

Charleston Teacher Alliance

2006-2007 Survey of Administrative Leadership in the Charleston County School District

Fast Facts

- Survey was developed and reviewed by CTA Leadership
- Survey was conducted between March 1 and March 31, 2007.
- 867 CTA members completed survey, 26% of teachers in the CCSD.
- This is the third annual survey of administrative survey. Previous surveys were conducted in the spring of 2005 and 2006.

Analysis Overview

The good news is that 68% of teachers think their building-level principal is an effective leader who makes a sustained effort to address teachers' concerns. This figure would be even higher if not for about 5 schools where teachers are largely dissatisfied with their principals' leadership. The bad news is that teachers blame the district's upper levels of administration for taking so much time from principals' day to day supervisory activities. Teachers want principals on campus to be instructional leaders and supervise disciplinary concerns.

Principals

Principals received consistently positive scores from teachers on 7 of the 12 multiple choice questions. The highest scores concerned questions of protecting instructional time (76% positive), transparency of teacher evaluations (70% positive) and ensuring that meetings were focused and productive (75% positive). Principals received lower scores on questions dealing with protecting teachers' planning time (56% positive), tolerating ineffective staff members (51% positive) and getting feedback from classroom observations (58% positive).

These results suggest that frequently

- 1. Teachers are not receiving meaningful feedback from observations by principals.*
- 2. Principals tolerate ineffective staff members.*
- 3. Principals are effective in ensuring class time is free of unnecessary interruptions, but teachers' planning time is increasingly interrupted.*

The implications for the district are significant:

- 1. Teachers who do not receive meaningful feedback from observations do not know where they stand with their principals and are more likely to feel insecure in their jobs.*
- 2. Teachers who do not have adequate planning time at school spend are forced to spend more time planning out of school, leading to frustration and attrition.*

Associate Superintendents

Associate Superintendents received low scores on all questions. These results suggest that:

- 1. Most teachers do not understand the role and responsibilities of the Associate Superintendent.*
- 2. Teachers are unlikely to go to their Area Superintendent with a professional concern.*

The implications for the district are significant:

- 1. Teachers experiencing problems at the school level are likely to leave the system if they do not trust the "chain of command".*
- 2. Teachers feel disconnected from a system that they do not understand and trust.*

Superintendent Goodloe-Johnson

The Superintendent received low scores on all questions, but particularly low scores (25% positive) on whether she seeks teachers' input before making important decisions. These results suggest that:

- 1. Most teachers feel disconnected from the Superintendent.*
- 2. Most teachers want to have a stronger voice in the development of initiatives that impact classroom instruction.*

The implications for the district are significant:

- 1. Teachers who do not feel like they have a voice in the district office are unlikely to embrace programming developed by the district office.*

CTA Recommendations

1. The district should limit the amount of time a principal can be off campus in a calendar month period to 3 days.
2. The district should narrow responsibilities for principals so that they have the time to be the school's instructional leader who can offer ongoing instructional support and meaningful feedback based on regular classroom observations.
3. The school board should review the performance of all principals receiving positive scores below 50%. The district should reassign principals receiving negative scores for 3 successive years.
4. The district should "revise" the position of Associate Superintendent to be more responsive to the needs of teachers.
5. The school board should direct the Superintendent to develop a plan to communicate directly with teachers on a regular basis, and the board should make sure that teachers' concerns are addressed.