

FCPS



Conditions Survey

Creating conditions for staff and students to thrive

Thank you in advance for your time and willingness to share your views on working conditions in your school. Research has demonstrated that teaching conditions are critical to improved student achievement and teacher retention. Administrators, teachers and parents in Fairfax County Public Schools have expressed great interest in using your collective responses on this survey to help improve teaching and learning conditions in schools across the division.

Introduction

Q1.1 Please indicate your position:

- Teacher
- Principal
- Assistant or associate principal
- Other administrator (guidance director, activities director, etc.)
- Other education professional (school counselor, school psychologist, social worker, etc.)

As you complete the survey, please note that **school leadership** may include an individual, group of individuals, or team within your school that focuses on management and decision making.

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Q1.2a How many total years have you been employed as a principal?

- First Year
- Second Year
- Third Year
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

Q1.3a How many total years have you been an administrator in the school in which you are currently working?

- First Year
- Second Year
- Third Year
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

Q1.4a How many total years have you been an administrator in the district in which you are currently working?

- First Year
- Second Year
- Third Year
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

Time

Q2.2 Please rate how strongly you agree or disagree with the following statements about the use of time in your district.

	Strongly disagree	Somewh at disagree	Somewh at agree	Strongly agree	Don't know
a. Central office has streamlined procedures to minimize school leadership's time on non-instructional tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. School-based administrators are provided time to collaborate with other principals and district leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. School-based administrators are provided time for networking and collaboration outside of the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. School-based administrators have sufficient time to focus on instructional leadership issues (i.e., data analysis, professional development, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2.3 In an average week, about how many hours do YOU spend on school-related activities outside the regular school work day (before or after school, and/or on the weekend)?

- None
- Less than or equal to 1 hour
- More than 1 hour but less than or equal to 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

Q2.4 In an average week, how much time do YOU devote to the following activities (not including time spent outside of the normal school day)?

	None	Less than or equal to 1 hour	More than 1 hour but less than or equal to 3 hours	More than 3 hours but less than or equal to 5 hours	More than 5 hours but less than or equal to 10 hours	More than 10 hours
a. Instructional planning with teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Observing and coaching teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Covering classes for certified or non-certified absences on-site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Meetings with or sponsored by central office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Personnel issues*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Administrative duties**	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Meetings with parents and the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Student discipline issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Working directly with students (i.e. teaching, tutoring, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Personnel issues includes time hiring, supervising and remediating all staff on issues not directly related to instructional planning and improvement.

**Administrative duties include tasks related directly to the operations of your school including, but not limited to: transportation, paperwork or other documentation of compliance with district, state or federal requirements, etc.

Facilities and Resources

Q3.2 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

	Strongly disagree	Somewh at disagree	Somewh at agree	Strongly agree	Don't know
a. My school has a sufficient number of licensed staff to meet the educational needs of our students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My school has a sufficient number of non-licensed staff* to operate efficiently and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. My school is provided sufficient data and information to make informed decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. My school receives instructional resources commensurate with other schools in the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Non-licensed staff includes paraprofessionals, other instructional assistants, custodial staff and office personnel.

Teacher Leadership

Q6.2 Please rate how strongly you agree or disagree with the following statements about empowerment in your district.

	Strongly disagree	Somewh at disagree	Somewh at agree	Strongly agree	Don't know
a. School-based administrators are actively involved in district decision making about educational issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. School-based administrators are trusted to make sound professional decisions about instruction in this district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. In this district we take steps to solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The district has an effective process for making group decisions and solving problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The district involves school-based administrators in decisions that directly impact the operations of my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7.2 Please rate how strongly you agree or disagree with statements about leadership support in your district.

	Strongly disagree	Somewh at disagree	Somewh at agree	Strongly agree	Don't know
a. Central office supports school improvement decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The district clearly defines expectations for schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The district provides constructive feedback to school leadership toward improving performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. There is an atmosphere of trust and mutual respect within this district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Central office provides school leadership support when they need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The district has a clearly defined mission and vision for all schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The district encourages cooperation among schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Development

Q8.4 Professional development opportunities are made available to school-based administrators in this district.

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree
- Don't know

Q8.5 Professional development provides school-based administrators with the knowledge and skills most needed to be effective.

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree
- Don't know

Q8.6 Do you need additional support in the following areas to lead your school more effectively?

	Yes	No
a. Instructional leadership	<input type="radio"/>	<input type="radio"/>
b. Student assessment	<input type="radio"/>	<input type="radio"/>
c. Creating positive learning environments	<input type="radio"/>	<input type="radio"/>
d. School improvement planning	<input type="radio"/>	<input type="radio"/>
e. Budgeting	<input type="radio"/>	<input type="radio"/>
f. School scheduling	<input type="radio"/>	<input type="radio"/>
g. Staffing (hiring, etc.)	<input type="radio"/>	<input type="radio"/>
h. Teacher evaluation	<input type="radio"/>	<input type="radio"/>
i. Teacher remediation/coaching	<input type="radio"/>	<input type="radio"/>
j. Teachers working collaboratively	<input type="radio"/>	<input type="radio"/>
k. Teachers' leadership skills	<input type="radio"/>	<input type="radio"/>
l. Continuous improvement	<input type="radio"/>	<input type="radio"/>
m. Data-driven decision making	<input type="radio"/>	<input type="radio"/>
n. Working with parents and the community	<input type="radio"/>	<input type="radio"/>

Q8.7 In the past 2 years have you had 10 clock hours or more of professional development in the following areas?

	Yes	No
a. Instructional leadership	<input type="radio"/>	<input type="radio"/>
b. Student assessment	<input type="radio"/>	<input type="radio"/>
c. Creating positive learning environments	<input type="radio"/>	<input type="radio"/>
d. School improvement planning	<input type="radio"/>	<input type="radio"/>
e. Budgeting	<input type="radio"/>	<input type="radio"/>
f. School scheduling	<input type="radio"/>	<input type="radio"/>
g. Staffing (hiring, etc.)	<input type="radio"/>	<input type="radio"/>
h. Teacher evaluation	<input type="radio"/>	<input type="radio"/>
i. Teacher remediation/coaching	<input type="radio"/>	<input type="radio"/>
j. Teachers working collaboratively	<input type="radio"/>	<input type="radio"/>
k. Teachers' leadership skills	<input type="radio"/>	<input type="radio"/>
l. Continuous improvement	<input type="radio"/>	<input type="radio"/>
m. Data-driven decision making	<input type="radio"/>	<input type="radio"/>
n. Working with parents and the community	<input type="radio"/>	<input type="radio"/>

Q8.8 School-based administrators' professional development is a priority in this district.

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree
- Don't know

Q8.9 Sufficient resources are available to school-based administrators to participate in professional development opportunities.

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree
- Don't know

Overall

Q10.1a Which aspect of your work environment MOST affects YOUR willingness to keep working at your school? (Select one.)

- Time during the work day (amount, quality and use)
- School facilities and resources
- Community support and involvement
- Managing student conduct
- School empowerment/site-based decision making
- District leadership
- Professional development
- Instructional practices and support

Q10.2a Which aspect of working conditions is MOST important to you in promoting student learning? (Select one.)

- Time during the work day (amount, quality and use)
- School facilities and resources
- Community support and involvement
- Managing student conduct
- School empowerment/site-based decision making
- District leadership
- Professional development
- Instructional practices and support

Q10.3a Which BEST describes your immediate professional plans?

- Continue as an administrator in my current position
- Continue as an administrator in this district but leave this school
- Continue as an administrator in this state but leave this district
- Leave my current position as an administrator for another administrative or teaching position
- Leave my current position as an administrator for personal reasons (e.g., health, family, etc.)
- Retire from my current position as an administrator
- Leave my current position as an administrator for another reason

Principal Mentoring

Q11.1 Have you been **formally*** assigned a mentor in the past three years?

- Yes
 No

*Formally means assigned by the superintendent or other central office staff to a mentor (another principal, administrator, etc.) to provide induction and additional support.

Q11.1 My mentor was effective in providing support in the following areas:

	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Don't know
a. Instructional leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. School improvement planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Budgeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Staffing (hiring, firing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teacher evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teacher remediation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Data-driven decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Working with parents and the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11.2 Please indicate whether each of the following were true for you and your mentor.

	Yes	No
a. My mentor and I work in schools at the same level. (i.e., elementary, middle, high, etc.).	<input type="radio"/>	<input type="radio"/>
b. My mentor and I work in the same district.	<input type="radio"/>	<input type="radio"/>
c. My mentor and I work in schools within 50 miles of each other.	<input type="radio"/>	<input type="radio"/>

On average, how often did you engage in each of the following activities with your mentor?

	Never	Less than once per month	Once per month	Several times per month	Once per week	Almost daily
a. Coaching conversations with my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Being observed in my school by my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Observing my mentor's school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. School improvement planning with my mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Having discussions with my mentor about leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11.4 Overall, my mentoring experience has been important in my decision to remain as principal in this school.

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree
- Don't know

Q11.5 My mentoring experience has been important in my effectiveness as a school leader.

- Strongly disagree
- Somewhat disagree
- Somewhat agree
- Strongly agree
- Don't know

Thank you for time. Please submit your responses.