizing school events and achievements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruiting school volunteers from the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing the school's image in local media (e.g., newspapers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Education

About You

This is the final section of the survey. We are interested in finding out about you personally - specifically: your educational background, who encouraged you to become a principal, how satisfied you feel, and your future plans.

Please describe your education:

	Major	Name of College or University Name	Year Degree Conferred (YYYY)
First Undergraduate Degree	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
Second Undergraduate Degree	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
First Masters Degree	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
Second Masters Degree	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
Doctorate	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

Experience with Being Tapped

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

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

Professional Development

Thinking about the PROFESSIONAL DEVELOPMENT activities you participated in over the last 12 months, how USEFUL did you find the following to improving your effectiveness as a principal?

	Very Useful	Useful	A Little Useful	Not Useful	N/A - Did not participate in this type of PD
University course(s) related to your role as principal that were part of a formal degree program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University course(s) related to your role as principal that were NOT part of a formal degree program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visits to other schools designed to improve your own work as principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working WITH a mentor/coach as part of a formal arrangement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

that is recognized or supported by your school district

Working AS a mentor/coach to another principal as part of a formal arrangement that is recognized or supported by your school district

Participating in a principal network (e.g., a group of principals organized by an outside agency or through the Internet)

Attending stand-alone workshops related to specific aspects of your job as principal

Attending a training series related to specific aspects of your job as a principal

Attending conferences

Preferences

If you could work at ANY SCHOOL IN THE DISTRICT other than the one you are currently in, what would be your top three choices (in order of preference)?

First Choice School:

Second Choice School:

Third Choice School:

Consider your FIRST choice school (not including your own) and describe what about that school is particularly appealing to you.

Is there another district that you would prefer to work in?

Yes (please specify):

No

Satisfaction and Future Plans

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

Very

Somewhat Somewhat

Very

	Dissatisfied	Dissatisfied	Dissatisfied	Satisfied	Satisfied	Satisfied	N/A
Being a principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a principal at your current school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your performance as a principal at your current school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your performance as a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Yes	No
Be a classroom teacher	<input type="radio"/>	<input type="radio"/>
Work in a school in another role (e.g., curriculum specialist, instructional coach, counselor)	<input type="radio"/>	<input type="radio"/>
Work in the district (central or regional) office	<input type="radio"/>	<input type="radio"/>
Work in education, outside of K-12 schools (e.g., educational entrepreneur, researcher, professor)	<input type="radio"/>	<input type="radio"/>
Leave education temporarily (e.g., sabbatical, child-rearing)	<input type="radio"/>	<input type="radio"/>
Pursue a career outside of education	<input type="radio"/>	<input type="radio"/>
Stay in education but not in M-DCPS	<input type="radio"/>	<input type="radio"/>
None of the above - I plan to remain a principal until I retire.	<input type="radio"/>	<input type="radio"/>