

Introduction

Survey of M-DCPS Teachers

Welcome to the 2009-10 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 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—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!

Warm-Up

Are you currently a teacher in M-DCPS?

- Yes
 No

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	0	years

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

- | | |
|--|--|
| <input type="checkbox"/> Pre-K | <input type="checkbox"/> Foreign Language |
| <input type="checkbox"/> K-3 | <input type="checkbox"/> Life Skills |
| <input type="checkbox"/> 4-6 | <input type="checkbox"/> Reading (K-12) |
| <input type="checkbox"/> Career Specialist | <input type="checkbox"/> Secondary English |
| <input type="checkbox"/> Counselor | <input type="checkbox"/> Secondary Math |
| <input type="checkbox"/> Media Specialist | <input type="checkbox"/> Secondary Science |
| <input type="checkbox"/> School Psychologist | <input type="checkbox"/> Secondary Social Science |
| <input type="checkbox"/> Social Worker | <input type="checkbox"/> Vocational |
| <input type="checkbox"/> ESE | <input type="checkbox"/> Other (please specify): _____ |
| <input type="checkbox"/> ESOL | |

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
Fairly determines classroom assignments for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buffers you from district office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personally likeable and easy to approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Focuses on student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lot of experience in the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides resources you need for your classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has a strong vision and is able to motivate others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trusts your judgment as a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourages and provides time for teachers to collaborate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Is able to get ineffective or disruptive teachers to leave	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retains highly effective teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hires strong teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledgeable about curriculum and instructional practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	Agree	Strongly Agree
This person has exceptional teaching skills (e.g., knowledgeable about instructional practices and curricula).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person has strong interpersonal skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider this person a friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person has a lot of experience with school leadership responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person has the passion/drive to be a school leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person has strong leadership skills (e.g., ability to motivate others).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person gets along well with other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person gets along well with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person gets along well with my principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person gets along well with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person is one of the best teachers I have seen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Support

Please think of whom you are MOST likely to turn to when you need HELP with a student or with an issue of instruction. Who is this person?

- Teacher at your school
- Teacher at another M-DCPS school
- Your principal or school leader
- Someone else at your school (e.g., coach)
- Someone outside of your school (e.g., Central Office personnel, University staff, Vendor/Program specialists, teachers in other districts)
- Other (please specify): _____

Please tell us more about this person who has been the MOST helpful to you.

[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	Agree	Strongly Agree
This person has exceptional teaching skills (e.g., knowledgeable about instructional practices and curricula).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person has strong interpersonal skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider this person a friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person has a lot of experience with school leadership responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person has the passion/drive to be a school leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person has strong leadership skills (e.g., ability to motivate others).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person gets along well with other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person gets along well with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person gets along well with my principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person gets along well with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person is one of the best teachers I have seen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Instructional Team

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?

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

Experiences with Being Tapped and Future Plans

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

Grade level head or department head

Instructional coach

School-wide leadership team member

Assistant principal

Educational Excellence School Advisory Councils (EESACs) member

Principal

Committee leader (e.g., Title I District Advisory Council)

None of the above

Union representative

Other (please specify): _____

Professional development workshop leader/instructor

Who (if any) of the following people have approached you to suggest that you become a LEADER AT YOUR SCHOOL-SITE (e.g., department head, professional development liaison...)? (Check all that apply.)

Your principal

Someone in the Central Office

Your assistant principal

Parent at your school

Another teacher at your school

Community member who is not a parent

Principal, AP, or teacher at another school

None of the above

Someone in the Regional Office

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 principal

Someone in the Central Office

Your assistant principal

Parent at your school

Another teacher at your school

Community member who is not a parent

Principal, AP, or teacher at another school

None of the above

Someone in the Regional Office

Other (please specify):

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)	<input type="radio"/>	<input type="radio"/>
Be a school assistant principal	<input type="radio"/>	<input type="radio"/>
Be a school principal (or equivalent)	<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	<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 teacher until I retire.	<input type="radio"/>	<input type="radio"/>

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.

Alternative Compensation Proposals

For the following four questions, imagine the following scenario:

Your district receives a grant to increase teacher salaries during this school year. They are considering different ways to distribute the extra funds and would like to have your feedback.

In the scenario above, if you had to choose among the following ways of distributing these additional funds, which would you prefer? (Check only one.)

- A small bonus for all teachers, regardless of their performance
- A medium bonus for teachers whose performance reaches a predefined level (for example, at least, satisfactory)
- A large bonus for the highest performing teachers in the district

In the same scenario presented above, here are three other possible ways of distributing the funds. Which of these do you prefer ? (Check only one.)

- A large schoolwide bonus for all teachers in schools with the highest performance (for example, the highest achievement gains)
- A medium schoolwide bonus for all teachers in schools that reach a predefined level of school performance
- A small bonus for all teachers in the district, regardless of their school's performance

In the same scenario presented above, if you only had the following two choices of how to distribute the funds, which would you prefer? (Check only one.)

- A medium schoolwide bonus for all teachers in schools that reach a predefined level of school performance
- A medium bonus for all teachers whose performance reaches a predefined level

In the same scenario presented above, if you only had the following two choices of how to distribute the funds, which would you prefer? (Check only one.)

- A large bonus for the highest performing teachers
- A large schoolwide bonus for all teachers in schools with the highest school performance

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

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.)

- | | |
|--|--|
| <input type="checkbox"/> Early Elementary or Elementary (Early Childhood or Childhood) | <input type="checkbox"/> Physical Education |
| <input type="checkbox"/> Secondary English Language Arts | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Secondary Math | <input type="checkbox"/> Foreign Language/Bilingual |
| <input type="checkbox"/> Secondary Science | <input type="checkbox"/> Arts/Fine Arts |
| <input type="checkbox"/> Secondary Social Studies/History | <input type="checkbox"/> Other (please specify): _____ |

What was the DEGREE level of the program?

- Undergraduate
- Graduate
-

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

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 (for example, 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

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+