

Introduction

Survey of M-DCPS Principals

Welcome to the 2011-12 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 this year. Please give your open and honest opinions on the survey.

PLEASE RESPOND TO THE QUESTIONS CONSIDERING YOUR EXPERIENCES DURING THE CURRENT SCHOOL YEAR (2011-12).

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 (or were you) each of the following? [If NONE, please enter a zero.]

A Principal	<input type="text"/>
A Principal in Your Current School	<input type="text"/>
An Assistant Principal	<input type="text"/>
An Assistant Principal in Your Current School	<input type="text"/>
A Teacher	<input type="text"/>
A Teacher in Your Current School	<input type="text"/>

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

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

Time Use

The Principal Job

We'd like to ask you a few questions about leading your school.

A major challenge of the job of a principal is managing the demands placed on his or her time.

Suppose you found a way to free up an extra hour in your work day tomorrow. How would you use that extra time?

Think again about finding a way to free up an extra hour in your work day tomorrow. Of the following options for using that extra hour, which would you choose? Rank your FIRST, SECOND, and THIRD option.

	FIRST option (Mark only ONE in this column.)	SECOND option (Mark only ONE in this column.)	THIRD option (Mark only ONE in this column.)
Walk through the halls to monitor the school environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on my own professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on school budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confer or meet with regional or district office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Confer or meet with members of my school leadership team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct classroom walk-throughs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with specific teachers on instruction or other issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyze or work with student data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct a formal teacher evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Plan or lead a teacher professional development opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Catch up on paperwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact or work directly with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on parent or community involvement or engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact informally with teachers or staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take time for general planning or reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on teacher hiring or retention for next year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Including hours spent during the school day, before and after school, and on the weekends, **HOW MANY HOURS** have you spent on **ALL** school-related work activities during the past seven days? [Try to be accurate on this -- it is okay if this hasn't be a typical week.]

Total weekly hours

Principal's Approach to Teacher 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 2011-2012 school year? (Choose all who participated.)

- | | |
|---|--|
| <input type="checkbox"/> Me | <input type="checkbox"/> Teachers in the grade level below |
| <input type="checkbox"/> Assistant Principals | <input type="checkbox"/> Other teachers |
| <input type="checkbox"/> Counselors | <input type="checkbox"/> Parents |
| <input type="checkbox"/> Teachers in the grade level being assigned | <input type="checkbox"/> Students |

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» Assistant Principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» Counselors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» Teachers in the grade level being assigned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» Teachers in the grade level below	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» Other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
» Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
The academic needs of individual students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents' specific requests that their son/daughter be in a class with certain other student(s), or not be in a class with certain other student(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How class and teacher assignments are likely to affect our school's aggregate end-of-year state test performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual students' prior test scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How class and teacher assignments are likely to affect individual students' end-of-year state test performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Individual teachers' preferences or requests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents' specific requests that their son/daughter be assigned to a certain teacher, or not assigned to a certain teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How class and teacher assignments are likely to affect individual students' social and emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District or state policies or rules	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Separating students at different achievement levels into different classes (for example, advanced students and struggling students)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test scores of a teacher's former students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Logistical considerations (for example, teacher schedules, classroom availability)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In 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

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Principal Placement/Labor Market

Preferences and Mobility

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 current one), and describe what about that school is particularly appealing to you.

During the current school year, have you felt that if you wanted to move to another school in the district to be a principal, that option would be open to you?

- No, even if I wanted to move, I would not be able
- Yes, I would have options to move within my region
- Yes, I would have options to move within my region or to another region in the district

What do you anticipate your role will be in M-DCPS next year?

- I will be a principal in the same school next year.
- I will be in the same school next year, but in a role other than principal.
- I will be a principal in another school in the district next year.
- I will be in another school in the district next year, but in a role other than principal.
- I will be in a regional or district office position next year.
- I will not be working in M-DCPS next year.

Other (please specify)

I do not know what my role will be next year.

Would you say that your move to another school next year was...?

Initiated by you

Initiated by your regional administration

Initiated by the central district administration

Other (please specify:)

In discussions with regional or central administrators about your move for next year, would you say you felt that...?

	Yes	No
Staying in your current school was an option that was open to you	<input type="radio"/>	<input type="radio"/>
Multiple options for where you might move were discussed as viable options	<input type="radio"/>	<input type="radio"/>
You had multiple choices for moving open to you	<input type="radio"/>	<input type="radio"/>
The regional or district administration considered where you would fit best	<input type="radio"/>	<input type="radio"/>
Politics played a role in where you would move	<input type="radio"/>	<input type="radio"/>
You were told by regional or district administrators where you would move with little input from you	<input type="radio"/>	<input type="radio"/>

How are you feeling about your move for next year?

Very Positive Somewhat Positive Neither Positive or Negative Somewhat Negative Very Negative

Education and Background

About You

This is the final section of the survey. We are interested in finding out about you personally and asking a few questions about your attitudes about your job.

Please describe your education:

Major	Name of College or University Name	Year Degree Conferred (YYYY)
<input type="text"/>	<input type="text"/>	<input type="text"/>

First Undergraduate Degree	<input type="text"/>	<input type="text"/>	<input type="text"/>
Second Undergraduate Degree	<input type="text"/>	<input type="text"/>	<input type="text"/>
First Masters Degree	<input type="text"/>	<input type="text"/>	<input type="text"/>
Second Masters Degree	<input type="text"/>	<input type="text"/>	<input type="text"/>
Doctorate	<input type="text"/>	<input type="text"/>	<input type="text"/>

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?

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?

Years

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

- | | |
|---|---|
| <input type="checkbox"/> Managing a budget | <input type="checkbox"/> Dismissing personnel |
| <input type="checkbox"/> Managing personnel | <input type="checkbox"/> Maintaining facilities |
| <input type="checkbox"/> Hiring personnel | <input type="checkbox"/> Facilitating interpersonal relationships among employees |
| <input type="checkbox"/> Training personnel | <input type="checkbox"/> Dealing with external stakeholders |

Language and Country of Origin

In what country were you born?

- United States
- Other (please specify)

What country do 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haitian Creole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) <input style="width: 150px; height: 20px;" type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How Long Before Principal Is Accountable

States and districts often want to hold the principal accountable for student achievement in his or her school. However, it may be unfair to hold a principal accountable for student achievement in his or her early years leading the school, since many factors in the school, such as which teachers work there, were in place before the new principal took over.

Based on your experience, how many years would you say a principal should have worked in a given school before it is fair to hold him or her accountable for student achievement in that school?

Number of years

Comments?

Most states require prospective school principals to have a minimum number of years of classroom teaching experience before they can enter school administration.

Based on your experience, HOW MANY YEARS of classroom teaching experience should a

person have before they can be a successful school principal?

(Indicate answers numerically. If none, indicate "0".)

MINIMUM number of years of teaching experience a principal should have

IDEAL number of years of teaching experience a principal should have

Attitudes about Job

Thinking back to your LAST year as a classroom teacher, how effective were you at each of the following, compared to the OTHER TEACHERS in your school?

	Less effective than most teachers	As effective as most teachers	Slightly more effective than most teachers	Substantially more effective than most teachers
Taking on other roles in my school outside the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborating with other teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing positive relationships with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning lessons and units	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fostering communication with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a leader among my fellow teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delivering instruction/facilitating student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cultivating a safe and orderly classroom environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Holding each student to high academic standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is there a particular experience (or set of experiences) from when you were a teacher that you find that you draw on in your work as a principal? Why?

Think back to your time as a TEACHER, before you entered school administration. While you were a teacher, which of the following experiences did you have, if any? (Check all that apply.)

Was an instructional coach (part-time or full-time)

Sponsored an extracurricular activity/club at school

- Was a member of a professional organization related to my teaching (e.g., National Science Teachers' Association)
- Was a grade-level head or department head
- Served on a school-wide committee (e.g., curriculum, hiring)
- Was nominated for a teaching award
- Coached a school sport
- Served as a union representative
- Served on a district-wide committee
- Led professional development opportunities for other teachers

When You Were a Teacher

Next, we have just a few questions that draw on your experience in teaching.

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
This job is a collegial one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate opportunities in my job to reflect on my role and performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes in my job I feel lonely or isolated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident as a manager in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate opportunities to network with other educational leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in my role as a principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported by others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding time to think and process can be difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident as an instructional leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
I cope well with changes in my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident that the quality of my work has the reputation it deserves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually feel secure that my job conditions will not worsen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes feel anxious about the stability of my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes in my job are accompanied by appropriate support and training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often struggle with uncertainty about my role and duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My ability to take initiative in my job is hindered by how I am monitored and evaluated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel overwhelmed by unrealistic improvement targets or initiatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am often aware of how others are judging the quality of my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I lack control over important decisions that affect the quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent are (or were) you generally SATISFIED with each of the following?

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very 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"/>