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CRC
Center for Research on the Context of Teaching

EVALUATION OF THE BAY AREA SCHOOL REFORM COLLABORATIVE

PRINCIPAL SURVEY

Spring 2005

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ABOUT THE SURVEY

This survey is being conducted by the Center for Research on the Context of Teaching (CRC) at Stanford University and by MDRC as part of an evaluation of the Bay Area School Reform Collaborative (BASRC) during the second phase of its work beginning in 2001. The evaluation is funded by the William and Flora Hewlett Foundation, with the mission of advancing knowledge to support continual improvement of public education.

Principals of all schools participating in BASRC Phase Two are included in this survey. It follows up on surveys conducted annually since 2002. Survey questions concern conditions in your school and district, and your school's experiences with BASRC support for school reform. The questionnaire includes three parts:

- District Context
- School Conditions
- BASRC Participation and Local Collaborative

Time needed to complete the questionnaire is approximately 40 minutes. Of course, additional written comments of any length are welcome.

All responses will be kept confidential. The survey is conducted under stringent Stanford University and MDRC regulations designed to protect study participants by ensuring privacy of individuals' responses. ID numbers are used for follow-up and record-keeping purposes by MDRC's and CRC's project associates and to merge the survey data with school record data. All survey results will be reported in summary statistical form only so that **neither individuals nor schools can be identified**.

Thank you for contributing your time and thoughtful responses to this survey!

FOR FURTHER INFORMATION

If you have any questions about this survey, please feel free to call us collect: Pai-rou Chen, BASRC Project Director, (650) 725-9809, CRC, Stanford University

DISTRICT CONTEXT

1. *This question concerns the* ***professional climate of your district.*** *Please indicate how strongly you agree or disagree with each of the statements below.* (Mark one circle for each statement.)

	This district …	Strongly disagree				Strongly agree
a.	Inspires the very best in the job performance of its personnel	1○	2○	3○	4○	5○
b.	Holds high expectations for this school	1○	2○	3○	4○	5○
c.	Promotes the professional development of teachers	1○	2○	3○	4○	5○
d.	Ensures that student learning is the “bottom line” in this school	1○	2○	3○	4○	5○
e.	Focuses on teaching and learning	1○	2○	3○	4○	5○
f.	Is committed to high standards for every student	1○	2○	3○	4○	5○
g.	Has priorities that are consistent with the school’s priorities	1○	2○	3○	4○	5○
h.	Has clear standards and strategies for guiding classroom instruction	1○	2○	3○	4○	5○
i.	Has established standards or rubrics for evaluating teacher performance	1○	2○	3○	4○	5○
j.	Has established standards or rubrics for teachers to identify areas for professional development	1○	2○	3○	4○	5○
k.	Looks to the school sites for input on important decisions	1○	2○	3○	4○	5○
l.	Clearly communicates its expectations and policies across all schools	1○	2○	3○	4○	5○

2. *Please indicate the extent to which your district does each of the following:* (Mark one circle for each statement.)

	This district’s central office …	Strongly disagree				Strongly agree
a.	Helps this school establish systems of governance and decision-making that include participation by key stakeholder groups (i.e., students, parents, and staff)	1○	2○	3○	4○	5○
b.	Helps this school allocate resources, including time, money, and personnel, to support its reform effort	1○	2○	3○	4○	5○
c.	Helps this school establish processes and strategies for handling stress, conflict, and divergent views	1○	2○	3○	4○	5○
d.	Fosters communication between this school and other schools in the district	1○	2○	3○	4○	5○
e.	Helps this school develop and maintain high academic standards	1○	2○	3○	4○	5○
f.	Helps school leaders promote and nurture a focus on teaching and learning	1○	2○	3○	4○	5○
g.	Supports this school’s efforts to be accountable to its local community	1○	2○	3○	4○	5○
h.	Helps this school use information about student achievement relative to standards to improve instruction	1○	2○	3○	4○	5○
i.	Maintains ongoing communication between site-level leaders and district administrators regarding schools’ resource needs	1○	2○	3○	4○	5○
j.	Works with this school to ensure that categorical funds support its improvement effort	1○	2○	3○	4○	5○

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	This district's central office …	Strongly disagree				Strongly agree
k.	Promotes a view that equity often involves unequal distribution of resources among district schools	1○	2○	3○	4○	5○
l.	Shares responsibilities and decision-making with site-level administrators	1○	2○	3○	4○	5○
m.	Implements specific strategies to develop shared leadership between administrators and teachers	1○	2○	3○	4○	5○
n.	Creates opportunities for educators at the school level to take on new leadership roles	1○	2○	3○	4○	5○
o.	Creates structure, time, and resources for administrators and teachers to participate in joint decision-making	1○	2○	3○	4○	5○
p.	Rewards and/or sanctions principals based on their school's performance	1○	2○	3○	4○	5○
q.	Works to ensure that this school is staffed by highly-qualified teachers	1○	2○	3○	4○	5○

3. *Indicate the extent to which you agree or disagree with each of the following statements about **professional development** in your district.* (Mark one circle for each statement.)

	This district…	Strongly disagree				Strongly agree
a.	Provides teacher professional development as part of a comprehensive plan	1○	2○	3○	4○	5○
b.	Is highly knowledgeable about this school's plans for improvement	1○	2○	3○	4○	5○
c.	Trains principals in the use of data to evaluate instructional and program effectiveness	1○	2○	3○	4○	5○
d.	Has tailored teacher professional development to this school's improvement needs	1○	2○	3○	4○	5○
e.	Provides this school with information about high-quality support providers relevant to its reform efforts	1○	2○	3○	4○	5○
f.	Promotes teacher professional development that includes peer observations and review	1○	2○	3○	4○	5○
g.	Creates structures and opportunities for collaboration among schools and teachers	1○	2○	3○	4○	5○
h.	Provides differentiated support for teachers at different stages of their careers	1○	2○	3○	4○	5○
i.	Provides struggling teachers with targeted intensive professional development and support	1○	2○	3○	4○	5○
j.	Provides principals with professional development that involves opportunities for modeling or shadowing on leadership	1○	2○	3○	4○	5○

Please add any comments you would like to make about your district.

SCHOOL CONDITIONS

4. *Some of the ways that a school might evaluate its overall success are listed below. Indicate how often **this year** the **whole school** has examined each kind of information. (Note: "Standardized test data" refer to STAR and district standardized data.).* (Mark one circle for each statement.)

	The whole school has worked together this year to examine…	Never	Once	More than once
a.	Standardized test data disaggregated by race/ethnicity	1○	2○	3○
b.	Standardized test data disaggregated by English language proficiency	1○	2○	3○
c.	Standardized test data disaggregated by native language	1○	2○	3○
d.	Standardized test data disaggregated by English language proficiency **and** native language	1○	2○	3○
e.	Standardized test data disaggregated by grade	1○	2○	3○
f.	Standardized test data disaggregated by classroom/teacher	1○	2○	3○
g.	Standardized test data disaggregated by socioeconomic status	1○	2○	3○
h.	Standardized test data in specific knowledge and skills domains within core content areas	1○	2○	3○
i.	Data on English Language development (progress in learning English as a second language)	1○	2○	3○
j.	Student performance on exhibitions	1○	2○	3○
k.	Student portfolios	1○	2○	3○
l.	Student grade records	1○	2○	3○
m.	Student survey data	1○	2○	3○
n.	Student focus groups data	1○	2○	3○
o.	Teacher survey data	1○	2○	3○
p.	Observational data on classroom instruction	1○	2○	3○
q.	Parent survey data	1○	2○	3○
r.	Records on student attendance	1○	2○	3○
s.	Records on student mobility	1○	2○	3○
t.	Records on student discipline	1○	2○	3○
u.	Patterns of student assignment to classes/courses	1○	2○	3○
v.	Patterns of teacher assignment to classes/courses	1○	2○	3○
w.	School-created assessment (specify):____________________	1○	2○	3○
x.	Other (please specify):____________________________	1○	2○	3○

5. *In your school, is there specific time scheduled for teachers to meet regularly in grade levels or departments?* (Mark one circle for each statement.)

Yes	1○
No	2○

If yes, approximately how often do grade-level/department teams meet? (Mark one circle for each statement.)

At least once a week	1○
Twice a month	2○
Once a month	3○
Once every two months	4○
Several times a year	5○

6. *Please indicate how frequently you have done each of the following* ***during the past year***. (Mark one circle for each statement.)

	During this past year, I…	Never	Rarely	Occasionally	Frequently
a.	Conducted walkthroughs in my school	1○	2○	3○	4○
b.	Conducted extended classroom observations (e.g., entire lesson) other than for formal evaluation purposes	1○	2○	3○	4○
c.	Reviewed individual teachers' records of student progress	1○	2○	3○	4○
d.	Discussed the progress of individual students' achievement with teachers	1○	2○	3○	4○
e.	Reviewed or discussed individual teachers' development plans	1○	2○	3○	4○
f.	Observed or participated in a grade- or department-team meeting	1○	2○	3○	4○
g.	Taught a demonstration or model class	1○	2○	3○	4○
h.	Other (please specify):___________________________	1○	2○	3○	4○

7. *Listed below are* ***strategies*** *that a school might use* ***to close student achievement gaps****. Please indicate whether your school has done each of the following to advance the learning of students identified as low in achievement ("target students")* ***within the past year****.*
If it has been done at particular grade level(s) or subject department(s), then check "2". (Mark one circle for each statement.)

	To address the special needs of our target students within the past year, this school…	Has not done this	Has done this in some parts of the school	Has done this as a whole school
a.	Provided these students with instructional support before or after school	1○	2○	3○
b.	Provided these students with instructional support in pull-out programs or classes during the regular school day	1○	2○	3○
c.	Implemented a school- or grade-wide literacy block	1○	2○	3○
d.	Focused professional development on instruction in heterogeneous classrooms	1○	2○	3○

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	To address the special needs of our target students within the past year, this school…	Has not done this	Has done this in some parts of the school	Has done this as a whole school
e.	Assigned the most highly qualified teachers to these students	1○	2○	3○
f.	Established special support services (e.g., reading labs, tutoring centers)	1○	2○	3○
g.	Established small classes for these students	1○	2○	3○
h.	Worked with their parents to design specific supports and interventions	1○	2○	3○
i.	Developed systems or tools for tracking the performance of individual students	1○	2○	3○
j.	Required teachers to participate in professional development focused on these students	1○	2○	3○
k.	Implemented an ELD block (where ELLs are grouped by proficiency level)	1○	2○	3○
l.	Has looked at which programs and services for ELL students are most and least effective	1○	2○	3○
m.	Adopted specific intervention curriculum materials for these students	1○	2○	3○
n.	Restructured the way students are grouped or organized to better meet students' needs	1○	2○	3○
o.	Other (please specify):____	1○	2○	3○

8. *Listed below are names of organizations that some Bay Area schools have worked with. Please indicate whether or not your school has used or considered using each* ***kind of support*** *listed below. Write in the names of other organizations your school has worked with.* (Mark one circle for each statement.)

	My school…	Has not considered this	Has considered, but not used this	Has used this
a.	LitConn	1○	2○	3○
b.	CORE	1○	2○	3○
c.	DSC	1○	2○	3○
d.	Strategic Literacy Initiative (West Ed)	1○	2○	3○
e.	Noyce	1○	2○	3○
f.	PEBC	1○	2○	3○
g.	Stupski	1○	2○	3○
h.	Strategic Instruction Model	1○	2○	3○
i.	Sensitivity or multicultural training (please specify): ____	1○	2○	3○
j.	Other (please specify):____________________________	1○	2○	3○
k.	Other (please specify):____________________________	1○	2○	3○

9. *Please indicate the extent to which you agree or disagree with each statement about* ***your school's relations with parents and the broader community***. (Mark one circle for each statement.)

		Strongly disagree				Strongly agree
a.	Parents are well-informed about this school's improvement effort	1○	2○	3○	4○	5○
b.	Parents are active partners in this school's improvement effort	1○	2○	3○	4○	5○
c.	This school has developed new strategies for involving parents in their children's education	1○	2○	3○	4○	5○
d.	This school has built trusting relationships with parents of low-performing students	1○	2○	3○	4○	5○
e.	This school makes a special effort to include all parent groups in decision-making	1○	2○	3○	4○	5○
f.	This school has forged partnerships with outside agencies and groups in the community to support its improvement effort	1○	2○	3○	4○	5○
g.	This school has made progress in engaging parents of ELLs or other minority groups	1○	2○	3○	4○	5○

10. *Does your school have a program that prepares parents to provide academic support for their children (e.g., Math Night, Partners in Print, etc.)?* (Mark one circle.)

Yes 1○
No 2○

If so, please specify: ____

Please add any comments you would like to make about your school's reform work.

BASRC PARTICIPATION AND LOCAL COLLABORATIVE

These questions concern your school's involvement with BASRC and your work with the schools in your district that were part of your BASRC Local Collaborative (LC). Please respond according to your experience and perceptions.

11. *Listed below is a range of activities required or sponsored by BASRC. Please indicate* ***how involved*** *you were in each one.* (Mark one circle for each statement.)

		I was not involved			I was very involved
a.	Principals' Network	1○	2○	3○	4○
b.	Best Practices Institute (summer 2004)	1○	2○	3○	4○
c.	Quarterly Reviews (if you are in a BASRC Focal District)	1○	2○	3○	4○
d.	Working with a Local Collaborative Coach or Reform Coordinator (write in name):____________________	1○	2○	3○	4○
e.	Coaching from BASRC staff (write in name): ____________________	1○	2○	3○	4○
Using one of the following BASRC tools:					
f.	BASRC Listserv(s)	1○	2○	3○	4○
g.	On-line COI course	1○	2○	3○	4○
h.	Fishbowl protocol	1○	2○	3○	4○
i.	Protocols for equity discussion	1○	2○	3○	4○
j.	Protocols for "Cycle of Inquiry"	1○	2○	3○	4○
k.	Protocols for analyzing student work	1○	2○	3○	4○
l.	Other activities or tools (please specify):____________	1○	2○	3○	4○
m.	Other activities or tools (please specify):____________	1○	2○	3○	4○

12. *Consider your interactions with other principals* ***this year****. Please indicate whether and with whom you have done each of the following.* Check (√) all that apply.

			I have done this with other principals who are…			
	With other principals, I have…	I have not done this	in my BASRC LC	in my district and not in the LC	outside my district and in BASRC	outside my district and not in BASRC
a.	Discussed ideas and instructional strategies for closing achievement gaps within schools	☐a	☐b	☐c	☐d	☐e
b.	Shared strategies for involving more teachers in inquiry-based reform	☐a	☐b	☐c	☐d	☐e
c.	Discussed how to use the Cycle of Inquiry	☐a	☐b	☐c	☐d	☐e
d.	Planned professional development opportunities across schools	☐a	☐b	☐c	☐d	☐e

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	With other principals, I have…	I have not done this	**I have done this with other principals who are…**			
			in my BASRC LC	in my district and not in the LC	outside my district and in BASRC	outside my district and not in BASRC
e.	Discussed specific challenges each school faces in its reform efforts	☐a	☐b	☐c	☐d	☐e
f.	Shared information about how particular teaching practices are working in my school	☐a	☐b	☐c	☐d	☐e
g.	Worked on accountability and reporting to the public	☐a	☐b	☐c	☐d	☐e
h.	Discussed strategies for addressing the resource needs of low-performing schools	☐a	☐b	☐c	☐d	☐e
i.	Analyzed and discussed student achievement data	☐a	☐b	☐c	☐d	☐e
j.	Shared information about approaches to assessing student learning	☐a	☐b	☐c	☐d	☐e
k.	Discussed teacher recruitment and retention	☐a	☐b	☐c	☐d	☐e
l.	Discussed teacher assignment at schools	☐a	☐b	☐c	☐d	☐e
m.	Participated in school walkthroughs	☐a	☐b	☐c	☐d	☐e
n.	Discussed efforts to sustain reform work for next year	☐a	☐b	☐c	☐d	☐e
o.	Analyzed and discussed teacher performance data	☐a	☐b	☐c	☐d	☐e

13. *Now consider interactions that teachers in your school have had* ***this year*** *with teachers in other schools* ***in your Local Collaborative (LC).*** (Mark one circle for each statement.)

	With teachers in other LC schools, teachers in this school have…	Never	Once	A few times	Many times
a.	Discussed ideas on teaching strategies and student learning	1○	2○	3○	4○
b.	Discussed ideas and instructional strategies for closing achievement gaps within schools	1○	2○	3○	4○
c.	Worked on aligning curricula and instruction across grade levels	1○	2○	3○	4○
d.	Shared strategies for involving more teachers in inquiry-based reform	1○	2○	3○	4○
e.	Planned professional development opportunities across schools	1○	2○	3○	4○
f.	Discussed specific challenges schools face in their reform efforts	1○	2○	3○	4○
g.	Discussed support providers or intervention programs	1○	2○	3○	4○
h.	Worked on accountability and reporting to the public	1○	2○	3○	4○
i.	Discussed what schools and the district central office have learned at workshops or conferences	1○	2○	3○	4○
j.	Discussed district strategies for addressing the resource needs of low-performing schools	1○	2○	3○	4○

Continued from p. 8

	With teachers in other LC schools, teachers in this school have…	Never	Once	A few times	Many times
k.	Analyzed and discussed student achievement data	1○	2○	3○	4○
l.	Discussed measures for evaluating the effectiveness of programs	1○	2○	3○	4○
m.	Analyzed and discussed teacher performance data	1○	2○	3○	4○
n.	Planned / designed curricula and lessons together	1○	2○	3○	4○

14. Did your district continue funding a role like LC Coach to support the reform work in your LC?

Yes 1○
No 2○

If so, is this coach the same person as the LC Coach last year?

Yes 1○
No 2○

15. *Please indicate how useful each of the following aspects of the Local Collaborative and BASRC have been in* ***supporting your school's work to improve practice through inquiry-based reform.*** (Mark one circle for each statement. Check N/A if you have not received the specific support.)

		N/A	Not useful				Extremely useful
a.	Coaching support from BASRC staff	0○	1○	2○	3○	4○	5○
b.	Working with other schools in our Local Collaborative	0○	1○	2○	3○	4○	5○
c.	Sharing ideas with schools in other BASRC district(s)	0○	1○	2○	3○	4○	5○
d.	BASRC tools and protocols (e.g. Review of Progress, rubrics for moral leadership, etc.)	0○	1○	2○	3○	4○	5○
e.	Principals' Network	0○	1○	2○	3○	4○	5○
f.	Other BASRC Convenings	0○	1○	2○	3○	4○	5○
g.	Other (please specify):____________________	0○	1○	2○	3○	4○	5○

16. *Please now consider your experience with BASRC as a whole, how useful has BASRC been for each of the following facets of your school's reform work?* (Mark one circle for each statement.)

	Our participation in BASRC has helped improve my school's…	Strongly disagree				Strongly agree
a.	Schoolwide inquiry practices	1○	2○	3○	4○	5○
b.	Sustaining our reform work	1○	2○	3○	4○	5○
c.	Processes and structure of ongoing reform work	1○	2○	3○	4○	5○
d.	Capacity to collect instructionally meaningful data	1○	2○	3○	4○	5○
e.	Standards and assessments	1○	2○	3○	4○	5○
f.	Strategies for professional development	1○	2○	3○	4○	5○
g.	Budgeting and resource allocation strategies	1○	2○	3○	4○	5○
h.	Commitment to ongoing reform	1○	2○	3○	4○	5○
i.	Efforts to close student achievement gaps	1○	2○	3○	4○	5○
j.	Abilities to address issues about race and equity	1○	2○	3○	4○	5○
k.	Use of research-based reform practices	1○	2○	3○	4○	5○
l.	Use of data to identify areas for improvement	1○	2○	3○	4○	5○
m.	Use of data to evaluate instructional practices	1○	2○	3○	4○	5○
n.	Strategies for sustaining motivation for reform	1○	2○	3○	4○	5○
o.	Quality of instructional practices	1○	2○	3○	4○	5○
p.	Use of inquiry practices in individual classrooms	1○	2○	3○	4○	5○

17. *Looking ahead to* **next year***, how do you think each of the following will change in your school?* (Mark one circle for each statement.)

		Substantial decrease		No change		Substantial increase
a.	School-wide use of the "Cycle of Inquiry"	1○	2○	3○	4○	5○
b.	Collection and evaluation of student performance data	1○	2○	3○	4○	5○
c.	Scheduled time for grade-level or departmental team meetings	1○	2○	3○	4○	5○
d.	Teacher inquiry practices in individual classrooms	1○	2○	3○	4○	5○
e.	Working with outside experts (other than BASRC) to support reform goals	1○	2○	3○	4○	5○
f.	Collaboration across grade levels or departments	1○	2○	3○	4○	5○
g.	Interactions with other BASRC schools in my LC	1○	2○	3○	4○	5○
h.	Interactions with other schools in my district (not in my LC)	1○	2○	3○	4○	5○
i.	District's support of our school's reform goals	1○	2○	3○	4○	5○
j.	Capacity to address special needs of target students	1○	2○	3○	4○	5○

Please add any comments you would like to make about BASRC and your Local Collaborative.

THANK YOU FOR THE TIME AND THOUGHT YOU CONTRIBUTED TO THIS SURVEY!