

M-DCPS Principal Survey 2013

Q1.1 Survey of M-DCPS Principals Welcome to the 2012-13 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 (2012-13). 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—anonously, 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!

Q258 Which of the following BEST describes your position in your school during the 2012-13 school year?

- I was the principal of this school for the entire school year. (1)
- I was the principal of this school for a portion of the school year. (2)
- I shared principal responsibilities with another leader (if so, please provide name of that person:). (3) _____
- Other (please specify:) (4) _____

Q259 Classroom Walkthroughs The first set of questions focuses on the informal walkthroughs of classrooms you conduct in your school.

Q269 In a typical work week, how many different teachers' classrooms do you visit for the purpose of...? [IF MORE THAN 30, CHOOSE 30]

- _____ An informal walkthrough (1)
- _____ A formal observation (i.e., as part of IPEGS) (2)

Q266 How many minutes do you spend in a teacher's classroom in the TYPICAL...?

	5 or less (1)	5-10 (2)	11-15 (3)	16-20 (4)	21-25 (5)	26-30 (6)	31-35 (7)	36-40 (8)	41-45 (9)	More than 45 (10)
Informal classroom visit or walkthrough (1)	<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"/>
Formal observation (2)	<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"/>

Q267 In a typical work week, what percentage of the informal classroom visits or walkthroughs you conduct are: [RESPONSES MUST TOTAL 100]

_____ Planned: You had a formal or informal list of teachers' classrooms you intended to visit in that day, including this one (1)

_____ Unplanned but not random: You had not planned to visit this specific classroom today, but something happened earlier (e.g., a disciplinary action, a conversation with an AP or parent) that led you to visit the classroom (2)

_____ Unplanned and random: You chose this classroom for no specific reason (e.g., popped into a classroom that just happened to be close by) (3)

Q270 In a typical work week, what percentage of the informal classroom visits or walkthroughs you conduct are:

_____ Targeted to classrooms where you have concerns about a teacher's instruction, classroom management, or other area of job performance (1)

Q271 When conducting informal classroom visits or walkthroughs, which of the following are you typically looking for?

	Never or Rarely (1)	Sometimes (2)	Usually (3)	Almost always (4)
Teacher's knowledge of their students (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate instructional strategies (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional delivery and engagement (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective assessment (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher's communication with students (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher's professionalism (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom learning environment (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Answer If When conducting informal classroom visits or walkthroughs... - Almost always Is Greater Than or Equal to 1

Q272 Of the ones you said you were “almost always” looking for, which would you say you are most focused on in conducting an informal classroom visit or walkthrough?

- Teacher’s knowledge of their students (1)
- Appropriate instructional strategies (2)
- Instructional delivery and engagement (3)
- Effective assessment (4)
- Teacher’s communication with students (5)
- Teacher’s professionalism (6)
- Classroom learning environment (7)

Q273 When conducting informal classroom visits or walkthroughs, how often do you use some kind of tool to assist with the observation?

- Never (1)
- Sometimes (2)
- Usually or always (3)

Answer If When conducting informal classroom visits or walkthroughs... Sometimes Is Selected Or When conducting informal classroom visits or walkthroughs... Usually or always Is Selected

Q274 What is this tool?

Answer If When conducting informal classroom visits or walkthroughs... Sometimes Is Selected Or When conducting informal classroom visits or walkthroughs... Usually or always Is Selected

Q276 This tool is... [CHECK ALL THAT APPLY]

- Provided to you by the region or district (1)
- A tool you invented or found on your own (2)
- On paper (3)
- Computerized (4)
- Accessed on a laptop or smartphone (5)

Q277 Following a classroom visit or walkthrough, what percentage of the time would you say you...?

_____ Provide the teacher with in-person feedback regarding the classroom practice you observed (1)

_____ Provide the teacher with written feedback regarding the classroom practice you observed (2)

_____ Refer the teacher to a specific resource or professional development opportunity based on what you observed (3)

_____ Discuss what you observed with an assistant principal, instructional coach, or other staff member (4)

Q278 How would you rank the following as your reasons for conducting informal classroom walkthroughs?

- _____ To be present or visible to teachers and students (1)
- _____ To keep tabs on what generally is happening in the school (2)
- _____ To learn about teacher performance (3)
- _____ To monitor student discipline (4)
- _____ To provide opportunities for providing feedback to teachers (5)

Q279 Who among the following regularly conducts informal classroom walkthroughs in your school? [CHECK ALL THAT APPLY]

- You (1)
- Assistant principals (2)
- Instructional coaches (3)
- Department heads (4)
- Other (please specify:) (5) _____

Q261 To what extent do you agree or disagree about each of the following statements about informal classroom visits or walkthroughs?

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
I have the skills necessary to conduct effective walkthroughs in my school. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what to look for in a walkthrough. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I typically provide useful feedback to teachers following a walkthrough. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding time to follow up with teachers following a walkthrough can be difficult. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the skills to provide useful feedback to teachers about what I observe in walkthroughs. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing feedback to teachers about what I observe in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

walkthroughs can be uncomfortable. (6)				
Demands on my time are a significant barrier to conducting walkthroughs. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkthroughs are part of an overall strategy for improving student learning in my school. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkthroughs are important for my teachers' professional development. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in my school see walkthroughs as part of their professional development. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in my school find walkthroughs useful for their practice. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal walkthroughs are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

more useful than formal evaluations for learning about what is happening in classrooms. (12)				
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Q264 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 you filling it out.

achievements (44)						
Recruiting school volunteers from the community (45)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing the school's image in local media (e.g., newspapers) (46)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing parent involvement (47)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Securing external, non-school resources for students (e.g., social services) (48)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q257 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 (1)

Q235 Preferences and Mobility

Q232 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: (1)

Second Choice School: (2)

Third Choice School: (3)

Q234 Consider your FIRST choice school (not including your current one), and describe what about that school is particularly appealing to you.

Q236 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 (1)
- Yes, I would have options to move within my region (2)
- Yes, I would have options to move within my region or to another region in the district (3)

Q239 What do you anticipate your role will be in M-DCPS in the next academic year (2013-14)?

- I will be a principal in the same school next year. (1)
- I will be in the same school next year, but in a role other than principal. (2)
- I will be a principal in another school in the district next year. (3)
- I will be in another school in the district next year, but in a role other than principal. (4)
- I will be in a regional or district office position next year. (5)
- I will not be working in M-DCPS next year. (6)
- Other (please specify) (7) _____
- I do not know what my role will be next year. (8)

If I will be a principal in th... Is Selected, Then Skip To Did you have discussions this year wi...If I will be in the same schoo... Is Selected, Then Skip To How long should a principal commit to...If I will be a principal in an... Is Selected, Then Skip To Would you say that your move to anothe...If I will be in another school... Is Selected, Then Skip To How long should a principal commit to...If I will be in a regional or ... Is Selected, Then Skip To How long should a principal commit to...If I will not be working in M-... Is Selected, Then Skip To How long should a principal commit to...If Other (please specify) Is Selected, Then Skip To How long should a principal commit to...If I do not know what my role ... Is Selected, Then Skip To Why are you unsure what your role wil...

Q253 Would you say that your move to another school next year was...?

- Initiated by you (1)
- Initiated by your regional administration (2)
- Initiated by the central district administration (3)
- Other (please specify:) (4)

Q255 In discussions with regional or central administrators about your move for next year, would you say you felt that...?

	Yes (1)	No (2)
Staying in your current school was an option that was open to you (1)	<input type="radio"/>	<input type="radio"/>
Multiple options for where you might move were discussed as viable options (2)	<input type="radio"/>	<input type="radio"/>
You had multiple choices for principal positions in the district open to you (3)	<input type="radio"/>	<input type="radio"/>
The regional or district administration considered where you would fit best (4)	<input type="radio"/>	<input type="radio"/>
Politics played a role in where you would move (5)	<input type="radio"/>	<input type="radio"/>
You were told by regional or district administrators where you would move with little input from you (6)	<input type="radio"/>	<input type="radio"/>

Answer If In discussions with regional or central administrators ab... You had multiple choices for principal positions in the district open to you - Yes Is Selected

Q308 You said multiple options for moving were available to you. Which schools were available to you as potential principal placements?[LIST UP TO FOUR]

Most clearly available: (1)

Second most clearly available: (2)

Third most clearly available: (3)

Fourth most clearly available: (4)

Q303 Do you think you will be MORE or LESS effective as a principal in your new school, compared to your former school?

- Less effective in new school (1)
- About the same (2)
- More effective in new school (3)

Q307 What would you say is the primary reason (or reasons) for your move to a new school?

Q254 How are you feeling about your move for next year?

- Very Positive (1)
- Somewhat Positive (2)
- Neither Positive or Negative (3)
- Somewhat Negative (4)
- Very Negative (5)

If Very Positive Is Displayed, Then Skip To How long should a principal commit to...

Q302 Did you have discussions this year with regional or central administrators about the possibility of moving for next year?

- Yes (1)
- No (2)

Answer If Did you have discussions this year with regional or centr... Yes Is Selected

Q304 Would you say those discussions were...

- Initiated by you (1)
- Initiated by your regional administration (2)
- Initiated by the central district administration (3)
- Other (please specify:) (4) _____

Answer If Did you have discussions this year with regional or centr... Yes Is Selected

Q309 In discussions with regional or central administrators about a potential move for you for next year, would you say you felt that...?

	Yes (1)	No (2)
Multiple options for where you might move were discussed as viable options (1)	<input type="radio"/>	<input type="radio"/>
You had multiple choices for principal positions in the district open to you (2)	<input type="radio"/>	<input type="radio"/>

Answer If In discussions with regional or central administrators ab... You had multiple choices for principal positions in the district open to you - Yes Is Selected And Did you have discussions this year with regional or centr... Yes Is Selected

Q310 You said multiple options for moving were available to you. Aside from your current school, which schools were available to you as potential principal placements? [LIST UP TO FOUR]

- Most clearly available: (1)
- Second most clearly available: (2)
- Third most clearly available: (3)
- Fourth most clearly available: (4)

Answer If Did you have discussions this year with regional or centr... Yes Is Selected

Q305 Who would you say decided that you should not move for next year?

- It was primarily my decision not to move. (1)
- It was primarily the regional/district administration's decision that I not move. (2)
- The decision was mutually arrived at between me and the regional/district administration. (3)

Answer If Did you have discussions this year with regional or centr... Yes Is Selected

Q306 What would you say was the reason (or reasons) you are not moving?

Answer If What do you anticipate your role will be in M-DCPS in the... I do not know what my role will be next year. Is Selected

Q311 Why are you unsure what your role will be next year?

Q301 How long do you think a principal should commit to staying and working in a school before agreeing to move to that school?

- No commitment should be necessary (1)
- 1 year (2)
- 2 years (3)
- 3 years (4)
- 4 years (5)
- 5 or more years (6)

Q8.1 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.

Answer If item_q146_1_ask Is Equal to 1

Q146 Please describe your education:

	Major								
	I do not have this degree (1)	Art or Music (2)	Business (3)	Computer Science (4)	Education (5)	Engineering (6)	Health or Medical (7)	Law (8)	Liberal Arts or Humanities (9)
First Undergraduate Degree (1)	<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"/>
Second Undergraduate Degree (2)	<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"/>
First Masters Degree (3)	<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"/>
Second Masters Degree (4)	<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"/>
Doctorate (5)	<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"/>

Answer If item_q197_ask Is Equal to 1

Q197 Have you ever worked in a career OUTSIDE of education (i.e., prior to becoming a teacher or administrator)?

- Yes (1)
- No (2)

If No Is Selected, Then Skip To End of Block

Answer If item_q199_ask Is Equal to 1

Q199 In what field or area was this career or careers? (List more than one if applicable)

Answer If item_q201_1_ask Is Equal to 1

Q201 How many years work experience do you have outside education?

_____ Years (1)

Answer If item_q203_ask Is Equal to 1

Q203 In this outside career or careers, did you ever hold a management position?

Yes (please specify:) (1) _____

No (2)

If No Is Selected, Then Skip To End of Block

Answer If item_q205_1_ask Is Equal to 1

Q205 How many years of management experience outside education do you have?

_____ Years (1)

Answer If item_q207_ask Is Equal to 1

Q207 Has your management experience outside education included responsibility for any of the following? (Check all that apply.)

Managing a budget (1)

Managing personnel (2)

Hiring personnel (3)

Training personnel (4)

Dismissing personnel (5)

Maintaining facilities (6)

Facilitating interpersonal relationships among employees (7)

Dealing with external stakeholders (8)

Answer If item_q167_ask Is Equal to 1

Q167 In what country were you born?

United States (1)

Other (please specify) (2) _____

Answer If item_q168_ask Is Equal to 1

Q168 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.)

Answer If item_q169_ask Is Equal to 1

Q169 How well do you speak any of the following languages?

	None (1)	Elementary or Basic Proficiency (2)	Working Proficiency (3)	Fluent (4)
Spanish (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haitian Creole (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
French (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q180 To what extent do you agree or disagree with each of the following about your job as a principal?

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
I feel confident in my role as a principal. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident as an instructional leader. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident as a manager in my school. (3)	<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. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding time to think and process can be difficult. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported by others. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This job is a collegial one. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate opportunities to network with	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>other educational leaders. (8)</p> <p>Sometimes in my job I feel lonely or isolated. (9)</p>	<p>○</p>	<p>○</p>	<p>○</p>	<p>○</p>
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Q198 To what extent do you agree with each of the following statements?

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
I lack control over important decisions that affect the quality of my work. (1)	<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. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy a reasonable degree of autonomy to do my work as I think best. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes feel anxious about the stability of my job. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually feel secure that my job conditions will not worsen. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often struggle with uncertainty about my role and duties. (6)	<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. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel overwhelmed by unrealistic improvement targets or initiatives. (8)	<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. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have difficulty coping with the pace of organizational change. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I cope well with changes in my job. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes in my job are accompanied by appropriate support and training. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>