

Schools of Education Research Project Survey of Principals

Methods Report

Prepared For:

**Schools of Education Research Project
Teachers College
Columbia University
525 West 120th Street
New York, New York 10027-6696**

Prepared By:

**Market Facts, Inc.
1650 Tysons Blvd., Suite 110
McLean, Virginia 22102**

January 2003

Table of Contents

INTRODUCTION.....	1
METHOD	1
Sample	1
Questionnaire Design.....	1
Mail Procedures.....	1
Internet Option.....	2
Incentive	2
Response Rate.....	2
Data Preparation and Processing	3
SURVEY QUALITY MEASURES	4
Response Error or Measurement Error	4
Coding Error or Recording Error.....	4
Non-coverage Error	4
Non-response	4
PROJECT DELIVERABLES.....	5
APPENDIX.....	6

INTRODUCTION

The Schools of Education Research Project (SERP), which is funded by foundations and housed at Teachers College, Columbia University, conducted a study of the state of schools, colleges, and departments of education. As part of its research, SERP did systematic surveys of key constituencies involved in the preparation of teachers, administrators and other educators. The four surveys covered the following constituencies:

- Deans of Schools of Education and Chairs of education programs
- Education school faculty
- Alumni of schools of education
- School principals

Market Facts met with the project staff at Market Facts on December 1, 2000 and at Teachers College in New York on December 13, 2000 to discuss the design of the project.

This report describes the method used to conduct the survey of school principals.

METHOD

1. Sample

The sample frame consisted of a national database of school principals compiled by Market Data Retrieval (MDR). The database was current as of August 2001. Eligible schools were elementary, middle, junior high, senior high, combined, public, county, state, Catholic, and private non-Catholic schools. From the approximately 111,000 schools in the eligible universe, MDR's database contains nearly 105,000 principals by name. Market Facts randomly selected 1,800 school principals from this database. The sample was stratified by geographic region and by elementary, middle, and secondary school types to assure proper distribution of the sample.

2. Questionnaire Design

The 8-page questionnaire for principals was developed in collaboration with project staff. The questions focused on the respondent's experience as a principal, characteristics of their schools, attitudes toward schools of education, and experience in hiring teachers, including satisfaction with abilities of the new teachers. For principals who hold a degree or are enrolled in a program specifically related to the principalship, we asked about satisfaction with the program. The project director held a pre-test session with 5 principals from the Washington, DC area on May 17, 2001. The questionnaire was revised based on their comments. The questionnaire is in the Appendix.

3. Mail Procedures

A notification letter was mailed to 1,800 principals on October 25, 2001. The letter briefly described the study and the importance of respondent participation. A questionnaire and cover letter were mailed on November 5, 2001. The letters were printed on SERP stationery. The return address was Schools of Education Research Project, Teachers College, Columbia University, P.O. Box 94602, Palatine, IL 60094-9923. A reminder letter with another survey was sent on November 29, 2001. Examples of those letters appear in the Appendix.

4. Internet Option

To provide an optional convenient response mode, Market Facts established a web site where principals could complete the survey. Instructions for accessing the survey web site, the principal's project ID, and password were included in the cover letter. The web site presented the survey questionnaire one item at a time, captured responses into a database, and managed skip patterns automatically.

5. Incentive

To reduce non-response bias, the survey sponsors offered an incentive to ensure that the response rate would be as high as possible. Respondents who completed the questionnaire by December 21, 2001 were entered into a prize drawing to win one of 5 DVD players. Market Facts notified the five winners by letter in January 2002. Three of the DVD players were shipped to the winners on January 28, 2002 and two were shipped on February 2, 2002.

6. Response Rate

The field closed on the principals survey on December 21, 2001. Responses were received from 742 principals: 674 by mail and 68 from the Internet. Two of the 1,800 principals initially sampled were ineligible. Simon Bolivar Charter School in Newark, NJ was closed September 1, 2000, and one of the recipients informed us she was not a principal. The response rate was calculated by dividing the number of respondents by the number of eligible principals. The response rate was 41.3%.

TABLE 1 SAMPLE DISPOSITION		
	Number	Percent
Total Sample	1,800	100
Ineligible	2	
Total Eligible	1,798	100
Total Respondents	742	41.3
Mail respondents	674	90.8
Internet respondents	68	9.2

TABLE 2 SAMPLE DISTRIBUTION		
	Completed Sample %	Initial Sample %
Region		
East	17.8	18.4
Midwest	33.1	28.5
South	28.7	31.5
West	20.4	21.6
Total N	742	1,800

The geographic distribution of the completed sample closely approximated the initial sample distribution. A chi-square test of the difference between the distributions was not significant (Chi-square=1.77, df=3).

7. Data Preparation and Processing

Question 5 asked: Are you the principal or head of (a) an elementary school, (b) a middle school; (c) a high school; or (d) other (please specify). Upon reviewing the responses to Question 5 we discovered that some of the 86 principals who answered "other" actually belonged in one of the available categories. We recoded the 86 "other" responses according to this breakdown:

Elementary: low grade of pre-kindergarten (Pre-K) and a high grade of up to 8. Any combination of Pre-K through 8 would be coded elementary (option a on Q5).

Middle: low grade of 4 and high grade of 9. Any combination of grades 4 through 8 would be coded middle (option b on Q5).

Secondary: low grade of 7 and extending through grade 12. Any combination of grades 7 through 12 would be coded secondary (option c on Q5).

All other grade configurations were left as other (option d on Q5).

After reviewing the frequencies, project staff decided on the following banner plan.

Tabulation Plan	
Banner 1	Banner 2
Total (1)	Total (1)
Q3 School type (2)	Q8D Proportion White enrollment (4)
Public (a,b)	0-25%
Private (c,d)	26-50%
Q4 System enrollment (5)	51-75%
500 or fewer students	76-100%
501 to 1000	Q1 + Q2 Total number of years as principal (4)
1001 to 5000	1 year or less
5001 to 10,000	2 - 5 years
Over 10,000	6 - 10 years
Q5 School level (3)	more than 10 years
Elementary	Q37 Principal Age (3) (use 2001 to calculate age)
Middle	40 and younger (1961 and later)
Secondary	41-55 (1960 - 1946)
Q6 School enrollment (4)	56 and older (1945 and earlier)
250 or fewer	Q38 Principal gender (2)
251 to 500	Female
501 to 750	Male
Over 750	Q39 Principal race (2)
Q7 Location A (3)	White (d)
City	Minority (a, b, c, e, f)
Suburb	
Rural	
Q7 Location B (2)	
City	
Non-city (b, c)	

SURVEY QUALITY MEASURES

All data are subject to some type of error. Only sample data have sampling error. However, both sample and census data may contain non-sampling error. Non-sampling error can lead to improper conclusions about the data if the errors are not taken into consideration.

1. Response Error or Measurement Error

Response error or measurement error means that the data obtained about a member of the population are incorrect. This can result from the population member providing incorrect data due to improper instructions, improperly designed forms or questionnaires, or unwillingness or inability on the part of the population member to provide the information. Several of the key variables in this survey are difficult to measure and thus are relatively prone to measurement error.

As is true for any multimodal survey, it is likely that the measurement errors associated with the different modalities are somewhat different. To the extent that certain types of individuals may be relatively more likely to respond by one mode compared with another (mail versus internet), the multimodal approach may have produced broader participation and reduced biases in the data.

2. Coding Error or Recording Error

With this type of error, correct data are obtained, but errors are made in coding or recording the data. In this survey we used quality control and edit procedures throughout the survey process to reduce errors made by data entry personnel.

3. Non-coverage Error

This occurs when members of the population are missing because they never had a chance to be included in the list from which the sample was selected. These population members were not part of the list because they could not be located or were not known to exist. The sampling frame included about 95 percent of all principals in qualifying schools; the remaining 5 percent represent non-coverage error. To the extent those principals missing from the frame are different from those included, a small bias could have been introduced into the study. Non-coverage of five percent is deemed acceptable in most surveys.

4. Non-response

Non-response occurs when people who are selected to participate in a research study fail to respond to the survey. Non-response results when an intended respondent cannot be contacted or, though contacted, refuses to participate. If there is a systematic difference between those who responded and those who did not respond to the survey, then the survey results are subject to non-response bias. Non-response increases the variability of survey results, due to the decrease in the effective sample size, and may cause bias if the non-respondents and respondents differ with respect to the characteristic of interest.

PROJECT DELIVERABLES

Market Facts transcribed responses to "other-specify" questions from the mail survey into an Excel file and added the verbatims from the web respondents. We sent this file and photocopies of questionnaire pages 3, 7, and 8 (questions 13, 14, 15, 31, 32, 33, and 40) to the project staff who then transcribed the responses to those questions into the Excel file.

Deliverables for Principal Survey	
Deliverable	Date Delivered
Frequencies	January 18, 2002
Photocopies of questionnaire pages 3, 7, and 8 (questions 13, 14, 15, 31, 32, 33, and 40) to Teachers College for verbatim transcription	February 4, 2002
Excel file of short answers, including verbatims from web respondents. Teachers College to transcribe verbatims.	February 6, 2002
Cross tabulations with statistical testing	February 19, 2002
Excel file of 406 principals who agreed to a follow up telephone interview	March 1, 2002
Data file and documentation	December 18, 2002

APPENDIX

- 1. Notification Letter**
- 2. Cover Letter**
- 3. Reminder Letter**
- 4. Winner Notification Letter**
- 5. Principal Questionnaire**

Text of Principal Notification Letter

SCHOOLS OF EDUCATION RESEARCH PROJECT

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

BOX 163, 525 WEST 120TH STREET, NEW YORK, NY 10027-6696

Alvin P. Sanoff
Director
Tel. (301) 493-0086
apsanoff@erols.com

Claudette A. Reid
Project Coordinator
Tel.: (212) 678-3229
Car36@columbia.edu

Dr. Arthur E. Levine
President
Teachers College
Columbia University

October 25, 2001

Dear _____ :

I am writing to ask a favor. I know you are very busy and I know we all receive a seemingly endless number of questionnaires and surveys. But I am writing to ask you to please answer one more. I hope you will view the survey, which you will receive soon, as something worthwhile and not just another waste of your time.

You are one of 1,800 principals who have been selected at random to provide their views on schools of education and on principal and teacher preparation programs at the schools. This survey is part of a large scale study of schools of education that is being funded by the Annenberg Foundation. The goal of the study is to look in-depth at schools of education. We plan to describe education schools, to look at what they do well, to discuss what they could do better, and, where useful, to make recommendations for future directions. No such study of schools of education has ever been done.

In gaining a better understanding of the strengths and weaknesses of schools of education, we think it is important to obtain the perspective of principals, who have a unique vantage point. Principals are the third group to be surveyed. We have already surveyed education school deans and directors and a sampling of faculty, and we will soon survey a sampling of alumni. We will also engage in site visits to approximately 25 education schools.

As you will see when you receive the survey, we have set it up so that you will be able to respond either on paper or on-line. Your answers are essential in helping us to gain the perspective of principals. We estimate that completing the survey will take no more than 30 minutes of your time.

I look forward to your help with a project that I think can make a difference.

Sincerely,

Arthur Levine
President and Professor
Teachers College

Text of Principal Notification Letter

SCHOOLS OF EDUCATION RESEARCH PROJECT

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

BOX 163, 525 WEST 120TH STREET, NEW YORK, NY 10027-6696

November 5, 2001

Alvin P. Sanoff
Director
Tel. (301) 493-0086
apsanoff@erols.com

Claudette A. Reid
Project Coordinator
Tel.: (212) 678-3229
Car36@columbia.edu

Dr. Arthur E. Levine
President
Teachers College
Columbia University

Dear :

I recently wrote you about a survey that you would be receiving from the Schools of Education Research Project. That survey is enclosed.

As I mentioned in my earlier letter, with support from the Annenberg Foundation, Alvin Sanoff and I are attempting to take a probing look at schools of education. We will look at those things they do well, what they could do better, and, where useful, make recommendations for future directions. While a number of studies of teacher education have been carried out in recent years, this study will focus on schools of education themselves.

We regard the perspective of principals as a crucial part of this project. To ascertain what principals think of teacher and principal preparation programs, and of schools of education in general, we are surveying you and some 1800 of your colleagues--chosen at random. We have already surveyed deans and faculty at schools of education and will be surveying alumni.

It will take approximately 25-30 minutes to fill out the survey. We know how busy you are and appreciate the time involved in responding to the survey. As a token of our appreciation, we are offering what some principals suggested would be a desirable incentive. If we receive your completed questionnaire by December 21, 2001, we will enter your name into a prize drawing. Five principals will each receive a DVD player. (See the questionnaire instructions for details).

If it is more convenient, you may complete the questionnaire on an Internet website. You can visit the survey website at <http://www.marketfacts.com/principals/> anytime through December 21, 2001. When you access this site, you will be prompted to enter your personal ID number and password. Your ID number for this survey is **1234567**. Your password is **9876**. Should you encounter any technical problems while completing this survey online, please contact us at Caroline@marketfacts.com. Non-technical questions should be directed to Claudette A. Reid, Project Coordinator, at 212-678-3229 or e-mail: car36@columbia.edu.

I look forward to your help with a project that I think can make a difference.

Sincerely,

Arthur Levine
President and Professor
Teachers College

Text of Principal Notification Letter

SCHOOLS OF EDUCATION RESEARCH PROJECT

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

BOX 163, 525 WEST 120TH STREET, NEW YORK, NY 10027-6696

November 29, 2001

Alvin P. Sanoff
Director
Tel. (301) 493-0086
apsanoff@erols.com

Claudette A. Reid
Project Coordinator
Tel.: (212) 678-3229
Car36@columbia.edu

Dr. Arthur E. Levine
President
Teachers College
Columbia University

Dear :

You recently received a survey seeking your views about teacher and principal preparation programs and about schools of education in general. If you have already completed your survey, thank you and please excuse this reminder. This letter and your survey undoubtedly crossed in the mail. If you have not yet had a chance to respond, I would be most appreciative if you would take time out of your busy schedule to complete the survey and return it to us by December 21, 2001.

As a principal, your views are critical to the success of our study. The goal of the project is to describe education schools, to look at what they do well, to discuss what they could do better, and, where useful, to make recommendations for future directions. While a number of studies of teacher education have been carried out in recent years, this study will focus on schools of education themselves.

It will take approximately 25-30 minutes to fill out the survey. We know how busy you are and appreciate the time involved in responding to the survey. As a token of our appreciation, we are offering what some principals suggested would be a desirable incentive. If we receive your completed questionnaire by December 21, 2001, we will enter your name into a prize drawing. Five principals will each receive a DVD player. (See the questionnaire instructions for details).

If it is more convenient, you may complete the questionnaire on an Internet website. You can visit the survey website at <http://www.marketfacts.com/principal/> anytime through December 21, 2001. When you access this site, you will be prompted to enter your personal ID number and password. Your ID number for this survey is **1234567**. Your password is **9876**. Should you encounter any technical problems while completing this survey online, please contact us at Caroline@marketfacts.com. Non-technical questions should be directed to Claudette A. Reid, Project Coordinator, at 212-678-3229 or e-mail: car36@columbia.edu.

Thank you in advance for your participation in a project that I think can make a difference.

Sincerely,

Arthur Levine
President and Professor
Teachers College

Text of Principal Incentive Winner Notification Letter



MARKET FACTS, INC.
3040 WEST SALT CREEK LANE
ARLINGTON HEIGHTS, ILLINOIS 60005
PHONE: 847-590-7000
FAX: 847-590-7010

CHICAGO	TORONTO
NEW YORK	MONTREAL
WASHINGTON, DC	CINCINNATI
LOS ANGELES	NEW JERSEY
BOSTON	

January, 2002

Dear:

Thank you for completing the principals' survey for the Schools of Education Research Project. Your time and thoughts are greatly appreciated. Congratulations! Having returned the survey by the requested date, you were selected one of the five winners in the prize drawing.

We will be shipping the DVD player to you at the above address in a few days. If you would like us to ship to a different address or if you have any questions or concerns, please contact me at 847-590-3824. Thanks again for participating in the survey!

Sincerely,

Adam Patterson
Prize Drawing Administrator

SCHOOLS OF EDUCATION RESEARCH PROJECT

Instructions for Completing the Principal Questionnaire

The purpose of this study is to ascertain principals' views of the quality of schools, colleges, and departments of education. Please return the completed questionnaire in the enclosed envelope. If you prefer to complete the questionnaire online, please refer to the cover letter for instructions on accessing the survey website.

If you have any questions on how to proceed, please call Claudette A. Reid, Project Coordinator, at 212-678-3229 or e-mail: car36@columbia.edu.

If we receive your completed questionnaire by December 21, 2001, we will enter your name into a prize drawing to win one of five DVD players. Each DVD player has an approximate retail value of \$250. This drawing is open to the 1800 principals who received this questionnaire. Market Facts, Inc. will select the winners by a random drawing in January 2002. Only one prize awarded per respondent. Taxes are the responsibility of the winner. Odds of winning depend on the number of entries received but are estimated to be approximately 1 in 360. Winners will be notified on or before January 18, 2002. Market Facts, Inc. has no responsibility for lost, mutilated or misdirected entries. This drawing is void where prohibited by law and is subject to state and federal regulations. If you do not wish to complete the survey but wish to enter the drawing, send a 3x5 card with your full name, address, city, state and ZIP code to Schools of Education Research Project Drawing, 3040 W Salt Creek Lane, Arlington Heights, IL 60005 before December 21, 2001. A winner's list may be obtained by mailing a self-addressed stamped envelope to the same address prior to January 18, 2002. You may also write to this address if you want your name to be removed from future sweepstakes mailings.

The first set of questions asks about your experience as principal and about your school.

1. Counting the 2001-2002 school year, how many years have you been a principal at this school? _____ (21-22)
2. How many years have you been a principal in other schools? _____ (23-24)
3. At which type of school are you currently a principal or head?
 - a. Public 1
 - b. Public charter 2
 - c. Private that is not religiously affiliated 3 → Go to question 5
 - d. Private that is religiously affiliated 4 → Go to question 5 (25)
4. What is the approximate enrollment in your public school system during the 2001-2002 school year?
_____ (26-32)
5. Are you principal or head of
 - a. An elementary school 1
 - b. A middle school 2
 - c. A high school 3
 - d. Other (please specify) _____ 4 (33)
6. What was the total number of students enrolled in this school on September 30, 2001? _____ (34-38)

7. Where is your school located?

- a. City 1
- b. Suburb..... 2
- c. Rural area..... 3

(39)

8. What is the approximate racial and ethnic composition of your student enrollment?

- | | Percent |
|---|-------------|
| a. American Indian or Alaska Native | _____ % |
| b. Asian or Pacific Islander..... | _____ % |
| c. African-American | _____ % |
| d. White/Caucasian | _____ % |
| e. Hispanic | _____ % |
| f. Other (please specify) | _____ % |
| Total | 100% |

(40-57)

This section asks about your experience in hiring teachers.

9. How important is it that new teachers you hire be able to:

- | | <u>Very Important</u> | <u>Fairly Important</u> | <u>Fairly Unimportant</u> | <u>Very Unimportant</u> | <u>No Opinion</u> |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Integrate technology into the grade level or subject taught..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| b. Maintain order and discipline in the classroom | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| c. Implement new methods of teaching (e.g., cooperative learning).. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| d. Implement state or district curriculum and performance standards | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| e. Use student performance assessment techniques | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| f. Address the needs of students with disabilities..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| g. Address the needs of students with limited English proficiency | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| h. Address the needs of students from diverse cultural backgrounds | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| i. Understand how students learn | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| j. Work with parents..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| k. Utilize different pedagogical approaches..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| l. Work well with colleagues..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |
| m. Display a mastery of their subject area | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 |

(58-70) Open (71-78) 01/(79-80)

10. How well do you think schools of education prepare teachers to:

- | | <u>Very Well</u> | <u>Moderately Well</u> | <u>Somewhat Well</u> | <u>Not at all Well</u> |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Integrate technology into the grade level or subject taught..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| b. Maintain order and discipline in the classroom | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| c. Implement new methods of teaching (e.g., cooperative learning) | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| d. Implement state or district curriculum and performance standards..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| e. Use student performance assessment techniques..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| f. Address the needs of students with disabilities..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| g. Address the needs of students with limited English proficiency | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| h. Address the needs of students from diverse cultural backgrounds | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| i. Understand how students learn | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| j. Work with parents..... | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| k. Utilize different pedagogical approaches | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| l. Work well with colleagues | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| m. Have a mastery of their subject area | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |

(21-33)

11. In your opinion, what is the best model for teacher preparation?

- a. Four year undergraduate degree in education 1
- b. Four year undergraduate degree with an academic major and a minor in education 2
- c. Four year undergraduate degree with an academic major followed by a 1-year master’s degree in education 3
- d. A 5-year program combining teacher preparation with a liberal arts major 4
- e. Alternative certification 5
- f. Other (please specify) _____ 6

(34)

12. Principals hire teachers from a variety of preparation programs. We would like to know what type of programs you have hired from and which type of program you prefer to hire from. (We define alternative programs as those whose candidates are college graduates who have had no teacher preparation coursework prior to beginning their teaching positions, such as Teach for America).

	Have you hired teachers from this type of program		Which type of program do you prefer to hire from? (Choose just one)
	<u>Yes</u> <u>No</u>		
	Yes	No	
a. Four year undergraduate degree in education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1
b. Four year undergraduate degree with an academic major and a minor in education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 2
c. Four year undergraduate degree with an academic major followed by a 1-year master’s degree in education	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
d. A 5-year program combining teacher preparation with a liberal arts major	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 4
e. Alternative programs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 5
f. Other (please specify) _____	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 6

(35-40)

(41)

13. Looking at the programs described in options “a” through “d” of question 12, what is the greatest strength of your new teachers who have a degree from such programs?

_____ (42)

14. Looking at the programs described in options “a” through “d” of question 12, what is the greatest weakness of your new teachers who have a degree from such programs?

_____ (43)

15. Based on your experience in hiring new teachers, which 3 schools, colleges or departments of education produce the highest quality candidates?

- 1. _____
- 2. _____
- 3. _____

(44-46)

16. Based on your experience as a principal, do you think that the ability of first-year teachers today is better, worse, or about the same as five years ago?

- a. Better..... 1
- b. Worse..... 2
- c. About the same 3
- d. No Opinion 4
- e. I was not a principal five years ago..... 5

(47)

17. Many ways have been proposed for improving teacher preparation. Which of the following proposals do you consider to be the most important? Please choose 3 of the following:

- a. Require a major in an academic subject other than education at the undergraduate level 1
 - b. Increase mastery of pedagogical practice 2
 - c. Raise requirements for academic performance 3
 - d. Recruit higher quality faculty 4
 - e. Strike a better balance between subject matter preparation and field experience 5
 - f. Require student teaching of longer duration 6
 - g. Provide closer supervision of student teaching 7
 - h. Divide faculty into research faculty and clinical faculty (as in medical school) rather than have faculty do both research and teaching 8
 - i. Mentor all new teachers 9
 - j. Raise standards for admission to teacher education programs 10
 - k. Require education school faculty to spend more time in the schools 11
 - l. Utilize more rigorous textbooks and other materials 12
 - m. Utilize more up-to-date textbooks and other materials 13
 - n. Assure that all teachers are capable of teaching reading 14
- (48-61)

18. Who should mentor new teachers?

- a. Schools of education 1
 - b. The school or school system in which the new teachers work 2
 - c. Both 3
 - d. Other (please specify) _____ 4
- (62)

19. Which of the following do the best job of providing professional development for your teachers? (Please select one)

- a. Schools of education 1
 - b. School district professional development support 2
 - c. In-school staff 3
 - d. Other programs (please specify) _____ 4
- (63)

20. In your opinion, what are the main reasons so many teachers leave the field within five years? Please choose 3 of the following:

- a. Low prestige of the teaching profession 1
 - b. Inadequate academic preparation 2
 - c. Inadequate preparation for the realities of the classroom 3
 - d. Inadequate mentoring or induction after beginning teaching 4
 - e. Low pay 5
 - f. Culture of the school in which the teacher works 6
 - g. Demands of the job that lead to burnout 7
 - h. Lack of intellectual stimulation 8
- (64-71) Open (72-78) 02/(79-80)

How Principals Perceive Schools of Education and the Field of Education

The question in this section is designed to determine how principals perceive the status and role of schools of education nationally. Please answer the question with regard to schools, colleges, and departments of education in general.

21. Below are some comments from the media and others about schools of education. We are interested in how much you agree or disagree with the following statements:

	<u>Strongly Agree</u>	<u>Somewhat Agree</u>	<u>Somewhat Disagree</u>	<u>Strongly Disagree</u>	<u>No Opinion</u>
a. Society expects too much from schools of education.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
b. Political pressure on schools of education is unrelenting.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
c. Schools of education are out of step with society's needs	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
d. The nation would be better served with fewer, but higher in quality, schools of education.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
e. A four year bachelor's degree is no longer adequate to prepare teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
f. Schools of education have low admissions standards.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
g. Schools of education faculty are not as able as the Arts and Sciences faculty.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
h. Schools of education do not adequately prepare their graduates academically	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
i. Schools of education do not prepare their graduates to cope with classroom reality.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
j. The curriculum lacks rigor.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
k. Faculty are not sufficiently involved with local schools ..	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
l. Schools of education are targets of unwarranted media attacks.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
m. As many as 50% of schools of education deserve a failing grade.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
n. Schools of education bear much of the responsibility for poor performance by school children.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
o. University presidents are not providing the leadership that schools of education need.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
p. Deans are not providing the leadership that schools of education need.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
q. The curriculum places too much emphasis on methods and not enough on content.....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
r. The curriculum is outdated	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

(21-38)

This section asks about coursework you have taken.

22. In the past 12 months, have you participated in any professional development courses given by a university that are related to your role as principal?

- a. Yes..... 1
- b. No..... 2 → Go to question 24 (39)

23. How useful was this course or courses in your current role as principal?

- a. Very Useful..... 1
- b. Somewhat useful..... 2
- c. Not at all useful..... 3
- d. No opinion..... 4 (40)

24. We would like to know whether you have taken any of the following courses and which courses you consider essential for doing the job of principal. For courses you have taken, please indicate whether you thought they were high in quality and whether they have been valuable in your work as principal.

	<u>Did Not Take</u>	<u>Essential for the job?</u>		<u>High quality?</u>		<u>Valuable?</u>		
		<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	<u>Yes</u>	<u>No</u>	
a. Child and Adolescent Development	<input type="checkbox"/> 1	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	(41-44)
b. Teaching and Learning	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
c. Historical and Philosophical Foundations of Education	<input type="checkbox"/> 3	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
d. Research Methods	<input type="checkbox"/> 4	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
e. Educational Psychology	<input type="checkbox"/> 5	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
f. Ethics	<input type="checkbox"/> 6	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
g. Curriculum Development.....	<input type="checkbox"/> 7	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
h. The Politics of Education.....	<input type="checkbox"/> 8	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	(69-72) (03)
i. Instructional Leadership.....	<input type="checkbox"/> 9	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
j. Managing Change	<input type="checkbox"/> 10	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
k. School Law	<input type="checkbox"/> 11	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
l. Needs of Exceptional Children	<input type="checkbox"/> 12	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
m. Community Relations/Parents.....	<input type="checkbox"/> 13	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
n. Schools as Organizations	<input type="checkbox"/> 14	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	(41-44)
o. Supporting Teachers for Instructional Improvement	<input type="checkbox"/> 15	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
p. The School Principalship	<input type="checkbox"/> 16	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
q. Conflict Resolution/School Violence....	<input type="checkbox"/> 17	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
r. The Economics of Education	<input type="checkbox"/> 18	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
s. Financial Reporting and Control.....	<input type="checkbox"/> 19	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
t. Negotiation	<input type="checkbox"/> 20	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
u. Human Resource Management	<input type="checkbox"/> 21	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	(69-72) (04)
v. Organizational Behavior	<input type="checkbox"/> 22	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	
w. Strategic Management of Innovation and Technology.....	<input type="checkbox"/> 23	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 1	<input type="checkbox"/> 2	(25-28)

25. Do you have an advanced degree in education (including educational specialist) or certificate of advanced studies in education that you undertook specifically to prepare for your current role as principal, or are you currently enrolled in an advanced degree or certificate program in education that is specifically related to your role as principal?

- a. Yes 1
- b. No..... 2 → Go to question 36 (29)

This section asks about the education degree or certificate that you undertook in relation to your role as principal.

26. What degree or certificate do you hold, or what program are you enrolled in, that is specifically related to your role as principal?

- a. Master's 1
- b. Certificate of Advanced Studies..... 2
- c. Educational Specialist (Ed.S.) 3
- d. Ed.D. 4
- e. Ph.D..... 5
- f. Other (please specify)_____ 6 (30)

27. In what field is that degree or certificate?

- a. Education Administration/Leadership 1
- b. Guidance and Counseling 2
- c. Curriculum and Instruction (please specify major) _____..... 3
- d. Reading 4
- e. Early Childhood Education..... 5
- f. Other (please specify) _____ 6

(31)

28. When did you earn that degree or certificate?

- a. Currently enrolled..... 1
- b. Less than 1 year ago to 5 years ago 2
- c. 6-10 years ago..... 3
- d. 11-15 years ago..... 4
- e. More than 15 years ago..... 5

(32)

29. Did you pursue this degree or certificate on your own initiative or is it required as a condition of attaining or retaining the position of principal?

- a. Enrolled on my own initiative..... 1
- b. Required as a condition of attaining the position of principal ... 2
- c. Required as a condition of retaining the position of principal ... 3

(33)

30. Thinking about the education program you completed or are currently enrolled in, how valuable has it been for you in your current position as principal?

- a. Not valuable..... 1
- b. Somewhat valuable 2
- c. Very valuable..... 3

(34)

31. What has been the most valuable aspect of that education program in your current position as principal?

_____ (35)

32. What has been the least valuable aspect of that education program in your current position as principal?

_____ (36)

33. What, if anything, was missing from your education program that could have helped you in your current position as principal?

_____ (37)

34. While we understand that programs of education vary in quality and substance, as a general rule, would you recommend that other principals earn an advanced degree in education similar to the one that you have earned or are pursuing?

- a. Yes 1
- b. No 2
- c. Not sure..... 3

(38)

35. What degree and in what field would you recommend to other principals?

Degree	Name of Field

(39-40)

The next series of questions asks about your background and anything else you would like to add

36. What is the highest degree you hold, in what field is that degree, and from what institution is that degree?

(41-43)

Degree	Name of Field	Name of Institution
Ph.D. <input type="checkbox"/> 1		
Ed.D. <input type="checkbox"/> 2		
Educational Specialist (Ed.S)..... <input type="checkbox"/> 3		
Certificate of Advanced Studies..... <input type="checkbox"/> 4		
Master's..... <input type="checkbox"/> 5		
Bachelor's <input type="checkbox"/> 6		
Other (please specify) _____ <input type="checkbox"/> 7		

(59-61)

37. What is your year of birth? 19_____

(62-63)

38. Are you female or male?

- a. Female..... 1
- b. Male..... 2

(64)

39. What is your race/ethnicity (check as many as apply)?

- a. American Indian or Alaskan Native..... 1
- b. Asian or Pacific Islander..... 2
- c. African American 3
- d. White/Caucasian 4
- e. Hispanic 5
- f. Other: (please specify) _____ 6

(65-70)

40. Is there anything else you would like to tell us? Please add any thoughts you feel would be helpful in assessing the status of schools of education.

(71)

We may be conducting follow-up telephone interviews to discuss the courses you have taken and their relevance to your position as principal. These interviews will take about 10 minutes. If you are willing to be contacted for this interview, please check the box below and provide your daytime or evening phone number.

Yes, you may contact me for a follow-up interview. (72)

You may contact me at the following telephone number(s):

Evening phone _____ (73)

Daytime phone _____ (74)

Open (75-78) 05/(79-80)