

SCHOOL ADMINISTRATOR SURVEY

This survey is part of a project funded by the National Science Foundation to demonstrate and test the use of classroom and other data by schools as part of their school improvement effort. Your responses to this survey will help us to understand the context of current efforts at improving instructional quality in mathematics and science at your school, so that we may tailor our professional development work with your school planning team to best suit your local needs.

With minor exceptions, this survey contains only quick-answer, multiple-choice responses. We estimate that you should be able to complete the survey in approximately 30 minutes.

Your responses to this survey will be kept strictly confidential and will be used only for PD planning and to inform our descriptions of the school context. The results will never be reported in any way that would permit any response to be associated with a specific school or individual.

Thank you for your time and patience in completing this survey. Please read each question and the possible responses carefully, and then mark your response by filling in the appropriate bubble or marking the appropriate check boxes in the response section.

Note: Some of the items may concern information that you do not possess. We encourage you to ask the appropriate individuals in your school or district for the information. In doing that, please protect the confidentiality of your responses on the survey to the degree you feel is appropriate.

This survey may be completed electronically and then submitted by email to WCER. To submit electronically, click on "Submit" after completing the survey, then enter "mecgroup@education.wisc.edu" into the address field of the email window.

Alternately you may print out the form and send the hard copy to:

Wisconsin Center for Education Research
1025 W. Johnson St., Rm. 461
Madison, WI 53706

School: _____

District: _____

I. Use of Mathematics and Science Standards in Instruction

1 Indicate the degree to which each of the following influences mathematics and science instruction in your school.

How Influential?

0 = N/A	1 = Strong Negative Influence
2 = Somewhat Negative Influence	3 = Little or No Influence
4 = Somewhat Positive Influence	5 = Strong Positive Influence

	Mathematics						Science					
Your state's curriculum framework or content standards	0	1	2	3	4	5	0	1	2	3	4	5
Your district's curriculum framework or content standards	0	1	2	3	4	5	0	1	2	3	4	5
Textbook/instructional materials	0	1	2	3	4	5	0	1	2	3	4	5
State test	0	1	2	3	4	5	0	1	2	3	4	5
District test	0	1	2	3	4	5	0	1	2	3	4	5
National education standards	0	1	2	3	4	5	0	1	2	3	4	5
Students' special needs	0	1	2	3	4	5	0	1	2	3	4	5
Parents/community	0	1	2	3	4	5	0	1	2	3	4	5
Preparation of students for next grade or level	0	1	2	3	4	5	0	1	2	3	4	5

2 How effective have the following sources of information or assistance been in helping your school improve mathematics and science instruction?

How Effective?

0 = Not at all	1 = A little
2 = Somewhat	3 = Very Effective

Groups or individuals:

	Mathematics				Science			
Teachers in your school	0	1	2	3	0	1	2	3
Other principals	0	1	2	3	0	1	2	3
Professional associations	0	1	2	3	0	1	2	3
Other administrators in your school	0	1	2	3	0	1	2	3
District administrators	0	1	2	3	0	1	2	3
State administrators	0	1	2	3	0	1	2	3
Outside Experts	0	1	2	3	0	1	2	3

Documents or Materials:

Your state's curriculum framework or content standards	0	1	2	3	0	1	2	3
Your district's curriculum framework or content standards	0	1	2	3	0	1	2	3
Textbook/instructional materials	0	1	2	3	0	1	2	3
State test	0	1	2	3	0	1	2	3
District test	0	1	2	3	0	1	2	3
National education standards	0	1	2	3	0	1	2	3

3 How consistent is your school's mathematics and science curriculum with the objectives outlined by the following documents?

How Consistent?

0 = Cannot Judge	1 = Not at all
2 = Somewhat	3 = Moderately
4 = Very Consistent	

	Mathematics					Science				
Your state's curriculum framework or content standards	0	1	2	3	4	0	1	2	3	4
Your district's curriculum framework or content standards	0	1	2	3	4	0	1	2	3	4
Textbook/instructional materials	0	1	2	3	4	0	1	2	3	4
State test	0	1	2	3	4	0	1	2	3	4
District test	0	1	2	3	4	0	1	2	3	4
National education standards	0	1	2	3	4	0	1	2	3	4

IV. School and District Policy

6	Does the district require your school to use certain mathematics or science textbooks or materials or to select them from an approved list?	Mathematics		Science	
		<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>
		0	1	0	1
	Required text	0	1	0	1
	Select from an approved list	0	1	0	1

7	In general, are students within your school grouped by ability level for mathematics or science instruction?	Mathematics		Science	
		<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>
		0	1	0	1
	<i>If yes, how are students grouped by ability?</i>	0	1	0	1
	<i>If so, are groups;</i>				
	Heterogeneous (<i>higher-achieving students are mixed with lower-achieving students</i>)	0	1	0	1
	Homogenous (<i>students of similar ability levels are assigned to the same group</i>)	0	1	0	1

By which of the following criteria are students assigned to classes?

(Check all that apply.)

	Mathematics	Science
Assessment scores		
Language proficiency		
Title VII		
Title I/Chapter I		
Other programs for low achievers or disadvantaged students		
Special needs (e.g., learning disabilities)		
Gifted or talented		
Other (please specify) _____		

8	Does your school have a lead teacher or department chair for mathematics or science?	Mathematics		Science	
		<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>
		0	1	0	1

9	Do all mathematics or science teachers in the same grade or teaching the same course use a common end-of-term exam (excluding state and district assessments)?	Mathematics		Science	
		<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>
		0	1	0	1

10	Does your school have any of the following programs or positions for mathematics or science?	Mathematics		Science	
		<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>
		0	1	0	1
	A year-round program or extended school year	0	1	0	1
	Access to summer school	0	1	0	1
	A before-school, after-school, or weekend tutorial or instructional program	0	1	0	1
	Mentoring for students	0	1	0	1
	ESL (English as a Second Language) programs	0	1	0	1
	Bilingual education programs	0	1	0	1
	Resource teachers	0	1	0	1
	Parent liaisons	0	1	0	1
	Teacher aides	0	1	0	1

To What Extent?

0 = None	1 = Small Extent
2 = Moderate Extent	3 = Large Extent

11 To what extent do you take the following steps if students are not performing well in mathematics or science?

	Mathematics				Science			
Provide professional development activities for all teachers	0	1	2	3	0	1	2	3
Target individual teachers for professional development	0	1	2	3	0	1	2	3
Target individual students for extra help	0	1	2	3	0	1	2	3
Change class size	0	1	2	3	0	1	2	3
Reassign teachers	0	1	2	3	0	1	2	3
Reassign students	0	1	2	3	0	1	2	3
Increase students' practice of basic skills	0	1	2	3	0	1	2	3
Alter curriculum and instruction across the whole school	0	1	2	3	0	1	2	3
Have the mathematics or science department develop a plan for improvement	0	1	2	3	0	1	2	3
Encourage or require students to attend summer school	0	1	2	3	0	1	2	3
Provide mathematics or science tutoring or after school programs	0	1	2	3	0	1	2	3

12 Does your school have a written comprehensive plan to improve student achievement in mathematics and/or science for all students?

Mathematics		Science	
No	Yes	No	Yes
0	1	0	1

If yes, is it a Title I plan? 0 1 0 1

13 Are there specific content standards for your school apart from district or state standards?

Mathematics		Science	
No	Yes	No	Yes
0	1	0	1

14 Has your school written a curriculum guide, scope and sequence chart, or some other document that provides a list of instructional objectives for mathematics or science?

Mathematics		Science	
No	Yes	No	Yes
0	1	0	1

15 Apart from state and district mathematics assessments, are there any school-wide assessments that include mathematics or science administered once or twice a year?

Mathematics		Science	
No	Yes	No	Yes
0	1	0	1

16 In your school, how many days a year are required by contract for full-time teachers? _____ Days

Of those total contract days, how many are set aside for professional development? _____ Days

How many professional development days are required by the district? _____ Days

17 Does your school help new teachers use state and/or district mathematics or science content standards by providing the following?

	Mathematics		Science	
	No	Yes	No	Yes
Professional development activities	0	1	0	1
Mentor teacher	0	1	0	1
Additional materials or supplies	0	1	0	1
Other (please specify) _____	0	1	0	1

V. Resources

18 Does your school receive funds from the Federal Title I Program?

No Yes
0 1

If yes, is your school? (check one)

a targeted assistance school
a school-wide program

19 What does the state or district provide to help your school implement state and/or district mathematics and science content standards?

Who Provides What?

0 = Neither 2 = District
1 = State 3 = Both

	Mathematics				Science			
Listserves related to standards	0	1	2	3	0	1	2	3
Newsletter related to standards	0	1	2	3	0	1	2	3
Standards are covered by experts, consultants, or speakers	0	1	2	3	0	1	2	3
Model lesson plans	0	1	2	3	0	1	2	3
Software aligned to standards	0	1	2	3	0	1	2	3
Professional development	0	1	2	3	0	1	2	3
Standards on the internet	0	1	2	3	0	1	2	3
Other (please Specify)	0	1	2	3	0	1	2	3

VI. Decision Making

20 Are the mathematics and/or science textbooks in your school selected through a selection process?

Mathematics

No Yes

Science

No Yes

School selects textbooks	0	1	0	1
District selects textbooks	0	1	0	1
State selects textbooks	0	1	0	1

20a How important was each of the following in the selection of mathematics or science textbooks currently used in your school? Circle the appropriate response in each row.

0 = Don't Know 1 = Little or no importance
2 = Major Importance 3 = Some Importance

	Mathematics				Science			
Textbooks adequately cover topics on state assessments	0	1	2	3	0	1	2	3
Textbooks adequately cover topics on state standards	0	1	2	3	0	1	2	3
Textbooks adequately cover topics on district standards	0	1	2	3	0	1	2	3
Textbooks were recommended by state	0	1	2	3	0	1	2	3
Textbooks were recommended by district	0	1	2	3	0	1	2	3
Teachers participated in text selection	0	1	2	3	0	1	2	3

VII. Professional Development

- 21 In answering the following items, please summarize the content of the professional development activities that have been available to the teachers in your school for the **last three years (i.e., 1998-99, 1999-2000, and 2000-2001)**. Some professional development activities may cover more than one topic.

An activity may be any of the following workshops or institutes; courses for college credit; teacher collaboratives or networks; conferences; immersion or internship activities; receiving mentoring; coaching; lead teaching or observation; teacher resource center; committees or task forces; teacher study groups; other organized professional development.

Check All That Apply

	Professional development on this has been available to teachers in our school in the past three years		Professional development on this has been provided by our school in the past three years	
	Mathematics	Science	Mathematics	Science
How to implement state or national content standards				
How to implement new curriculum or instructional materials				
New methods of teaching				
In-depth study of content				
Meeting the needs of all students				
Multiple strategies for student assessment				
Educational technology				
Teacher network or study group (electronic or otherwise) on improving teaching				
Portfolio assessment training or scoring activity				
Extended institute or professional development program for teachers (cumulative 40 contact hours or more)				
Mentoring program				
Committee or task force				

- 22 **Did the school offer incentives to encourage teacher participation in professional activities (such as release time, stipends, or covering other expenses)?**
- Yes No
0 1

- 23 **As school principal, have you received professional development in any of the following areas during the last three years? If so, about how many hours was spent in the professional development.**

0 = None	1 = 1 - 8 hours
2 = 9 - 40 hours	3 = 41 - 80 hours
4 = more than 80 hours	

	Mathematics					Science				
	0	1	2	3	4	0	1	2	3	4
Your state's curriculum framework or content standards	0	1	2	3	4	0	1	2	3	4
Your district's curriculum framework or content standards	0	1	2	3	4	0	1	2	3	4
Textbook/instructional materials	0	1	2	3	4	0	1	2	3	4
State test	0	1	2	3	4	0	1	2	3	4
District test	0	1	2	3	4	0	1	2	3	4
National education standards	0	1	2	3	4	0	1	2	3	4

VIII. Use of Data

- 24 What sources of information does your school use and for which purposes are they used? For each information source, please check all of the purposes that apply. Check not applicable if your school does not use a source.

	Check here if your school does not use this source	Used for each purpose (Check all that apply)				
	Not Applicable	Identifying priorities for resource allocation	Identifying priorities for professional development	Teacher Evaluation	Evaluate alignment of teaching with standards	Curriculum and instruction development
Student performance on state or district mathematics assessment						
Student performance on state or district science assessment						
Review by external organization (e.g., an accreditation review)						
Classroom observation by school administrators or staff						
Classroom observations by mentors or peers						
Instructional staff input						
Reviews of student work, portfolios, class assessments by school administrators or staff						
Other (please specify)						

- 25 Did you receive state assessment results summarized by any of the following categories of students?

	Mathematics		Science	
	No	Yes	No	Yes
Race or ethnicity	0	1	0	1
Gender	0	1	0	1
Poverty status	0	1	0	1
LEP status	0	1	0	1
Students with Individual Education Plans	0	1	0	1
Course selection or levels	0	1	0	1

- 26 To what extent have results from the state or district mathematics assessments been useful to the school in doing each of the following?

0 = Not used for this purpose
 1 = Small extent
 2 = Moderate extent
 3 = Great extent

	Mathematics				Science			
	0	1	2	3	0	1	2	3
Measuring students' progress toward meeting state and/or district mathematics content standards	0	1	2	3	0	1	2	3
Identifying areas where more professional development is needed	0	1	2	3	0	1	2	3
Establishing priorities for resources(e.g., allocating more resources to lower performing schools)	0	1	2	3	0	1	2	3
Establishing priorities for instruction(e.g., encouraging teachers to place more emphasis on topics that had lower than expected student performance)	0	1	2	3	0	1	2	3
Identifying failing schools	0	1	2	3	0	1	2	3

27 Last year who, if anyone, received each of the following reports of results from the state/district assessments?

(Check as many as apply.)

Mathematics				Science			
Scores for individual students	Classroom Summaries	Building Summaries	District Summaries	Scores for individual students	Classroom Summaries	Building Summaries	District Summaries
No one							
Teachers							
Principals							
Parents							

28 How long after the assessments were administered were results distributed to teachers?

	Never	2 Weeks	2 Weeks - 1 Month	1 - 3 Months	3 - 6 Months	6 - 12 Months	More than 1 Year
State Assessments	0	1	2	3	4	5	6
District Assessments	0	1	2	3	4	5	6

IX. Background

29 At the end of this school year, how many years will you have had in the following roles?

	In your career	At this school
Principal	_____	_____
Assistant Principal	_____	_____
Teacher	_____	_____
Other _____	_____	_____