

The MetLife Survey of

THE  
AMERICAN  
TEACHER

An Examination of School Leadership

MetLife®

Since 1984, MetLife has conducted this series of surveys that bring the views and voices of those closest to the classroom to the attention of policymakers and the public. Conducted by Harris Interactive, survey topics have changed to address key issues over the years—from reform to violence—but the premise remains the same: to give voice to teachers and others most familiar with classroom realities and most affected by education reform. **The following is a list of the surveys in the series to date.**

- **The MetLife Survey of the American Teacher, 2002: Student Life: School, Home and Community** focuses on student life by asking students and teachers their opinions on what students worry about, whether they participate in activities outside the school day and what parents know about their children's lives.
- **The MetLife Survey of the American Teacher, 2001: Key Elements of Quality Schools** explores how teachers, principals and students evaluate their own school on key measures of an effective school environment, such as: teacher quality, school building conditions, standards and expectations and relationships between key groups.
- **The Metropolitan Life Survey of the American Teacher, 2000: Are We Preparing Students for the 21st Century?** examines teachers', students', and parents' views on where students are headed and how prepared they will be to reach their future goals.
- **The Metropolitan Life Survey of the American Teacher, 1999: Violence In America's Public Schools—Five Years Later** revisits issues addressed in the 1993 study, and compares current findings with the state of affairs five years ago. This survey investigates the issue of school violence from the perspectives of students, teachers and law enforcement officers.
- **The Metropolitan Life Survey of the American Teacher, 1998: Building Family-School Partnerships—Views of Teachers and Students** revisits issues addressed in the 1987 survey and compares and contrasts current teacher opinions on parental involvement in education with those from a decade ago. This report focuses primarily on the various ways parents can be actively involved with their children's education.
- **The Metropolitan Life Survey of the American Teacher, 1997: Examining Gender Issues in Public Schools** examines the opinions of teachers and students on topics related to students' future goals and aspirations in the classroom. Gender differences and similarities are the primary focus of the report.
- **The Metropolitan Life Survey of the American Teacher, 1996: Students Voice Their Opinions on—**
  - ***Violence, Social Tension and Equality Among Teens—Part I***, is the first in a series of four 1996 releases of students' opinions that provide insight and understanding to the issues of violence and social tension in the nation's public schools. (Out of print)
  - ***Their Education, Teachers and Schools—Part II***, provides students' views on their education and where improvements are most needed. (Out of print)
  - ***Learning About Values and Principles in School—Part III***, gives the education community a general understanding of students' receptivity to learning about values and principles of right and wrong in the classroom. (Out of print)
  - ***Learning About Multiculturalism—Part IV***, assesses students' opinions and interests about multicultural topics and provides an important and encouraging message to educators about the likely benefits if multiculturalism is given greater attention in the schools. (Out of print)
- **The Metropolitan Life Survey of the American Teacher, 1984-1995: Old Problems, New Challenges** revisits concerns addressed in our first survey, in an attempt to find out whether the educational system has changed after years of intensive reform efforts. (Out of print)
- **The Metropolitan Life Survey of the American Teacher, 1994: Violence in America's Public Schools—The Family Perspective** examines the contrasting views of parents and students about what goes on in and around the school building. (Out of print)
- **The Metropolitan Life Survey of the American Teacher, 1993: Violence in America's Public Schools** illustrates the concerns across the country of teachers, students and law enforcement officers about the increasing violence and fears of violence in their schools. (Executive summary available)
- **The Metropolitan Life Survey of the American Teacher, 1993: Teachers Respond to President Clinton's Education Proposals** provides valuable insight into what teachers believe needs to be done to make our schools safe and productive places for learning. (Out of print)
- **The Metropolitan Life Survey of the American Teacher, 1992: The Second Year—New Teachers' Expectations and Ideals** revisits the new teachers after completing two years of teaching in America's classrooms. (Out of print)
- **The Metropolitan Life Survey of the American Teacher, 1991: The First Year—New Teachers' Expectations and Ideals** returns to the cohort of new teachers who entered the classroom in the fall of 1990 and gauges their attitudes as they conclude their first year in the classroom. (Out of print)

(Continued on inside back cover)

- **The Metropolitan Life Survey of the American Teacher, 1990: New Teachers—Expectations and Ideals , Entering the Classroom** examines the views of first-time teachers entering the classroom in the fall of 1990. (Out of print)
- **The Metropolitan Life Survey of the American Teacher, 1989: Preparing Schools for the 1990s** looks back at the changes in education through the 1980's and looks ahead to the changes teachers say would improve education. (Out of print)
- **The Metropolitan Life Survey of the American Teacher, 1988: Strengthening the Relationship Between Teachers and Students** includes the views of students in grades 4-12, and focuses on minority teachers' satisfaction with teaching and ways to increase their participation in the profession. (Executive summary available)
- **The Metropolitan Life Survey of the American Teacher, 1987: Strengthening Links Between Home and School** includes the views of parents of America's schoolchildren and reveals how parents and teachers are united in their commitment to educating America's youth. (Out of print)
- **The Metropolitan Life Survey of Former Teachers in America, 1986** reflects the views of those who left the teaching profession for other occupations. (Out of print)
- **The Metropolitan Life Survey of American the Teacher, 1986: Restructuring the Teaching Profession** explores the current structure of the teaching profession and ways to restructure it. (Executive summary available)
- **The Metropolitan Life Survey of the American Teacher, 1985: Strengthening the Profession** examines teachers' own agenda for education reform. (Out of print)
- **The Metropolitan Life Survey of the American Teacher, 1984** analyzes attitudes of elementary and secondary school teachers toward both public education in the United States and education reform. (Out of print)

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- ***Preparing Schools for the 1990s: An Essay Collection*** contains the views of distinguished education leaders including Theodore R.Sizer, Albert Shanker, Michael W. Kirst, and Floretta Dukes McKenzie who discuss recent and future directions in the efforts to improve our public schools.

**Copies of *The MetLife Survey of the American Teacher* are available while in print by writing to:**

**MetLife  
Survey of the American Teacher  
One Madison Avenue  
New York, NY 10010**

or

**Visit our website at <http://www.metlife.com> to download a copy of this survey.  
The 2001 and 2000 surveys and executive summaries of the 1999 and 1998 surveys are  
also available on the website.**

# The MetLife Survey of

# THE AMERICAN TEACHER

## An Examination of School Leadership

A SURVEY OF TEACHERS, PRINCIPALS, PARENTS AND STUDENTS

Conducted For:

**MetLife, Inc.**

**Field Dates:**

Teachers: August 12, 2003 to September 9, 2003

Principals: August 13, 2003 to September 9, 2003

Parents: August 25, 2003 to August 29, 2003

Students: May 14, 2003 to September 22, 2003

**Project Directors:**

Dana Markow, Ph.D., Director

Marc Scheer, Ph.D., Research Associate

# Message from MetLife

Education has long been a defining force in American culture. It has been the great equalizer, enabling students from every corner of society to rise to the height of their potential. It has been what set our nation apart from so many others where children's destinies were decided by the situation of their birth. Yet in an increasingly global marketplace, our education system is at risk of keeping our students from being able to compete with their counterparts throughout the world. The need for strong leadership in our nation's schools is more pressing than ever.

Business leaders have learned how important it is to listen to customers, test assumptions and create cultural change. Schools are struggling with similar issues of improvement and quality – and cannot afford to fail. Their customers are all of us: the students they serve and the public that entrusts them to prepare a generation for the challenges to come. Our schools must prepare students with the knowledge and skills necessary to be productive in the workforce. They must equip students to be tomorrow's strategic thinkers and innovators, essential to a strong economy.

MetLife's commitment to leadership is what gave rise to the MetLife Survey of the American Teacher twenty years ago, when teachers' views were absent from discussions of education reform and it is what made us focus on leadership as the topic of this survey. We are proud to not only continue to bring teachers' voices to the forefront, but to add the perspectives of principals, parents and students. We look forward to the survey's findings stimulating discussions that will foster the strong leadership our nation's schools deserve.



Robert H. Benmosche  
*Chairman of the Board and Chief Executive Officer*  
*MetLife, Inc.*

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# INTRODUCTION

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*The MetLife Survey of the American Teacher, 2003: An Examination of School Leadership* was conducted by Harris Interactive Inc<sup>®</sup>. This report is the twentieth in the series of surveys sponsored annually by MetLife since 1984. This year's report looks at important elements of leadership in the schools. The current study incorporates the perspectives of key stakeholders in exploring this issue: public school teachers in grades K-12, public school principals in grades K-12, and parents of public school students in grades K-12. In addition, interviews with public school students in grades 3-12 were conducted before and after the interviews with adult stakeholders to help guide the main study and to provide the students' point of view. Topics in this survey include: the school atmosphere, school leadership, the role of the principal, relationships among school stakeholders and the future of school leadership.

## Survey Method

### Teachers

A nationally representative sample of 1,017 public school teachers in grades K–12 were interviewed. A total of 391 teachers were interviewed by telephone, and a total of 626 teachers were interviewed online. Interviews of teachers averaged 19 minutes in length and were conducted between August 12, 2003 and September 9, 2003. Telephone interviews were conducted by a data collection facility from Harris Interactive's network of approved suppliers.

### Principals

A nationally representative sample of 800 public school principals of grades K–12 were interviewed. A total of 640 principals were interviewed by telephone, and a total of 160 principals were interviewed online. Interviews of principals averaged 18 minutes in length and were conducted between August 13, 2003 and September 9, 2003. Telephone interviews were conducted by a data collection facility from Harris Interactive's network of approved suppliers.

### Parents

A nationally representative sample of 1,107 parents of public school students in grades K–12 were interviewed online. Interviews of parents averaged 15 minutes in length and were conducted between August 25, 2003 and August 29, 2003. Online interviews were conducted using a self-administered questionnaire via Harris' proprietary, web-assisted interviewing software.

### Students

A nationally representative sample of public school students in grades 3 through 12 were interviewed. Interviews were conducted as part of three waves of YouthQuery, Harris Interactive's monthly omnibus of 8-18 year-olds. A total of eight questions were asked. Interviews were conducted in May, June and September 2003.

Detailed methodologies of the student survey and the teacher survey appear in Appendix A. Both survey questionnaires, including the total responses to each question, appear in Appendix B.



### A Note on Reading the Exhibits and Figures

An asterisk (\*) on an exhibit signals a value of less than one-half percent (0.5%). A dash (–) represents a value of zero. Percentages depicted may not always add up to 100% because of computer rounding, the acceptance of multiple answers from respondents, or because some answer categories may be excluded from the figure. Calculations of responses discussed in the text are based on raw numbers and not percentages, therefore these figures may differ slightly from calculations based on percentages. Subgroups presented are non-overlapping (e.g., elementary vs. secondary school). In those instances where a respondent qualified for inclusion in both groups (e.g., teacher of elementary and secondary grades), the respondent was excluded from the subgroup analysis. Therefore, subgroup base sizes may not always add up to the total. The base for each question is the total number of respondents answering that question. Note that in some cases results may be based on small sample sizes. This is typically true when questions were asked of subgroups. Caution should be used in drawing any conclusions from the results based on these small samples.

### Project Responsibility and Acknowledgments

The Harris team responsible for the design and analysis of the survey included Dana Markow, Ph.D., Senior Research Director; and Marc Scheer, Ph.D., Senior Research Associate. Harris Interactive Inc. is responsible for final determination of the topics, question wording, collection of data, analysis and interpretation in the report.

### Public Release of Survey Findings

All Harris Interactive Inc. surveys are designed to comply with the code and standards of the Council of American Survey Research Organizations (CASRO) and the code of the National Council of Public Polls (NCPP). Because data from the survey may be released to the public, release must stipulate that the complete report is also available.



# EXECUTIVE SUMMARY

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In schools across the country, more and more emphasis is being placed on the importance of leadership. The school principal is increasingly regarded as the primary factor in implementing reform and raising student achievement. However, those most closely involved with schools – principals, teachers, students and parents – all have different ideas of what school leadership actually means. What should a principal’s priorities be? What are the key elements of the principal’s job? How do other members of the school community perceive principals? *The MetLife Survey of the American Teacher, 2003* examines the attitudes and opinions of teachers, principals, parents and students regarding these and other areas of school leadership.

The different experiences and school community roles of teachers, principals and parents and students allow each to bring a unique perspective to an examination of the issue of school leadership. Despite these differences, the survey revealed remarkable unanimity in what these groups view as most important in a discussion of leadership in the schools: motivating teachers and students. All three adult stakeholder groups are most likely to believe that motivating teachers and students is the most important characteristic of a school, the most important role of a school leader and the most important part of a school principal’s job. Principals report that they spend more than one-third of their workweek during the school year on this task, more than on discipline or reporting and compliance.

Although teachers are in agreement with principals and parents on the relative importance of guiding and motivating students and faculty, they differ in their emphasis on other aspects of the school and a principal’s priorities. Teachers believe that test scores are most important to principals – more important than motivating teachers and students. Yet principals overwhelmingly report that the motivation of students and faculty to achieve is their top priority. Teachers believe that principals spend more time on reporting and compliance than on guiding and motivating teachers, but principals report that the reverse is true.

In addition to examining views on school leadership directly by asking about the most important aspects of school leaders and the priorities of school principals, the study explored this issue by looking at areas that can be affected by the quality of school leadership such as the school atmosphere, relationships among key groups and job satisfaction. Teachers, principals, parents and students report great differences in these areas. Of the three groups of adults, principals consistently report the most positive views of their schools. They are most likely to describe their school as showing concern for students and being welcoming to parents. They are also most likely to describe their school as friendly, caring and safe; nine in ten principals use these terms to describe their schools. Both principals and teachers report high levels of job satisfaction, but principals are even more likely to be very satisfied with their jobs.

Parents give their schools the lowest ratings in these areas and report the most dissatisfaction. Half of parents do not describe their school as caring and four in ten parents do not describe their school as safe. Two in ten parents do not know the name of the principal at their child’s school and one in six cannot describe the quality of the relationship between parents and the principal at their child’s school because they report that there is no relationship.

Students' views differ from teachers', principals' and parents' on the nature of the principal's most important task. More students believe that the principal's most important task is keeping the school safe than believe it is encouraging teachers and students to achieve. Most important, students want their school leader to speak and listen to students. In addition, students' views of their schools' atmosphere is more negative than teachers' or principals' views. Four in ten students do not describe school as friendly and half do not describe their school as safe. The issue of school safety has been addressed in previous *MetLife Surveys of the American Teacher*. In 1998, one-third of students were worried about being physically attacked at school and one-quarter of students reported having been the victim of a violent act in or around school.

Another theme that has emerged in previous surveys in this series is that the secondary school years are a vulnerable time. *The MetLife Survey of the American Teacher, 2001* found that secondary school teachers and principals report lower quality education and have lower expectations of their students than their elementary school counterparts. *The MetLife Survey of the American Teacher, 2000* found that feelings of alienation were prevalent among teachers, students and parents at the secondary school level. This year's survey again finds several areas in which the experiences of teachers, principals, parents and students are worse at the secondary school level. Secondary school teachers and principals are less likely than elementary school teachers and principals to be satisfied with their relationships with parents, and this view is reciprocated. Parents are less likely at the secondary school level to be satisfied with their relationships with teachers and principals. Secondary school teachers are also less likely to report that they have a friendly or collaborative relationship with their principal. Parents of secondary school students echo this finding and are also more likely than those of elementary school students to report that they have no relationship with the principal at all. Secondary school parents are also less likely to describe their child's school as caring. Students affirm this view. Secondary school students are less likely than younger students to describe their school as friendly, safe, or caring, and more likely to describe it as confusing and not welcoming.

This year's survey reveals important areas of agreement as well as differences among teachers, principals, parents and students. Teachers, principals and parents all emphasize the importance of motivating teachers and students to achieve and a school leader's role in this responsibility. Despite sharing this common value, teachers and parents have misconceptions about the principals' priorities and how they spend their day. In addition, principals' views are disconnected from those of teachers, parents and students concerning school atmosphere and the success of their relationships with members of the school community.

These areas of divergence all point to the importance of communication in the school. Teachers' and principals' priorities are often more aligned than either group appreciates. Parents are seeking more connection with their child's school, an idea supported by teachers and principals. Expanding opportunities to have principals, teachers and parents communicate with each other and exchange information would likely increase each group's appreciation of and satisfaction with each other and their commitment to students' education.

# MAJOR FINDINGS

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## I. Areas of Agreement within the School Community

**The goals of the school, the priorities of school leaders in general and the priorities of the principal in particular set the tone of the school. Teachers, principals and parents all emphasize the centrality of motivating teachers and students to achieve and promoting safety.**

- Teachers, principals and parents believe that the most important aspect of school is motivating teachers and students to achieve.
- The top two most important parts of a principal's job are: making sure the school is safe, and encouraging teachers and students to do their best.
- Both teachers and parents agree that the top element of a school leader is motivating teachers and students to do their best (51% of teachers and 60% of parents). Principals' top element is ensuring a safe and orderly school environment (45%).

**Despite the different nature of their relationships with the principal, teachers and parents show a remarkable consensus in their evaluation of their principals' performance. This agreement stands in marked contrast to principals' own self-assessments, which are consistently more favorable than teachers' and parents' reports.**

- Twice as many principals as teachers or parents rate themselves (the principal at their school) as excellent at respecting the people in the school (principals: 78%, teachers: 36%, parents: 34%).
- One-third of teachers (35%) and parents (34%) say their principal is excellent at encouraging students to achieve, yet six in ten principals (59%) give themselves the highest rating in this area.
- More than half of principals (53%) describe themselves as excelling in being a good listener, compared to only three in ten teachers (30%) and parents (27%) who feel this way.
- Four in ten teachers (38%) and parents (42%) say their principal is excellent at being a visible presence in the school, compared to two-thirds of principals (67%) who rate themselves as excellent in this area.

**Even though teachers and parents have different roles in the school and different daily experiences there, teachers and parents describe the school atmosphere in ways that are similar to each other and less positive than the views of the principal.**

- Nine in ten principals (91%) say that their school has open communication, yet only six in ten teachers (58%) and parents (58%) say this about their school.

## II. The Differing Perspectives of Teachers and Principals

**Teachers' views of how principals spend their day and their most important concerns differ markedly from what principals report about themselves. In fact, teachers and principals may share more common ground than teachers expect, with principals' priorities often aligned with those of teachers.**

- Teachers most commonly believe that test scores are the most important aspect of the school for principals, yet principals report that motivating students and faculty to achieve is their number one issue.
- Teachers believe that principals spend 37% of their time on reporting and compliance and 24% of time on guiding and motivating teachers. But principals report a complete reversal in emphasis, saying they spend 35% of their time on guiding and motivating teachers and 24% of their time on reporting and compliance.
- More teachers believe that principals interact frequently with district/central administration than with teachers (83% vs. 76%). However, nearly all principals (98%) report that they interact with teachers frequently and only three-quarters (75%) interact frequently with district/central administration.

**Teachers and principals perceive their relationship with each other in strikingly different ways. More principals than teachers are pleased with the current state of affairs. Thus, principals may be less motivated to improve a situation where they do not perceive a problem to exist.**

- Nearly all principals (97%) are satisfied with their relationship with the teachers in their school, compared to seven in ten teachers (71%) who are satisfied with their relationship with the school principal.
- Fewer teachers than principals describe the teacher-principal relationship in their school as open (50% vs. 84%), collaborative (54% vs. 89%), friendly (57% vs. 84%), mutually respectful (58% vs. 89%) and supportive (60% vs. 86%).

## III. The Parent-School Relationship

**Principals see their schools as places where parents will feel comfortable. Nine in ten principals (89%) say their school is welcoming to parents. But only six in ten parents (61%) describe their school this way. Teachers are less likely than principals, but more likely than parents, to report that their school welcomes parents. Many parents express a lack of connection to their child's school which is not fully appreciated by educators.**

**Principals and parents have very different perspectives on the success of their relationship with each other. Parents are much less positive than principals about the quality and frequency of their interactions.**

- Nine in ten principals (93%) are satisfied with their relationship with students' parents, but only 64% of parents report this level of satisfaction. Teachers' and parents' assessments of the quality of their relationship are much more in sync; 78% of parents and 73% of teachers are satisfied with their relationship with each other.

- 16% of parents report that there is **no** relationship between the principal and parents at their school.
- Nine in ten principals (89%) say they frequently interact with parents. But only half of parents (53%) believe this describes the principal at their school.

#### IV. The Student-Principal Relationship

**Students know who their principals are, but their interactions do not tend to be in one-on-one settings. As with teachers and parents, there is a gap between principals' and students' satisfaction with their relationship.**

- The most common place for students to see their principal is in the halls at school. Nine in ten students (90%) have seen their principal in this location. Fewer students (64%) have seen their principal in the more intimate setting of their classroom.
- Elementary school students are more likely than secondary school students to see their principal in the classroom (71% vs. 58%).
- 72% of students have seen their principal at a school event.
- 97% of secondary school principals are extremely or somewhat satisfied with their relationship with their students. In comparison, six in ten secondary school students say their relationship with their principal has been very or somewhat satisfying (*MetLife Survey of the American Teacher, 2001*).

#### V. School Safety

**Students, teachers, parents and principals report that making sure the school is safe is the most important part of a principal's job, but fewer than half of students describe their school's atmosphere as safe.**

- More than half of students (55%) report that making sure the school is safe is the single most important part of a principal's job.
- More than eight in ten teachers (83%), principals (87%) and parents (86%) believe that making sure the school is safe is one of the most important parts of a principal's job.
- Of all the members of the school community, students are the least likely to describe their school as safe. While most principals (89%), teachers (67%) and parents (57%) say their school is safe, fewer than half of students (46%) describe their school this way.

# CHAPTER ONE

## *SCHOOL PRIORITIES AND ATMOSPHERE*

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### Overview

Effective leadership is essential for creating successful educational practices in today's schools. In examining leadership within schools, we turn to the experiences and views of those most directly involved with this issue. We asked teachers, principals and parents at the elementary and secondary levels to provide their thoughts and opinions about leadership in the schools. In this chapter, we examine the main responsibilities of a leader in the schools and how these relate to what teachers, parents and principals believe schools should accomplish. We then turn to these members of the school community as well as students themselves to provide us with a picture of their school culture.

- Are America's students learning in a safe and supportive environment?
- Do teachers and principals feel that open communication exists in their schools?
- Do parents feel welcome at their children's schools?

The insights gathered on these subjects help to paint a picture of what educators, parents and students want and need from today's school leaders.

### The School Leader

We begin this examination of school leadership with a description of what it takes to be a school leader. Despite their different experiences, teachers and parents share similar views on the most important elements of a school leader. For teachers and parents, the most important elements of a school leader are the following:

- Motivating teachers and students to do their best (51% of teachers, 60% of parents),
- Ensuring a safe and orderly school environment (40% of teachers, 41% of parents), and
- Listening to all school staff, students and parents (38% of teachers, 46% of parents).

Principals also believe that motivation (42%) and safety (45%) are among the most important elements of a school leader. However, they are less likely than teachers or parents to say that listening to all school staff, students and parents is critical for a school leader (25% of principals vs. 38% of teachers vs. 46% of parents). Overall, educators' and parents' opinions on leadership are mostly consistent across grade levels. (Exhibit 1.1)

Students believe that the single most important element of good leadership for a principal is to speak and listen to students, yet only one-quarter of principals say that listening to students and others in the school is of key importance for school leadership. In contrast, two-thirds of students (66%) believe that a principal must listen to students to be a good principal. Secondary school students are even more likely than elementary school students to emphasize the importance of principals listening to their students (74% vs. 56%). Yet, fewer than half of educators and parents nominate listening to students and other members of the school community as one of the top elements of a school leader. The views on the importance of listening appear to follow an interesting school hierarchy, inversely proportional to the contact with students and directly related to positions of leadership in the school. (Exhibit 1.2)

**OBSERVATION:** *An emerging theme of this year's Survey is the disconnect between the views of school leadership and those of other members of the school community. A lack of communication between these groups could be the source of some of these differences. In today's hectic educational environment, taking the time to listen to other's views and experiences may fall by the wayside. Students, particularly those in junior and senior high school, run the risk of feeling alienated and disengaged from their school. In The MetLife Survey of the American Teacher, 2000, four in ten secondary school students felt that what they thought doesn't count very much at school and three in ten felt left out of things going on around them at school.*

Exhibit 1.1

**Important Elements of a School Leader**

Q420 School leadership can be defined by a variety of elements. Which of the following do you think are the most important elements of a school leader? *Please select up to two responses.*

Base: Teachers, Principals, Parents

	Teachers	Principals	Parents	Teachers		Principals		Parents	
	Total	Total	Total	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Base	1,017	800	1,107	531	486	465	332	442	665
	%	%	%	%	%	%	%	%	%
Motivating teachers and students to do their best	51	42	60	47	54	41	46	58	62
Ensuring a safe and orderly school environment	40	45	41	37	43	43	49	43	40
Listening to all school staff, students and parents	38	25	46	39	36	27	22	47	46
Communicating a clear and well-defined vision for the school	31	41	21	29	33	39	43	19	23
Developing and communicating an instructional plan for the school	17	32	13	20	15	35	25	15	10
Providing feedback and guidance to school staff	15	8	7	17	13	8	9	7	6

Exhibit 1.2

**Students' Views of School Leadership**

Q505 To be a good leader, it is most important that a principal...?

Base: Public school students in grades 3-12

	Students		
	Total	Elementary	Secondary
Base	978	388	590
	%	%	%
Speaks and listens to students	66	56	74
Keeps the school safe	15	25	8
Be seen in the school	6	7	5
Speaks and listens to teachers	5	7	4
Speaks and listens to parents	2	3	2
Goes to student events	1	1	2
Something else	4	2	6

**School Priorities**

How do these key elements of a school leader relate to what teachers, principals and parents believe are the most important aspects of the school itself? Educators and parents most frequently mention motivation of students and faculty to achieve as among the most important characteristics of the school (78% of teachers, 75% of principals, 84% of parents). This finding regarding the school’s goals is consistent with these groups’ previously discussed views on motivation as one of a school leader’s main responsibilities.

However, teachers’, principals’ and parents’ views do diverge regarding the importance of other aspects of the school, particularly the issues of parental involvement, test scores and discipline. These differences reveal the crucial distinctions in the priorities of these school groups. Discipline is most important to teachers (45%). They are more likely than parents (35%) and especially principals (18%) to mention this as an important aspect of the school. Parental involvement is more important to parents (51%) than to teachers (39%) or principals (41%). Such differences are even more striking regarding views on test scores. Principals (42%) are twice as likely as parents (21%) and three times as likely as teachers (13%) to emphasize the importance of test scores. (Exhibit 1.3)



**DID YOU KNOW THAT...?** *Parental involvement has emerged as an important theme in previous surveys in this series:*

*In 2001, four in ten principals said that all or most of their students have parents who need to be more involved in what their children are learning in school.*

*In 1998, eight in ten teachers reported that they wanted to see parental involvement increase.*

*Also, in 1992, new teachers who were likely to leave the teaching profession in the next five years most often cited lack of parental support as a major factor in their decision (40%).*

*However, The MetLife Survey of the American Teacher, 1987, revealed that parents were nearly three times as likely as teachers to believe that their school did not give parents any meaningful roles (22% vs. 8%).*

Exhibit 1.3

***Important Aspects of School***

Q555 Which of the following aspects of your [child's] school are most important to you? *Please select up to three responses.*

*Base:* Teachers, Principals, Parents

	Teachers	Principals	Parents	Teachers		Principals		Parents	
	Total	Total	Total	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Base	1,017	800	1,107	531	486	465	332	442	665
	%	%	%	%	%	%	%	%	%
Motivation of students and faculty to achieve	78	75	84	77	79	77	72	82	85
School morale	54	45	35	52	55	43	50	35	35
Discipline	45	18	35	42	48	15	25	33	36
Parental involvement	39	41	51	49	28	48	27	56	47
Recognition of achievement by students and staff	34	36	39	35	32	35	38	36	42
Good relationship with community	17	27	13	18	17	29	22	13	12
Test scores	13	42	21	12	13	45	37	22	20
Extra-curricular activities	4	5	9	4	5	2	11	7	10

## School Character and Atmosphere

### TEACHERS, PRINCIPALS AND PARENTS SPEAK OUT

How do you think a "sense of community" can best be encouraged in a school?

#### **According to teachers...**

*"By being open to the parents' concerns, and by making the parents feel that the school really cares about their home life, job situations, and child rearing problems. A planning time set aside each day when a parent can ask for an individual conference is one big plus at the campus where I teach. (Elementary school teacher)*

*"By helping children to feel like they are a part of the school. LET THEM MAKE SOME DECISIONS. Let them play a part so they can take ownership, too." (Elementary school teacher)*

*"[A] sense of community can be encouraged by enabling teachers to make important decisions about the school environment and policy. When teachers feel valued and are included in decision-making and in control of their environment, they develop feelings of trust in the administration and in each other. (Secondary school teacher)*

*"It has to be modeled by the administration..." (Secondary school teacher)*

#### **According to principals...**

*"Providing all stakeholders (students, parents, teachers, business leaders, surrounding community) a voice and opportunities to be a part of the decision-making process and activities at the school." (Secondary school principal)*

*"The staff must be welcoming to parents and other stakeholders. Also, the students must be made to feel that they are a very important part of the way things are done." (Secondary school principal)*

*"Communication is key. If people are willing to talk/listen, and work together to solve problems and address concerns, a great sense of community will be present. Flexibility is also crucial." (Elementary school principal)*

*"Talking about the history, heroes, and stories of the school. Recognizing and celebrating the accomplishments of teachers and students. Celebrating the birthdays, births of children, advanced degrees of the staff and faculty." (Elementary school principal)*

**According to parents...**

*"Having an understanding of the child's background and the child's needs. Also an understanding of the parent's working conditions and needs." (Parent of elementary school child)*

*"By encouraging parents to become more interactive with teachers and administrators. They talk about it and try to promote it, but when a parent tries to talk with administrators or teachers, they are often given little or no attention." (Parent of secondary school child)*

*"It needs to come from the teachers. They need to care about their jobs and show respect for their students. From that stance, a community will begin." (Parent of secondary school child)*

*"Being more collaborative with the parents... We are welcome to raise money, join the PTO, etc, but actually talking to our child's teacher outside of parent teacher conferences is made as difficult as possible. We can't work together as a real team if we can never talk to each other." (Parent of elementary school child)*

The character and atmosphere of the school are aspects that school leaders can influence, and a positive character and atmosphere is likely to be a key component of satisfaction and success among educators and students. What phrases or terms do teachers, principals, parents and students use to describe their schools? How do these groups differ in the ways that they describe the schools? As with their views on school goals, the differences in the ways that teachers, principals and parents describe their schools illuminate their different experiences with the school and the special needs of each group.

Overall, parents consistently offer the least positive, and principals offer the most positive, assessment of their schools. Across all groups, those at the secondary school level are more likely than those at the elementary school level to describe their schools in terms of positive characteristics, such as showing concern for students, being welcoming to parents and having a sense of community. (Exhibit 1.4)

Nearly all principals (97%) believe that their school shows concern for students. This view is less commonly held among teachers (83%) and even fewer parents (66%) believe their school shows concern for students. In addition to giving a lower rating to the school's relationship with students, parents also rate the school's relationship with parents such as themselves more poorly. Nine in ten principals (89%) believe their school to be welcoming to parents, but only six in ten parents (61%) report that this is the case. (Exhibit 1.4)

**OBSERVATION...THE DISCONNECT CONTINUES:** *Parents, teachers and principals agree on the importance of parental involvement in their children's education. But it is difficult for parental involvement to flourish in an environment where parents do not feel welcome. In The MetLife Survey of the American Teacher, 2000, four in ten parents felt alienated from their child's school; they felt that their opinions didn't count much and that they were left out of what was going on at their child's school. Yet many principals, who as school leaders are responsible for setting the tone and atmosphere of the school, do not seem to appreciate parents' feelings of alienation.*

As we have seen previously, although parents and teachers have different experiences with the school, they often share surprisingly similar views. In describing their school, six in ten teachers (58%) and parents (58%) say their schools have open communication. However, nine in ten principals (91%) believe this to be the case. (Exhibit 1.4)

Exhibit 1.4

**Teachers', Principals' & Parents' School Descriptions**

Q410 How much does each of the following describe [your school/the school where your child attended X grade last year] – a lot, a little or not at all?

Base: Teachers, Principals, Parents

% Describes a lot

	Teachers	Principals	Parents	Teachers		Principals		Parents	
	Total	Total	Total	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Base	1,017	800	1,107	531	486	465	332	442	665
	%	%	%	%	%	%	%	%	%
Shows concern for students	83	97	66	87	77	99	94	80	54
Is welcoming to parents	72	89	61	77	66	93	82	70	53
Has a sense of community	63	85	58	70	56	89	78	62	54
Has a unified vision or mission	59	82	49	65	53	84	78	52	46
Has open communication	58	91	58	63	53	93	85	69	49
Is connected with the neighborhood or community	58	69	49	67	48	73	61	53	46
Provides opportunities to grow and develop professionally	54	84	49	59	49	88	76	52	47

The previous section explored teachers', principals' and parents' views on specific characteristics related to their school. Another important aspect of a school is its overall tone or atmosphere. Most teachers, principals and parents choose positive terms to describe the atmosphere of their school, but this is more true of elementary school level groups than those at the secondary school level. The top term that teachers, principals, parents and students use to describe their school is "friendly" (74% of teachers, 91% of principals, 67% of parents, 59% of students). Yet even though this is the number one term of choice for all four groups, their levels of endorsement differ markedly, with principals most likely, and students least likely to say their school atmosphere is friendly. (Exhibits 1.5 and 1.6)

As indicated in the previous section, more principals and teachers than parents believe that their school shows concern for students and is welcoming to parents. This finding also is reflected in the terms that these groups use to describe the school atmosphere. Fewer than half of parents (46%) describe their school as caring, compared to nine in ten principals (91%) and seven in ten teachers (69%). The gap between principals' and students' views on this subject is alarming. Describing their school as caring is the majority view among principals, but only one-quarter of students (27%) choose to describe their school this way. (Exhibits 1.5 and 1.6)

As with friendliness and caring, the different members of the school community have different experiences with safety. The overwhelming majority of principals (89%) report that the term "safe" applies to the atmosphere at their school, but fewer than half of students (46%) feel that their school is safe. Teachers' and parents' views fall within this spectrum. Two-thirds of teachers (67%) describe their school as safe, compared to six in ten parents (57%).

**DID YOU KNOW THAT...?** *Previous MetLife Survey of the American Teacher reports have highlighted the importance of school safety. In 1995, 75% of teachers said that they believed that emphasizing school discipline and safety would have a strongly positive effect on education in general. This was an increase from the views of teachers in 1984 (60%).*

Exhibit 1.5

**School Atmosphere**

Q403 A school's atmosphere can be described in many ways. Which of the following terms best describes the atmosphere at your [child's] school [as a place to work]? *Please select all that apply.*

Base: Teachers, Principals, Parents

	Teachers	Principals	Parents	Teachers		Principals		Parents	
	Total	Total	Total	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Base	1,017	800	1,107	531	486	465	332	442	665
	%	%	%	%	%	%	%	%	%
Friendly	74	91	67	79	68	94	86	80	56
Caring	69	91	46	79	59	93	86	61	33
Safe	67	89	57	73	59	91	86	69	48
Cooperative	65	89	53	70	60	90	86	59	49
Divided	29	7	11	28	30	5	11	7	15
Chaotic	23	5	17	18	28	3	9	9	24
Unwelcoming	7	3	6	7	6	2	4	5	8
None of these	1	-	2	*	1	-	-	1	3

Exhibit 1.6

***Students' Views on School Atmosphere***

Q515 Which of the following best describe how your school feels? *Please select all that apply.*

*Base:* Public school students in grades 3-12

	Students		
	Total	Elementary	Secondary
Base	978	388	590
	%	%	%
Friendly	59	68	52
Safe	46	50	43
Exciting	38	42	34
Caring	27	37	20
Confusing	17	8	23
Not welcoming	8	3	11
Scary	7	4	9
None of these	9	3	13

# CHAPTER TWO

## SCHOOL LEADERSHIP AND THE ROLE OF THE PRINCIPAL

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### Overview

Although teachers, students, parents and principals all play key roles in establishing the school atmosphere, school leadership often resides with the school principal. Chapter One revealed that motivating teachers and students to achieve and creating a safe environment are viewed as the most important elements of a school leader. This chapter examines the most important responsibilities of the school principal, and other, specific aspects of the school principal's job. In addition to understanding this leadership position from the principal's own perspective, this chapter highlights teachers' and parents' ideas about the principal's priorities and responsibilities. A comparison of these views reveals a gap between the perceptions of teachers and parents and the realities reported by the principals.

### The Principal's Priorities

The principal is typically viewed as the main source of leadership within the school. As such, it is interesting to examine perceptions regarding the principal's priorities for the school. Chapter One revealed that principals, teachers and parents all most frequently mention motivating students and faculty to achieve as among the most important characteristics of the school. How do teachers' and parents' perceptions of the principal's priorities compare to this finding? Teachers believe that test scores are the principal's number one priority (61%), but principals themselves report that motivation is their top concern (75%). Parents' views on the principal's priorities are in line with principals' self-report. (Exhibits 2.1 – 2.2)

**OBSERVATION...THE DISCONNECT CONTINUES:** *Principals and teachers profess the same priority for their school: motivating teachers and students to do their best. But teachers maintain the impression that their principal's attention is directed elsewhere. Teachers' views may be a reaction to current policies related to increased accountability and the No Child Left Behind law. Teachers have expressed concerns for such policies in previous Surveys. In 1995, two in ten teachers believed that establishing minimum competency tests for students at predetermined grade levels would have a negative effect on education in general.*

Overall, teachers and parents have similar perceptions about the aspects of the school that are most important to principals. Both perceive test scores and motivation of students and faculty to achieve as the top two priorities of their principal. Some differences in perception do exist between teachers and parents. Teachers are more likely than parents to believe that a good relationship with the community (32% vs. 18%) is important to principals. In contrast, parents are more likely than teachers to believe that motivation of students and faculty to achieve (60% vs. 55%), discipline (37% vs. 31%), recognition of achievement by students and staff (35% vs. 27%) and parental involvement (35% vs. 25%) are most important to principals. (Exhibit 2.1)

Several perceptions differ by grade level for both teachers and parents. Parents of secondary school students are more likely than those of elementary school students to believe that test scores are most important to principals (52% vs. 37%), and less likely to believe that motivation of students and faculty is the school priority for principals (54% vs. 67%). For both teachers and parents, discipline is perceived as more of a school priority at the secondary level than at the elementary level (teachers: 35% vs. 28%, parents: 41% vs. 32%), while parental involvement is seen as more of a school priority at the elementary level than the secondary level (teachers: 32% vs. 17%, parents: 44% vs. 27%). (Exhibit 2.1)

In looking back at principals' descriptions of their own school priorities (as described in Chapter One), some significant differences in perception among principals, teachers and parents are evident. In many areas, teachers' and parents' views are more closely aligned with each other than with principals' perspectives. Although teachers and parents believe that test scores and motivation are most important to principals, principals say that motivation (75%) and school morale (45%) are most important to them. Principals assign more importance to the following priorities than teachers and parents credit them:

- Motivation of students and faculty to achieve (75% of principals vs. 55% of teachers vs. 60% of parents),
- School morale (45% of principals vs. 29% of teachers vs. 32% of parents), and
- Parental involvement (41% of principals vs. 25% of teachers vs. 35% of parents).

However, principals assign less importance to discipline than teachers and parents think they do (18% of principals vs. 31% of teachers vs. 37% of parents). (Exhibits 2.1 and 2.2)

The areas where teachers' and parents' perceptions differ from principals' reported priorities often focus on areas where teachers and parents are particularly invested. Principals assign more importance to recognition of achievement than teachers think they do (36% of principals vs. 27% of teachers), but principals assign less importance to test scores than teachers think they do (42% of principals vs. 61% of teachers). Finally, having a good relationship with the community appears to be more important to principals than parents realize (27% of principals vs. 18% of parents). (Exhibits 2.1 and 2.2)

Exhibit 2.1

**Teachers' & Parents' Views on Principal Priorities**

Q550 Several aspects of a school can be important to a principal. Which of the following aspects of your [child's] school do you think are most important to [your principal/the principal at the school where your child attended X grade last year]? *Please select up to three responses.*

Base: Teachers, Parents

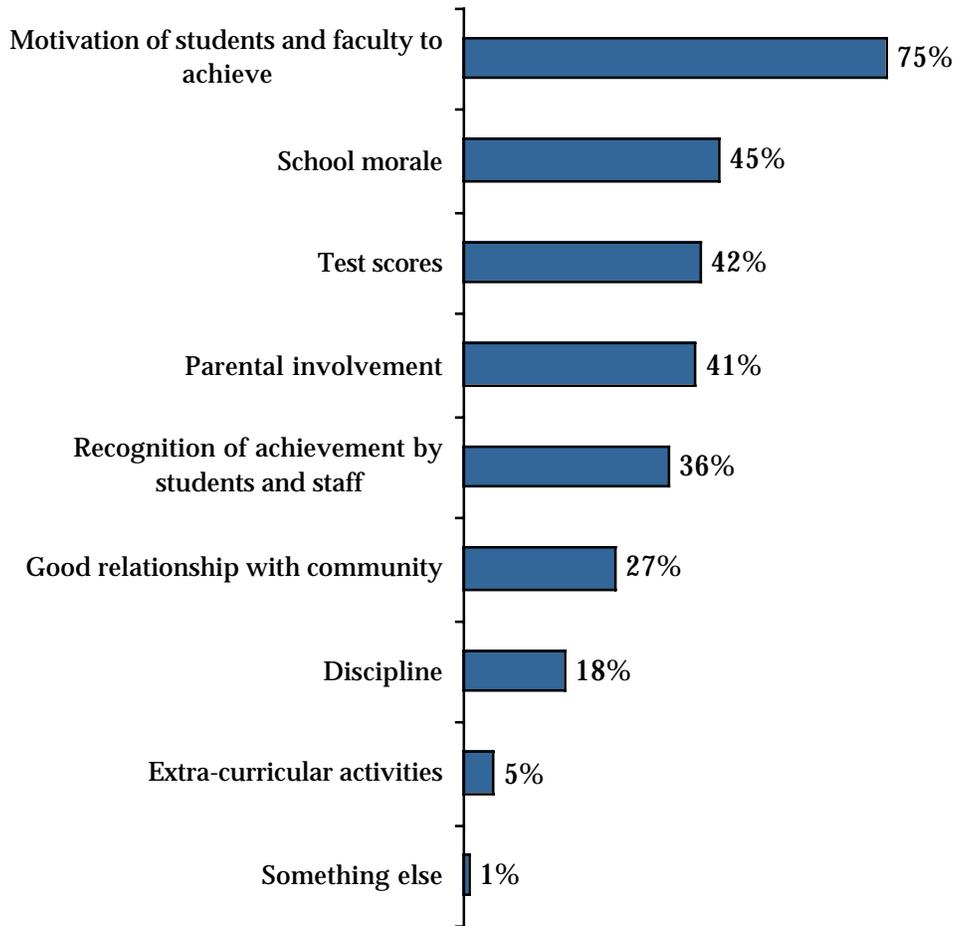
	Teachers	Parents	Teachers		Parents	
	Total	Total	Elementary	Secondary	Elementary	Secondary
Base	1,017 %	1,107 %	531 %	486 %	442 %	665 %
Test scores	61	45	61	61	37	52
Motivation of students and faculty to achieve	55	60	56	53	67	54
Good relationship with community	32	18	30	33	20	16
Discipline	31	37	28	35	32	41
School morale	29	32	30	27	37	28
Recognition of achievement by students and staff	27	35	33	21	35	36
Parental involvement	25	35	32	17	44	27
Extra-curricular activities	9	9	5	13	4	13

Exhibit 2.2

***Principal's Views on Principal Priorities***

Q555 Several aspects of a school can be considered important. Which of the following aspects of your school are most important to you? *Please select up to three responses.*

*Base:* Principals (n=800)



## The Principal's Responsibilities

In addition to the priorities for the school, priorities exist in a principal's job. How do principals prioritize different aspects of their job? How do principals' priorities regarding their jobs differ from what teachers and parents believe to be the principals' priorities?

Teachers, principals, and parents all agree that the two most important aspects of a principal's job are to make sure the school is safe (83% of teachers; 87% of principals; 86% of parents), and to encourage teachers and students to do their best (83% of teachers; 87% of principals; 86% of parents), and this is true across grade levels. Although school safety receives high ratings of importance as part of a principal's job, teachers, principals and parents give lower priority to student interpersonal aspects such as behaving well, teasing and bullying, knowing all the students, and making sure that students get along with each other. (Exhibit 2.3)

**DID YOU KNOW THAT...?** The MetLife Survey of the American Teacher, 2001 *revealed that eight in ten principals believe that creating a supportive environment for teaching and learning (81%) and maintaining discipline and safety (79%) are extremely important in being a good principal.*

Students tend to agree with teachers, principals and parents on the most important aspects of a principal's job. Students believe that the most important part of their school principal's job is to make sure that the school is safe (55%). (Exhibit 2.4)

Students' views on the principal's job differ by grade level. Students in elementary school are more likely than those in high school to say that the following aspects of a principal's job are most important: making sure students behave well (31% vs. 16%), keeping kids from bullying and teasing (24% vs. 10%), and making sure that students get along with one another (18% vs. 7%). (Exhibit 2.4)

**DID YOU KNOW THAT...?** The MetLife Survey of the American Teacher, 1999 *revealed that safety is of personal concern to many students. One-third worry about being physically attacked at school and one-quarter had been the victim of a violent act in or around school at some point in their educational experience.*

Exhibit 2.3

**Principal's Most Important Tasks**

Q500 A principal's job consists of many tasks. Which of the following are the most important parts of a school principal's job? *Please select all that apply.*

Base: Teachers, Principals, Parents

	Teachers	Principals	Parents	Teachers		Principals		Parents	
	Total	Total	Total	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Base	1,017	800	1,107	531	486	465	332	442	665
	%	%	%	%	%	%	%	%	%
To make sure the school is safe	83	87	86	84	83	88	85	90	84
To encourage teachers and students to do their best	83	87	86	84	82	88	83	85	86
To help teachers do their jobs well	79	85	75	83	76	87	82	76	74
To be the leader of the school	77	78	78	77	77	77	80	81	75
To help students get a good education	66	83	75	73	59	85	80	76	75
To let people in the community know about the school	59	74	48	63	56	76	70	48	49
To make teachers and students proud of the school	57	74	56	62	51	78	67	61	52
To make sure teachers do a good job	56	75	71	60	51	78	69	71	70
To make sure students behave well	50	68	40	53	48	72	60	40	40
To keep kids from bullying and teasing	46	70	46	53	39	74	61	47	45

Exhibit 2.3 Cont'd.

***Principal's Most Important Tasks***

Q500 A principal's job consists of many tasks. Which of the following are the most important parts of a school principal's job? *Please select all that apply.*

Base: Teachers, Principals, Parents

	Teachers	Principals	Parents	Teachers		Principals		Parents	
	Total	Total	Total	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Base	1,017	800	1,107	531	486	465	332	442	665
	%	%	%	%	%	%	%	%	%
To know all the students	40	64	28	49	30	68	55	30	27
To make sure students get along with each other	34	66	27	41	27	72	54	32	24



Exhibit 2.4

***Students' Opinions on the Principal's Most Important Tasks***

Q605 What do you think are the most important parts of your school principal's job? *Please select all that apply.*

Base: Public school students in grades 3-12

	Students		
	Total	Elementary	Secondary
Base	919	435	484
	%	%	%
To make sure the school is safe	55	53	56
To encourage teachers and students to do their best	37	35	39
To be the leader of the school	34	33	36
To help me get a good education	31	30	32
To make sure teachers do a good job	29	30	28
To make sure students behave well	23	31	16
To help teachers do their jobs well	21	18	24
To keep kids from bullying and teasing	16	24	10
To make sure students get along with one another	12	18	7
To make teachers and kids proud of their school	12	10	13
To know all the students	8	6	9
To let people in my community know about the school	4	2	6

## TEACHERS, PARENTS AND STUDENTS SPEAK OUT

What can your principal do to make a good feeling in the school?

### **According to teachers...**

*"Keep on top of the maintenance staff – the building is filthy, and it really does have a negative impact on the morale of the employees and students." (Secondary school teacher)*

*"She could recognize the effort of individual teachers more often. Teaching in general is a thankless job and rarely do you hear praise or acknowledgement of your hard work." (Elementary school teacher)*

*"Safety and discipline. We have 250+ students running around in the hallways at any given time unless he expects a visit from the superintendent." (Secondary school teacher)*

*"More encouragement for the teacher. Good comments to staff and teacher, recognition for work well done." (Secondary school teacher)*

*"Provide good feedback and listen to teachers. Encourage parental involvement." (Elementary school teacher)*

*"He's very detached. He needs to be in the classrooms and talking to students more." (Elementary school teacher)*

*"She needs to spend more time talking and listening to the teachers. It would probably be good if she brought us together as a group more often." (Secondary school teacher)*

### **According to parents...**

*"If he has a vision or direction for the school let the parents know what it is. Be the leader and take a more active role in that position." (Parent of secondary school child)*

*"I feel that parent/teacher/student meetings seem to disappear when a child hits the high school level. Parents know very little about what their children are doing or how well they are doing and finding out can be like hunting a needle in a haystack (unless he/she is doing very bad). Not knowing they are doing bad until they are basically flunking is disheartening." (Parent of secondary school child)*

*"Listen to parents more...stick to their job and do what needs to be done like enforcing discipline and making the children feel safer, also communicating with the parents and enforce their teachers to do the same." (Parent of elementary school child)*

*"Be more friendly to parents and not hide in her office when parents have problems that they need to discuss with her." (Parent of elementary school child)*

*"Be a little bit more plainly visible during parent-teacher conference times, choir concerts, sport events, etc." (Parent of secondary school child)*

*"Have a better accountability of teachers and better communication with parents. A tangible curriculum guide for all grades so that parents are always aware of what their children are learning." (Parent of elementary school child)*

#### **According to students...**

*"She can make sure that everyone is being good and not hurting anyone else's feelings and not fighting with anybody." (Elementary school boy)*

*"Come out of the office." (Elementary school girl)*

*"By making kids be good and by making it safe and by not letting teachers be mean to kids." (Elementary school boy)*

*"Tell us good morning and keep us safe from any bad things while we are there." (Elementary school girl)*

*"He can be honest with us about world issues, or issues happening around our neighborhood. There was a gun threat the other night about shooting up our school, and he didn't lie to us about it, being honest makes us feel safer because we know we have a trustworthy principal." (Secondary school girl)*

*"To have a very proactive involvement in the school, and let students be aware that their education is the number one priority. Most schools have safety before education, and that is going to be the downfall of many good schools." (Secondary school boy)*

*"Encourage participation, praise those who do well, keep everyone (including students!!) informed, try to get to know as many people as possible, attend and participate in school functions." (Secondary school boy)*

#### **Allocation of Time**

Teachers and principals believe that guiding and motivating teachers and school safety are among a principal's most important responsibilities. Reporting and compliance are also part of principals' activities. How much time do principals spend on these responsibilities? According to principals, these activities account for over three-quarters of their workweek (77% of time). Principals report spending the largest proportion of their time on guiding and motivating teachers (35%), with only 24% of their time spent on reporting and compliance. Teachers believe that all three areas account for even more of principals' time (87% of time). But teachers

believe that principals spend the largest proportion of their time on reporting and compliance and the least amount of time on guiding and motivating teachers – a striking difference from the principals’ perspective. Teachers also believe that principals spend more time on discipline than principals report (26% of time vs. 20% of time). (Exhibits 2.5 and 2.6)

**OBSERVATION...THE DISCONNECT CONTINUES:** *Principals report spending more time on guiding and motivating teachers than on reporting and compliance, and these behaviors are in line with principals’ self-reported priorities. However, teachers believe that principals are devoting substantially less time to their guidance and motivation. Such disparities between teachers’ and principals’ views on what occurs in their school have been seen in previous surveys in this series. In the 1986 Survey, 96% of principals reported that they recognize and develop the teachers’ leadership potential by involving them in decision-making about school organization and curriculum, an approach that all principals reported to be the desired state of affairs. Nearly all teachers also supported this effort, but only seven in ten said that this was actually occurring now in their school.*

**Exhibit 2.5**  
**Views on Principals’ Overall Time**

Q520 During a typical week within the past school year, what percentage of his or her time do you think your school principal spent on each of the following?

Q505 During a typical week within the past school year, what percentage of your time did you spend on each of the following?

Base: Teachers, Principals

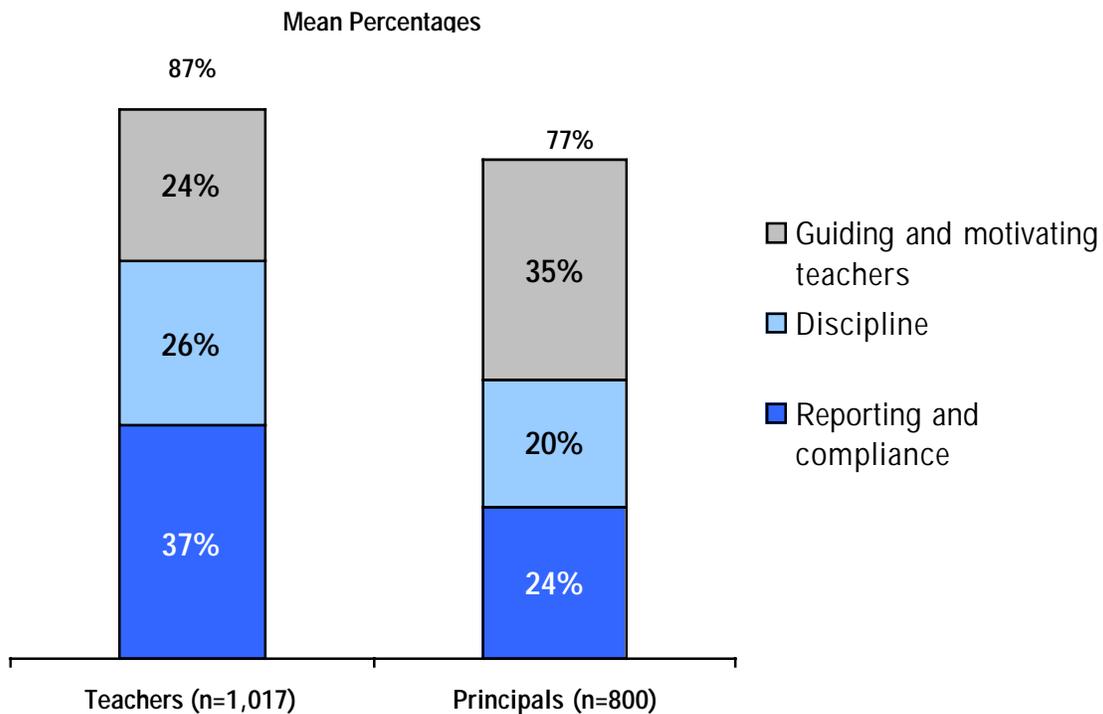


Exhibit 2.6

**Views on Principal Time Management**

Q520 During a typical week within the past school year, what percentage of his or her time do you think your school principal spent on each of the following? (Teachers)

Q505 During a typical week with in the past school year, what percentage of your time did you spend on each of the following? (Principals)

Base: Teachers, Principals

Mean Percentages

	Teachers	Principals	Teachers		Principals	
	Total	Total	Elementary	Secondary	Elementary	Secondary
Base	1,017	800	531	486	435	282
Reporting and compliance	37	24	36	39	24	25
Discipline	26	20	26	26	17	26
Guiding and motivating teachers	24	35	26	22	36	32



## TEACHERS, PRINCIPALS AND PARENTS SPEAK OUT

Top three areas where principals should spend the most time.

### **According to teachers...**

*"Teachers – students – parents." (Elementary school teacher)*

*"School safety – motivation – PR." (Secondary school teacher)*

*"Students get good education/not just good test takers — meet the needs of the teachers — facility maintenance." (Secondary school teacher)*

*"Communicating with parents, teachers and students — Ensuring the safety of students and staff. — Assisting classroom teachers with severe discipline issues." (Elementary school teacher)*

### **According to principals...**

*"Students — staff – community." (Elementary school principal)*

*"Improving the curriculum — Reduce paper chase — Teach some classes." (Elementary school principal)*

*"Assisting teachers to do their best — Fine tuning curriculum to increase student achievement — Working with parents and community to support student learning." (Elementary school principal)*

*"Leading staff to discovery — rewarding students and staff — actively involving the community in the school." (Secondary school principal)*

### **According to parents...**

*"Leadership – support teachers – support students." (Parent of elementary school child)*

*"Security – teachers – students." (Parent of elementary school child)*

*"Students – safety – parents." (Parent of secondary school child)*

*"Having a 'plan' for the school – meeting with the teachers– keeping and getting more parents involved." (Parent of elementary school child)*

## Perceptions of Control

Principals have many responsibilities, but do they have the same amount of control in making decisions across these areas? Most principals report that they have a great deal of control in making decisions about school safety (85%), teachers' schedules (82%) and hiring teachers (75%). However, only one-quarter (24%) of principals report that they have a great deal of control in finance-related decisions. (Exhibit 2.7)

Most teachers believe that principals have a great deal of control over hiring teachers (72%), school safety (72%) and teachers' schedules (68%). Although most parents believe that the principal has a great deal of control over school safety (68%), less than half of parents think that principals have a great deal of control over hiring decisions involving teachers (38%) or other areas. Principals, teachers and parents agree that finances is one of the areas where principals have the least amount of control. However, teachers are more likely than principals to believe that principals have a great deal of control in this area (31% vs. 24%). For the most part, perceptions of control do not differ based on grade level. (Exhibits 2.7 and 2.8)

**DID YOU KNOW THAT...?** *In The MetLife Survey of the American Teacher, 1989, 40% of teachers strongly agreed that principals should have greater control over the rules governing their school.*

### Exhibit 2.7

#### ***Principals' Feelings of Control***

Q545 How much control do you have in making decisions about...? A great deal, some, not very much or none?

Base: Principals

% "A great deal"

	Principals		
	Total	Elementary	Secondary
Base	800	465	332
	%	%	%
School safety	85	86	81
Teachers' schedules	82	81	83
Hiring teachers	75	75	76
Hiring school staff other than teachers	61	63	58
Curriculum and instruction	53	54	50
Finances	24	25	22



Exhibit 2.8

**Teachers' & Parents' Views on Principal's Control**

Q540/541 How much control do you think your principal has in making decisions about...? A great deal, *some, not very much or none?* (Teachers)

Q540/541 How much control do you think the principal of the school where your child attended X grade last year had in making decisions about...? A great deal, some, not very much or none? (Parents)

Base: Teachers, Parents

% "A great deal"

	Teachers	Parents	Teachers		Parents	
	Total	Total	Elementary	Secondary	Elementary	Secondary
Base	1,017	1,107	531	486	442	665
	%	%	%	%	%	%
Hiring teachers	72	38	72	73	41	36
School safety	72	68	73	72	71	66
Teachers' schedules	68	38	65	70	42	35
Hiring school staff other than teachers	56	30	56	56	36	26
Finances	31	26	30	31	25	28
Curriculum and instruction	30	25	30	30	27	24



## The Principal's Challenges

In considering priorities, time management and feelings of control, it is apparent that principals face many challenges in their jobs. What do principals consider to be their greatest challenges?

Principals say that their greatest challenges involve finances (61%) and pressure to deliver results (60%). Elementary and secondary principals report very similar challenges. However, elementary principals are more likely than secondary principals to say that they experience pressure to deliver results as a major challenge (63% vs. 54%), and they are less likely than secondary principals to say that interpersonal aspects, such as unruliness of students (17% vs. 27%) or uncooperative teachers (12% vs. 21%), are major challenges that they face. (Exhibit 2.9)

### Exhibit 2.9

#### ***Greatest Challenges for Principals***

Q535 Principals may face certain challenges in their jobs. During the past school year, which of the following were the greatest challenges that you faced in your job? *Please select all that apply.*

*Base:* Principals

	Principals		
	Total	Elementary	Secondary
Base	800	465	332
	%	%	%
Finances	61	60	63
Pressure to deliver results	60	63	54
Personnel issues	29	28	29
Unruliness of students	20	17	27
Too much central control	19	18	22
No mentor guidance or support	16	15	17
Uncooperative teachers	15	12	21
Something else	5	5	4
Lack of time/time management	2	2	1
Meeting the educational need of every child	1	2	*
Government regulations	1	2	1

## Support for the Principal

Many individuals in the school and community assist in the leadership of the school. Principals, teachers and parents all agree that teachers help out the principal the most in achieving the vision for the school. However, principals are more likely than teachers and parents to say that many groups help principals out. Parents are more likely than teachers to emphasize that parents, either alone (59% vs. 40%) or as part of the parent/teacher organization (54% vs. 41%), help out principals the most. (Exhibits 2.10 – 2.11)

All three groups report differing levels of support based on the grade levels of the school. Elementary school principals are more likely than secondary school principals to say that they receive assistance from various groups, especially parents (69% vs. 56%). Reflecting principals' perceptions, elementary level teachers and parents are also more likely than secondary teachers and parents to say that many groups help out the principal. (Exhibits 2.10 – 2.11)

**DID YOU KNOW THAT...?** *In The MetLife Survey of the American Teacher, 1989, 67% of teachers indicated their belief that leadership is a school-wide effort by strongly agreeing that every school should establish a leadership committee of principals, teachers and students to set and enforce rules.*

Exhibit 2.10

***Principals' Views on Support Groups***

Q610 Various people may help out the principal in a school. Who are the people who help you the most to achieve your vision for the school? *Please select all that apply.*

Base: Principals

	Principals		
	Total	Elementary	Secondary
Base	800	465	332
	%	%	%
Teachers	89	90	89
Parents	65	69	56
School staff other than teachers	66	69	61
School leadership team	67	69	61
District or central administration	62	65	58
Students	62	61	64
The Parent/Teacher Organization	50	59	33
Community members or organizations	44	48	37
Student council	23	18	32

Exhibit 2.11

**Teachers & Parents' Views on Principals' Support Groups**

Q615 Various people may help out the principal in a school. Who are the people who help your [child's school] principal the most to achieve the vision for the school? *Please select all that apply.*

Base: Teachers, Parents

	Teachers	Parents	Teachers		Parents	
	Total	Total	Elementary	Secondary	Elementary	Secondary
Base	1,017	1,107	531	486	442	665
	%	%	%	%	%	%
Teachers	80	75	82	77	86	66
School staff other than teachers	55	49	59	51	48	49
District superintendent	45	38	43	47	33	42
School leadership team	45	20	43	47	17	22
The Parent/Teacher Organization	41	54	53	27	64	45
Parents	40	59	46	33	70	50
Students	32	42	31	33	42	42
Community members	26	18	30	22	18	18
Student council	12	13	9	16	8	16
Other administrators (assistant/vice principal)	2	-	2	2	-	-
No one	1	2	1	1	1	3

## Assessment of Principals

Principals are frequently regarded as the primary leaders of the schools, but are they measuring up? This year's survey indicates that teachers and parents have concerns about their principals' performance.

Most teachers and parents do not give their principals an excellent rating on any of the following criteria: being approachable, being a visible presence throughout the school, respecting the people in the school, encouraging students to achieve, supporting the teachers, providing opportunities for teachers' professional development, being an overall leader of the school or being a good listener. Teachers are least likely to give top ratings to their principal for being an overall leader of the school (30%) and being a good listener (30%). Grade level appears to be unrelated to teachers' ratings of principals. (Exhibit 2.12)

**DID YOU KNOW THAT...?** *In The MetLife Survey of the American Teacher, 2001, at least four in ten teachers gave principals an "A" for the following: supporting parents' involvement (55%), managing the school's budget and obtaining additional funds (46%), maintaining discipline and safety (45%), creating a supportive environment for teaching and learning (44%), and allocating time and resources for professional development (42%).*

The top criterion that parents rate principals as excellent is being a visible presence throughout the school (42%), which also reflects teachers' perceptions. The fewest number of parents rate principals as excellent at providing opportunities for teachers' professional development (22%). Elementary school parents are more likely than secondary school parents to rate principals as excellent on a number of criteria, particularly: being approachable (43% vs. 26%), being a visible presence (56% vs. 31%), respecting the people in the school (46% vs. 24%), encouraging students (47% vs. 24%), and being an overall leader (43% vs. 26%). (Exhibit 2.12)

**DID YOU KNOW THAT...?** *Students evaluated their principals in The MetLife Survey of the American Teacher, 2001. Fewer than half strongly agreed that: their principal cared about all of the students at their school (36%), their principal made their school a place where learning was important (33%), their principal made their school a safer place (28%), or their principal made their school a place where students wanted to be involved in classes and activities (18%). One-quarter of students (26%) didn't really know what their principal did for their school.*

Principals give themselves higher ratings than do teachers or parents. More than half of principals rate themselves as excellent on most criteria. Sizable gaps between principals' favorable self-assessments and teachers' and parents' more constrained ratings of excellence exist in the following areas:

- Respecting the people in the school (principals: 78%, teachers: 36%, parents: 34%),
- Being a visible presence in the school (principals: 67%, teachers: 38%, parents: 42%),
- Encouraging students to achieve (principals: 59%, teachers: 35%, parents: 34%), and
- Being a good listener (principals: 53%, teachers: 30%, parents: 27%). (Exhibits 2.12 – 2.13)

These gaps are especially notable because of the alignment of the teachers' and parents' views. Despite their different roles and experiences with the school, teachers and parents provide similar evaluations of principals.

Exhibit 2.12

**Teachers' & Parents' Ratings of Principals**

Q560 How do you rate the principal at your school on each of the following – excellent, good, fair or poor? (Teachers)

Q560 How do you rate the principal of the school where your child attended X grade last year on each of the following – excellent, good, fair or poor? (Parents)

Base: Teachers, Parents

% "Excellent"

	Teachers	Parents	Teachers		Parents	
	Total	Total	Elementary	Secondary	Elementary	Secondary
Base	1,017	1,107	531	486	442	665
	%	%	%	%	%	%
Being approachable	39	34	40	39	43	26
Being a visible presence throughout the school	38	42	39	36	56	31
Respecting the people in the school	36	34	37	35	46	24
Encouraging students to achieve	35	34	37	32	47	24
Supporting the teachers in the school to be the best teachers they can be	33	28	36	29	39	19
Providing opportunities for teachers' professional development	31	22	34	28	29	17
Being an overall leader of the school	30	34	33	28	43	26
Being a good listener	30	27	33	27	35	19



Exhibit 2.13

**Principals' Ratings of Themselves**

Q565 How do you rate yourself on each of the following – excellent, good, fair or poor?

Base: Principals

% "Excellent"

	Principals		
	Total	Elementary	Secondary
Base	800	465	332
	%	%	%
Respecting the people in the school	78	78	77
Being approachable	71	73	69
Being a visible presence throughout the school	67	68	66
Supporting the teachers in the school to be the best teachers they can be	65	67	62
Encouraging students to achieve	59	59	58
Being a good listener	53	53	52
Being an overall leader of the school	45	45	46
Providing opportunities for teachers' professional development	43	44	40

# CHAPTER THREE

## SCHOOL RELATIONSHIPS

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### Overview

Teachers, principals, parents and students each play their own role in the leadership of the school. The relationships among these members of the school community contribute to the foundation upon which current and future school leadership is built. How well these different groups get along reflects the current leadership of the school. In addition, taking the pulse of these relationships outlines the challenges that school leaders face in improving school atmosphere and motivating the members of the school community to work together to achieve the goals of the school. This chapter looks at the frequency and context of interactions the principal has with teachers, parents and students, as well as the current level of satisfaction with those relationships. In most instances, principals are more likely than teachers, parents or students to describe their relationships with each other in positive terms and to be satisfied with the current situation. Thus, the initial step towards improving relationships between leadership and others in the school community is to raise awareness of each other's perceptions of the problem.

### The Teacher-Principal Relationship

In choosing terms to describe their relationship, teachers and principals differ greatly. Nine in ten principals describe the relationship they have with the teachers at their school as mutually respectful (89%) and collaborative (89%). More than eight in ten also describe their rapport as supportive (86%), friendly (84%) and open (84%). In contrast, teachers are consistently less likely than principals to describe their relationships in terms of each of these dimensions. In particular, while principals most frequently choose "collaborative" to describe the teacher-principal relationship, only slightly more than half of teachers (54%) support this view. Only six in ten teachers report that the relationship between the teachers and the principal at their school is supportive (60%), mutually respectful (58%), or friendly (57%). Teachers are several times more likely than principals to describe the teacher-principal relationship as uncomfortable (21% vs. 5%), inflexible (14% vs. 4%) and hierarchical (30% vs. 14%). (Exhibit 3.1)

The teacher-principal relationship varies depending on grade level, with those in elementary schools more frequently describing the situation in positive terms. Both principals and teachers in elementary schools are more likely than their secondary school counterparts to report that the teacher-principal relationship at their school is friendly and collaborative. (Exhibit 3.1)

Exhibit 3.1

***Relationship between Teachers & Principals***

Q405 Which of the following terms best describe the relationship between the teachers and principal at your school during the past year? *Please select all that apply.*

Base: Teachers, Principals

	Teachers	Principals	Teachers		Principals	
	Total	Total	Elementary	Secondary	Elementary	Secondary
Base	1,017	800	531	486	465	332
	%	%	%	%	%	%
Supportive	60	86	62	59	88	82
Mutually respectful	58	89	59	57	91	84
Friendly	57	84	61	53	87	80
Collaborative	54	89	57	49	90	85
Open	50	84	52	47	87	78
Hierarchical	30	14	28	32	11	21
Uncomfortable	21	5	19	23	4	8
Inflexible	14	4	12	16	3	7
None of these	2	-	2	2	-	-



## The Parent-Principal Relationship

Parents are even less likely than teachers to describe their relationships with principals in favorable ways. Only half or fewer of parents choose positive words to describe their relationship with the principal at their child's school, such as supportive (49%), mutually respectful (48%), friendly (48%) or collaborative (31%). Furthermore, one in six parents (16%) say that there is no relationship between parents and the principal at their child's school. A parallel finding to the sizable group of parents who report no relationship with the principals is that two in ten parents (21%) say that they do not know the name of the principal at their child's school. (Exhibits 3.2 and 3.3)

**OBSERVATION...THE DISCONNECT CONTINUES:** *Half of parents do not feel that the principal-parent relationship at their child's school is supportive, mutually respectful or friendly; only six in ten parents say their school is welcoming to parents. These findings indicate that there is substantial room for improvement in the relationship between principals and parents. These results also point to the important role that principals can have in making parents feel more welcome and involved in their child's school. Principals and parents need to make more opportunities to listen to each other and to communicate their needs and the needs of the students.*

As we have seen in other sections of this report and in previous surveys in this series, parents of elementary students are more connected and satisfied with their relationship with the school than are secondary school parents. Elementary school parents are more likely than secondary school parents to report a positive relationship with principals. Elementary level parents more frequently choose positive words to describe their relationship with the principal, while secondary parents are more likely than elementary parents to say that there is no relationship between the two groups (23% vs. 8%). Secondary level parents are more likely than elementary parents to say that they do not know the principal's name (26% vs. 14%). (Exhibit 3.2)

Students report more familiarity with their principal than do parents. Almost all students (95%) in grades 3-12 know their principal's name. Knowledge of the principal's name does not differ based on grade level of the students. In addition, almost all students (96%) know what their principal looks like. (Exhibit 3.4)

Exhibit 3.2

***Relationship between Parents & Principals***

Q405 Which of the following terms best describe the relationship between the parents and the principal at your child’s school? *Please select all that apply.*

Base: Parents

	Parents		
	Total	Elementary	Secondary
Base	1,107	442	665
	%	%	%
Supportive	49	57	43
Mutually respectful	48	53	44
Friendly	48	61	37
Collaborative	31	38	26
Uncomfortable	6	5	6
Distrustful	5	4	6
There is no relationship	16	8	23
None of these	1	2	1

Exhibit 3.3

**Parents' Familiarity with Principal's Name**

Q700 Thinking about the principal of the school where your child attended last year, do you know his or her name?

Base: Parents

	Parents		
	Total	Elementary	Secondary
Base	1,107	442	665
	%	%	%
Yes	79	86	74
No	21	14	26

Exhibit 3.4

**Students' Familiarity with Principal**

Q605 Thinking about this past school year, do you know...?

Base: Public school students in grades 3-12

% Yes

	Students		
	Total	Elementary	Secondary
Base	1004	441	563
	%	%	%
The name of your school principal	95	96	93
What your school principal looks like	96	98	94

## The Frequency of Principal's Interactions with School Groups

Chapter Two revealed that teachers have misconceptions about how principals allocate their time in the areas of guiding teachers, discipline and reporting and compliance. Teachers also differ from principals' reports concerning how frequently principals meet with different stakeholders in the school community. Teachers believe that principals most frequently meet with district or central administration, with eight in ten teachers (83%) reporting that their principal meets often or very often with this group. Teachers also believe that principals meet more frequently with administration than with teachers (76%). However, nearly all principals (98%) report that they meet frequently with teachers, and fewer principals report that they meet as frequently with administration (75%). (Exhibit 3.5)

Principals and parents also have markedly different perceptions. Nine in ten principals (89%) report that they frequently meet with parents, but only half of parents (53%) believe this to be true. Both parents and principals at the elementary school level are more likely than those at the secondary school level to report that principal-parent interactions are frequent (principals: 92% vs. 83%; parents: 64% vs. 44%). (Exhibit 3.5)

**OBSERVATION...THE DISCONNECT CONTINUES:** *Principals report that they frequently meet with parents, but this is not the parents' perception. This perception may also contribute to the less than positive description by parents of the principal-parent relationship documented previously in this chapter.*

Many parents are not aware of principals' interactions with some school groups. In particular, sizable numbers of parents do not know how often principals interact with administrators (28%), community members (24%), or school staff other than teachers (17%). (Exhibit 3.6)

Teachers and parents disagree about how often principals interact with teachers and parents in their school, and each group thinks that principals are interacting more frequently with the other group. Teachers are more likely than parents to say that principals interact frequently with parents (66% vs. 53%) or community members/organizations (43% vs. 34%). Parents are more likely than teachers to say that principals interact frequently with teachers (81% vs. 76%). (Exhibit 3.5)

The common perception among members of key school groups is that elementary school principals interact more frequently with key school groups than do secondary school principals. In particular, elementary school teachers and parents are more likely than their secondary school counterparts to believe that principals interact frequently with these groups, and principals report this to be true. However, elementary school teachers and parents are also more likely than secondary school level teachers and parents to believe that their principals interact frequently with students, and this is not borne out when the perceptions of principals are examined. Elementary school principals and secondary school principals are just as likely to report frequent interactions with students (98% vs. 96%). (Exhibit 3.5)

Exhibit 3.5

**Principal-Stakeholder Interactions**

Q525 During a typical week within the past school year, how often did your principal interact with the following people – very often, often, sometimes, rarely or never? (Teachers)

Q510 During a typical week within the past school year, how often did you interact with the following people – very often, often, sometimes, rarely or never? (Principals)

Q526 During a typical week within the past school year, how often do you think the principal of the school where your child attended interacted with the following people – very often, often, sometimes, rarely or never? (Parents)

Base: Teachers, Principals, Parents

**% Very often/Often**

	Teachers	Principals	Parents	Teachers		Principals		Parents	
	Total	Total	Total	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
Base	1,017	800	1,107	531	486	465	332	442	665
	%	%	%	%	%	%	%	%	%
District or central administration	83	75	52	81	84	73	80	54	50
Teachers	76	98	81	81	71	99	96	86	77
Students	71	98	72	76	67	98	96	79	65
Parents	66	89	53	70	62	92	83	64	44
School staff other than teachers	64	91	60	69	59	93	88	68	53
Community members or organizations	43	54	34	42	44	54	53	39	29

Exhibit 3.6

***Lack of Knowledge about Principal-Stakeholder Interactions***

Q525 During a typical week within the past school year, how often did your principal interact with the following people – very often, often, sometimes, rarely or never? (Teachers)

Q526 During a typical week within the past school year, how often do you think the principal of the school where your child attended interacted with the following people – very often, often, sometimes, rarely or never? (Parents)

Base: Teachers, Parents

% Don't know/Not sure

	Teachers	Parents	Teachers		Parents	
	Total	Total	Elementary	Secondary	Elementary	Secondary
Base	1,017	1,107	531	486	442	665
	%	%	%	%	%	%
District or central administration	6	28	7	5	31	26
Teachers	1	9	1	2	5	12
Students	1	6	1	1	4	7
Parents	4	8	3	4	5	10
School staff other than teachers	5	17	4	5	13	20
Community members or organizations	10	24	9	11	25	23



### Frequency and Type of Teacher-Principal Interactions

Principal-teacher interactions are more often informal than formal. Almost all principals (98%) say that they speak with teachers informally at least weekly. However, only half of principals (54%) say that they provide teachers with feedback or meet one-on-one with teachers (66%) that often. Elementary principals are more likely than secondary principals to say that they visit classrooms while teaching is occurring at least weekly (83% vs. 71%). (Exhibit 3.7)

Teachers agree with principals' perceptions and indicate that their most common weekly interaction with principals is informal conversations (77%), and their least common type of interaction with principals involves receiving feedback (10%). Half of teachers report that principal visits to their classroom and one-on-one meetings with the principal occur 1-4 times a year. (Exhibit 3.8)

As with principals, teachers report that interactions between teachers and principals are more frequent at the elementary level than the secondary level. Elementary teachers are more likely than secondary teachers to say that they speak with their principal informally at least weekly (83% vs. 71%) or that their principal visits their class at least weekly while they are teaching (24% vs. 13%). (Exhibit 3.8)

A minority of teachers indicates that they have little to no contact with principals. About one in ten teachers say that their principal never visits their classroom (12%) or provides feedback (12%). Secondary teachers are more likely than elementary teachers to say that their principal never visits their classroom (19% vs. 5%), or that they never met one-on-one with their school principal (8% vs. 5%). (Exhibit 3.8)

Exhibit 3.7

***Principals' Views on Interactions with Teachers***

Q625 During the past school year, how often did you...?

Base: Principals

	Principals		
	Total	Elementary	Secondary
Base	800	465	332
	%	%	%
<b>Meet one-on-one with teachers</b>			
Daily/Weekly	66	67	65
Monthly	18	18	19
1-4 times a year	16	16	16
Never	*	-	1
Not sure/Decline to answer	*	*	-
<b>Visit teachers' classrooms while they were teaching</b>			
Daily/Weekly	79	83	71
Monthly	12	11	15
1-4 times a year	9	6	14
Never	*	-	*
Not sure/Decline to answer	*	*	*
<b>Speak with teachers informally (e.g., in the hallways, cafeteria, etc.)</b>			
Daily/Weekly	98	99	97
Monthly	1	1	2
1-4 times a year	*	-	1
Never	*	-	1
Not sure/Decline to answer	*	*	-
<b>Provide teachers with feedback or comments on their performance</b>			
Daily/Weekly	54	54	54
Monthly	22	24	19
1-4 times a year	23	21	25
Never	*	-	1
Not sure/Decline to answer	1	1	-

Exhibit 3.8

**Teachers' Views on Interactions with Principal**

Q620 During the past school year, how often...?

Base: Teachers

	Teachers		
	Total	Elementary	Secondary
Base	1,017	531	486
	%	%	%
<b>Did you meet one-on-one with your school principal</b>			
Daily/Weekly	23	25	22
Monthly	23	25	21
1-4 times a year	47	46	48
Never	6	5	8
Not sure/Decline to answer	*	*	1
<b>Did your principal visit your classroom while you were teaching</b>			
Daily/Weekly	18	24	13
Monthly	16	19	14
1-4 times a year	54	52	55
Never	12	5	19
Not sure/Decline to answer	*	*	1
<b>Did you speak with your principal informally (e.g., in the hallways, cafeteria, etc.)</b>			
Daily/Weekly	77	83	71
Monthly	9	8	11
1-4 times a year	11	8	15
Never	2	1	2
Not sure/Decline to answer	*	*	-
<b>Did your principal provide you with feedback/ comments on your performance</b>			
Daily/Weekly	10	12	7
Monthly	17	18	17
1-4 times a year	61	61	60
Never	12	10	15
Not sure/Decline to answer	1	*	1

## Principal and Parent Communication

What specific types of contact do principals have with parents and students? Parents indicate that principals utilize many different methods to communicate with them. The most common method reported by parents is information sent home with their child (70%). Only about one in ten parents say that the principal communicated with them during community gatherings (11%) or through email (9%). Seven percent of parents say that the principal did not communicate with them at all during the school year. (Exhibit 3.9)

Elementary school parents are more likely than secondary school parents to receive in-person information from the principal. Elementary school parents are more likely than secondary school parents to say that the principal communicated with them at an open house (67% vs. 48%) and at meetings at school (59% vs. 43%). While elementary school parents are more likely to receive information sent home with their child (84% vs. 58%), secondary school parents are more likely than elementary school parents to say that principals communicated with them by mailing information to their home (57% vs. 43%). Secondary parents are also more likely than elementary parents to say that the principal did not communicate with them at all (11% vs. 4%). (Exhibit 3.9)

Where do parents see their child's principal? Parents most frequently report that they see their child's principal at an open house (65%), at a student event (62%), or walking in the halls at school (58%). Parents least commonly say that they see the principal in the community (17%) or in their child's classroom (16%). About one in ten parents report that they never see their child's principal (9%). Elementary school parents are more likely than secondary school parents to see the principal in a variety of places, and secondary parents are more likely than elementary parents to say that they never see their child's principal (15% vs. 2%). (Exhibit 3.10)

Although most parents have **seen** their child's principal during the school year, they report **speaking** with the principal infrequently. Fewer than two in ten parents talk to the principal at least weekly (7%) or monthly (9%). More than one-quarter of parents say that they **never** talk to their child's principal (27%). Echoing the common theme that contact between school groups is more frequent at the elementary level than the secondary level, secondary school parents are more likely than elementary school parents to say that they never talk to the principal (38% vs. 15%). (Exhibit 3.11)

How often are parents in the school, either for the purpose of visiting or for the purpose of meeting with teachers? Nearly all parents have visited their child's school during the school year. Three in ten parents (28%) say that they visit their child's school at least weekly and three in ten (28%) visit monthly. Parent meetings with teachers are less frequent and their infrequent occurrence echoes parents' infrequent conversations with principals. One-quarter of parents meet with their child's teachers at least weekly (11%) or monthly (12%). Reflecting the prevalent grade level disconnect, secondary parents are more likely than elementary parents to say that they **never** meet with their child's teachers (10% vs. 1%) or visit their child's school (4% vs. less than 1%). (Exhibit 3.11)

**DID YOU KNOW THAT...?** *In The MetLife Survey of the American Teacher, 1987, eight in ten parents said that they were satisfied with the frequency of contact they had with their child's teachers and school.*

Exhibit 3.9

**Parents' Views on Communications with Principals**

Q705 How did the principal of the school where your child attended last year communicate to you information about the school? *Please select all that apply.*

Base: Parents

	Parents		
	Total	Elementary	Secondary
Base	1,107	442	665
	%	%	%
Information sent home with my child	70	84	58
Newsletters	59	60	58
Open house	57	67	48
Information mailed to my home	50	43	57
Meetings at school	50	59	43
Phone calls	18	16	19
Community gatherings	11	13	9
Local media (newspaper, radio)	10	9	11
Email	9	9	9
Something else	3	3	3
None– the principal did not communicate with me	7	4	11

Exhibit 3.10

**Parents' Views on Principals' Visibility**

Q710 During the past school year, where did you see the principal of the school where your child attended? *Please select all that apply.*

Base: Parents

	Parents		
	Total	Elementary	Secondary
Base	1,107	442	665
	%	%	%
At an "Open house"	65	72	58
Attending a student event	62	71	55
Walking in the halls at school	58	72	46
In the principal's office	47	58	38
In the community	17	18	16
In my child's classroom	16	30	5
Someplace else	10	12	9
No place – I never saw my child's principal	9	2	15

Exhibit 3.11

**Parents' Involvement**

Q716 During the past school year, how often did you do the following at the school where your child attended?

Base: Parents

	Parents		
	Total	Elementary	Secondary
Base	1,107	442	665
	%	%	%
<b>Visit the school</b>			
Daily/Weekly	28	41	16
Monthly	28	30	26
1-4 times a year	43	28	55
Never	2	*	4
<b>Talk to the principal</b>			
Daily/Weekly	7	11	3
Monthly	9	12	7
1-4 times a year	56	62	52
Never	27	15	38
<b>Meet with my child's teachers</b>			
Daily/Weekly	11	19	2
Monthly	12	17	8
1-4 times a year	71	62	78
Never	6	1	10

## Principal-Student Communication

Where do students see their principal? Students most frequently report that they see their principal in the halls at school (90%). Students also say that they see their principal at a school event (72%), in their classroom (64%), and in the principal's office (57%). Few students say that they never see their principal (4%). (Exhibit 3.12)

Reflecting a common grade level divide, elementary school students are more likely than secondary school students to say that they see their principal in various locations. Students in elementary school are more likely than those in secondary school to say that they see their principal at a school event (77% vs. 67%) or in their classroom (71% vs. 58%). Students in secondary school are more likely than those in elementary school to say that they did not see their principal at all during the past year (6% vs. 1%). (Exhibit 3.12)

### STUDENTS SPEAK OUT

During the past school year, what have you talked about with your school principal?

*"I talked to my principal about being bullied by some boys in my class." (Elementary school boy)*

*"I told her she does a good job and she is strict but not mean." (Elementary school boy)*

*"I say hi every day and he says hi too. I was on the honor roll and he told me I did a good job." (Elementary school girl)*

*"About me being suspended for getting an attitude with my teacher when I ask for help." (Elementary school girl)*

*"Just said hi a few times...I'm pretty sure he doesn't know my name..." (Secondary school boy)*

*"I have just talked to him about some problems that I had been having with other people." (Secondary school girl)*

*"I talked to him about student council wanting a vending machine in school for the students to use." (Secondary school boy)*

*"10 seniors each week [have] lunch with him. When my turn came around, I discussed how to make student IDs more useful and what they really should be looking out for as far as drug use. I also went to see him when I saw a boy hit his girlfriend." (Secondary school girl)*

*"I talked to him about my Dad dying last November he was only 39 and about other kids teasing me a lot." (Elementary school girl)*

*"I discussed with him my class rank, ways to help the school in the budget crunch, and ways to help the students become more interested." (Secondary school boy)*

*"How to help me stay out of trouble, and the good changes I have made." (Elementary school boy)*



Exhibit 3.12

***Students' Views on Principals' Visibility***

Q620 During the past school year, where did you see your school principal? *Please select all that apply.*

Base: Public school students in grades 3-12

	Students		
	Total	Elementary	Secondary
Base	919	435	484
	%	%	%
In the halls at school	90	93	88
At a school event	72	77	67
In my classroom	64	71	58
In the neighborhood around the school	7	8	7
In the principal's office	57	61	54
Someplace else	17	20	15
No place – I did not see my school principal during the past school year	4	1	6

## Relationship Satisfaction

Of the three groups surveyed, principals report the greatest levels of satisfaction in their relationships with members of key school groups. Almost all principals say that they are satisfied in their relationships with students (98%) and teachers (97%). In addition, about nine in ten principals are satisfied in their relationships with parents (93%) and district-level administration (88%). (Exhibit 3.13)

While nearly all principals are satisfied with the principal-teacher relationship, teachers are less so. Seven in ten teachers (71%) are satisfied with the principal-teacher relationship in their school. Teachers are most satisfied with their relationships with students in their school (90%) and other teachers in the school (88%). Seven in ten teachers (73%) are satisfied with their relationships with parents. (Exhibits 3.13 – 3.14)

**DID YOU KNOW THAT...?** *In The MetLife Survey of the American Teacher, 1992, higher proportions of teachers who intended to remain in their profession had very positive experiences with students, teachers, the principal, administrators and parents.*

As with the principal-teacher relationships, a disconnect exists between the satisfaction level that principals report having with parents and the level of satisfaction with the relationship that parents report. Only about six in ten parents (64%) are satisfied with their relationships with their principal, which contrasts significantly with the 93% of principals who are satisfied with their relationships with parents. Parents' and teachers' views are more aligned with each other. Seventy-eight percent of parents are satisfied with their relationship with teachers, compared to 73% of teachers who are satisfied with the relationship. (Exhibits 3.13 – 3.15)

**OBSERVATION...THE DISCONNECT CONTINUES:** *Throughout this year's Survey, principals have consistently indicated a more positive view of their relationship and experiences with parents than parents themselves report. Parents do not feel that they are among the principals' priorities, but principals do not seem to be aware of parents' dissatisfaction.*

Secondary school level members of all three school groups are generally less satisfied in their relationships than their elementary school counterparts. The relationship with parents is particularly vulnerable to these grade level differences. Parents of secondary school level students are less likely than elementary school parents to report that they are satisfied with their relationship with the principal (56% vs. 74%) and the teachers (72% vs. 86%). Principals' and teachers' perceptions are similar. Secondary school principals are less satisfied with the principal-teacher relationship (88% vs. 95%) and teachers show a similar trend in their relationship with parents (67% vs. 79%). (Exhibits 3.13 – 3.15)

Exhibit 3.13

***Principals' Satisfaction with Stakeholder Relationships***

Q630 Thinking about this past school year, how satisfied were you with your relationship with the following people – extremely satisfied, somewhat satisfied, neither satisfied nor dissatisfied, somewhat dissatisfied or extremely dissatisfied?

Base: Principals

**% Extremely/Somewhat Satisfied**

	Principals		
	Total	Elementary	Secondary
Base	800	465	332
	%	%	%
Students in your school	98	99	97
Teachers in your school	97	98	95
Parents of students in your school	93	95	88
District-level administration	88	90	84

Exhibit 3.14

**Teachers' Satisfaction with Stakeholder Relationships**

Q630 Thinking about this past school year, how satisfied were you with your relationship with the following people – extremely satisfied, somewhat satisfied, neither satisfied nor dissatisfied, somewhat dissatisfied or extremely dissatisfied?

Base: Teachers

% Extremely/Somewhat Satisfied

	Teachers		
	Total	Elementary	Secondary
Base	1,017	531	486
	%	%	%
Your principal	71	72	69
Teachers in your school	88	91	86
Parents of students in your schools	73	79	67
District-level administration	40	44	37
Students in your school	90	92	87

Exhibit 3.15

**Parents' Satisfaction with Stakeholder Relationships**

Q721 How satisfied were you with your relationship with the following people at the school where your child attended – extremely satisfied, somewhat satisfied, neither satisfied nor dissatisfied, somewhat dissatisfied or extremely dissatisfied?

Base: Parents

% Extremely/Somewhat Satisfied

	Parents		
	Total	Elementary	Secondary
Base	1,107	442	665
	%	%	%
The teachers in the school	78	86	72
The principal	64	74	56
Parents of other students in the school	52	62	43



# CHAPTER FOUR

## THE FUTURE OF EDUCATORS AND SCHOOL LEADERS

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### Overview

*The MetLife Survey of the American Teacher* regularly looks at job satisfaction among educators. Measuring and tracking job satisfaction levels is important because these levels have implications for both the retention of current teachers and principals and the recruitment of future educators. The issue of job satisfaction also has specific relevance to school leadership. In the context of this year's *Survey*, job satisfaction illuminates the current state of leadership and who will be the leaders in schools in the coming years. Teachers' dissatisfaction may be related to the leadership provided by the principal. Unhappy teachers and principals may be less able to muster the resources to effectively lead their schools and their students.

### Teachers' Job Satisfaction

Almost six in ten teachers (57%) are very satisfied with teaching as a career, and their job satisfaction does not differ by grade level. Teachers' job satisfaction has remained at about the same level since 1995, when there was an increase in satisfaction from the low levels of the 1980's. This year's survey indicates a slight increase in job satisfaction since 2001. Future surveys will reveal whether this is the beginning of an upward trend or a passing fluctuation. (Exhibit 4.1 and 4.2)

**DID YOU KNOW THAT...?** In *The MetLife Survey of the American Teacher, 2001*, the top reasons for teachers' satisfaction with their jobs as teachers were: enjoy working with students (22%), rewarding profession (19%), feel good knowing a child has learned (16%), making a difference in a student's life (16%), get to see child's growth (15%), and love teaching (general) (14%).

Job satisfaction is often related to experiences with the leaders of the organization. In the schools, this leader is typically the principal. Who are the satisfied and dissatisfied teachers and how do their experiences with the principal differ from each other's? An examination of several measures indicates that teachers who are dissatisfied with their careers have less satisfying and less frequent interactions with the principal of their school. Overall, three-quarters (74%) of teachers who are satisfied with their jobs are also satisfied with their relationship with their principal. In contrast, only half (49%) of dissatisfied teachers feel this way. Teachers who are dissatisfied with their careers are less likely than satisfied teachers to have daily or weekly contact with their principal in a range of situations, including one-on-one meetings (13% vs. 25%), informal conversations (63% vs. 80%) and having their principal observe them while they are teaching (7% vs. 20%). Dissatisfied teachers are also consistently less likely than their satisfied counterparts to rate their principal's performance highly. In particular, fewer dissatisfied teachers than satisfied teachers report that their principal is excellent at being an overall leader of the school (15% vs. 32%), being a visible presence throughout the school (17% vs. 41%) and supporting teachers to be the best they can be (16% vs. 35%). (Exhibit 4.3)

Exhibit 4.1

**Teachers' Job Satisfaction Overall**

Q700 All in all, how satisfied would you say you are with teaching as a career?

Base: Teachers

	Teachers		
	Total	Elementary	Secondary
Base	1,017	531	486
	%	%	%
Very/Somewhat satisfied (net)	87	88	87
Very satisfied	57	58	56
Somewhat satisfied	30	29	31
Very/Somewhat dissatisfied (net)	13	12	13
Somewhat dissatisfied	9	10	9
Very dissatisfied	3	3	4

Exhibit 4.2

**Teachers' Job Satisfaction (1984 – 2003)**

Q700 All in all, how satisfied would you say you are with teaching as a career?

Base: Teachers

	1984	1985	1986	1987	1988	1989	1995	2001	2003
Base	1,981 %	1,846 %	1,602 %	1,002 %	1,208 %	2,000 %	1,011 %	1,273 %	1,017 %
Very satisfied	40	44	33	40	50	44	54	52	57
Somewhat satisfied	41	35	48	45	37	42	33	40	30
Somewhat dissatisfied	16	16	15	12	11	11	10	7	9
Very dissatisfied	2	5	4	2	2	3	2	1	3
Not sure	*	*	*	*	*	*	*	*	*

Exhibit 4.3

**Teachers' Job Satisfaction and Experiences**

Base: Teachers

	Teachers' Job Satisfaction	
	Satisfied	Dissatisfied
Base	892	124
	%	%
<b>Relationship with principal</b>		
Extremely/somewhat satisfied	74	49
<b>Daily/weekly contact with principal</b>		
Meets one-on-one with principal	25	13
Principal visits classroom while teaching	20	7
Speaks informally with principal	80	63
Principal provides feedback/comments on performance	11	3
<b>Excellent rating of principal</b>		
Being an overall leader of the school	32	15
Respecting the people in the school	38	21
Being a good listener	32	17
Being a visible presence throughout the school	41	17
Being approachable	41	26
Providing opportunities for professional development	33	17
Supporting teachers to be the best they can be	35	16
Encouraging students to achieve	37	16

## Becoming a Principal

Becoming a principal can represent a step up in leadership for teachers. However, few teachers say that they would like to become a principal. Only about one in ten (9%) teachers say that they are extremely or very interested in becoming a principal. The lack of interest in becoming a principal is consistent across grade levels for teachers. (Exhibit 4.4)

**OBSERVATION:** The MetLife Survey of the American Teacher, 2001 offers a possible explanation for the small proportion of teachers interested in becoming a principal. That survey revealed that 79% of teachers strongly agreed with the statement “I’m passionate about teaching.”

### Exhibit 4.4

#### ***Teachers’ Interest in Becoming a Principal***

Q710 How interested are you in becoming a principal?

Base: Teachers

	Teachers		
	Total	Elementary	Secondary
Base	1,017	531	486
	%	%	%
Extremely/Very interested (net)	9	8	11
Extremely interested	4	3	5
Very interested	5	5	5
Somewhat interested	10	10	9
Not very/Not at all interested (net)	81	82	80
Not very interested	12	12	11
Not at all interested	69	70	68

## TEACHERS SPEAK OUT

Why are you not interested in becoming a principal?

*"It is a lot of work with limited appreciation and involves very different skills than being a teacher."  
(Elementary school teacher)*

*"I love being a teacher. Being a principal or having any other administrative position would remove me from what I love to do most and would add to the politics of the position. I most enjoy working with the students and less so with adults."  
(Secondary school teacher)*

*"[Principals] only push papers, handle the worst discipline, have very long hours, are not supported by the district-level, and only control the smaller aspects of the school environment, but are held accountable for the entire school experience."  
(Secondary school teacher)*

*"I don't want to be a leader. I want to be in the classroom teaching."  
(Secondary school teacher)*

*"I don't envy the amount of work, extra hours, and organization that it takes to be a good principal. I doubt I would enjoy it."  
(Elementary school teacher)*

Why are you interested in becoming a principal?

*"Operational aspects and the pay increase."  
(Elementary school teacher)*

*"I enjoy working with, encouraging and motivating people. I can work with schedules. I have worked and enjoyed being in management in retail and business. I love to learn!!!"  
(Elementary school teacher)*

*"More money; ability to create a school environment that I would have more say about."  
(Elementary school teacher)*

*"I feel I could make a difference by helping teachers and students work together."  
(Secondary school teacher)*

*"I believe I possess the leadership skills as well as the patience, organization and communication skills necessary to become an effective principal."  
(Secondary school teacher)*

*"I have my degree and my principal certification. I want to help the students and teachers of a school succeed to the maximum of their abilities. I want to lead."  
(Secondary school teacher)*

## Principals' Job Satisfaction

### PRINCIPALS SPEAK OUT

Why did you become a principal?

*"I love the chance to help the hardest working people in the United States — Teachers. Teachers pour their hearts and souls into our children for no thanks and no money — It's my pleasure to help and offer a little assistance to these caring people." (Secondary school principal)*

*"I thought that a principal could have a greater impact on providing students with a good education." (Elementary school principal)*

*"I became a principal because everyone around me encouraged me to — I didn't feel I would be good at it — but my superintendent was a wonderful mentor, and I found that I love it. Since I was so good at it — the next step was central office, which I did for 3 years. But, I love being a principal and came back to the school level." (Elementary school principal)*

*"As a teacher I can affect about 25 to 100 students a day — as a principal I can affect an entire school. Who knows maybe an entire community!" (Secondary school principal)*

*"The same as most people who are honest. The pay was better than teaching and it gave me the opportunity to supervise the daily operations of a campus and be able to direct the activities of my campus in a manner that I feel will provide my students the best chance to be successful academically and socially." (Secondary school principal)*

*"I always envisioned myself as a leader and believed that I had something to offer students and teachers." (Secondary school principal)*

*"I wanted to run a building that reflected my vision of what I expected an elementary school should be." (Elementary school principal)*

*"I have been in education since 1970, I have been a paraprofessional, a teacher, a coordinator, and assistant superintendent and a principal — being a principal allows me to make a real impact on a child's life and to foster exemplary teaching and instruction." (Elementary school principal)*

*"I love the leadership aspect of administration, finding a way to get things done no matter what." (Elementary school principal)*

More principals than teachers are satisfied with their jobs. Overall, two-thirds of principals (66%) are very satisfied with their job, and nearly all (95%) are at least somewhat satisfied. Job satisfaction for principals is at about the same level as it was in 2001 (61% very satisfied; 34% somewhat satisfied). As with teachers, principals' job satisfaction does not differ based on grade level. (Exhibit 4.5)

**DID YOU KNOW THAT...?** In The MetLife Survey of the American Teacher, 2001, *the top reasons for principals' satisfaction in their jobs as principals were: making a difference in lives (29%), being involved with students (16%), great staff/faculty (11%), personal contact/interaction with teachers (11%), personal contact/interaction with student (10%), and rewarding career (10%).*

**Exhibit 4.5**

***Principals' Job Satisfaction Overall***

Q705 All in all, how satisfied would you say you are with your job as a principal in the public schools?

Base: Principals

	Principals		
	Total	Elementary	Secondary
Base	800	465	332
	%	%	%
Very/Somewhat satisfied (net)	95	96	94
Very satisfied	66	68	62
Somewhat satisfied	30	28	32
Very/Somewhat dissatisfied (net)	5	4	6
Somewhat dissatisfied	3	3	4
Very dissatisfied	1	1	1



### PRINCIPALS SPEAK OUT

What do you like most about your job as a school principal?

*"[I] feel like I am contributing to our future." (Secondary school principal)*

*"...being the leader and having the ability to utilize common sense solutions to many problems. It is gratifying to see goals achieved or improvements made and to know that I had helped teachers to do their jobs well." (Elementary school principal)*

*"Leading the school community towards school improvement, particularly in test scores." (Secondary school principal)*

*"Setting a course, developing strategies to get there, getting your team involved and on board, results as in student success in testing and the type of student we produce." (Elementary school principal)*

What do you like least about your job as a school principal?

*"Being the person that EVERYONE complains to." (Elementary school principal)*

*"Lunch duty or other arcane jobs. The stupidity of NCLB (No Child Left Behind). Unclear goals for the system and nation. Inability to hire and fire personnel. Low pay for the importance of the job." (Elementary school principal)*

*"Paperwork and meetings." (Elementary school principal)*

*"Inability to pay teachers better." (Secondary school principal)*

*"Pressure to increase test scores." (Secondary school principal)*

*"I don't like dealing with angry irrational parents. I don't like firing teachers when it needs to be done. This is very stressful and emotionally difficult to judge another and take their means of support. But I do it for the sake of the students." (Elementary school principal)*

*"Random acts of administration from central office." (Secondary school principal)*

# ATTACHMENT A: METHODOLOGY





# METHODOLOGY

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*The MetLife Survey of the American Teacher, 2003* utilized a multimodal methodology to capture the views of key school stakeholder groups. Both online and telephone methodologies were used in interviewing teachers and principals. Online interviewing methods were used to capture the perspectives of parents and students. The various sample groups and interviewing methods allow us to gain a greater understanding of school leadership.

## Teacher Sample

A total of 1,017 public school teachers were interviewed between August 12 and September 9, 2003.

### Telephone Survey

The telephone survey included a total of 391 interviews with a nationally representative sample of current public school teachers of grades K through 12 throughout the continental United States. Interviews averaged 19 minutes in length and were conducted between August 12, 2003 and August 31, 2003. Telephone interviews were conducted by a data collection facility from Harris Interactive's network of approved suppliers. Harris Interactive purchased the sample from Market Data Retrieval. The sample included current U.S. public school teachers of grades K-12. Before being asked to complete the actual interview, each teacher was screened to ensure that he or she was currently teaching at least part-time in a public school and currently taught in grades K through 12. If the respondent passed the screen, the interview was completed at that time or an appointment was made to complete the interview at a time convenient for the teacher.

### Online Survey

The online survey questionnaire was self-administered by means of the Internet to 626 U.S. public school teachers in grades K through 12 who have access to the Internet. Interviews averaged 18 minutes in length and were conducted between August 18, 2003 and September 9, 2003.

Sample was drawn from the Harris Poll Online (HPOL) multimillion online panel of cooperative respondents from over one hundred countries. Email addresses for respondents in the database have been obtained from a number of sources, including those that follow: HPOL registration site, the Harris/Excite Poll, HPOL banner advertisements, Epinion registrations, Excite product registrations, and Matchlogic sweepstakes. Invitations for this study were emailed to a selected sample of the database identified as residing in the U.S.A. and being a teacher.

### Weighting of Teacher Data

Data was weighted to key demographic (age, sex, race/ethnicity, region, size of place) and attitudinal variables to align it with the national population of U.S. elementary and secondary public school teachers.



## Principal Sample

A total of 800 public school principals were interviewed between August 13, 2003 and September 9, 2003.

### Telephone Survey

The telephone survey included a total of 640 interviews with a nationally representative sample of current public school principals of grades K through 12 throughout the continental United States. Interviews averaged 18 minutes in length and were conducted between August 13, 2003 and September 9, 2003. Telephone interviews were conducted by a data collection facility from Harris Interactive's network of approved suppliers. Harris Interactive purchased the sample from Market Data Retrieval. The sample included current U.S. public school principals of grades K-12. Before being asked to complete the actual interview, each principal was screened to ensure that he or she was currently working at least part-time in a public school in grades K through 12. If the respondent passed the screen, the interview was completed at that time or an appointment was made to complete the interview at a time convenient for the principal.

### Online Survey

The online survey questionnaire was self-administered by means of the Internet to 160 public school principals of grades K through 12 who have access to the Internet. Interviews averaged 18 minutes in length and were conducted between August 18, 2003 and September 9, 2003.

Sample was drawn from the Harris Poll Online (HPOL) multimillion member online panel of cooperative respondents from over one hundred countries. Email addresses for respondents in the database have been obtained from a number of sources, including those that follow: HPOL registration site, the Harris/Excite Poll, HPOL banner advertisements, Epinion registrations, Excite product registrations, and Matchlogic sweepstakes. Invitations for this study were emailed to a selected sample of the database identified as residing in the U.S.A. and being an education administrator.

### Weighting of Principal Data

Data was weighted to key demographic (age, sex, race/ethnicity, region, size of place) and attitudinal variables to align it with the national population of U.S. elementary and secondary public school principals.

## Parent Sample

### Online Survey

The survey questionnaire was self-administered online by means of the Internet to 1,107 parents of public school students in grades K through 12 who have access to the Internet. Interviews averaged 15 minutes in length and were conducted between August 25, 2003 and August 29, 2003.

Sample was drawn from the Harris Poll Online (HPOL) database of a multimillion number of respondents from over one hundred countries. Email addresses for respondents in the database have been obtained from a number of sources, including those that follow: HPOL registration site, the Harris/Excite Poll, HPOL banner advertisements, Epinion registrations, Excite product registrations, and Matchlogic sweepstakes. Invitations for this study were emailed to a selected sample of the database identified as residing in the U.S.A. and having at least one child under the age of 18 in the household.



### Weighting of Parent Data

The completed interviews were weighted to the U.S. Census Bureau's latest population parameters on: education level, age, gender, race/ethnicity, region and income. This weighting adjusted these key variables where necessary to their actual proportions in the population. In addition, data collected online were weighted to key behavioral and attitudinal variables to align it with the data collected using the Harris National Telephone sample.

### Student Sample

#### Online Survey

Student interviews were conducted as part of three waves of YouthQuery, Harris Interactive's monthly omnibus of 8-18 year-olds. The May wave consisted of four questions asked of 919 public school students in grades 3-12 between May 14 – May 21, 2003. The June wave consisted of 2 questions asked of 1004 public school students in grades 3-12 between June 19 – June 24, 2003. The September wave consisted of 2 questions asked of 978 public school students in grades 3-12 between September 17 – September 22, 2003.

Sample was drawn from the Harris Poll Online (HPOL) multimillion member online panel of cooperative respondents from over one hundred countries. In order to reach students in grades 3 through 12, the sample utilized the Youth Panel, a subset of the Harris Interactive Panel of Cooperative Respondents.

Email addresses for respondents in the database have been obtained from a number of sources, including those that follow: HPOL registration site, the Harris/Excite Poll, HPOL banner advertisements, Epinion registrations, Excite product registrations, and Matchlogic sweepstakes. Invitations for this study were emailed to a selected sample of the database: U.S. residents 13-18 years old who were asked to complete the survey themselves, and U.S. parents of 8-12 year olds who were asked to have their child complete the survey.

#### Weighting of Student Data

Data were weighted to reflect the national population of children 8-18 years old for key demographic variables (grade, gender, race, size of place and region). Demographic weights were based on data from the U.S. National Center of Education Statistics.

### Telephone Interviewing Procedures (Teachers and Principals)

Interviewing for this study was conducted by professional staff and was continuously quality monitored by the supervisory staff. Through direct supervision of the interviewing staff and continuous monitoring of the interviews, a uniformity of responses was achieved that could not have been obtained by other interviewing methods.

The computer-assisted telephone interviewing system (CATI) permits on-line data entry and editing of telephone interviews. Questionnaires are programmed into the system with the following checks:

1. Question and response series
2. Skip patterns
3. Question rotation
4. Range checks
5. Mathematical checks
6. Consistency checks
7. Special edit procedures



The CATI system reduces clerical error by eliminating the need for keypunching, since interviewers enter the respondents' answers directly into a computer during the interview itself. For questions with pre-coded responses, the system only permits answers within a specified range; for example, if a question has three possible answer choices (e.g., "Provides," "Does not provide," "Not sure"), the CATI system will only accept coded responses corresponding to these choices. All data is tabulated, checked for internal consistency and processed by computer. A series of computer-generated tables is then produced for each sample group showing the results of each survey question, both by the total number of respondents and by important subgroups.

The data processing staff performs machine edits and additional cleaning for the entire data set. Edit programs act as a verification of the skip instructions and other data checks that are written into the CATI program. The edit programs list any errors by case number, question number and type. These were then resolved by senior EDP personnel, who inspected the original file and made appropriate corrections. Complete records were kept of all such procedures.

### Online Interviewing Procedures (Teachers, Principals, Parents and Students)

Interviews were conducted using a self-administered, online questionnaire, via Harris' proprietary, web-assisted interviewing software. The Harris Online interviewing system permits online data entry of interviews by the respondents. Questionnaires are programmed into the system with the following checks:

1. Question and response series
2. Skip patterns
3. Question rotation
4. Range checks
5. Mathematical checks
6. Consistency checks
7. Special edit procedures

For questions with pre-coded responses, the system only permits answers within a specified range; for example, if a question has three possible answer choices (e.g., "Agree", "Disagree", "Not sure"), the system will only accept coded responses corresponding to these choices. All data is tabulated, checked for internal consistency and processed by computer. A series of computer-generated tables is then produced for each sample group showing the results of each survey question, both by the total number of respondents and by important subgroups.

1. Password protection: Each invitation contains a password that is uniquely assigned to that e-mail address. A respondent is required to enter the password at the beginning of the survey to gain access into the survey. Password protection ensures that a respondent completes the survey only one time.
2. Reminder invitations: To increase the number of respondents in the survey and to improve overall response rates, up to two additional reminder invitations are typically mailed at 2-4 day intervals to those respondents who have not yet participated in the survey.
3. Summary of the survey findings: To increase the number of respondents in the survey and to improve overall response rates, respondents are often provided with a summary of some of the survey responses. This too is done via the Internet. Respondents are sent an email that provides them access to a web site that will contain the survey findings. As with the survey itself, this is a password-protected site that is accessible for a limited period (1-2 weeks).



To maintain the reliability and integrity in the sample, the following procedures are used:

The data processing staff performs machine edits and additional cleaning for the entire data set. Our edit programs act as a verification of the skip instructions and other data checks that are written into the online program. The edit programs list any errors by case number, question number and type. These were then resolved by senior EDP personnel, who inspected the original file and made appropriate corrections. Complete records were kept of all such procedures.

### Reliability of Survey Percentages

The results from any survey sample are subject to sampling variation. The magnitude of this variation is measurable and is affected both by the number of interviews involved and by the level of the percentages expressed in the results.

Exhibit A.1 shows the range of sampling variation that applies to percentage results for this type of survey. The chances are 95 in 100 that the survey results do not vary, plus or minus, by more than the indicated number of percentage points from the results that would have been obtained had interviews been conducted with all persons in the universe represented by the sample.

For example, if the response for a sample size of 300 is 30%, then in 95 out of 100 cases the response of the total population would be between 25% and 35%. Note that survey results based on subgroups of a small size can be subject to large sampling error.

Exhibit A.1

***Approximate Sampling Tolerances (at 95% Confidence) to Use in Evaluating Percentage Results***

Number of People Asked Question on Which Survey Result Is Based	Survey Percentage Result at 10% or 90%	Survey Percentage Result at 20% or 80%	Survey Percentage Result at 30% or 70%	Survey Percentage Result at 40% or 60%	Survey Percentage Result at 50%
2,000	1	2	2	2	2
1,500	2	2	2	2	3
1,000	2	2	3	3	3
900	2	3	3	3	3
800	2	3	3	3	3
700	2	3	3	4	4
600	2	3	4	4	4
500	3	4	4	4	4
400	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14

Sampling tolerances also are involved in the comparison of results from different parts of the sample (subgroup analysis) or from different surveys. Exhibit A.2 shows the percentage difference that must be obtained before a difference can be considered statistically significant. These figures too represent the 95% confidence interval.

For example, suppose one group of 1,000 has a response of 34% “yes” to a question, and an independent group of 500 has a response of 28% “yes” to the same question, for an observed difference of 6 percentage points. According to the Exhibit, this difference is subject to a potential sampling error of 5 percentage points. Since the observed difference is greater than the sampling error, the observed difference is considered statistically significant.



Exhibit A.2

***Approximate Sampling Tolerances (at 95% Confidence) to Use in Evaluating Differences Between Two Percentage Results***

Approximate Sample Size of Two Groups Asked Question on Which Survey Result Is Based	Survey Percentage Result at 10% or 90%	Survey Percentage Result at 20% or 80%	Survey Percentage Result at 30% or 70%	Survey Percentage Result at 40% or 60%	Survey Percentage Result at 50%
5,000 vs. 2,000	2	2	2	3	3
1,000	2	3	3	3	3
500	3	4	4	5	5
300	3	5	5	6	6
200	4	6	6	7	7
100	6	8	9	10	10
50	8	11	13	14	14
2,000 vs. 2,000	2	2	3	3	3
1,000	2	3	3	4	4
500	3	4	4	5	5
200	4	6	7	7	7
100	6	8	9	10	10
50	8	11	13	14	14
1,000 vs. 1,000	3	4	4	4	4
500	3	4	5	5	5
200	5	6	7	7	8
100	6	8	9	10	10
50	9	11	13	14	14
500 vs. 500	4	5	6	6	6
200	5	7	8	8	8
100	6	9	10	11	11
50	9	12	13	14	15
200 vs. 200	6	8	9	10	10
100	7	10	11	12	12
50	9	12	14	15	15
100 vs. 100	8	11	13	14	14
50	10	14	16	17	17
50 vs. 50	12	16	18	19	20



### Non-Sampling Error

Sampling error is only one way in which survey findings may vary from the findings that would result from interviewing every member of the relevant population. Survey research is susceptible to human and mechanical errors as well, such as interviewer recording and data handling errors. However, the procedures used by the Harris firm, including the CAI systems described earlier, keep these types of errors to a minimum.

# ATTACHMENT B: QUESTIONNAIRES





**HARRIS INTERACTIVE**  
**111 5<sup>th</sup> Avenue**  
**New York, NY 10003**  
**Project Manager:**

email:

**Phone:**  
**J18894**

**August 13, 2003**

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**MetLife 2003**

**TITLE FOR INITIAL SURVEY PAGE: Survey on Education**

**SUBJECTS FOR QUESTIONNAIRE**

SECTION 300: SAMPLE PRELOAD AND SCREENING QUESTIONS

SECTION 400: LEADERSHIP AND COMMUNITY

SECTION 500: ROLES AND RESPONSIBILITIES

SECTION 600: RELATIONSHIPS

SECTION 700: WRAP-UP

SECTION 900: TEACHER/PRINCIPAL DEMOS

SECTION 100: DEMOGRAPHICS

**Required Information for Online Surveys**

**Harris Interactive-approved Soft Exit/Results Items:** 420, 500

**Use of Instant Results:** Yes

**Number of Response Equivalentents (REs):**

**Estimated Survey Duration:** 20 MINUTES

**Survey Template:** HI CORPORATE

**TTT Code (Q23):** **139999**

**Survey Description:** Education Survey

**Demographics Template:** PRELOAD



SECTION 300: SAMPLE PRELOAD AND SCREENING QUESTIONS

[PROGRAMMER NOTE: PLEASE COORDINATE WITH THE SAMPLE PROGRAMMER ABOUT THE PROCESSING OF ANY PRELOADED VARIABLES INDICATED IN THIS SECTION.]

**BASE: ALL RESPONDENTS**

**Q300** SURVEY TYPE-(DO NOT DISPLAY, GET CODE 1 FOR ALL RESPONDENTS)

- 1 Internet
- 2 Phone

**BASE: ALL RESPONDENTS**

**Q101** [GENDER/YEAR OF BIRTH QUESTION PLACEMENT (Q102/Q104)]

[PROGRAMMER NOTE: GET CODE 1.]

- 1 PRESENT GENDER/YOB AS FIRST ITEMS
- 2 PRESENT GENDER/YOB FOLLOWING SCREENER ITEMS

**BASE: ALL RESPONDENTS**

**Q102**

[PROGRAMMER NOTE: INSERT THIS TEXT IN PLACE OF STANDARD INTRO PARAGRAPH]

This survey is about educational issues. Thank you for taking part! Our first few questions will help us to select the questions to ask you later in the survey.

[PROGRAMMER: INSERT Q105, Q106, AND Q107 HERE FOR ALL RESPONDENTS.]

**BASE: ALL RESPONDENTS**

**Q109** [HIDDEN QUESTION FOR COUNTRY OF RESIDENCE POSITION.]

[PROGRAMMER NOTE: GET CODE 1]

- 1 PRESENT COUNTRY OF RESIDENCE QUESTION BEFORE DEMO SECTION (Q110/Q166)
- 2 PRESENT COUNTRY OF RESIDENCE QUESTION IN NORMAL POSITION OF DEMOGRAPHIC SECTION (Q110/Q166)



**BASE: US RESPONDENTS (Q109/244)**

**Q303** Which of the following best describes your occupation during the past school year (September 2002 – June 2003)?

		<b>Teachers</b>	<b>Principals</b>
1	Teacher (K-12)	<b>100</b>	-
2	Principal (K-12)	-	<b>100</b>
3	Other type of school administrator	-	-
4	Guidance counselor	-	-
5	None of these	-	-

**BASE: TEACHERS (Q303/1)**

**Q305** During the past school year, did you teach in a public school?

	<b>Teachers</b>	
1	No	-
2	Yes	<b>100</b>

[PROGRAMMER: PUBLIC SCHOOL TEACHERS (Q305/2) JUMP TO Q310, OTHERS GO TO Q77]

**BASE: PRINCIPALS (Q303/2)**

**Q307** During the past school year, were you a principal in a public school?

	<b>Principals</b>	
1	No	-
2	Yes	<b>100</b>

[PROGRAMMER: PUBLIC SCHOOL PRINCIPALS (Q307/2) JUMP TO Q320, OTHERS GO TO Q77]

**BASE: PUBLIC SCHOOL TEACHERS (Q305/2)**

**Q310** During the past school year, did you teach at least part-time in the classroom?

	<b>Teachers</b>	
1	No	-
2	Yes	<b>100</b>

[PROGRAMMER: Q310/2 CONTINUE. Q310/1 JUMP TO Q77]



**BASE: PUBLIC SCHOOL CLASSROOM TEACHERS (Q310/2)**

**Q315** What grade(s) did you teach? <I>Please check all that apply.</I>

[MULTIPLE RESPONSE]

	<b>Teachers</b>
01 Kindergarten – 5 <sup>th</sup> grade	<b>52</b>
02 6 <sup>th</sup> – 8 <sup>th</sup> grade	<b>32</b>
03 9 <sup>th</sup> – 12 <sup>th</sup> grade	<b>31</b>

**BASE: PUBLIC SCHOOL K-12 PRINCIPAL (Q307/2)**

**Q317** Is your school an elementary school, a junior high or middle school, or a senior high school?  
<I>Please check all that apply.</I>

[MULTIPLE RESPONSE]

	<b>Teachers</b>	<b>Principals</b>
01 Elementary school (K – 5 <sup>th</sup> grade)	<b>67</b>	
02 Junior high or middle school (6 <sup>th</sup> – 8 <sup>th</sup> grade)		<b>21</b>
03 Senior high school (9 <sup>th</sup> – 12 <sup>th</sup> grade)	<b>22</b>	

[QUALIFIED RESPONDENTS: PUBLIC SCHOOL PRINCIPAL (K-12) (Q307/2) OR PUBLIC SCHOOL TEACHER (K-12) WHO TEACHES AT LEAST PART-TIME IN THE CLASSROOM (Q310/2)]

**BASE: ALL RESPONDENTS**

**Q320** QUALIFICATION ASSIGNMENT QUESTION (DOES NOT APPEAR ON SCREEN)

[PROGRAMMER COMPUTE Q320 BASED ON Q109, Q300, Q305, Q307, Q310, Q315]

	<b>Teachers</b>	<b>Principals</b>
1 U.S. PUBLIC SCHOOL CLASSROOM TEACHER K-12 (Q110/244, Q303/1, Q305/2, Q310/2) [QUOTA= 600]	<b>100</b>	-
2 U.S.PUBLIC SCHOOL PRINCIPALS (K-12) (Q110/244, Q303/2, Q307/2) [QUOTA= 300]	-	<b>100</b>
9 NOT QUALIFIEDS	-	-

**BASE: ALL QUALIFIED RESPONDENTS (Q320/1,2)**

**Q325** QUOTA CHECK QUESTION (DOES NOT APPEAR ON SCREEN)

- 1 QUOTA CELL MET
- 2 QUOTA CELL NOT MET
- 3 QUOTA CELL NOT FOUND



**BASE: ALL RESPONDENTS**

**Q77** HI POINTS VALUE (DOES NOT APPEAR ON SCREEN)

[PROGRAMMER NOTE: GET Q77/2 IF QUALIFIED U.S. TEACHER (Q320/1) OR QUALIFIED US PRINCIPAL (Q320/2) AND QUOTA CELL NOT MET OR NOT FOUND]

[PROGRAMMER NOTE: GET Q77/1 FOR ALL OTHERS]

1 30

2 100

[NOTE: QUALIFIED TEACHERS GO TO Q401, QUALIFIED PRINCIPALS GO TO Q402. ALL OTHERS JUMP TO Q420].

[PROGRAMMER NOTE: DISABLE BACK BUTTON.]



SECTION 400: LEADERSHIP AND COMMUNITY

[PROGRAMMER: PLEASE PLACE Q401, 402 & 403 ON SAME SCREEN. EACH RESPONDENT SHOULD SEE EITHER Q401 OR Q402.]

**BASE: ALL QUALIFIED TEACHERS**

**Q401** This survey is about issues in public education and the experiences of educators. When completing the survey, please think about your experiences at the school where you taught during this past school year (September, 2002 – June, 2003).

**BASE: ALL QUALIFIED PRINCIPALS**

**Q402** This survey is about issues in public education and the experiences of educators. When completing the survey, please think about your experiences at the school where you were a principal during this past school year (September, 2002 – June, 2003).

**BASE: ALL QUALIFIED RESPONDENTS**

**Q403** A school's atmosphere can be described in many ways. Which of the following terms best describe the atmosphere at your school as a place to work? *Please select all that apply.*

[MULTIPLE RESPONSE]

[RANDOMIZE]

	<b>Teachers</b>	<b>Principals</b>
1 Cooperative	<b>65</b>	<b>89</b>
2 Safe	<b>67</b>	<b>89</b>
3 Caring	<b>69</b>	<b>91</b>
4 Un-welcoming	<b>7</b>	<b>3</b>
5 Chaotic	<b>23</b>	<b>5</b>
6 Friendly	<b>74</b>	<b>91</b>
7 Divided	<b>29</b>	<b>7</b>
97 None of these [E; ANCHOR]	<b>1</b>	<b>-</b>

**BASE: ALL QUALIFIED RESPONDENTS**

**Q405** Which of the following terms best describe the relationship between the teachers and principal at your school during the past year? *Please select all that apply.*

[MULTIPLE RESPONSE]

[RANDOMIZE]

	<b>Teachers</b>	<b>Principals</b>
01 Mutually respectful	<b>58</b>	<b>89</b>
02 Open	<b>50</b>	<b>84</b>
03 Supportive	<b>60</b>	<b>86</b>
04 Uncomfortable	<b>21</b>	<b>5</b>
05 Inflexible	<b>14</b>	<b>4</b>
06 Friendly	<b>57</b>	<b>84</b>
07 Hierarchical	<b>30</b>	<b>14</b>
08 Collaborative	<b>54</b>	<b>89</b>
97 None of these [E; ANCHOR]	<b>2</b>	<b>-</b>



**BASE: ALL QUALIFIED RESPONDENTS**

**Q410** How much does each of the following describe your school?

**Q411**

		1	2	3
		Does not describe at all	Describes a little	Describes a lot
[RANDOMIZE ROWS]				
1	Has a unified vision or mission			
	<b>Teachers</b>	<b>7</b>	<b>34</b>	<b>59</b>
	<b>Principals</b>	<b>2</b>	<b>16</b>	<b>82</b>
2	Provides opportunities to grow and develop professionally			
	<b>Teachers</b>	<b>7</b>	<b>38</b>	<b>54</b>
	<b>Principals</b>	<b>1</b>	<b>15</b>	<b>84</b>
3	Has open communication			
	<b>Teachers</b>	<b>7</b>	<b>35</b>	<b>58</b>
	<b>Principals</b>	<b>*</b>	<b>9</b>	<b>91</b>
4	Is connected with the neighborhood or community			
	<b>Teachers</b>	<b>6</b>	<b>36</b>	<b>58</b>
	<b>Principals</b>	<b>2</b>	<b>28</b>	<b>69</b>
5	Is welcoming to parents			
	<b>Teachers</b>	<b>3</b>	<b>25</b>	<b>72</b>
	<b>Principals</b>	<b>*</b>	<b>11</b>	<b>89</b>
6	Shows concern for students			
	<b>Teachers</b>	<b>3</b>	<b>15</b>	<b>83</b>
	<b>Principals</b>	<b>*</b>	<b>2</b>	<b>97</b>
7	Has a sense of community			
	<b>Teachers</b>	<b>7</b>	<b>30</b>	<b>63</b>
	<b>Principals</b>	<b>1</b>	<b>14</b>	<b>85</b>

**BASE: ALL QUALIFIED ONLINE RESPONDENTS ONLY**

**Q415** How do you think a “sense of community” can best be encouraged in a school?

[TEXT BOX]



**BASE: ALL RESPONDENTS**

**Q420** School leadership can be defined by a variety of elements. Which of the following do you think are the most important elements of a school leader? *Please select up to two responses.*

[MULTIPLE RESPONSE UP TO 2 RESPONSES]

[RANDOMIZE]

[PROGRAMMER: RESULTS LABEL – Percent indicating that the following factors are the most important elements of a school leader]

	<b>Teachers</b>	<b>Principals</b>
1 Developing and communicating an instructional plan for the school	<b>17</b>	<b>32</b>
2 Listening to all school staff, students and parents	<b>38</b>	<b>25</b>
3 Ensuring a safe and orderly school environment	<b>40</b>	<b>45</b>
4 Providing feedback and guidance to school staff	<b>15</b>	<b>8</b>
5 Motivating teachers and students to do their best	<b>51</b>	<b>42</b>
6 Communicating a clear and well-defined vision for the school	<b>31</b>	<b>41</b>
96 Something else [SPECIFY at Q421] [ANCHOR]	<b>1</b>	<b>*</b>

**BASE: QUALIFIED (Q320/1,2) & SOMETHING ELSE (Q420/96)**

**Q421** What are the most important elements of a school leader?

[TEXT BOX]



SECTION 500: ROLES AND RESPONSIBILITIES

**BASE: ALL RESPONDENTS**

**Q500** A principal’s job consists of many tasks. Which of the following are the most important parts of a school principal’s job? *Please select all that apply.*

[RANDOMIZE]

[MULTIPLE RESPONSE]

[PROGRAMMER: RESULTS LABEL – Percent indicating that the following factors are the most important aspects of a school principal’s job]

		<b>Teachers</b>	<b>Principals</b>
1	To let people in the community know about the school	<b>59</b>	<b>74</b>
2	To know all the students	<b>40</b>	<b>64</b>
3	To make teachers and students proud of the school	<b>57</b>	<b>74</b>
4	To make sure students get along with each other	<b>34</b>	<b>66</b>
5	To keep kids from bullying and teasing	<b>46</b>	<b>70</b>
6	To help teachers do their jobs well	<b>79</b>	<b>85</b>
7	To make sure students behave well	<b>50</b>	<b>68</b>
8	To make sure teachers do a good job	<b>56</b>	<b>75</b>
9	To help students get a good education	<b>66</b>	<b>83</b>
10	To be the leader of the school	<b>77</b>	<b>78</b>
11	To encourage teachers and students to do their best	<b>83</b>	<b>87</b>
12	To make sure the school is safe	<b>83</b>	<b>87</b>
96	Something else [SPECIFY AT Q501] [ANCHOR]	<b>1</b>	<b>3</b>

**BASE: QUALIFIED (Q320/1,2) & SOMETHING ELSE (Q500/96)**

**Q501** What are the most important parts of a school principal’s job?

[TEXT BOX]

[PROGRAMMER: PRINCIPALS CONTINUE WITH Q505, TEACHERS JUMP TO Q520, NON-QUALIFIEDS JUMP TO SECTION 100 (DEMOGRAPHICS).]

**BASE: PRINCIPALS (Q320/2)**

**Q505** During a typical week within the past school year, what percentage of your time did you spend on each of the following? *Your best estimate is fine.*

**Q506**

% [RANGE: 0-100; SUM <=100]

[RANDOMIZE]

		<b>Principals</b>
		<b>Mean</b>
1	Discipline	<b>19.8</b>
2	Guiding and motivating teachers	<b>34.8</b>
3	Reporting and compliance	<b>24.2</b>



**BASE: PRINCIPALS (Q320/2)**

**Q510** During a typical week within the past school year, how often did you interact with the following people?

**Q511**

		<b>Principals</b>				
[RANDOMIZE ROWS]		1	2	3	4	8
		Never	Rarely	Sometimes	Often	Very often
1	District or central administration	-	<b>3</b>	<b>21</b>	<b>46</b>	<b>29</b>
2	Teachers	-	<b>1</b>	<b>1</b>	<b>17</b>	<b>81</b>
3	Parents	*	<b>1</b>	<b>10</b>	<b>48</b>	<b>41</b>
4	Students	*	<b>1</b>	<b>2</b>	<b>16</b>	<b>81</b>
5	School staff other than teachers	*	<b>1</b>	<b>7</b>	<b>38</b>	<b>53</b>
6	Community members or organizations	-	<b>5</b>	<b>41</b>	<b>40</b>	<b>14</b>

**BASE: PRINCIPALS (Q320/2)**

**Q515** In order of importance, what are the top three aspects of your job on which you would like to spend the most time?

**Q515** [TEXT BOX]

**Q516** [TEXT BOX]

**Q517** [TEXT BOX]

**BASE: TEACHERS (Q320/1)**

**Q520** During a typical week within the past school year, what percentage of his or her time do you think your school principal spent on each of the following? *Your best estimate is fine. If you don't know, please type in "998".*

**Q521**

% [RANGE: 0 – 100; 998; SUM <=100]

[RANDOMIZE]

		<b>Teachers</b>
		<b>Mean</b>
1	Discipline	<b>26.4</b>
2	Guiding and motivating teachers	<b>23.9</b>
3	Reporting and compliance	<b>37.2</b>



**BASE: TEACHERS (Q320/1)**

**Q525** During a typical week within the past school year, how often did your principal interact with the following people?

Q526

		<b>Teachers</b>					
		1	2	3	4	5	8
		Never	Rarely	Sometimes	Often	Very often	Don't know
[RANDOMIZE ROWS]							
1	District or central administration	*	1	10	41	42	6
2	Teachers	*	4	19	37	39	1
3	Parents	*	4	27	39	27	4
4	Students	*	5	22	30	41	1
5	School staff other than teachers	*	7	24	36	28	5
6	Community members or organizations	2	10	35	30	13	10

**BASE: TEACHERS (Q320/1)**

**Q530** In order of importance, what are the top three aspects of your principal's job on which you think he or she should spend the most time?

**Q530** [TEXT BOX]

**Q531** [TEXT BOX]

**Q532** [TEXT BOX]

**BASE: PRINCIPAL (Q320/2)**

**Q535** Principals may face certain challenges in their jobs. During the past school year, which of the following were the greatest challenges that you faced in your job? *Please select all that apply.*

[RANDOMIZE]

[MULTIPLE RESPONSE]

	<b>Principals</b>
01 Too much central control	19
02 Pressure to deliver results	60
03 Uncooperative teachers	15
04 Finances	61
05 Personnel issues	29
06 Unruliness of students	20
07 No mentor guidance or support	16
96 Something else [SPECIFY AT Q536] [ANCHOR]	5

**BASE: OTHER (Q535/96)**

**Q536** During the past school year, what was the greatest challenge that you faced in your job?

[TEXT BOX]



**BASE: TEACHERS (Q320/1)**

**Q540** How much control do you think your principal has in making decisions about...?

**Q541**

		<b>Teachers</b>				
[RANDOMIZE ROWS]		1	2	3	4	8
		None	Not very much	Some	A great deal	Don't know
1	Finances	<b>2</b>	<b>19</b>	<b>47</b>	<b>31</b>	<b>2</b>
2	Hiring teachers	<b>2</b>	<b>4</b>	<b>21</b>	<b>72</b>	<b>1</b>
3	Hiring school staff other than teachers	<b>2</b>	<b>9</b>	<b>29</b>	<b>56</b>	<b>3</b>
4	Teachers' schedules	<b>2</b>	<b>7</b>	<b>23</b>	<b>68</b>	<b>1</b>
5	School safety	*	<b>2</b>	<b>26</b>	<b>72</b>	*
6	Curriculum and instruction	<b>2</b>	<b>14</b>	<b>52</b>	<b>30</b>	<b>1</b>

**BASE: PRINCIPALS (Q320/2)**

**Q545** How much control do you have in making decisions about...?

**Q546**

		<b>Principals</b>			
[RANDOMIZE ROWS]		1	2	3	4
		None	Not very much	Some	A great deal
1	Finances	<b>5</b>	<b>16</b>	<b>55</b>	<b>24</b>
2	Hiring teachers	<b>2</b>	<b>4</b>	<b>19</b>	<b>75</b>
3	Hiring school staff other than teachers	<b>4</b>	<b>7</b>	<b>28</b>	<b>61</b>
4	Teachers' schedules	*	<b>3</b>	<b>15</b>	<b>82</b>
5	School safety	*	<b>1</b>	<b>14</b>	<b>85</b>
6	Curriculum and instruction	<b>2</b>	<b>5</b>	<b>41</b>	<b>53</b>

**BASE: TEACHERS (Q320/1)**

**Q550** Several aspects of a school can be important to a principal. Which of the following aspects of your school do you think are most important to your principal? *Please select up to three responses.*

[RANDOMIZE]

[MULTIPLE RESPONSE UP TO 3]

		<b>Teachers</b>
1	Test scores	<b>61</b>
2	Discipline	<b>31</b>
3	School morale	<b>29</b>
4	Extra-curricular activities	<b>9</b>
5	Motivation of students and faculty to achieve	<b>55</b>
6	Good relationship with community	<b>32</b>
7	Parental involvement	<b>25</b>
8	Recognition of achievement by students and staff	<b>27</b>
96	Something else [SPECIFY AT Q551] [ANCHOR]	<b>1</b>

**BASE: OTHER (Q550/96)**

**Q551** Which aspect of your school do you think is most important to your principal?

[TEXT BOX]

**BASE: ALL QUALIFIED RESPONDENTS**

**Q555** Several aspects of a school can be considered important. Which of the following aspects of your school are most important to you? *Please select up to three responses.*

[RANDOMIZE]

[MULTIPLE RESPONSE UP TO 3]

		<b>Teachers</b>	<b>Principals</b>
1	Test scores	<b>13</b>	<b>42</b>
2	Discipline	<b>45</b>	<b>18</b>
3	School morale	<b>54</b>	<b>45</b>
4	Extra-curricular activities	<b>4</b>	<b>5</b>
5	Motivation of students and faculty to achieve	<b>78</b>	<b>75</b>
6	Good relationship with community	<b>17</b>	<b>27</b>
7	Parental involvement	<b>39</b>	<b>41</b>
8	Recognition of achievement by students and staff	<b>34</b>	<b>36</b>
96	Something else [SPECIFY AT Q556] [ANCHOR]	<b>1</b>	<b>1</b>

**BASE: OTHER (Q555/9)**

**Q556** Which aspect of your school is most important to you?

[TEXT BOX]



**BASE: TEACHERS (Q320/1)**

**Q560** How do you rate the principal at your school on each of the following?

**Q561**

		<b>Teachers</b>			
		1	2	3	4
		Poor	Fair	Good	Excellent
[RANDOMIZE ROWS]					
1	Being an overall leader of the school	<b>11</b>	<b>24</b>	<b>34</b>	<b>30</b>
2	Respecting the people in the school	<b>12</b>	<b>19</b>	<b>32</b>	<b>36</b>
3	Being a good listener	<b>15</b>	<b>23</b>	<b>32</b>	<b>30</b>
4	Being a visible presence throughout the school	<b>11</b>	<b>19</b>	<b>33</b>	<b>38</b>
5	Being approachable	<b>10</b>	<b>21</b>	<b>30</b>	<b>39</b>
6	Providing opportunities for teachers' professional development	<b>7</b>	<b>21</b>	<b>40</b>	<b>31</b>
7	Supporting the teachers in the school to be the best teachers they can be	<b>12</b>	<b>24</b>	<b>31</b>	<b>33</b>
8	Encouraging students to achieve	<b>6</b>	<b>19</b>	<b>40</b>	<b>35</b>

**BASE: PRINCIPAL (Q320/2)**

**Q565** How do you rate yourself on each of the following?

**Q566**

		<b>Principals</b>			
		1	2	3	4
		Poor	Fair	Good	Excellent
[RANDOMIZE ROWS]					
1	Being an overall leader of the school	-	<b>3</b>	<b>51</b>	<b>45</b>
2	Respecting the people in the school	-	<b>1</b>	<b>21</b>	<b>78</b>
3	Being a good listener	*	<b>5</b>	<b>41</b>	<b>53</b>
4	Being a visible presence throughout the school	-	<b>2</b>	<b>30</b>	<b>67</b>
5	Being approachable	-	<b>2</b>	<b>26</b>	<b>71</b>
6	Providing opportunities for teachers' professional development	<b>1</b>	<b>8</b>	<b>47</b>	<b>43</b>
7	Supporting the teachers in the school to be the best teachers they can be	*	<b>3</b>	<b>31</b>	<b>65</b>
8	Encouraging students to achieve	*	<b>3</b>	<b>38</b>	<b>59</b>

SECTION 600: RELATIONSHIPS

Base: **PRINCIPALS (Q320/2)**

**Q610** Various people may help out the principal in a school. Who are the people who help you the most to achieve your vision for the school? *Please select all that apply.*

[RANDOMIZE]

[MULTIPLE RESPONSE]

	<b>Principals</b>
1 Parents	<b>65</b>
2 The Parent/Teacher Organization	<b>50</b>
3 School leadership team	<b>67</b>
4 District or central administration	<b>62</b>
5 Student council	<b>23</b>
6 Students	<b>62</b>
7 Teachers	<b>89</b>
8 School staff other than teachers	<b>66</b>
9 Community members or organizations	<b>44</b>
96 Others [SPECIFY AT Q611] [ANCHOR]	<b>1</b>
97 No one [ANCHOR; E]	<b>*</b>

**BASE: OTHER (Q610/96)**

Q611 Who are the people who help you the most to achieve your vision for the school?

[TEXT BOX]

**BASE: TEACHERS (Q320/1)**

**Q615** Various people may help out the principal in a school. Who are the people who help your principal the most to achieve the vision for the school? *Please select all that apply.*

[RANDOMIZE]

[MULTIPLE RESPONSE]

	<b>Teachers</b>
1 Parents	<b>40</b>
2 The Parent/Teacher Organization	<b>41</b>
3 School leadership team	<b>45</b>
4 District superintendent	<b>45</b>
5 Student Council	<b>12</b>
6 Students	<b>32</b>
7 Teachers	<b>80</b>
8 School staff other than teachers	<b>55</b>
9 Community members	<b>26</b>
96 Others [SPECIFY AT Q616] [ANCHOR]	<b>1</b>
97 No one [E; ANCHOR]	<b>1</b>



**BASE: OTHER (Q615/96)**

**Q616** Who are the people who help your principal the most to achieve the vision for the school?

[TEXT BOX]

**BASE: TEACHERS (Q320/1)**

**Q620** During the past school year, how often... ?

**Q621**

		<b>Teachers</b>					
		1	2	3	4	5	6
		Never	1-2 Times A Year	3-4 Times A Year	Monthly	Weekly	Daily
[RANDOMIZE ROWS]							
1	Did you meet one-on-one with your school principal	<b>6</b>	<b>21</b>	<b>26</b>	<b>23</b>	<b>18</b>	<b>5</b>
2	Did your principal visit your classroom while you were teaching	<b>12</b>	<b>29</b>	<b>25</b>	<b>16</b>	<b>15</b>	<b>3</b>
3	Did you speak with your principal informally (e.g., in the hallways, cafeteria, etc.)	<b>2</b>	<b>5</b>	<b>6</b>	<b>9</b>	<b>33</b>	<b>44</b>
4	Did your principal provide you with feedback/comments on your performance	<b>12</b>	<b>38</b>	<b>23</b>	<b>17</b>	<b>8</b>	<b>2</b>

**BASE: PRINCIPALS (Q320/2)**

**Q625** During the past school year, how often . . ?

**Q626**

		<b>Principals</b>					
		1	2	3	4	5	6
		Never	1-2 Times A Year	3-4 Times A Year	Monthly	Weekly	Daily
[RANDOMIZE ROWS]							
1	Did you meet one-on-one with teachers	*	<b>5</b>	<b>11</b>	<b>18</b>	<b>33</b>	<b>33</b>
2	Did you visit teachers' classroom while they were teaching	*	<b>4</b>	<b>5</b>	<b>12</b>	<b>36</b>	<b>43</b>
3	Did you speak with teachers informally (e.g., in the hallways, cafeteria, etc.)	*	*	-	<b>1</b>	<b>5</b>	<b>93</b>
4	Did you provide teachers with feedback/comments on their performance	*	<b>7</b>	<b>16</b>	<b>22</b>	<b>38</b>	<b>16</b>



**BASE: ALL QUALIFIED RESPONDENTS**

**Q630** Thinking about this past school year, how satisfied were you with your relationship with the following people?

**Q631**

		1	2	3	4	5
		Extremely Dissatisfied	Somewhat Dissatisfied	Neither Satisfied nor Dissatisfied	Somewhat Satisfied	Extremely Satisfied
[RANDOMIZE ROWS]						
1	Your principal					
	[DISPLAY FOR TEACHERS ONLY (Q320/1)]					
	<b>Teachers</b>	<b>9</b>	<b>12</b>	<b>8</b>	<b>33</b>	<b>38</b>
2	Teachers in your school					
	<b>Teachers</b>	<b>1</b>	<b>5</b>	<b>5</b>	<b>40</b>	<b>49</b>
	<b>Principals</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>33</b>	<b>64</b>
3	Parents of students in your school					
	<b>Teachers</b>	<b>3</b>	<b>11</b>	<b>12</b>	<b>48</b>	<b>26</b>
	<b>Principals</b>	<b>*</b>	<b>3</b>	<b>3</b>	<b>56</b>	<b>37</b>
4	District-level administration					
	<b>Teachers</b>	<b>14</b>	<b>19</b>	<b>26</b>	<b>29</b>	<b>11</b>
	<b>Principals</b>	<b>2</b>	<b>4</b>	<b>6</b>	<b>45</b>	<b>43</b>
5	Students in your school					
	<b>Teachers</b>	<b>1</b>	<b>6</b>	<b>3</b>	<b>42</b>	<b>48</b>
	<b>Principals</b>	<b>*</b>	<b>1</b>	<b>1</b>	<b>31</b>	<b>67</b>



SECTION 700: WRAP UP

**BASE: TEACHER (Q320/1)**

**Q700** All in all, how satisfied would you say you are with teaching as a career?

	<b>Teachers</b>
1 Very dissatisfied	<b>3</b>
2 Somewhat dissatisfied	<b>9</b>
3 Somewhat satisfied	<b>30</b>
4 Very satisfied	<b>57</b>

**BASE: PRINCIPAL (Q320/2)**

**Q705** All in all, how satisfied would you say you are with your job as a principal in the public schools?

	<b>Principals</b>
1 Very dissatisfied	<b>1</b>
2 Somewhat dissatisfied	<b>3</b>
3 Somewhat satisfied	<b>30</b>
4 Very satisfied	<b>66</b>

**BASE: TEACHERS (Q320/1)**

**Q710** How interested are you in becoming a principal?

	<b>Teachers</b>
1 Not at all interested	<b>69</b>
2 Not very interested	<b>12</b>
3 Somewhat interested	<b>10</b>
4 Very interested	<b>5</b>
5 Extremely interested	<b>4</b>

**BASE: TEACHERS – ONLINE SURVEY ONLY (Q320/1)**

**Q715** Why are you [INSERT RESPONSE FROM Q710 BEGINNING WITH A LOWER CASE LETTER] in becoming a principal?

[TEXT BOX]

**BASE: TEACHERS – ONLINE SURVEY ONLY (Q320/1)**

**Q720** What could your principal do to create a better feeling in your school?

[TEXT BOX]

[PROGRAMMER: PLEASE PLACE Q725 & Q730 ON SAME SCREEN]



**BASE: PRINCIPALS – ONLINE SURVEY ONLY (Q320/2)**

**Q725** What do you like most about your job as a school principal?

[TEXT BOX]

**BASE: PRINCIPALS – ONLINE SURVEY ONLY (Q320/2)**

**Q730** What do you like least about your job as a school principal?

[TEXT BOX]

**BASE: PRINCIPALS (Q320/2)**

**Q735** Why did you become a principal?

[TEXT BOX]



**BASE: ALL QUALIFIED RESPONDENTS**

**Q905** The next few questions ask for demographic information to help classify your answers.

<P>In what state or territory is your school located?

[PROGRAMMER: DISPLAY STANDARD STATE DROP-DOWN BOX]

Base: **ALL QUALIFIED RESPONDENTS**

**Q910** Is the area where your school is located considered...?

	<b>Teachers</b>	<b>Principals</b>
1 Inner city	<b>12</b>	<b>11</b>
2 Urban	<b>16</b>	<b>13</b>
3 Suburban	<b>31</b>	<b>20</b>
4 Small town	<b>22</b>	<b>22</b>
5 Rural	<b>19</b>	<b>33</b>

**BASE: ALL QUALIFIED RESPONDENTS**

**Q915** What percentage of students in your school come from families whose income is below the average of the community? <I>Your best estimate is fine. If you are not sure, please type in "998".</I>

[RANGE 0-100, 998]  _ _ _  %	<b>Teachers</b>	<b>Principals</b>
<b>Mean</b>	<b>48.4</b>	<b>50.8</b>

**BASE: ALL QUALIFIED RESPONDENTS**

**Q920** What percentage of students in your school speak English as a second language? <I>Your best estimate is fine. If you are not sure, please type in "998".</I>

[RANGE 0-100, 998]  _ _ _  %	<b>Teachers</b>	<b>Principals</b>
<b>Mean</b>	<b>15.0</b>	<b>12.8</b>

**BASE: ALL QUALIFIED RESPONDENTS**

**Q930** What percentage of students in your school come from minority families? <I>Your best estimate is fine. If you are not sure, please type in "998".</I>

[RANGE 0-100, 998]  _ _ _  %	<b>Teachers</b>	<b>Principals</b>
<b>Mean</b>	<b>36.9</b>	<b>33.8</b>



**BASE: ALL QUALIFIED RESPONDENTS**

**Q940** In total, how many students attend your school? <I>Your best estimate is fine. If you are not sure, please type in "9998".</I>

[RANGE 1-9997, 9998]

|\_|\_|\_|\_| %

**Mean**

**Teachers**

**834.9**

**Principals**

**529.4**

**BASE: ALL QUALIFIED RESPONDENTS**

**Q945** TEXT SUBSTITUTION

1 teacher (Q320/1)

2 principal (Q320/2)

**Base: ALL QUALIFIED RESPONDENTS**

**Q950** Altogether, how many years have you worked as a [TEXT SUBSTITUTION BASED ON Q945]? <I>If you have been teaching for less than 6 months, please type in a zero "0".</I>

[RANGE 0-50]

|\_|\_|\_|\_| %

**Mean**

**Teachers**

**14.98**

**Principals**

**9.68**



SECTION 100: Demographics

**BASE: ALL RESPONDENTS**

**Q112** [HIDDEN QUESTION – MANDATORY QUESTION SELECTION.]  
[MULTIPLE RESPONSE]

- 03 PRESENT SOLE EMAIL USER (Q199)
- 06 PRESENT COUNTRY OF RESIDENCE (Q110/Q166)\*\*
- 07 PRESENT CONFIRMATION SCREEN (Q150)
- 09 PRESENT CITIZENSHIP (Q170)\*\*
- 10 PRESENT INTERNET CONNECTION (Q190)
- 12 PRESENT INTERNET USAGE (Q194/Q195/Q196)
- 13 PRESENT EDUCATION (Q214 OR Q216)\*\*
- 14 PRESENT MULTI-EMPLOYMENT (Q210)
- 15 PRESENT RELATIVE INCOME (Q230)
- 16 PRESENT INCOME (Q232)\*\*
- 17 PRESENT STATE/TERRITORY/PROVINCE (Q172)\*\*
- 18 PRESENT PRIMARY LANGUAGE (Q182)\*\*
- 19 PRESENT ZIP CODE (Q178)\*\*
- 20 PRESENT POSTAL CODE (Q180)\*\*
- 21 PRESENT RACE (Q236-Q244)\*\*
- 22 PRESENT SURVEY EVALUATION (Q288-Q294)
- 24 PRESENT SWEEPSTAKES (Q252-Q262)
- 25 PRESENT HTML INVITATION QUESTION (Q286 AND Q287)

**BASE: ALL RESPONDENTS**

**Q114** [HIDDEN QUESTION – OPTIONAL QUESTION SELECTION.]

[PROGRAMMER NOTE: PLEASE GET CODE 20]

- 20 DO NOT PRESENT ANY OPTIONAL DEMOGRAPHIC ITEMS

**BASE: ALL RESPONDENTS**

**Q60** Status of Respondent (Does not appear on screen)

PROGRAMMER NOTE: VALID COUNTRY IS U.S. (Q110/244)

PROGRAMMER NOTE: VALID OCCUPATION IS TEACHER OR PRINCIPAL

PROGRAMMER NOTE: VALID TEACHING LOCATION IS PUBLIC SCHOOL

PROGRAMMER NOTE: VALID TEACHING STATUS IS AT LEAST PART-TIME IN CLASSROOM

- 1 QUALIFIED RESPONDENTS, QUOTA NOT MET (Q77/2)
- 2 QUALIFIED, OVER QUOTA
- 6 NOT QUALIFIED (Q77/1)

**BASE: ALL QUALIFIED RESPONDENTS**

**Q70** INCREMENT QUOTA (DOES NOT APPEAR ON SCREEN)

[PROGRAMMER: INCREMENT QUOTA]



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**Project Manager:**

**email:**

**Phone:**  
**J18894**

**August 13, 2003**

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**MetLife 2003**

**TITLE FOR INITIAL SURVEY PAGE: Survey on Education**

**SUBJECTS FOR QUESTIONNAIRE**

SECTION 300: SAMPLE PRELOAD AND SCREENING QUESTIONS

SECTION 400: LEADERSHIP AND COMMUNITY

SECTION 500: ROLES AND RESPONSIBILITIES

SECTION 600: RELATIONSHIPS

SECTION 700: WRAP-UP

SECTION 900: DEMOS

SECTION 100: DEMOGRAPHICS

**Required Information for Online Surveys**

**Harris Interactive-approved Soft Exit/Results Items:** 420, 500, (& 910, 915 FOR  
NONQUALIFIEDS)

**Use of Instant Results:** Yes

**Number of Response Equivalent (REs):**

**Estimated Survey Duration:** 20 MINUTES

**Survey Template:** HI CORPORATE

**TTT Code (Q23):** 139999

**Survey Description:** Education Survey

**Demographics Template:** PRELOAD



SECTION 300: SAMPLE PRELOAD AND SCREENING QUESTIONS

[PROGRAMMER NOTE: PLEASE COORDINATE WITH THE SAMPLE PROGRAMMER ABOUT THE PROCESSING OF ANY PRELOADED VARIABLES INDICATED IN THIS SECTION.]

**BASE: ALL RESPONDENTS**

**Q101** [GENDER/YEAR OF BIRTH QUESTION PLACEMENT (Q102/Q104)]

[PROGRAMMER NOTE: GET CODE 1.]

- 3 PRESENT GENDER/YOB AS FIRST ITEMS
- 4 PRESENT GENDER/YOB FOLLOWING SCREENER ITEMS

**BASE: ALL RESPONDENTS**

**Q102**

[PROGRAMMER NOTE: INSERT THIS TEXT IN PLACE OF STANDARD INTRO PARAGRAPH]

This survey is about educational issues. Thank you for taking part! Our first few questions will help us to select the questions to ask you later in the survey.

[PROGRAMMER: INSERT Q105, Q106, AND Q107 HERE FOR ALL RESPONDENTS.]

**BASE: ALL RESPONDENTS**

**Q109** [HIDDEN QUESTION FOR COUNTRY OF RESIDENCE POSITION.]

[PROGRAMMER NOTE: GET CODE 1]

- 3 PRESENT COUNTRY OF RESIDENCE QUESTION BEFORE DEMO SECTION (Q110/Q166)
- 4 PRESENT COUNTRY OF RESIDENCE QUESTION IN NORMAL POSITION OF DEMOGRAPHIC SECTION (Q110/Q166)

**BASE: US RESPONDENTS**

**Q303** Are you the parent or guardian of any children under the age of 18 who live in your household?

- 1 No -
- 2 Yes 100



**BASE: PARENTS (Q303/2)**

**Q305** How many children are there in your household who attended public school during the past school year (September, 2002 – June, 2003)?

306

/\_/\_/\_/

**Mean**

**1.62**

**BASE: CHILD IN PUBLIC SCHOOL (Q305>0)**

**Q308** TEXT SUBSTITUTION

1 grade was your child [Q305=1]

2 grades were your children [Q305 > 1]

**BASE: CHILD IN PUBLIC SCHOOL (Q305>0)**

**Q310** In what [TEXT SUBSTITUTION BASED ON Q308] enrolled in public school during the past school year?

[MULTIPLE RESPONSE]

1	Kindergarten	16
2	First grade	10
3	Second grade	9
4	Third grade	11
5	Fourth grade	10
6	Fifth grade	12
7	Sixth grade	10
8	Seventh grade	15
9	Eighth grade	13
10	Ninth grade	13
11	Tenth grade	15
12	Eleventh grade	11
13	Twelfth grade	9
97	None of these [ANCHOR; E]	-

[NOTE: IF MORE THAN ONE CHILD (Q305>1), SELECT ONE CHILD AFTER CHECKING QUOTAS (K-5,6-8,9-12)]

**B**



**ASE: CHILD IN PUBLIC SCHOOL (Q305>0)**

**Q312** SELECTED CHILD (DO NOT DISPLAY)

1	Kindergarten	12
2	First grade	7
3	Second grade	7
4	Third grade	7
5	Fourth grade	6
6	Fifth grade	8
7	Sixth grade	5
8	Seventh grade	8
9	Eighth grade	8
10	Ninth grade	8
11	Tenth grade	10
12	Eleventh grade	9
13	Twelfth grade	5

**BASE: CHILD IN PUBLIC SCHOOL (Q305>0)**

**Q315** QUOTA CHECK (DO NOT DISPLAY)

1	K-5 (Q310/1-6)
2	6-8 (Q310/7-9)
3	9-12 (Q310/10-13)

**BASE: CHILD IN PUBLIC SCHOOL (Q312/1-13)**

**Q318** TEXT SUBSTITUTION BASED ON Q312

1	kindergarten
2	first grade
3	second grade
4	third grade
5	fourth grade
6	fifth grade
7	sixth grade
8	seventh grade
9	eighth grade
10	ninth grade
11	tenth grade
12	eleventh grade
13	twelfth grade

**BASE: CHILD IN PUBLIC SCHOOL (Q310/1-13)**

**Q320** Is your child who was enrolled in [TEXT SUBSTITUTION BASED ON Q318] during the past school year a boy or a girl?

1	Boy	52
2	Girl	48

[QUALIFIED RESPONDENTS: PARENT OF CHILD WHO ATTENDS PUBLIC SCHOOL K-12]

**BASE: ALL RESPONDENTS**



**Q320** QUALIFICATION ASSIGNMENT QUESTION (DOES NOT APPEAR ON SCREEN)

[PROGRAMMER COMPUTE Q320 BASED ON Q109, Q300, Q305, Q307, Q310, Q315]

- 1 U.S. PARENT WHO HAS CHILD IN PUBLIC SCHOOL K-12 (Q110/244, Q303/2, Q305>0, Q310/1-13) [QUOTA= 1000]
- 9 NOT QUALIFIEDS

**BASE: ALL QUALIFIED RESPONDENTS (Q320/1,2)**

**Q325** QUOTA CHECK QUESTION (DOES NOT APPEAR ON SCREEN)

- 3 QUOTA CELL MET
- 4 QUOTA CELL NOT MET
- 3 QUOTA CELL NOT FOUND

**BASE: ALL RESPONDENTS**

**Q77** HI POINTS VALUE (DOES NOT APPEAR ON SCREEN)

[PROGRAMMER NOTE: GET Q77/2 IF QUALIFIED U.S. PARENT (Q320/1)AND QUOTA CELL NOT MET]

[PROGRAMMER NOTE: GET Q77/1 FOR ALL OTHERS]

- 1 30
- 2 100

[NOTE: QUALIFIED PARENTS GO TO Q401, ALL OTHERS JUMP TO Q420].

[PROGRAMMER NOTE: DISABLE BACK BUTTON.]



SECTION 400: LEADERSHIP AND COMMUNITY

[PROGRAMMER: PLEASE PLACE Q401, & 403 ON SAME SCREEN. .]

**BASE: ALL QUALIFIED RESPONDENTS**

**Q401** This survey is about issues in public education and the experiences of parents. When completing the survey, please think about your experiences at the school where your child attended [TEXT SUBSTITUTION] during this past school year (September, 2002 – June, 2003).

**BASE: ALL QUALIFIED RESPONDENTS**

**Q403** A school's atmosphere can be described in many ways. Which of the following terms best describe the atmosphere at your child's school ? *Please select all that apply.*

[MULTIPLE RESPONSE]

[RANDOMIZE]

1	Cooperative	53
2	Safe	57
3	Caring	46
4	Un-welcoming	6
5	Chaotic	17
6	Friendly	67
7	Divided	11
97	None of these [E; ANCHOR]	2

**BASE: ALL QUALIFIED RESPONDENTS**

**Q405** Which of the following terms best describe the relationship between the parents and the principal at your child's school ? *Please select all that apply.*

[MULTIPLE RESPONSE]

[RANDOMIZE]

1	Mutually respectful	48
2	Supportive	49
3	Uncomfortable	6
4	Friendly	48
5	Collaborative	31
6	Distrustful	5
9	There is no relationship. [E; ANCHOR]	16
97	None of these [E; ANCHOR]	1



**BASE: ALL QUALIFIED RESPONDENTS**

**Q410** How much does each of the following describe the school where your child attended [TEXT SUBSTITUTION] last year?

**Q411**

	1	2	3
	Does not describe at all	Describes a little	Describes a lot
[RANDOMIZE ROWS]			
1 Has a unified vision or mission	10	41	49
2 Provides opportunities to grow and develop professionally	11	40	49
3 Has open communication	7	35	58
4 Is connected with the neighborhood or community	10	41	49
5 Is welcoming to parents	7	32	61
6 Shows concern for students	7	27	66
7 Has a sense of community	8	34	58

**BASE: ALL QUALIFIED ONLINE RESPONDENTS ONLY**

**Q415** How do you think a “sense of community” can best be encouraged in a school?

[TEXT BOX]

**BASE: ALL RESPONDENTS**

**Q420** School leadership can be defined by a variety of elements. Which of the following do you think are the most important elements of a school leader? *Please select up to two responses.*

[MULTIPLE RESPONSE UP TO 2 RESPONSES]

[RANDOMIZE]

[PROGRAMMER: RESULTS LABEL – Percent indicating that the following factors are the most important elements of a school leader]

1 Developing and communicating an instructional plan for the school	13
2 Listening to all school staff, students and parents	46
3 Ensuring a safe and orderly school environment	41
4 Providing feedback and guidance to school staff	7
5 Motivating teachers and students to do their best	60
6 Communicating a clear and well-defined vision for the school	21
96 Something else [SPECIFY at Q421] [ANCHOR]	1

**BASE: QUALIFIED (Q320/1,2) & SOMETHING ELSE (Q420/96)**

**Q421** What are the most important elements of a school leader?

[TEXT BOX]



SECTION 500: ROLES AND RESPONSIBILITIES

**BASE: ALL RESPONDENTS**

**Q500** A principal’s job consists of many tasks. Which of the following are the most important parts of a school principal’s job? *Please select all that apply.*

[RANDOMIZE]

[MULTIPLE RESPONSE]

[PROGRAMMER: RESULTS LABEL – Percent indicating that the following factors are the most important aspects of a school principal’s job]

1	To let people in the community know about the school	48
2	To know all the students	28
3	To make teachers and students proud of the school	56
4	To make sure students get along with each other	27
5	To keep kids from bullying and teasing	46
6	To help teachers do their jobs well	75
7	To make sure students behave well	40
8	To make sure teachers do a good job	71
9	To help students get a good education	75
10	To be the leader of the school	78
11	To encourage teachers and students to do their best	86
12	To make sure the school is safe	86
96	Something else [SPECIFY AT Q501] [ANCHOR]	1

**BASE: QUALIFIED (Q320/1,2) & SOMETHING ELSE (Q500/96)**

**Q501** What else are the most important parts of a school principal’s job?

[TEXT BOX]

[PROGRAMMERNON-QUALIFIEDS (Q320/9) JUMP TO Q910.] ALL OTHERS CONTINUE WITH Q525]

**BASE: ALL QUALIFIED RESPONDENTS**

**Q525** During a typical week within the past school year, how often do you think the principal of the school where your child attended [TEXT SUBSTITUTION] interacted with the following people?

<b>Q526</b>	1	2	3	4	5	8
	Never	Rarely	Sometimes	Often	Very often	Don’t know
[RANDOMIZE ROWS]						
1 District or central administration	2	4	14	30	22	28
2 Teachers	-	1	9	26	55	9
3 Parents	2	11	25	30	23	8
4 Students	1	8	14	22	50	6
5 School staff other than teachers	*	5	18	28	31	17
6 Community members or organizations	3	11	28	25	8	24



**BASE: ALL QUALIFIED RESPONDENTS**

**Q530** In order of importance, what are the top three aspects of your child’s school principal’s job on which you think he or she should spend the most time?

**Q530** [TEXT BOX]

**Q531** [TEXT BOX]

**Q532** [TEXT BOX]

**BASE: ALL QUALIFIED RESPONDENTS**

**Q540** How much control do you think the principal of the school where your child attended [TEXT SUBSTITUTION] last year had in making decisions about...?

**Q541**

	1	2	3	4	8
	None	Not very much	Some	A great deal	Don’t know
[RANDOMIZE ROWS]					
1 Finances	4	21	32	26	17
2 Hiring teachers	2	9	35	38	16
3 Hiring school staff other than teachers	2	11	37	30	19
4 Teachers’ schedules	1	9	33	38	18
5 School safety	1	2	21	68	8
6 Curriculum and instruction (what is taught at school)	3	15	43	25	15

**BASE: ALL QUALIFIED RESPONDENTS**

**Q550** Several aspects of a school can be important to a principal. Which of the following aspects of your child’s school do you think are most important to the principal of the school where your child attended [TEXT SUBSTITUTION] last year? *Please select up to three responses.*

[RANDOMIZE]

[MULTIPLE RESPONSE UP TO 3]

9 Test scores	45
10 Discipline	37
11 School morale	32
12 Extra-curricular activities	9
13 Motivation of students and faculty to achieve	60
14 Good relationship with community	18
15 Parental involvement	35
16 Recognition of achievement by students and staff	35
96 Something else [SPECIFY AT Q551] [ANCHOR]	1

**BASE: OTHER (Q550/96)**

**Q551** Which other aspect of your child’s school do you think is most important to your child’s principal?

[TEXT BOX]



**BASE: ALL QUALIFIED RESPONDENTS**

**Q555** Several aspects of a school can be considered important. Which of the following aspects of your child's school are most important to you? *Please select up to three responses.*

[RANDOMIZE]

[MULTIPLE RESPONSE UP TO 3]

17	Test scores	21
18	Discipline	35
19	School morale	35
20	Extra-curricular activities	9
21	Motivation of students and faculty to achieve	84
22	Good relationship with community	13
23	Parental involvement	51
24	Recognition of achievement by students and staff	39
97	Something else [SPECIFY AT Q551] [ANCHOR]	1

**BASE: OTHER (Q555/96)**

**Q556** Which other aspect of your child's school is most important to you?

[TEXT BOX]

**BASE: ALL QUALIFIED RESPONDENTS**

**Q560** How do you rate the principal of the school where your child attended [TEXT SUBSTITUTION] last year on each of the following?

**Q561**

	1	2	3	4
	Poor	Fair	Good	Excellent
[RANDOMIZE ROWS]				
Being an overall leader of the school	6	18	42	34
Respecting the people in the school	5	15	45	34
Being a good listener	9	24	41	27
Being a visible presence throughout the school	6	15	37	42
Being approachable	9	21	36	34
Providing opportunities for teachers' professional development	4	24	49	22
Supporting the teachers in the school to be the best teachers they can be	6	20	46	28
Encouraging students to achieve	7	19	40	34



SECTION 600: RELATIONSHIPS

**BASE: ALL QUALIFIED RESPONDENTS**

**Q615** Various people may help out the principal in a school. Who are the people who help your child's school principal the most to achieve the vision for the school? *Please select all that apply.*

[RANDOMIZE]

[MULTIPLE RESPONSE]

1	Parents	59
2	The Parent/Teacher Organization	54
3	School leadership team	20
4	District superintendent	38
5	Student Council	13
6	Students	42
7	Teachers	75
8	School staff other than teachers	49
9	Community members	18
96	Others [SPECIFY AT Q616] [ANCHOR]	1
97	No one [E; ANCHOR]	2

**BASE: OTHER (Q615/96)**

**Q616** Who are the other people who help your child's principal the most to achieve the vision for the school?

[TEXT BOX]



SECTION 700: WRAP UP

**BASE: ALL QUALIFIED RESPONDENTS**

**Q700** Thinking about the principal of the school where your child attended [TEXT SUBSTITUTION] last year, do you know his or her name?

1	No	21
2	Yes	79

**BASE: ALL QUALIFIED RESPONDENTS**

**Q705** How did the principal of the school where your child attended [TEXT SUBSTITUTION] last year communicate to you information about the school? *Please select all that apply.*

[MULTIPLE RESPONSE]

[RANDOMIZE]

01	Information sent home with my child	70
02	Information mailed to my home	50
03	Email	9
04	Phone calls	18
05	Meetings at school	50
06	Newsletters	59
07	Community gatherings	11
08	Open house	57
09	Local media (newspaper, radio)	10
10	Something else	3
11	None – the principal did not communicate with me.	7

**BASE: ALL QUALIFIED RESPONDENTS**

**Q710** During the past school year, where did you see the principal of the school where your child attended [TEXT SUBSTITUTION] ? Please select all that apply.

[MULTIPLE RESPONSE]

[RANDOMIZE]

1	Walking in the halls at school	58
2	Attending a student event	62
3	In my child’s classroom	16
4	In the community	17
5	In the principal’s office	47
6	At an “open house”	65
7	Someplace else [ANCHOR]	10
8	No place – I never saw my child’s principal. [E; ANCHOR]	9



**BASE: ALL QUALIFIED RESPONDENTS**

**Q715** During the past school year, how often did you do the following at the school where you child attended [TEXT SUBSTITUTION] ?

	1	2	3	4	5	6
	Never	1-2 Times A Year	3-4 Times A Year	Monthly	Weekly	Daily
[RANDOMIZE]						
1 Visit the school	2	12	31	28	17	11
2 Talk to the principal	27	34	22	9	5	2
3 Meet with my child's teachers	6	32	39	12	8	3

**BASE: ALL QUALIFIED RESPONDENTS**

**Q720** How satisfied were you with your relationship with the following people at the school where your child attended [TEXT SUBSTITUTION] last year?

	1	2	3	4	5
	Extremely Dissatisfied	Somewhat Dissatisfied	Neither Satisfied nor Dissatisfied	Somewhat Satisfied	Extremely Satisfied
[RANDOMIZE]					
1 The principal	7	11	19	28	36
2 The teachers in the school	3	10	9	36	42
3 Parents of other students in the school	3	6	39	35	17

**BASE: ALL QUALIFIED RESPONDENTS**

**Q725** What could the principal of the school where your child attended [TEXT SUBSTITUTION] last year do to create a better feeling in the school?

[TEXT BOX]



SECTION 900: DEMOS

**BASE: ALL QUALIFIED RESPONDENTS**

**Q905** The next few questions ask for demographic information to help classify your answers.  
Is the area where your child’s school is located considered...?

1	Inner city	8
2	Urban	13
3	Suburban	39
4	Small town	28
5	Rural	11

[QUALIFIED RESPONDENTS JUMP TO DEMOGRAPHICS SECTION 100]

[ALL RESPONDENTS CONTINUE WITH DEMOGRAPHICS SECTION 100]



SECTION 100: DEMOGRAPHICS

**BASE: ALL RESPONDENTS**

**Q112** [HIDDEN QUESTION – MANDATORY QUESTION SELECTION.]  
[MULTIPLE RESPONSE]

- 04 PRESENT SOLE EMAIL USER (Q199)
- 08 PRESENT COUNTRY OF RESIDENCE (Q110/Q166)\*\*
- 09 PRESENT CONFIRMATION SCREEN (Q150)
- 11 PRESENT CITIZENSHIP (Q170)\*\*
- 12 PRESENT INTERNET CONNECTION (Q190)
- 23 PRESENT INTERNET USAGE (Q194/Q195/Q196)
- 24 PRESENT EDUCATION (Q214 OR Q216)\*\*
- 25 PRESENT MULTI-EMPLOYMENT (Q210)
- 26 PRESENT RELATIVE INCOME (Q230)
- 27 PRESENT INCOME (Q232)\*\*
- 28 PRESENT STATE/TERRITORY/PROVINCE (Q172)\*\*
- 29 PRESENT PRIMARY LANGUAGE (Q182)\*\*
- 30 PRESENT ZIP CODE (Q178)\*\*
- 31 PRESENT POSTAL CODE (Q180)\*\*
- 32 PRESENT RACE (Q236-Q244)\*\*
- 33 PRESENT SURVEY EVALUATION (Q288-Q294)
- 26 PRESENT SWEEPSTAKES (Q252-Q262)
- 27 PRESENT HTML INVITATION QUESTION (Q286 AND Q287)

**BASE: ALL RESPONDENTS**

**Q114** [HIDDEN QUESTION – OPTIONAL QUESTION SELECTION.]  
[PROGRAMMER NOTE: PLEASE GET CODE 5]

**05 PRESENT MARITAL STATUS (Q202)\*\***

**BASE: ALL RESPONDENTS**

**Q990** REGION (DO NOT DISPLAY)

[PROGRAMMER: PLEASE COMPUTE REGION BASED ON STATE. THANKS.]

- 1 East
- 2 South
- 3 Midwest
- 4 West



**BASE: ALL RESPONDENTS**

**Q60** Status of Respondent (Does not appear on screen)

PROGRAMMER NOTE: VALID COUNTRY IS U.S. (Q110/244)

PROGRAMMER NOTE: VALID STATUS IS PARENT OF CHILD UNDER 18 (Q303/2)

PROGRAMMER NOTE: VALID STATUS IS AT LEAST ONE CHILD ATTEND PUBLIC SCHOOL (Q305>0)

PROGRAMMER NOTE: VALID GRADES ARE K-12 (Q310/1-13)

1 QUALIFIED RESPONDENTS, QUOTA NOT MET (Q77/2)

2 QUALIFIED, OVER QUOTA

7 NOT QUALIFIED (Q77/1)

**BASE: ALL QUALIFIED RESPONDENTS**

**Q70** INCREMENT QUOTA (DOES NOT APPEAR ON SCREEN)

[PROGRAMMER: INCREMENT QUOTA]

