

CRC

Center for Research on the Context of Teaching

BAY AREA DISTRICT SURVEY

1998 - 1999

DISTRICT CONDITIONS

1. Please indicate how strongly you agree or disagree with each of the following statements regarding how *your district works with schools*.

	Strongly Disagree				Strongly Agree
a. This district promotes the professional development of teachers	1	2	3	4	5
b. This district ensures that student learning is the "bottom line" in schools	1	2	3	4	5
c. This district helps schools focus on teaching and learning.....	1	2	3	4	5
d. This district builds community confidence in our schools	1	2	3	4	5
e. This district is committed to high standards for every student	1	2	3	4	5
f. District priorities are consistent with schools' priorities	1	2	3	4	5
g. This district allows school sites to make decisions about teacher hiring and scheduling.	1	2	3	4	5
h. This district supports schools by staying out of their way and allowing them to do their own thing	1	2	3	4	5
i. While it's a worthwhile goal, holding all students to high standards is unrealistic	1	2	3	4	5
j. This district gives schools control over their budget.....	1	2	3	4	5
k. This district allows schools to make decisions about educational standards, curriculum, and instruction	1	2	3	4	5
l. This district has consistent standards from school to school.....	1	2	3	4	5
m. This district uses data as a basis for decision-making.....	1	2	3	4	5
n. The district emphasizes academic standards at all levels of the system	1	2	3	4	5

2. How much influence do teachers in your district have over school policy in *each* of the areas below? (CIRCLE)

	None			A Great Deal
a. Determining specific professional and teaching assignments.....	1	2	3	4
b. Determining the schools' schedule (including teacher preparation periods).....	1	2	3	4
c. Determining how students' progress is measured.....	1	2	3	4
d. Hiring new professional personnel.....	1	2	3	4
e. Planning how discretionary school funds should be used	1	2	3	4
f. Determining books and other instructional materials used in the classrooms.....	1	2	3	4
g. Hiring a new principal.....	1	2	3	4
h. Establishing the curriculum and instructional program	1	2	3	4
i. Determining the content of in-service programs	1	2	3	4
j. Setting standards for student learning	1	2	3	4
k. Determining the focus of school reform efforts	1	2	3	4

3. Please indicate your view on each of the following statements about the **role of the principal**.

	<u>Strongly Disagree</u>				<u>Strongly Agree</u>
a. A principal should encourage teachers to try new methods of instruction	1	2	3	4	
b. On all important matters, principals should make the final decision.....	1	2	3	4	
c. A principal should place high priority on promoting parental and community involvement in schools	1	2	3	4	
d. Principals should decide what the program will be for inservice.....	1	2	3	4	
e. The most important part of the principal's job is to help people work together toward common goals.....	1	2	3	4	
f. A principal should not be afraid to provoke conflict in schools to address an important issue	1	2	3	4	
g. Helping teachers improve is an important part of the principal's job.....	1	2	3	4	
h. It's unrealistic for a principal to expect more than a small group of teachers to be seriously involved in reform	1	2	3	4	
i. Whenever possible, principals should rely on a consensus decision-making process.....	1	2	3	4	

4. Please mark the extent to which you agree or disagree with these statements about your district's relationship with **parents and the community**.

	<u>Strongly Disagree</u>					<u>Strongly Agree</u>
a. District staff make an effort to reach out to the community.....	1	2	3	4	5	
b. Parents play an active role in making decisions about the district's program.....	1	2	3	4	5	
c. District staff are aware of issues and concerns of the community in which the district is located.....	1	2	3	4	5	
d. Parents ought to leave school decision making to professionals.....	1	2	3	4	5	
e. The district encourages and supports parents to help their students succeed academically.....	1	2	3	4	5	
f. Parents are actively involved in evaluating and refining the district's standards	1	2	3	4	5	
g. Parents are actively involved in examining information on our district's progress toward its standards	1	2	3	4	5	
h. District staff work hard to build trusting relationships with parents.....	1	2	3	4	5	

5. *Now consider the following statements about working conditions in the district's central office. To what extent do you agree with each?*

	Strongly Disagree					Strongly Agree
a. Administrators in this district are continually learning and seeking new ideas	1	2	3	4	5	
b. District administrators are engaged in systematic analysis of student performance data	1	2	3	4	5	
c. This district seldom evaluates its programs and activities.....	1	2	3	4	5	
d. Assessment of student performance leads to changes in our district's curriculum	1	2	3	4	5	
e. This district is actively involved in school reform	1	2	3	4	5	
f. I am proud to tell others that I work for this district	1	2	3	4	5	
g. This district routinely assesses its work to make improvements	1	2	3	4	5	
h. District-union relationships are currently harmonious	1	2	3	4	5	
i. This district has a history of conflict in negotiations with the teachers' union.....	1	2	3	4	5	
j. The Board of Education plays a strong role in setting district policy	1	2	3	4	5	
k. The Board of Education is supportive of reform efforts in this district and schools .	1	2	3	4	5	
l. The Board of Education promotes inquiry as the basis for reform in this district and schools	1	2	3	4	5	
m. Members of the Board of Education are in agreement about important matters of education.....	1	2	3	4	5	
n. The Board of Education has been a catalyst for reform in this district.....	1	2	3	4	5	

SCHOOL REFORM

6. *Now consider your district's **general approach to school improvement.***

	Strongly Disagree					Strongly Agree
a. This district supports local innovation.....	1	2	3	4	5	
b. This district believes schools benefit from having an array of reform programs going on at the same time	1	2	3	4	5	
c. This district supports schools' whole school change effort	1	2	3	4	5	
d. This district provides all schools the same level and kind of support for reform.....	1	2	3	4	5	
e. This district has a good understanding of schools' reform agendas	1	2	3	4	5	
f. District support of schools' reform efforts is determined on a school by school basis	1	2	3	4	5	
g. This district thinks schools need take on only a few related reform initiatives.....	1	2	3	4	5	
h. This district fosters communication between different schools in the district.....	1	2	3	4	5	
j. This district actively supports schools to be leaders of reform in the district.....	1	2	3	4	5	

7. Please indicate the extent to which your district provides each of the following **kinds of support for school improvement**.

	<u>Not at All</u>	<u>Very Little</u>	<u>Some-what</u>	<u>Consi-derable</u>	<u>A great Deal</u>
a. This district helps schools develop and maintain high standards.....	1	2	3	4	5
b. This district helps principals promote and nurture a focus on teaching and learning in schools	1	2	3	4	5
c. This district supports schools' efforts to be accountable to their own local communities	1	2	3	4	5
d. This district provides support to enable teachers to adjust curriculum and instruction to meet all students' individual needs.....	1	2	3	4	5
e. This district helps schools use information about student achievement relative to standards in order to improve instruction	1	2	3	4	5
f. This district provides flexibility to schools in how resources are allocated (i.e., time, materials, and personnel).....	1	2	3	4	5
g. This district helps schools set benchmarks and evaluate progress toward school and district standards	1	2	3	4	5
h. This district helps schools adopt school policy and procedures in response to their self-evaluations.....	1	2	3	4	5
i. This district has helped schools establish systems of governance and decision making which include participation by key stakeholder groups (i.e., students, parents, and staff)	1	2	3	4	5
j. This district helps schools allocate resources, including time, money, and personnel, to support their reform efforts	1	2	3	4	5
k. This district helps schools maintain open communication and public accountings to key stakeholders regarding the performance of students and the schools	1	2	3	4	5
l. This district has helped schools establish a comprehensive professional development plan which is linked to teaching and learning.....	1	2	3	4	5
m. This district has helped schools establish processes and strategies for handling stress, conflict, and divergent views.....	1	2	3	4	5

8. Please describe any structures in place in your district for learning and exchange among schools.

9. Indicate how, if at all, each of the following has **changed** in your district in the past year.

	Substantial Decrease	Some Decrease	No Change	Some Increase	Substantial Increase
a. Interaction between different stakeholder groups (e.g., classified staff, teachers, parents, community, district administration)	1	2	3	4	5
b. Emphasis on academic standards to guide the work at all levels of the district	1	2	3	4	5
c. Schools' use of data as a basis for decision making	1	2	3	4	5
d. District's use of data as a basis for decision making.....	1	2	3	4	5
e. Communication between the district and schools	1	2	3	4	5
f. Communication between different departments in the district..	1	2	3	4	5
g. Time that district staff spends on site at schools	1	2	3	4	5
h. Flexibility in how schools carry out district policies.....	1	2	3	4	5
i. Coordination between different district departments	1	2	3	4	5
j. Revision of district strategies based on self-evaluation	1	2	3	4	5
k. Time that district staff spends on inquiry into district practice ..	1	2	3	4	5
l. School influence over district policies.....	1	2	3	4	5
m. Release time provided to school staff	1	2	3	4	5
n. Technical assistance in supporting school reform provided by the district	1	2	3	4	5
o. The district's budget allocation for staff development.....	1	2	3	4	5
p. Interaction between different schools in the district	1	2	3	4	5
q. District knowledge about individual school's reform efforts	1	2	3	4	5

10. Briefly, how would you describe your district's goals for school reform?

11. Please read each of these statements about leadership and indicate 1) how much it is valued in your district and 2) how common it is in your district.

	Is this valued in your district?				How often does it happen?			
	Not at all	Slightly	Considerably	Extremely	Rarely	Sometimes	Often	Consistently
a. Leaders model being learners; they are reflective and value feedback.....	1	2	3	4	1	2	3	4
b. Leaders create structures, time and resources to support learning.....	1	2	3	4	1	2	3	4
c. Leaders challenge others to find, clarify and solve problems.	1	2	3	4	1	2	3	4
d. Leaders use data and inquiry to create shared responsibility and accountability for high standards and equitable learning results.....	1	2	3	4	1	2	3	4
e. Leaders discover common ground and shared values.....	1	2	3	4	1	2	3	4
f. Leaders balance management and reflection amid the flurry of daily activities.....	1	2	3	4	1	2	3	4
g. Leaders enable the school to create a shared sense of purpose.....	1	2	3	4	1	2	3	4
h. Leaders surface disagreement and conflict and use these opportunities for improvement.....	1	2	3	4	1	2	3	4
i. Leaders are vulnerable, fallible, and humble.....	1	2	3	4	1	2	3	4
j. Leaders organize others to focus on the bottom line, take risks, and challenge the status quo.....	1	2	3	4	1	2	3	4
k. Leaders use authority to create ways for everyone to have voice and power.....	1	2	3	4	1	2	3	4
l. Leaders are flexible and adaptable; they challenge the process.....	1	2	3	4	1	2	3	4

BACKGROUND

12. How many years have you been in **this district as a:**
- | | | |
|------------------------|-------|-------|
| teacher | _____ | years |
| principal | _____ | years |
| district administrator | _____ | years |
13. How many years did you work in **other districts as a:**
- | | | |
|------------------------|-------|-------|
| teacher | _____ | years |
| principal | _____ | years |
| district administrator | _____ | years |

14. What is your gender? Male 1 Female 2

15. Which best describes your race and ethnicity? (Circle one)

- | | |
|-----------------------------------|---|
| American Indian or Alaskan Native | 1 |
| Asian or Pacific Islander | 2 |
| Latino/a | 3 |
| African American | 4 |
| White | 5 |
| Other (write in) _____ | 6 |

16. Please write here any language other than English that you speak fluently.

Additional comments on your career in education are welcome.

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