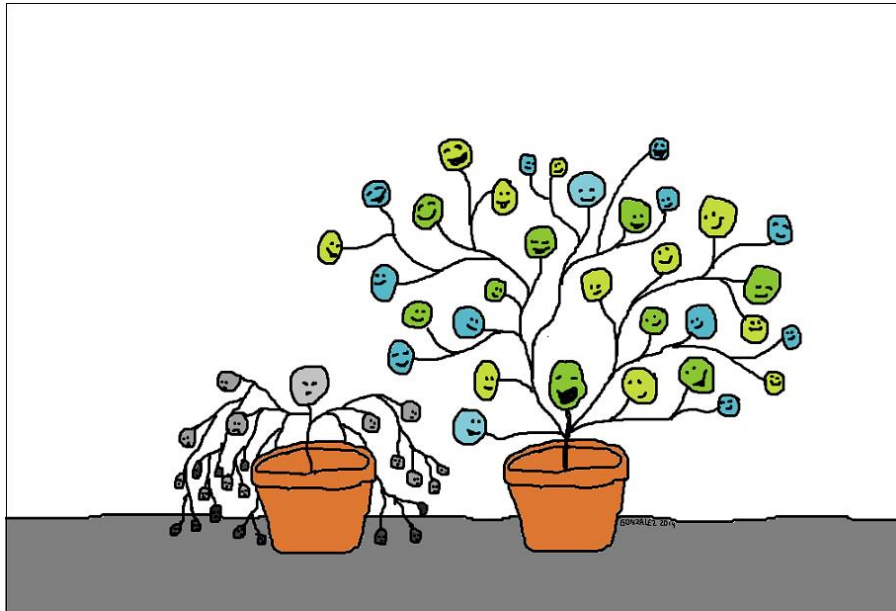


Cult of Pedagogy

Survey on School Administration



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www.cultofpedagogy.com

Overview

This survey was conducted by the Cult of Pedagogy website from December 13, 2013 – January 5, 2014. The questionnaire was distributed via SurveyMonkey, a free online survey platform. In this period, 85 responses were collected. Although the survey was taken anonymously, IP addresses from respondents indicated that they came from over 20 U.S. states and at least two countries outside the U.S.

Most questions offered a place for comments; these follow each question. A space between comments indicates a change in respondent. Respondents were told they could write about a current or former administrator, so comments are written in present and past tense. In cases where a comment might make a respondent's identity obvious to his or her administrator, is difficult to understand, or repeats an idea that has been stated several times already, some comments have been removed.

To view the results of each question, along with selected respondent comments, click the links below.

1: [How would you describe your relationship with your administrator?](#)

2: [For each of the following statements, indicate how strongly you agree with it.](#)

3: [How realistic are your administrator's expectations of you in terms of time?](#)

4: [How would you rate your administrator's knowledge of effective teaching practices?](#)

5: [How often does your administrator seek teacher input when making decisions that will impact the work you do?](#)

6: [When it comes to state, national, or other regulations that impact the work you do, which of the following best describe your administrator's attitude?](#)

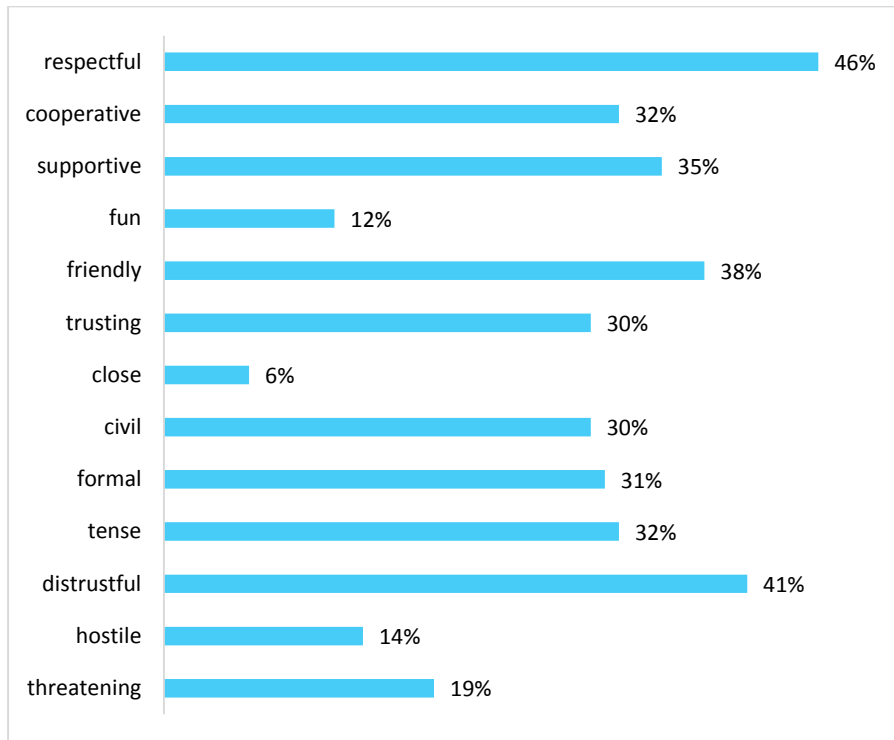
7: [How supportive is your administrator about your decisions regarding student behavior?](#)

8: [How effective is your administrator at cultivating a positive relationship among faculty members and creating a family-like culture in your faculty?](#)

9: [How would you rate your overall job satisfaction this year?](#)

10: [If you could change one thing \(or two, or three...\) about your administrator, what would it be?](#)

Question 1: How would you describe your relationship with your administrator? Choose as many words as are applicable.



Provide a general description of the relationship here:

He was the best boss I ever had. He always made the teachers feel as though he was on our side. He was strict with the kids, but also very sympathetic. I heard him bawling out a group of boys, and then saw him in his office playing an electronic puzzle game with them. The kids were a little bit afraid of him, but they all loved him because they knew he loved them. He was so supportive of me (and of all the teachers) that we wanted to do a good job, not just for the students, but to make him look good.

My principal began her teaching career here. She was well respected before she became an administrator.

My administrator is wonderful at what she does. Yes, naturally, I feel a little nervous when she walks in the room, but I do feel like I can talk to her about problems I may be having.

I felt that she cared about me and about my students. She supported my ideas in the classroom, but also encouraged me to take time for my family and self. I felt that she thought I was good at my job, but still wanted to help me grow in a very respectful way. Despite knowing a lot about being a principal, I could tell that she still thought about our school from a teacher's point of view, which helped her better support the teachers.

He is good in his work. He is very logical, rational and knowledgeable.

My administrator had a profound impact on my career. With every decision he made, he put the students first. He truly showed me how to put the kids first even if it is not the easiest choice for teachers, administrators, etc. But, kids are our business and that's why we are there.

I feel supported and trusted. They hired me to do a job and let me do it.

This administrator has given me full autonomy to create and work with students - insofar as to refer students, and to cooperate with me when there are issues. She also shields me from being overwhelmed by others. She checks in with me periodically, and also asks relevant questions that beg for thinking and possible tweaks in my methods. I know I can go to her with issues, because it's rare we deal with anything trivial.

We usually could hear him before we saw him because he had a huge laugh. To the students he could be strict and scary, but also caring and fun. To the teachers, he made us feel as though he had the utmost confidence in our abilities to be great teachers. I always felt as though he was on my side. When it came time for teacher evaluations, the other teachers took them in stride but I was nervous because I was a new teacher. One day while I was teaching a lesson, I noticed he was helping another teacher put up a bulletin board right outside my room. I didn't pay much attention to it at the time. About a week later, I realized all the other teachers had been evaluated except for me. I asked him when my evaluation would be and he said, "I did it already. You did great! Remember when I was putting up that bulletin board outside your room?" He said he wanted to see me when I didn't know I was being evaluated so he could have a true picture of the classroom atmosphere. He was a very strong presence, but I never felt as though I shouldn't talk to him about any concerns or just engage him in classroom projects we were doing at the time. I wanted to justify his confidence in me by being the best teacher I could possibly be. I loved walking into that school every morning!

Wears a suit but sits on tables and dangles his legs. Great open door policy. Meets with every teacher at the end of the year to hear what they have to say.

I know her job is difficult trying to make the district happy with expectations that do not match the purpose of our school while at the same time serving our students.

My administrator trusts me and believes I do a good job but is quick to pass negative judgment.

This administrator has a "hands off" approach with me. He allows me to do what I do, but I have never had him in the classroom, never had him personally observe me, and never had him give me any critical feedback on anything. When we've had chats, it's been fine. I've been heard. But it feels as though he'd rather spend his time with the coaches than with the teachers.

I respect my administrator for who she is and her vision but while our relationship is civil it's very formal. Although she says she is highly supportive of us I don't exactly trust that.

I am new to this school and this is the principal's first year back at the school. So far, I feel that he listens to the teachers, but after being burned at my last school, I am leery of trusting.

My principal has been nothing but supportive of me since I began my career at her school. Though she's given me room to make rookie mistakes, I feel a lot of pressure to NOT make them for fear of losing my good relationship with her. I think this fear comes from stories I've heard from others about bad experiences with her. Though I've heard plenty of negative stories, I've remained positive and have not let these stories change my overall perception of her. She works very hard and is respectful of those she knows work just as hard to fulfill their job responsibilities. I've also seen a "fun" side of her that I think of often to remind myself that she is just a person and not someone to fear. Yet, I generally think of our relationship as tense because I am terrified of making mistakes that could make me one of those stories others talk about on a regular basis.

The administrators in my school tend to be close with a few teachers, but very formal and professional with the rest. There are lots of “committees” that pretend to take teacher input with major decisions, but they don't actually seek teacher advice when decisions are made.

The relationship is sometimes good - in social or group situations. He does not like to be questioned about decisions, however the way that he considers suggestions is to ignore them. Generally he demonstrates passive aggressive responses to challenging situations.

I found the administrator kept promising things, like lowering class sizes, but she had no intentions of doing so.

I do not belong to the old guard faculty, so any new idea I bring to the table is never supported.

She can be moody, but after you learn the signs to know when it is and isn't a good time to talk to her, she is great. We have reached a place where we balance the need to be decisive and take action and stop and consult. Sometimes I ask too much permission and she gets annoyed sometimes I don't ask enough permission and she annoyed but forgiving.

My principal is friendly when he interacts with me and we talk only about non-school related things. I feel comfortable talking to him about these things, but do not trust him re anything related to the school.

Doesn't usually come out of the office. Has assistant handle most everything.

We have not had any conversations about teaching and learning. I have not been observed in the 1½ years I've been at this school. Our most recent conversation was to discuss an improvement plan that came out of the blue; no prior discussion was attempted on any of the issues in the plan.

Our administrator keeps us at arms-length. Her expectations are high, yet vague and unattainable. Very little praise or support is offered, and teachers often comment how they feel as though the work they do is never enough.

The administrator is threatened by any new idea he can't control or that doesn't align exactly with district priorities. He is happy to have my class's test scores improve his standing but has no interest in understanding, promoting, or scaling the practices that enable those test scores.

She had no classroom experience above the 2nd grade, which left her unable to relate to high school teaching experiences. Small town, very political. She never had any intention of staying over two years.

He has no teaching experience and so does not understand thing one about classroom management, lesson design, assessment and so on. He has been mandated by out supe to “clean up Dodge” and so views teachers as problems. He spends the vast majority of his time looking for problems and writing up teachers. He does not follow up when he has made a mistake.

I do my job and do my best to act professional in all that I do. I do not joke around or do not try to talk more than necessary to administration than necessary. I feel distrustful to administration. I have been let go from administration at one time. I want my job and therefore do not trust and am afraid to say anything. I am respectful to everyone and try my very best in all that I do. This is what is important to me. I do feel that our principal does favor some staff. I do not want to be favored. I want to be respected and feel like I can share my real mind and not necessarily be judged or shot down for my ideas.

The relationship began on the right foot. She seemed supportive and trustworthy; I was trusting, respectful, and cooperative. Then, I received more feedback about room layout than actual instructional feedback. Major decisions were made last minute, very little help came from my department chair, and my administrator seemed to be missing all the clues that her staff was not receiving the promised advice and support.

She is a micromanager, except when she doesn't want to be bothered with details, but you can bet she'll be blaming you if a parent complains. She never supports the teacher when a parent complains. She has a few targets and rotates among them. It got to the point where teachers avoided going to the office and walked by her door as quickly as possible. Grievances were filed against her from every grade level and that was the year she was named Administrator of the Year by the district.

I do not feel comfortable approaching my principal unless it's absolutely necessary because I never know her mood. Some days she is very friendly and approachable while others she is cold, unhappy and unapproachable. I do not feel safe having a conversation with her about most topics.

Current administration is consistently negative, provides almost no positive feedback, is quick with negative feedback, has a particular vision for how classes should look, has no experience teaching subjects that he wants taught a certain way, and is so focused on data and rigor that he forgets that kids need a culture of caring and support and a school environment that fits their needs.

There is a clear lack of trust. She labels all constructive criticism a "negativity." She is insecure about her ability so overcompensates.

From day 1 he was a buddy, and was probably threatened by our prior principal, who did a fantastic job. It was difficult for us to come into contact with someone who acted like a friend,

but proved to be untrustworthy fairly quickly. First, he talked about his subordinates with other subordinates. We quickly learned we couldn't trust him. Second, he did anything in his power to look good to his bosses. He let it be known we were a stepping stone. Third, he played favorites. His favorites had special privileges and he would certainly look the other way if they were doing something inappropriate. Meanwhile he had a target on other teachers' backs, many unjustified. Finally, he was insecure. He told us his door was open, but moved into a corner office away from staff, students, and parents. He never got to know anybody, didn't ask about families, surgeries, life events. The staff lounge was a no-show zone! He conducted business via e-mail (His overuse of exclamation points became a teaching point with my own third graders: "If you can measure your exclamation points in inches, you've got too many!"). He shied away from parent conversations, and would text during parent meetings. He never spoke up, and we felt like he didn't have our backs. If you played the game, your teaching reviews were fine. If not, they dropped. I received my master's degree in reading, and my reviews dropped from distinguished to meeting expectations. I had more experience, confidence, know-how, and still maintained a passion for my students...why was I suddenly the worst teacher I'd ever been? My current principal has definitely recognized this — reviews are back up again. You cannot be so insecure as a principal. And there should be a definitive lack of ego, an interest in students, staff, and families. Not ladder climbing. GOOD RIDDANCE!

My principal acts like a bully and like what I'm doing is either wrong or not good enough.

This administrator has been known to have a difficult time telling staff of issues he/she is upset about to them face to face. You hear about it later. Therefore, passing in the hallway, faculty meetings, and face to face discussions are usually tense and rigid because I do not know what he/she is really thinking.

This relationship of distrust started two weeks after his arrival. When I presented an idea, he simply said thank you. Since then the lack of respect has continued from hiding budgets, implying I lie, to not answering emails.

When he first got the job, we had a respectful, cooperative, supportive relationship. At the end, it was tense, distrustful, and relatively disrespectful. He came in making a lot of promises, and I trusted his judgment. But he was terrible on follow-up, and he liked to play staff members off one another, so by the end, I didn't trust anything he said or did.

The principal really doesn't deal with issues in the building. There are "bully" teachers who target teachers they do not like. One teacher actually walked out leaving everything in her room after putting up with this after 1.5 years. The union cannot help because you cannot grieve against another union member. The principal always takes the easy way out, so the "bully" teachers complain more against the other teacher who tries to do their job and stay under the radar.

Both administrators were humorless women. The principal would frequently TURN AROUND AND WALK AWAY FROM ME when I was mid-sentence, talking to her. When I try to give them the benefit of the doubt, I think that maybe they just had insurmountably difficult jobs.

The administrator was pompous, condescending, and rude regarding his staff.

My administrator is a bully, to staff (if not in her clique) and to students that she doesn't like. Have been targeted several times for minor issues when other teachers are doing the same or worse and there is not even a conversation with them, they are in clique.

Admin is not professional. Speaks ill of students, parents, and other staff in the presence of staff. Does not return emails or other communication. Has obvious favorites. Cultivates a culture of mistrust. Not supportive.

It is his way or the highway. Everything we are doing is wrong and it seems like they are trying to catch us doing wrong. Even though they say this isn't a "gotcha," that is what every single person feels like in our building.

My principal is more into power and appearances than she is into children and learning. She has done some really crummy things to several staff members in her two years at our amazing school. No one trusts her except her few favorites.

I have far more education (EdD) and teaching experience than my principal. She is threatened by my expertise and openly hostile to hearing opinions that differ from her own. She ignores research presented to her in support of theory or methodology that differs from her pet projects and mindset.

This administrator is mercurial. Sometimes this person is in a reasonable mood. Sometimes not. We never know what will set this person off.

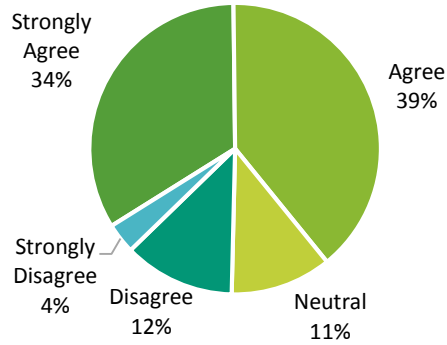
His use of fear and intimidation has destroyed the climate and culture of the district.

She referred to faculty as "you people." There was a climate of distrust and suspicion; in one meeting, she announced she'd been monitoring which of us opened e-mails from her and covertly tracking how long we spent reading them (thus punishing swifter readers; logic wasn't her forte). When she took the helm, her first action was to announce that from that point on, all teachers would have to sign in in the morning. Someone objected, saying we'd always had the honor of being trusted to be present for the beginning of school. Principal snarled, "Now you have a different honor. Signing in is your honor." At the beginning of her second year, she announced "You people have been taking way too many sick days, and I want this to stop. There will be repercussions." I swear I am not making this up.

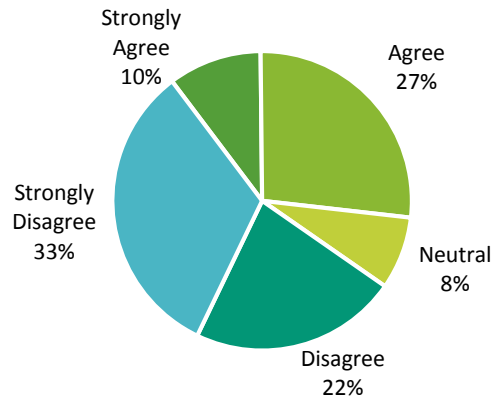
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Question 2: For each of the following statements, indicate how strongly you agree with it.

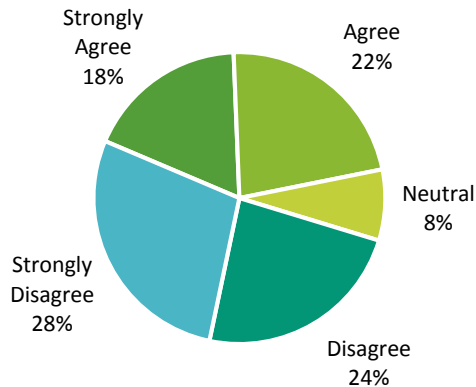
2a. I believe my administrator feels I am an effective teacher.



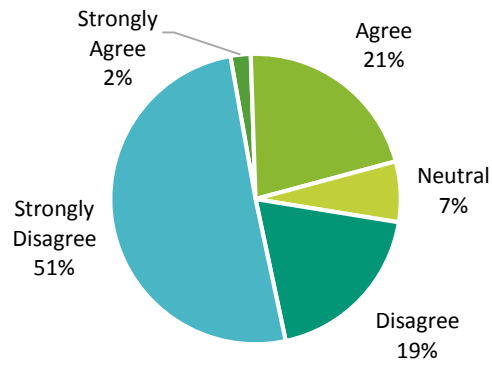
2b. I feel comfortable going to my administrator with a concern about a colleague.



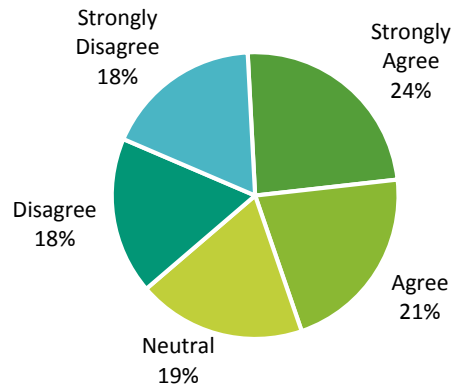
2c. I feel comfortable going to my administrator with a concern about my own teaching skills.



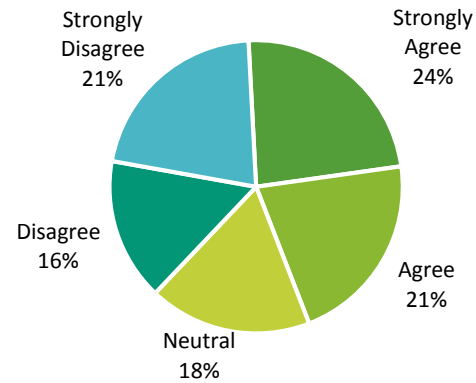
2d. I feel comfortable going to my administrator with a complaint about something s/he has done.



2e. I can laugh with my administrator.

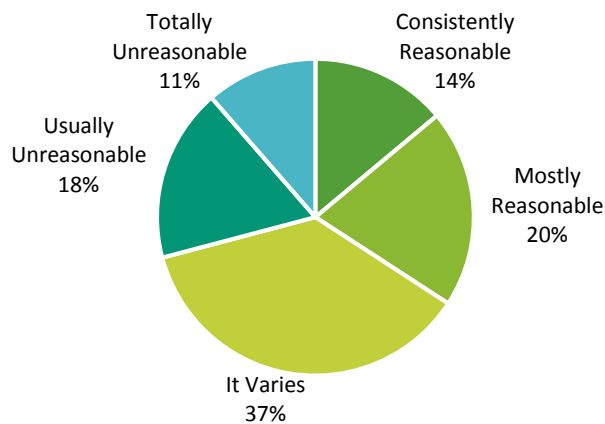


2f. I respect my administrator.



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Question 3: How realistic are your administrator's expectations of you in terms of time? In other words, how reasonable are your assigned tasks compared with how much time you are given to complete them?



What specific things does s/he do that contribute to this rating?

I was an ESL teacher and pulled out students from grades K-4. I taught 7 classes a day and had to stay after school or come in early to prepare for each day. When I realized all the classroom teachers had prep periods, I asked him if my schedule could be rearranged to include some prep time every day. He immediately talked to the other teachers who were unaware of how much I was working, and we worked out a plan that was beneficial to all of us.

My admin never expected more than we could do. I think he thought many of us worked too hard and tried to make teaching easier for us.

This is a year of many changes....when things seem to be too crazy or an unfair turnaround time, I know I could go and speak to my administrator and we would work it out.

Her requirements are very reasonable. However, sometimes mandates from the district office aren't always reasonable.

He gives us time to do the things he needs us to do (for example, online PD things that are required by our district), and sends out occasional reminders before the deadlines.

We are under state watch, so a lot is expected of us. When things get overloaded, he encourages us and helps us find the time we need.

She did a good job of giving us deadlines a few weeks out, and using part of PD days as teacher work time, trusting us to do what needed to be done.

She asks me how much time I need, and we agree to a time when I'll be able to give her something. She also asks if there's anything I need that can help me with my time - knowing I am flooded with requests, and dealing with students and parents from the time I arrive until I leave (if not after). She tries to keep people from invading my time with more requests and works with them to figure out a way to do so without "shaking the cage."

Cancels staff meetings when school is crazy.

My administrator is often very disconnected from the classroom and often does not understand just how much grading we have to do without all of the extra tasks. He usually has to give extended deadlines for the extra things, but at least he WILL do that.

Many new things this year that require additional planning and time. There is NEVER enough time.

If my principal needs information from me, she will schedule the meeting a week in advance to give me time to gather the appropriate data. I guess my biggest issue with my administrator's expectations would be email. She might send an email in the morning expecting a pretty immediate response. This is impossible for me because I'm teaching all morning; it is hard for me to even check my email. My administration frowns upon catching a teacher behind his/her desk looking at the computer, so I feel like this is a pretty impossible situation.

She tends to be too forgiving rather than unforgiving regarding time.

Lots to do and so little time. Most of the paperwork being asked of us is done outside the school day and into the evening hours of our family time.

My administrator loves formal meetings. I have always joked that the only thing that really can get you in trouble at my school is to miss a meeting.

He sets deadlines, and he sets the assignments. However, there is usually not enough time granted to get even half the work done in that time frame. He is not readily willing to give more time during regular hours, and instead expects the teachers to be meeting on their off-time for several hours without compensation.

She often notifies us of something she wants done and our turnaround time is less than a day or two.

My principal does not get involved with the day-to-day running of the school, so has no idea how much paperwork we are expected to complete.

Initiatives are not only incredibly time-consuming but also completely ineffective.

Uses every scrap of extra time in long meetings or extra assignments. I can't get my special ed. paperwork, planning for co-teaching, grading, and dealing with behavior problems done during my allotted planning time and always work through my lunch period. The principal delegates everything...adding to our work.

He is always asking for last minute material he needs and we are expected to comply, despite our commitment to our classes.

While he doesn't expect a lot of random paperwork to be done, we have a copious amount of unnecessary, long faculty meetings.

There are a lot of "initiatives" that don't affect my classroom that we're expected to work on. The principal and department heads go to conferences or read books and want us all to convert to that new style/idea IMMEDIATELY, regardless of how many other "initiatives" are going on at the time. They don't communicate well about this, and they don't try to combine initiatives, or even really think about how it all fits into the big picture (which is a bit ironic, because one of the initiatives is "thinking about the big picture"). I just whip out something kind of lame that will please them when the time comes, and I keep going with my work. They don't seem to notice that the work on the initiatives isn't my best effort.

Meetings after meetings to reinvent the wheel. Urgency to repeat buzzwords and set goals based on outside trends not matched to our school. Poor meeting management skills — does not know how to wrap up a session and/or comes to a conclusion mismatched to the discussion, meaning we have to start over.

Expected us to give up our consultation time to man the halls.

Our district is small, which may contribute to the mandatory out-of-school duties for sports, along with once-a-week or more PD or data meetings, giving little time for day-to-day instruction or planning.

She expected each teacher to create an IEP for ALL students. She also expected us to complete forms but didn't give clear instructions, then got angry with us for doing it incorrectly.

If one were to have done everything our principal demanded, only about nine hours a day would have been left for sleeping, eating, and life outside school. I'm not exaggerating. Weekends were not exceptions. Required unpaid volunteering for after school events was probably the most annoying thing. Required detailed lessons plans to be submitted a week in advance often took up more time to make than actually teaching the lessons.

He will often let deadlines slip up on him then expect us to make up for the mistake by submitting work in a very short time.

I do not feel like any administrator has good idea of all the expectations placed on us today. It isn't necessarily all their fault as state and federal government regulate many things they have no control over. I am on several committees and supervise a team at our school. It would be very nice if administration would try to better even out responsibilities throughout our school. I am a very hard worker and am taken advantage of often as others will not step up. I have had a coworker ask me if I get paid extra for all that I do. No, I do not. It is just that everyone else thinks they are overworked and will complain endlessly to do any other extra responsibilities.

It's not necessarily the amount of time for ONE given task. Rather, it's the amount of TASKS given above and beyond actual teaching that becomes very difficult to manage. Many of our so called planning periods are used just to have yet another meeting or to catch up on work that keeps getting piled on us. I literally use none of my planning for actual planning. None. That is done either before school hours or after school hours every week without exception.

When having us implement the Common Core at the beginning of this year, she simply handed us a guide to the Common Core, limited us to

the readings in there as if they were requirements and not suggestions, put as many works as possible on the school server--but with no teacher supplemental materials. She kept telling us that there were lesson plans in the book (VERY limited) and that there were lesson plans all over the web; that there was no need for us to "reinvent" the wheel. She had no concept that many of the works would be new to us or last studied in college or graduate school and that even finding resources on the web takes time, let alone adapting them to fit individual classes. In general, although she is the curriculum director, she seems to have little concept of how long actual teaching tasks take for a responsible teacher.

Wants every teacher to be teaching CCSS to EBD kids as if they have prior knowledge. Students all have skill deficits. No planning time. Not even a scheduled break, have to have lunch with students even though I have 2 assistants.

When items are district imposed there is rarely enough time. When it is something that has been neglected because he doesn't feel it's important then we are in a rush to complete it because he is late in letting us know.

I am responsible for completing a district plan. When I asked for the information he took over three weeks to share. He does not respond to emails, implies I break equipment, leaves me out of new technology.

He changed the deadline for the upcoming year's budget. He told staff if we didn't have it in by the early point of the window, we'd be cut off, and not allowed to have anything for our classrooms the following year. He wanted to be the first principal with budget numbers in to look good for his superiors...

He expects us to do extra work covering for others, yet does not even recognize or even put a staff thank you in the lounge for teacher appreciation week, even though we take a nice collection each year for bosses day and give him a cake for his birthday.

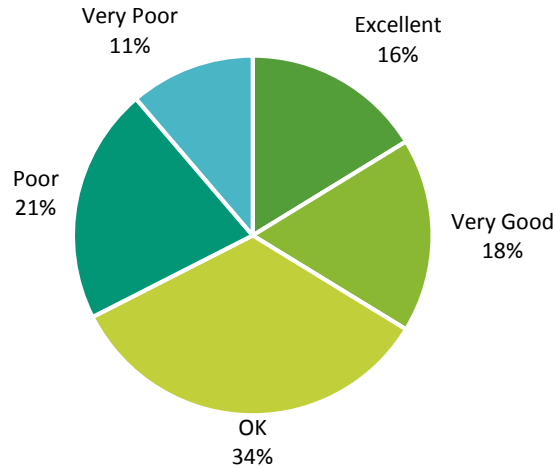
I, and other teachers, spend countless hours working at home. Our administrator seems to only factor the time she sees people in the school building. Despite being in the school when she is not and despite working many hours (sometimes staying up all night) at home, she has told me several times that she needs teachers who are willing to put the time in to have nice bulletin boards.

He at one point told us that in order to be effective, we need to be like he was when he was a teacher. He spent all his waking hours working. He would be in the building hours before students, stay late, then be up all night working. Unfortunately, that is unrealistic and far too demanding of anyone, especially people that have friends and family (which is everyone!).

My principal expects teachers to put in significant nights and weekend hours, uncompensated, of course. She has assigned work on Friday afternoon and expected it first thing Monday morning. She requires that staff serve on multiple committees that require dozens of hours. When teachers complain, she "compromises" by moving meeting times during our prep time, thus creating a situation where we are less prepared to teach. No matter how much we do or how hard we work, it is never enough. Our young teachers are burning out at alarming rates and late career teachers are counting the days till retirement. Morale is at an all-time low.

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Question 4: How would you rate your administrator's knowledge of effective teaching practices?



What specific things has he/she done to give you this impression?

She has observed me working with some very difficult students, and after they have left, she went down the list of events, explained what I did, how it was effective/ineffective, and how I either corrected it, moved to the next step, or what I could do in the future — as a suggestion. We also speak about issues that arise, what I've done, and where I need help — she helps me figure out strategies that support me.

He was great about staying on top of research, looking at effective schools, providing professional development for areas of growth.

Before she came to our school many of my fellow teachers had worked alongside her, when she was a teacher. They respected her work.

She has her national certification and is very aware of best practices in elementary school.

He is always sending things that relate to all of our different likes and dislikes...he is a Twitter "nut" (I mean this in the kindest way...).

Relies heavily on relevant and immediate data, provides weekly strategy challenges and gives us time to practice them and master them. Provides feedback on how we are doing with the new strategies.

My admin is very knowledgeable of how to teach effectively and will give you help and support, as well as guidance along the way.

Data, interactive notebooks, anchor charts are encouraged. Changed the way I teach.

He doesn't jump on every latest fad. The things he asks us to implement seem to be things that have stood the test of time.

She has canceled a professional development series when it was not practical for our students, she has attended professional conferences and training alongside the teachers, she can recognize and note clear best practices on my evaluations, and she does professional reading regularly.

He has worked in a variety of positions in our school system, and seems to have a handle on what works best in the classroom.

Sometimes the administrator will own up to telling us that she knows the newest mandatory method/trick/ fad is just that — a fad that someone on the school board or the state Dept. of Ed. has latched onto.

He's knowledgeable because he's always talking with us teachers and researching new ideas.

Our district is very top-down on precise teaching techniques that have to be seen regardless of content. She goes along.

I teach kindergarten, administrator has a middle school background. It is not clear that he has tried to remedy this lack of knowledge.

The "initiatives" they have are mostly basic, basic teaching practices. Comments on observations are based around these basic ideas, indicating that they don't understand the more advanced things I'm trying around differentiation and project-based learning. Meanwhile, they are telling us to increase differentiation and project-based learning, but they have a specific, proscribed way that they think it should be happening in every classroom, because they don't recognize it if it doesn't look exactly like it looked in the magazine article they read. I'm not trying to sound bitter — they are very positive about what I'm doing and give me a lot of leeway to figure out my own practices, but the principal seems like she doesn't understand my subject (she taught something radically different as a teacher), and the department head doesn't seem to understand teaching at the middle school level.

Recycles materials from others. Repeats terms like "rigor" & "mindset" without knowing what he is talking about. Has magical thinking moments where he thinks with more effort an individual teacher can undo years of educational neglect in a student.

Our administrator has done extensive reading on one teaching practice, and expects our school to adhere to this style, no matter how any teacher has taught before. While the teaching practice she has bought into is certainly a good one, there is little room in our school to deviate from it or try new, innovative strategies because she believes if they are different from her favorite strategy, they must be ineffective.

He doesn't even have a certificate to teach any course offered in our district.

He has only taught kindergarten.

She was a counselor...has never taught!

He has others do his evaluations. He is never known to visit classrooms, unless there's a coaching question. He assumes all the teachers are teaching the same thing. He goes off what others say about practises, rather than looking and observing.

He was an ESE specialist. He does not appear to know anything about curriculum.

She makes us focus on having weekly intervention times (with no guidance) instead of best instructional practices to start with.

He doesn't practice what he preaches when it comes to his own presentations.

He does not realize the amount of work it takes to shepherd a student through a class. It goes beyond just lecture and testing. It is about helping the student improve their writing, note taking, continuing to look for more active learning activities, and dealing with students who have serious life issues.

He has some idea as he was a teacher. However, he never had to do what is expected of today's teachers. He often is disorganized and does not plan well. I guess I would like him to be more responsible and be able to handle more tasks than to be laughing with his favorites. I am not jealous, but feel like he wastes a lot of time and then the hard workers get stuck doing the work.

We haven't really talked about it, and he's never observed my class.

No examples come to mind because she speaks to us very little about teaching practices. There is a very occasional in-service, usually useless and all the administrators, including this one, are obsessed with AIMS test scores.

My admin is up to date on all the latest trainings, but then wants to IMMEDIATELY implement every new practice without consulting with staff about possible conflicts with strategies already in place, or taking into consideration the age of students involved. For example, students in the upper grades are much more flexible with change than younger students are.

Worked at elementary level; gave me ridiculous advice for working with high school students.

Overall schedule demonstrates the lack of how students learn best. RTI not effective in addressing student needs. Discipline is extreme jerking kids by the collar, and screaming in their face.

Latches onto every trend and repackaged idea. He was a PE teacher before becoming a principal. He will defer to teachers for their expertise, which is good, but I don't see him as a source for information about teaching practices. He seems a little lost in that area and talks about it in more general terms.

Out of date! He was telling us to use "Think, Pair, Share" in many observations. I knew he probably used this in his middle school years prior. It didn't change! He didn't demonstrate a passion for discovering what was new. Didn't learn with us, didn't grow with us. Our prior principal did. He'd also write things on the observation, such as "Write agenda on board." The agenda would be there! He didn't look at the obvious. He stated once that he didn't want a specific new series for language arts because it would encourage teachers to be lazy.

Her teaching experience was one grade level (6th) and gifted--she has never taught struggling learners or early childhood. She does not understand that young children are not mini adults and cannot perform certain tasks on demand when the tasks are not developmentally appropriate. She "fakes" her way through situations that require a certain level of knowledge by relying on position statements from her administrators' organization and Hattie's book of meta-analyses. These are not

adequate to cover for her lack of experience and theoretical background in child development. She is defensive about her inadequacies and will not accept advice from people with greater knowledge bases and experience.

Constantly referring to how she did it when she was a classroom teacher with no acknowledgment that teaching has changed since she was in the classroom. She would constantly ding teachers for having "messy" classrooms without recognizing that there are TEs and supplementary materials for each subject and that stuff takes up space and needs to be accessible. She cared far more about appearance than if students were actually engaged. I invited her to come and observe my class in an investigation of buoyancy and density and all she could focus on was the rack of chairs left in the room by the custodian. The students were all completely engaged and using what they had learned in class and she just reminded me to clean up after they were done.

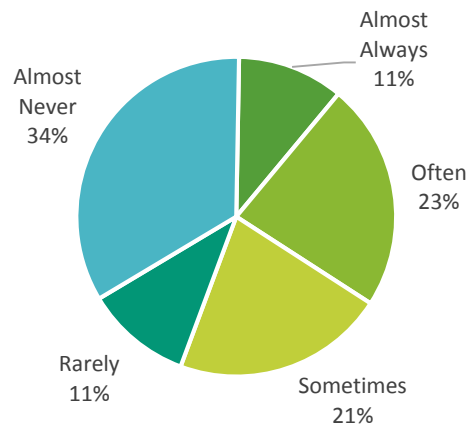
He uses big words but can't really explain what he is saying. For example, he sees differentiation as ONLY having tiered activities. Won't accept that anything else can possibly be considered differentiated. Also, when he says something we don't quite understand (which is often) and we ask to clarify, he replies with "You are all educated, you don't need me to answer that." or "What do you think?"

No conversations about effective instruction at meetings. The focus is on administrative issues and catching people at doing wrong things.

We had several research-based pieces of data that would have helped with the placement and teaching of ELLs, but he wanted me to find other information because he didn't trust what we had. And then when he was supposed to have been trained on working with ELLs, he worked on other things in the back of the room throughout the training, so he never learned what to look for when he was observing teachers in the school.

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Question 5. How often does your administrator seek teacher input when making decisions that will impact the work you do?



Please explain or give an example here.

During faculty meetings, the way he talks to us feels more like an open feedback session than just him barking orders. He (and the two assistant principals) have occasionally taken general polls during staff meetings to see how we felt about things that could be flexible, such as meeting times or evaluation procedures.

There is continuous feedback session with team leaders who take regular feedback from teachers.

During our weekly counseling/specialist meetings, she will put something forward and ask for input. This leads to a discussion, then she will take the input and have a private discussion with me, or my other colleagues later to hone in on impact and direction.

My principal schedules quarterly meetings with teachers to discuss RTI. Prior to the meeting, we prepare by reviewing data on our current RTI students as well as our general core students. We make recommendations for student placement and compile a list of students to closely monitor throughout the next quarter. I think it is very important to involve teachers in this process and our principal is very respectful of our input in these decisions.

Asked me my opinion before hiring a long-term sub. Asks me weekly how things are going on our team.

Since this is her first year, she knows that the older teachers can give her input and she asks for advice when she needs it.

The few times he hasn't, he's heard our complaints, made changes, and apologized.

In the beginning it was a bit disjointed but I feel there have been changes so that we are consulted if it is not a mandate from above.

This is where the long faculty meetings come in! While I am glad to be "in the loop" as far as decisions go, I don't think we should have to discuss and vote on every decision. I have learned this has happened because the last administration didn't allow the teachers say in decisions.

He has asked me privately what I think about certain decisions, and I got the impression that he did this with other teachers he trusted. He also sent out requests for feedback at team meetings, giving us an opportunity to talk things over in our teams prior to certain decisions or changes. When it came to personnel changes,

though, sometimes he'd move people around from year to year without telling anyone ahead of time, and this created a lot of hurt feelings and problems between teachers.

Our principal had a special calendar specifically for scheduling "teacher meetings." We could come in as often as we wanted to talk about anything. Of course, if she was in her office, she usually had her door open and was happy to have us stop in and chat quickly. We could even give a "red flag" note if it was urgent. For major changes, she would hold grade level meetings to share the news and create a plan. At staff meetings, teachers were welcome to speak up about the topics presented, but also about our own concerns not on the agenda. Sometimes, I almost felt like she offered TOO much teacher input. My last year at the school, my grade level had a teacher with a very strong personality who often felt that her opinion trumped all, as though she deserved a say in anything that happened in the school (such as the schedule for custodial maintenance over a school break) and balked when it was just decided. The principal, rather than standing up to her, brought it back to the teachers for more input. While I appreciated the chance to give input in general, there were times like that which really made people feel entitled to getting their way.

When something of import came up she would call a meeting.

Improvement could be found by asking teachers to think of input ahead of scheduled meetings. Agendas are often provided the day of or the day before meetings. This is a start in the right direction. However, the agendas often just have general topics listed. If relevant questions for the staff were also listed, we could prepare answers, suggestions, or even research and student work as needed.

The administrator seeks input informally from a small group of teachers which they are "close" to, rather than the faculty as a whole.

Decisions were made, then communicated to us through the grapevine.

We are never asked for input on things that go on. I wouldn't know what a good administrator does.

He has a small handful of teachers who are training to one day become administrators. He consults with them regularly. The rest of us? No.

Not at all. He frequently went to in-services, but chose to sit with his cronies in upper administration (he was very close with the curriculum director). Our former principal would actually sit with his staff at these day-long extravaganzas (not exactly an input decision — just wanted to highlight difference between them). There were never channels for input, everything came from above and was delivered via e-mail (ugh)! We were sure he did this not only because he wanted a trail, but because he couldn't stand spending time with us. He was very uncomfortable during staff meetings, and would generally call in others from the public to do some kind of informal presentation on something generally school-related so he didn't have to talk. Communication was one-way. Because he talked about staff behind their backs, people were not comfortable approaching him about anything. We felt he would step on any of our backs to get where he needed to go.

Please let reading specialists determine the materials used with struggling readers! People who have no academic background in developmental reading and/or have never taught struggling readers have NO BUSINESS determining how children are taught to read. This is frustrating for staff and devastating for children. Admit when you don't know something and let those who do understand the issue to determine how it is dealt with. Teachers will have much more buy-in (a critical component for change) if we are consulted and trusted as experts.

We sometimes gave feedback, but only when a program was a done deal.

My administrator seeks input from a team of administrators, none that have masters or much experience in the business. He uses this to judge me with masters and 25 years' experience.

She would demand changes or manipulate them. Such as wouldn't you like to go back teaching drama. Knowing they were cutting back on the program, and not wanting to endanger the teacher presently running the program, I said no. She proceeded to tell me I might not have a choice.

He makes the decision. I ask him about it. He asks if it's possible. I say perhaps. He says, "Well, see if you can. If not, no big deal." With others, he listens, and tries to cooperate, but always throws in the district office as being the baddie in it all. This year, though, the superintendent is a former teacher many of us know well, and this excuse isn't flying any longer. He's become more malleable within reason.

Meetings and subcommittees galore. Takes away time from actual practices

I think he goes to certain people for advice and solicits ideas at staff meetings but then goes ahead and does whatever he wants.

All decisions were entirely top-down. Principal did not allow teachers to speak in meetings.

Our staff is usually told after the fact when a decision has been made. I have never been asked for input on a decision relating to my teaching. This immediately kills collaboration and puts a wall between teachers and administrators.

The principal literally changed my entire job for next year without discussing it with me first. Next year, I'm getting moved to another grade level, and my class is turning into an elective. They didn't tell me this until the day it went to the school board for approval. What bothered

me the most was that teachers who are "close" with administration knew about this weeks before I did, even though they're not in the department. Things that would have helped me be less angry about this: 1- Telling me before telling other teachers. It made me feel very devalued and out of the loop, especially when I heard about the decision through whispered rumor weeks before I was actually notified. 2- Including me in meetings where the decision was made. Even if they didn't listen to anything I said, at least I'd have had a seat at the table, so I could hear my fate first-hand. 3- Actually listening to me about what I thought. I'm the only one who has taught the course as it stands. I have lots of ideas about where I could go with it. They knew this (they even had a document I wrote explaining some ideas), yet didn't think it worthwhile to hear how I could work with their ideas.

If she does ask for input she must ask others and not tell us. Or, she asks the deans and coaches their opinions instead of people who are actually in the classroom every day.

We have begged for more collaboration but requests have been denied.

In high school careful scheduling is of utmost importance. She made decisions without consulting department chairs and scheduled sections in such a way that there would not be enough textbooks to go around.

I used to be called in to help interview new staff – teachers and teacher assistants. I'm nationally certified and have been for many years. This principal has never once requested my input on hiring. My principal has never requested our input about budgetary decisions.

She doesn't ever ask for advice. If it's not her idea, we don't do it. She even disbanded our PTO and replaced it with a Principal's Advisory Committee that is just informed about what is going on at school instead of helping make decisions.

No. We got a lot of directives. I only remember one or two brave teachers who would challenge anything during meetings. We were never asked for our input.

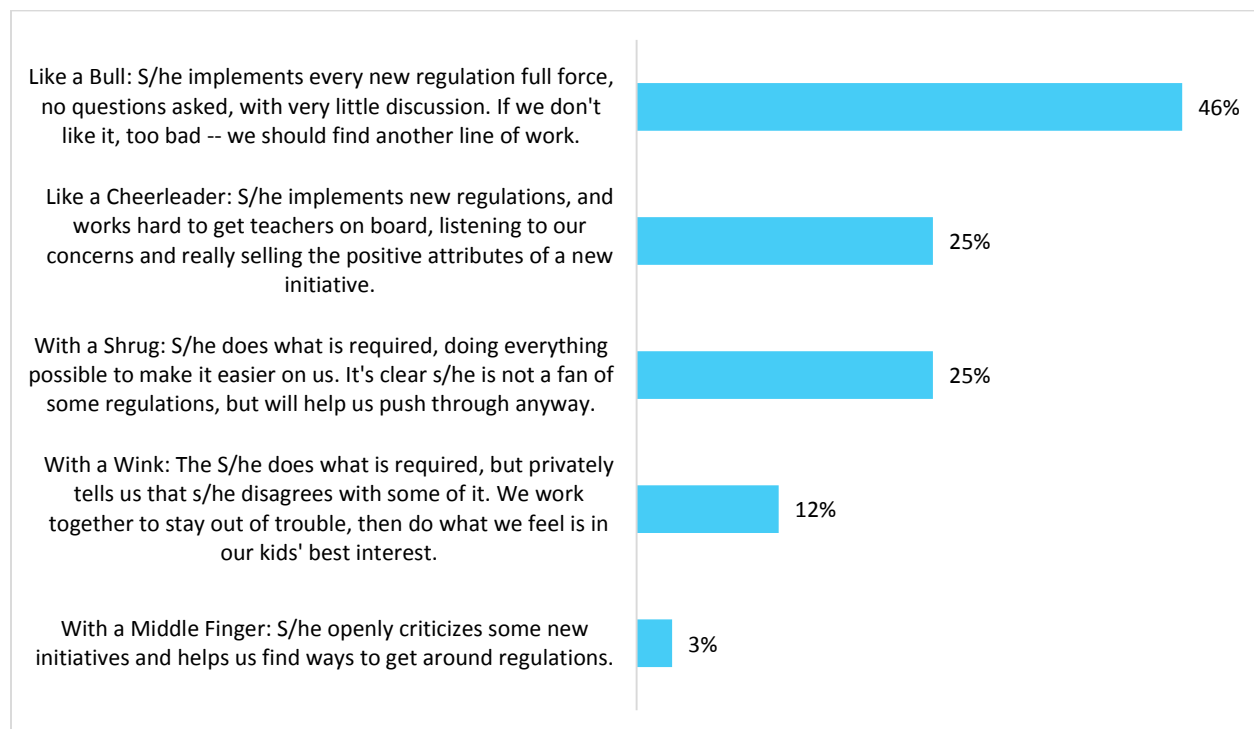
This is probably one of the most frustrating issues I have. Our admin has just emailed us a new schedule change for the next semester that will significantly impact the amount of recess time our students will have. No one in our grade level was notified of this change and it is a "done deal." No one was invited from our grade level to talk about this before this change occurred. Now our entire afternoon will have to be restructured after the first of the year to a class that is very "schedule sensitive."

Goes to his favorites in the building for feedback and does not seek it out from others. There are three favorites in a building of 20 or so teachers.

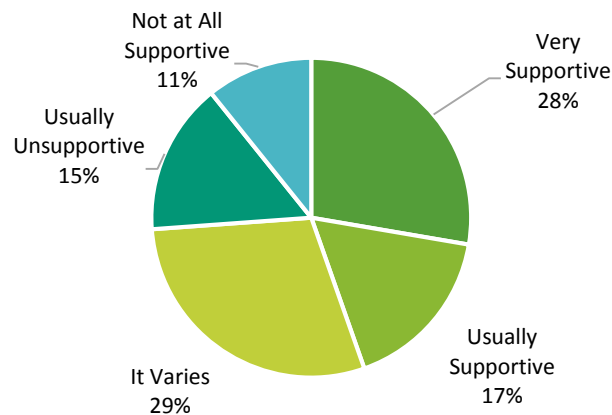
At the end of my time at the school, he decided to make a couple of major changes without consulting me. While it wouldn't impact me because I was leaving, it was going to majorly impact my program, and he didn't bother to speak with me about it. Rather, he sought other teachers' input — he speaks to the teachers whom the decision will benefit, but he's too cowardly to discuss tough choices with the teachers who might not support his decision.

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Question 6. When it comes to state, national, or other regulations that impact the work you do (testing, new standards), which of the following best describe your administrator's attitude? (You may choose more than one.)



Question 7: How supportive is your administrator about your decisions regarding student behavior?



Please explain or give an example here:

My principal is very consistent in always backing up his teachers when it comes to decisions regarding student behavior. I feel that he trusts our decisions and is quick to offer his support when necessary.

Worked closely with me when I had a serious behavior issue with a student. Supportive beyond measure.

There is a trust and respect and we can always talk about it and reach an agreement.

I feel that he has our back with the students and parents. I have an unusually weird parent, and he has dealt with her over the years. He has saved me many headaches running interference for me.

I have earned her respect for my judgment.

My administrator enjoys kids and has always been very supportive when it comes to situations that need to be handled outside the classroom.

She generally leaves student behavior to the asst. principals and they are very supportive of following the classroom teacher's lead.

My administrator knows very well that I don't give referrals very often, but when I do it must be something. If she has a question, she will ask me. If I tell her I cannot and will not deal with a student, she will have my back and will keep that student from working with me (this is extremely rare this ever happens - 2x in the past 6 years). She has my back.

I had a student this year that needed to be in an EBD unit. No one had ever held an ARC before or taken the time to fill out the paperwork we needed to get him placed. She was meticulous about filling out all the office forms and meeting with parents with me. She has a procedure in place for when students are sent to the office and follows through. Previous administrators did NOTHING when this child was sent to the office. He was a danger to others and she would just let him be her "helper" walking around the building or having fun in the office. He needed the documentation that the principal should do to be placed in the right environment for his needs. I am VERY grateful for the backing I've received this year. My principal is intelligent and very aware of the law. She follows the rules and I felt like I had someone in my "corner" to help me.

As long as I have backed up my decisions with documentation, he usually supports me. I have to keep a record of patterns of behavior, make

parent contact, and work through a ladder of discipline options on my own first. Usually he only gets contacted if the parent does not agree with my decision. But if I have documented the situation well, he will stand by me.

In parent conferences, phone calls, or emails, she happily supports the decisions I have made (particularly when I have documentation) because she knows the way my classroom is run and I talk to her about any frequently troublesome issues multiple times. Her open-door policy really contributes to my communication with her, which then makes it easier for her to support me when I do enforce discipline. In the only situation where we reconsidered a punishment, she brought me in so we could discuss it together instead of just overruling me. I have never felt as though she did not respect my decision to discipline a student based on behavior, which may be in part because she has spent enough time in my classroom to understand my classroom management style and the systems I have in place for rewarding and disciplining students. She trusts me because she has taken the time to get to know me, how I teach, my students, and any pertinent ongoing issues.

She has never questioned my choices in regards to discipline or calling the office for support.

My administrators don't provide much guidance about what we're looking for as far as behavior, but they are EXCELLENT about backing us up when kids are bad. I have taught in four schools, and at various times in other schools, 1- The principal wasn't there when I sent kids down, 2- I was told to "deal with things on my own classroom" and not send kids down, which as a new teacher freaked me out and I let things get out of control a couple times (I still have nightmares about those days years later) 3- I was chastised when a kid with a behavior plan got to "three strikes" several days in a row, and I was told that I sent them down "too frequently," 4- Kids that I sent down to the office received rewards- they were fed snacks, given extra recess, etc, and 5- Punishments weren't

consistent — normally "good" kids would be suspended for minor infractions, while kids who got into trouble frequently would get treated as described in #4 There is none of that at the current school — I can send kids down or refer them for office detentions, the vice principal will punish as he sees fit, and I won't hear another word about it unless he wants to hear exactly what happened to decide the punishment. Interestingly, this is the best-behaved school I've ever worked at.

If I have an issue with a student, he will back me up — but this has happened very rarely. He usually wants to take the control from me and take the helm without understanding the actual situation. He needs to feel in control, which has really hurt relations with a number of my parents.

If it is a star athlete I am told to lay off. If it is a "trouble maker" I am to lean on them.

Student misbehavior was considered a result of poor classroom management, and nothing but.

There are two factors at play here: 1. Our admin has made it clear that he/she is on the side of the parents/students. We have had many discipline issues occur that require another adult having seen the infraction, or the student/parent will be given the benefit of the doubt. Therefore, I have had to deal with behaviors by myself within my classroom that I normally would have sent the child out for more extensive intervention. 2. Our admin says his/her hands are tied when it comes to hiring new fac/staff to help support the growing number of students needing special ed or behavior intervention services. However, in no other school in this district have I seen such a huge number of high needs students having to be serviced by a classroom teacher with absolutely NO assistance or training in how to deal with this child who may be screaming at the top of his/her lungs, or destroying the classroom with all other students watching. We need more help and need a principal who is willing to go to bat for us to get us the help we need!

Principal was unwilling to consider that student misbehavior could be have any other cause than insufficient teacher wonderfulness.

If a student is referred for behavior, the responsibility is put back on the teacher, rather than working as a team with the administrator to implement a consequence or create a behavior plan. One student I work is a major behavior concern, yet while my administrator has mentioned the possibility of creating a behavior plan or talking with parents, no action has yet been taken this school year. Another example would be students who openly swear, disrespect, or defy teachers are told that because the students may have a poor home life, teachers are to ignore the behavior.

Because he is rarely at school and has no idea about what's going on, he leaves those decisions to people who are not qualified to make them. Unfortunately, my school has only students with emotional/ behavioral problems.

All behavior problems are to be handled by the teacher, even if the offense qualifies for principal intervention.

He has hired and trained deans to accept students' take on interactions with teachers. The kids in the district are out of control

Listens to every detail from even the most unstable parent. Assumes anything could be true. As if a teachers reputation is wiped clean daily and must be investigated. Rarely supports teachers to a parent

I have sent emails about troubled students and it may be 3-5 days before the email is answered.

If he is not looking forward to dealing with a certain parent he will let some issues be swept under the rug. In these situations, he will often "lose" paperwork we submit on certain student misbehaviors. He will question other students and staff about incidents that occur rather than trusting his teachers.

He is the only one allowed to discipline.

It depends on the parents more than anything. If they intimidate her, she won't back the teacher.

She is indifferent or says it's our job to make it better.

Expects us to teach period even though students are EBD in self-contained school and classrooms.

He wants to do the right thing, but he doesn't know enough about working with international students to know what the right thing is.

He wants to pursue better systems for behavior, but he doesn't always listen to teacher ideas or follow district guidelines.

Depends on who he likes. It was off and on with me. I rarely send students to the office. On the few occasions I did he was really wishy-washy in dealing with it. A team member and veteran teacher had some terrible experiences with him regarding student behavior. Parents showed up and had a surprise morning meeting with him and he called her down without warning and demanded an explanation.

She prefers not to be brought in on a behavior problem--handle it yourself, preferably in such a way that does not invite parental backlash. Our principal has "favorites" who can at times be outrageously disruptive or manipulative, and she will cluck around these students, soothing them like a mother hen. It is nauseating and ultimately unhelpful in solving behavior issues.

Very few consequences for the "right" people, no matter how egregious the behavior.

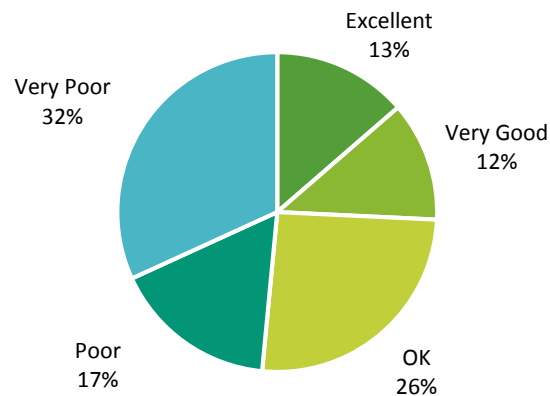
I'll never forget this conversation, because it happened on my birthday: Asst. Principal: "Hey, I hear you've been having some issues with classroom management." Me (exhaling with utter relief): "YES I have! I'm so glad you brought that up because I--" Her: "Well you'd better get it together." Me: (open mouth) I cried on my way home. I cried a lot those two years.

Two students can get written up for the same offense but they receive different consequences. There are no straightforward consequences, which causes more behavior problems. One example: hats aren't allowed in the building... a teacher asked a student to take his ball cap off while going to the bus. She told him if she saw it on his head again she was

taking it away. He put it back on his head when they were walking to the bus (yes, this was outside but she made it very clear she did not want to see it on his head again) so she took it away. Admin made her give the hat back. No support.

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Question 8. How effective is your administrator at cultivating a positive relationship among faculty members and creating a family-like culture in your faculty?



My principal gave the RTI team an iTunes gift card at the end of the year (we had just received school iPads). She took the time to thank us for serving on the team throughout the year. She encourages and helps to host many social events, like a holiday party, end-of-year celebration, and occasional special breakfasts together. She also set up a monthly PD roundtable in which we would share something working in our classrooms. She respected us as teachers enough to see the value in us sharing with one another instead of bringing in some outside "expert." By showing confidence in our colleagues, she really builds morale.

He sends out frequent e-mails supporting and thanking us all for the work we do. He publicly recognizes anything extra that we do. I think he realizes how far words can go, and how easy it is to do.

Constant words and handwritten notes of encouragement. Plans wonderful, comforting activities for us.

She includes everyone. She welcomes all the staff, and checks in with them when she sees them, or finds them. She runs friendly competitions with the staff. She attends conferences, games, and evening events to show support. She emails all staff over holidays to let them know she's thinking of them, and for them to check in with her if there are any concerns or news.

He knows all the students' names. He is approachable for students, teachers, and parents. He doesn't overreact. He listens to all sides before making his decisions. He treats teachers equally. He talks to teachers and students between classes.

He calls us family all the time! He gets really depressed when a teacher transfers out.

Teacher study group lends itself to this and he just is open to all of us.

She makes each staff member feel like he/she is most important. She doesn't judge.

He has get-togethers at his house. They are informal pow-wows.

He jokes with teachers during staff meetings, which is nice, because it's never disrespectful. He attends special gatherings. I do think he does some things that divide us, though, and it would be nice if we had more opportunities to just get to know each other.

To my admin's fault, my admin is very kind, which in turn lets my admin get taken advantage of at times. This creates animosity among co-workers, because one is allowed to do something wrong without reprimand at times.

They seem to try. There are a lot of events focused around eating, and the staff member that arranges parties is openly encouraged. However, the school tends to be cliquy, and most teachers eat lunch in their classrooms with one or two friends. I'm not sure what the principal could do with that — it seems to be the personalities of the teachers driving that part of the school culture.

Nothing. He allows his support staff to do it all.

I have a good relationship with my principal, but I know this is not true for everyone at our school. Spend a few minutes in our teacher's lounge at lunch and you will hear plenty of bitching about our principal's actions and decisions. They keep files to document every questionable encounter with him and often threaten that they are ready to take their complaints to a higher level. Still there are those, like myself, who are very loyal and respectful regardless of what we hear. I've come to the conclusion that he is either loved or

hated. For the most part, our faculty does have a very family-like culture with teachers supporting one another through personal and professional situations. However, one point of bonding for the faculty seems to be the negative feelings many have toward the administration.

She played faculty against one another. She believed competition among faculty was a way to get the most out of each teacher.

We create the environment without assistance.

My administrator deals very well with the white faculty, but when it comes to faculty of color we receive very little support. It is like being surrounded by people; yet, feeling alone.

Tells me that other teachers have complaints about me but doesn't provide specifics.

Encouraging teachers to rat one another out to her would be a favorite. Eventually, it was kind of like Stalinist Russia; you hesitated to trust anyone much, for fear you might be denounced. Picking on a popular and beloved music teacher was not a wise move: If Mr. X. could be singled out for evil treatment, plainly anyone could.

Our administrator does classroom walkthroughs twice a week, and then presents the "data" she collects in staff meetings to reprimand us. Every time she walks into my classroom, I feel tense and on the defensive. Teachers feel as though they cannot voice their concerns, and the school culture has become quite isolated as a result.

Sends weekly staff emails giving us things we need to do that week. Makes us collaborate in the conference room with the literacy or math coach twice weekly. We have to bring all our materials down there with us. Tries to manage how our rooms are set up and what pieces of furniture we move in or out. Scheduled twice monthly staff meetings that run past contract time (which is allowed in our contract but there isn't always a reason to meet). Tells one staff member one thing but denies it later. Shares information with teachers that should be kept

confidential such as during the hiring process — strengths and weaknesses of candidates.

My principal has been at this building for 3 years. Most of the staff have been together for a long time and are already comfortable. She has been known to complain about staff members to other staff members.

Intentionally shuts down communication and creates division so we can't band together against her.

Our school joined another school this year due to their closing. At the first staff meeting, he made no effort to even introduce anyone or create a way for us to mingle with each other and get to know each other. He has a few people who he trusts, and generally those people are the ones who are making the poor decisions in the school. He plays people against each other, and does not tell the truth. He has no idea that the morale of the staff is so incredibly low — probably because he's never there.

When you absolutely love the art of TEACHING children and watching them love LEARNING, it is very difficult to cultivate a positive relationship after all of the above questions have been put into play. I feel bullied at times, uncertain of whether or not I will have a job the next day, even though I've had fantastic reviews on evals, as well as, and more importantly, heard from parents how much their children have thrived under my care. Also, it is very demeaning to be treated like a child yourself. I have earned my teaching degree, and feel that I am highly qualified to do what I do, and yet, every one of our teachers is micro-managed throughout each day, given reminders on how to do menial tasks with emails and reminders in faculty meetings. I will say that I feel very close to the faculty I work with, but a large part of that is because we are beginning to feel like caged animals and are in survival mode together.

He pits faculty members against each other rather than having open conversations about decisions that will impact one another. That creates an atmosphere of distrust.

Talks about other teachers behind their backs and has favorites that she confides in. Teachers know who is out and who is in.

Only listens and responds to a small group in the building. They plan and he listens to them without concern for the effects it has on others.

Plays favorites. Lets squeaky wheels get what they want. Speaks ill of other professionals, within the building and in other schools/central office.

Encourages competition between teachers. Compares teachers publicly, openly, and encourages faculty to do the same.

He has no idea how low the morale is and thinks having dinners and drinking parties can make up for it. We teachers just want respect in and out of the classroom.

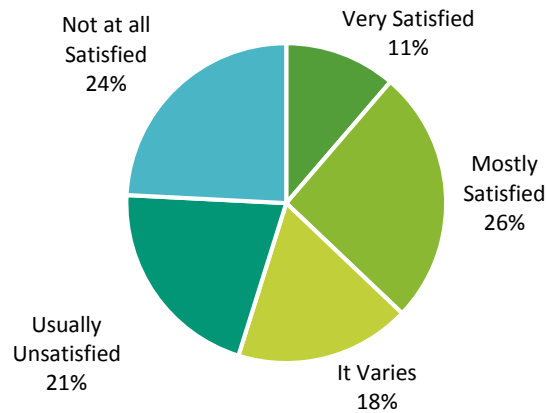
He didn't follow through on things that didn't make him look good. He didn't get to know us as individuals. He made it clear he had favorites and talked about people behind their backs. He rolled his eyes. He wouldn't make eye contact with you if he was too busy to talk. He would type and ignore you if he was feeling moody.

We have a common bond of strong dislike for him and everyone supports each other when he is bullying them... that is about all he has done for our faculty relationships.

Everyone, including students, is terrified to go to her with anything.

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Question 9: How would you rate your overall job satisfaction this year? [If you are writing about a former administrator, answer this question about the year(s) when you worked under that administrator.]



How much do you feel your administrator impacts your response to this question? Explain.

First I think my students' attitudes and actions are what make this an incredible year. They are amazing and open!!! They are just FUN to be with...my administrator is also a part of this because I can always go to him and talk if there is anything bothering me.

She impacts it 100% because she creates the positive atmosphere and environment we all enjoy.

The idea of me being unsatisfied teaching has NOTHING to do with my admin. My admin is wonderful, but the added paperwork and demands coming from the higher-ups and ruining education and pushing great educators right out the door!

I have no complaints about him. He is there when we need him, and backs off when we don't. I feel like he respects us.

I finally have an administrator who takes her job seriously and follows the rules.

He impacts this because he goes out of his way to make me feel valued.

She is highly impactful on this decision. Without an effective leader it's hard to know if you're making good decisions or bad ones.

I teach all levels, so my satisfaction usually depends on how a particular grade level is responding (or not responding) to my lesson or discipline.

A great deal. My roles changed this year, and I was expected to run 2 programs full-time in the expanse of 8 hours (which is nearly impossible!). I had so many referrals coming to me, and other administrators asking me to help fill a void they had created. I went to her, as well as the superintendent, and asked for some guidance. She came in and announced that I was full-time one program, and it was at my discretion to implement any part of the other, when I had time — but by no means was anyone to take that for granted (this was while I wasn't there — several others told me about it). I asked her about this, and she told me I was too valuable to burn out, and not be paid for it. This really brought up my morale!

Impacts it a great deal. Highest level of stress this year, but she has our back.

I know as long as I am doing what he asks of me and I do not do anything to hurt the reputation of the school, he will have my back.

My administrator impacts by job satisfaction and performance incredibly. In the school where I taught prior, I felt the administrator did not think I was good at my job, and I felt nervous to approach him, be observed by him, or even have an unnecessary conversation with him. I felt intimidated and disrespected, and it changed my whole attitude about my job and myself as a teacher. When I moved schools to this one, the principal made a point of reaching out to me at the beginning of the year to give support, spending time in our classrooms to really understand what we were going through, and taking time to listen and help us when we needed it. I was not afraid of her popping into my room unannounced because I felt she was there to support me, not to "catch" me doing something wrong. Because she spent so much time working with kids and teachers, she was able to be understanding of what we faced. She also rebuilt my confidence in myself as a teacher, by virtue of little notes of things she noticed, positive conversations in which my opinion was respected, and the tone of her evaluations, even when she offered some suggestions for improvement. I felt like she saw me as successful and wanted to help me become more so, in part because she believed I could do it. My job satisfaction was only not at "very satisfied" because of a particularly cantankerous colleague who caused significant drama amongst my grade level team.

He cannot change the things that are wrong.

I feel she affects this response a great deal because there is such a big distance between what admin expects us to do and what we actually can do with our students (at-risk high school students).

I love my job and my results show. When I have to deal with my administrator, I am scared, confused, sad, waiting for confrontation. I never

know who he has been talking to and what he has up his sleeve.

This man was an administrator in our building from about fall of 2008 through spring of 2013. There were highs and lows during that time, I believe it is safe to say that morale was very low due to his presence. We had several teachers leave or retire pretty quickly.

As this administrator doesn't truly understand very much of what I or my immediate colleagues do, he sidesteps any connection to it, rather than come, observe, and ask questions to know what the program we have (it's 42 years old) does, its impact, and how it is a selling point for the community at large. He has no interest, and believes nothing is really taking place; on the other hand, if you were to ask him, he would have an answer that would work for anyone - yet it's hollow and without actual substance.

My administrator has made one or two big decisions that have had a negative impact on my classroom (moving my room, diverting resources away from kindergarten assistants).

Greatly! I enjoy many of my coworkers and love working with my students. However, my administrator makes me feel like I should be spending more time on superficial things like bulletin boards than on adjusting lesson plans to meet student needs. She also seems blind to some teacher's faults and seems to seek our faults in others.

My administrator is unsupportive and makes decisions and behaves in ways that make my job harder.

Hugely - I love teaching and that makes up for a lot, but the situation was untenable.

Very much. The year started out well, or so I thought. He is negative and punitive with kids and teachers. He makes very little attempt to forge a relationship with teachers and feels threatened by some.

She made everyone uptight. She stood outside teachers' classrooms to listen in on what was being taught. She stopped students on the way to other classes to get their opinion of your teaching. She never spent a full 50 minutes in your classroom to evaluate your work.

I feel an immense amount of pressure to achieve perfection in a profession where I believe this is impossible. Though I put most of this pressure on myself, teachers at our school are pushed to be the very best and to produce the highest test scores. In a recent meeting, our principal ranked teachers by student growth shown on a test given in early December. I was told that one teacher was called out for her students' lack of growth to date. The teacher with the most growth was asked to give that teacher some pointers in upcoming PLC meetings.

Actually it is more my colleagues. She is ineffective so she ignores unprofessional behavior and stokes teacher drama to keep us divided. It is like being in a classroom full of bullies and a teacher who is choosing to ignore the behavior.

I just stay away from her as much as possible. The less she interferes with my job, the better things go. My job goes downhill every time she gets involved. As long as I am left to work with my students, I love my work.

I would say that he is responsible for 95% of how I feel. I will be retiring early this year – several years before I planned to – because of the way the school is being run.

My students are what I go to work for each day. I am highly unsatisfied with the admin. I go in each day with a positive attitude and remind myself that no matter what happens with the admin, I am there for the children. I love them with all my heart and will do whatever I have to do to protect them from all this other stuff going on. I have a "good day" every day when I can be with my students.

Principal and the culture fostered under her leadership were enough to make me resign.

I feel as though my administrator impacts my response to this question quite a bit. I am considering looking for another job next year, mostly due to student behavior concerns that are never addressed, the condescending walkthroughs and constant reprimands, and the undue stress her leadership style causes.

It is awful to go to work and to be continually told that you're not doing a good enough job. It is always a relief when she is out for the day. It's like I can breathe again.

I just wish he cared.

It impacts it in full. I love what I do but am not a miracle worker.

So much. So, so much. I was afraid of both of them. Seeing them almost always meant some kind of bad news.

I feel under-appreciated and not utilized. I feel patronized.

Highly. It is a hostile environment based on staff. Most people stay because it is a nice community with nice kids.

I feel his poor skills make me despise my job! The students hate him. He makes them feel belittled and frustrated. He is a bully with all. He is very insecure in his ability and he then attacks if you question or offer advice. He also thinks if ignores problems they will go away rather than be proactive.

100%. I am actively seeking another job. I have anxiety when I drive to work each morning.

I left. I would rather have lived in a box than work for him.

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Question 10. If you could change one thing (or two, or three...) about your administrator, what would it be? If there is nothing significant to change, what things should s/he do MORE of?

I know it sounds unusual but there is nothing I would change. I've worked under several principals and to me, this one is flawless.

Nothing at this time. She is extremely effective, assertive, warm, and helpful.

Continue to be kind, supportive, laid back, while still letting one know when he/she is in the wrong.

That he slows down on JUMPING in with both feet before we looked at all aspects....he is a major risk taker but he also is quick to see any mistakes...

Be around more (but I know that this is not always possible. He is often gone to training or meetings.)

I have a great administrator. She is a little on the control freak side, but aren't most teachers/administrators...for the most part I am very blessed.

I wish she could spend more time in the classrooms. She did make an attempt, but disciplinary issues and paperwork kept her in her office most days. The new evaluation systems our state put in place last year did not help give her time outside of the office.

I would make him less competitive. Though I don't normally see this as a bad quality, I think the highest levels of competitiveness have the potential to cultivate a hostile environment where people forget there is no "I" in team. And I truly feel that educating our kids is a team effort. Though it seems good in theory to push each other to be the best versions of ourselves, there are those of us that push ourselves enough on our own. I don't want to be compared to others; I just want to be the best that I can be.

If he would be stronger and make swifter decisions and follow through. I think he has the knowledge and a good heart, but he is too easily swayed by others in order to be liked by a few people who have kids in the district.

Personally, I'd like him to come into my classroom more often. He's never seen me teach. I had an old principal who would just walk the halls and pop in and out of classrooms. It wasn't like he was trying to catch anyone in the act of anything; he wouldn't check out classes that were watching videos. He just wanted to see what kids were learning about. I loved it. It felt like he was really involved and invested in the school, and it made him a more visible and approachable presence to the kids, too. I know this is a controversial topic because many teachers are super-touchy about unexpected visits. Not me.

Make the job non-political: Principals shouldn't be faced with losing their jobs if they have initiative or their own ideas

I would like to feel like he knows more about what I'm doing in my classroom. He tells me I'm one of his best teachers, but he's never really seen me teach. I think that opinion is based more on the fact that I don't cause him a lot of trouble. It would be nice if he actually knew more about the nuts and bolts of teaching — his opinion would mean more to me. I also think he needs to stop yelling at the whole staff. It's confusing to feel like you're doing a good job, then have him get angry at everyone. I get the sense that some specific teachers are the people he's actually upset at, but it would be more effective for him to deal with those people one-on-one, instead of taking it out on everyone. It makes you feel unsteady.

I wish that he would implement more programs that would help students in crisis.

Seriously, the twice monthly, two hour+ faculty meetings have got to stop. I have a family, and even if I didn't, I need to have down time from work!

Well first, I would make him spend a week doing every single thing he requires us to do AND teach a full class. That would bring him back to reality on what it is like to be in a classroom these days. Then... he needs to change his attitude. He is basically driving everyone out of the school, which may be his ultimate goal anyway. He needs to stand behind his teachers, especially in front of students and parents.

Appreciating the teachers as experts in what they do. Confront problems with a specific person instead of painting with a broad brush.

Be supportive and back teachers' decisions. Smile more. Do not talk to us in a condescending manner. Treat us like we have actually been in the classroom and may just know what things work with our specific students. Work with us to make the mandated yet useless tasks from on high manageable and useful. Stand up against the wasteful things like our standardized test "predictor testing" that isn't right for our student population. Help us get working technology into the classrooms. Help us get basics like regularly working AC/Heating. Help us find subject resources, instead of shrugging and telling us we are on our own. Stop creating redundant and dumbed down "professional development courses" that are insulting to teachers' intelligence (in topic and manner in which these "classes" are taught). Support teachers' own intellectual development. Look for things we are doing right, instead of only criticisms. Stop being mercurial. Don't play favorites among teachers.

1. Don't talk about staff behind their backs. Praise them!
2. Don't roll your eyes at your subordinates, we're approaching you for assistance, not put downs.
3. Be there for the students and your staff, put your own ego to the side.
4. Invest time in getting to know your staff. Ask questions about their families. Care.
5. Be a

6. Be visible. Don't run your school via e-mail. Come out of your cave. Go into the staff room and have conversations with other human beings.
7. Solve problems as a family. Don't be a dictator.
8. Be fair, credible, and reliable in your evaluations.
9. Be consistent in dealing with all your staff. We try to be fair with all our students!
10. Have someone check over your writing if it's not your forte. I can't tell you the number of mistakes that went home to parents. Poor communication makes us all look weak.
11. Don't abuse exclamation points. See number 10.
12. Be visible to families. Participate in meetings. Get to know families and offspring.
13. Never text, e-mail, phone in the middle of a meeting with parents or staff. Make eye contact, and ignore the ping of your Blackberry. Unless someone is burning or bleeding severely, it can wait.
14. Solve problems like an adult. Do not text or e-mail rude and immature e-mails. Have a face-to-face sit down. If we want an eleven-year-old's opinion, we've got plenty of them in the building.

1. Let people with expertise determine how/what is taught.
2. Do not jump on every ridiculous bandwagon and snake oil "solution" to fix education. Education is not broken. Just because you have no idea how to address a problem does not mean some costly consultant should be given our scarce resources to tell us what we already know — or worse, tell us inaccurate bullshit.
3. Impoverished kids require many, many more resources to perform like their more privileged peers. Advocate for services for needy children if you want them to do better in school. Recall Maslow's hierarchy of needs and realize that hungry, neglected, frightened, stressed, hurting children CANNOT learn well. Period.
4. Stop scare-mongering. Stop buying into the drumbeat of "failing" schools. Read more. Think critically! Open your eyes and look at how hard people are working. There are heroic things going on in classrooms all over your building. Have a little humility and NOTICE the good that is being done for children.

1. Visit classrooms for extended periods of time.
2. Get to know the programs in your school.
3. Get to know your teachers by having more 1:1 time with them.
4. Don't be in your office during conferences watching the games with the coaches — the parents, the teachers and students can all see you through the big glass windows!
5. Relax and enjoy your work, and become involved.
6. Retire.

They would understand everyone's job (subject and level), they would actually look for input from teachers when making major decisions (instead of closed-door meetings or surveys that don't affect anything), and they would work harder to create a less cliquy teacher culture (not sure what they could do there, but it would be fabulous!).

Have my administrator spend more time in classrooms / spend more time learning about the different challenges facing teachers at different grade levels / specialties.

Support teachers in pursuing the professional development they KNOW they need. Advocate for us at central office. Be visible more than not. Before, during and after school. Ask how we're doing. Ask if he can give us a hand.

I wish he would hear all sides of a situation and then make the best decision for the students.

Greater level of professionalism. To be more in-tune with needs of our staff and students. Support for our work. Help in setting the tone, creating a culture of trust and cooperation.

Literacy would be nice. It was discouraging to get e-mails full of poor punctuation and bad usage. If a principal honestly views staff with contempt and mistrust, which I expect she does, she might try to conceal it. If principal feels she must scold, blame, and shame individual faculty members, she ought to do this in private, not in front of other staff.

I would suggest my administrator work on cultivating and maintaining relationships with

her staff, rather than push them away with frequent negative feedback. I would also suggest that she take student behavior just as seriously as teacher behavior by addressing disrespect, the breaking of school rules, and the work environment caused by student misbehavior. Finally, including teachers in school-wide decisions would greatly help morale.

I wish she were approachable all of the time, so I didn't have to worry about what kind of mood she's in when I think about speaking to her. I wish I could be open and honest with her about things that are working and not working but she would not take criticism well. I wish she spent more time dealing with bigger issues (teachers needing support, behavior issues, etc.) than what furniture should or should not be moved around the building.

To remove the "fake" appearance and replace it with the understanding that we are in this together and that she isn't going to say something to pump me up that isn't true or real. To be proactive rather than reactive and to run things as a democracy rather than a dictatorship.

He needs to be at school more than once every week or two. He needs to actually come into classes and see what we're doing. He needs to open his eyes and see what's going on with the school and make an attempt to fix it. The school is basically running without a leader.

Oh God, lighten up!! Smile for God's sake. It would have been nice if they had run meetings more conversationally. They could have asked for our input, even if they had no intention of using it.

Needed to be held accountable for not following procedures. I am fairly certain she DUMPED all evidence of documentation about problem students in the dumpster. All she wanted to do was get by and I feel she was placed in the job due to her ethnicity. She should never have been a principal. I'm surprised there were not lawsuits, particularly in the special education

area. She and the guidance counselor covered for each other and this year, the principal holds the counselor accountable. It's wonderful!

1. Please stop piling on extras. Unless you have been a regular ed. classroom teacher yourself (which this admin has NOT been), you cannot possibly know the amount of time and effort it takes beyond school hours to make each and every day run smoothly. 2. Treat us like the professionals we are and deal privately with those who are not. Let us do our jobs and see what magic happens! 3. Ask your staff before

implementing the "latest and greatest" idea, because after a while, it is just "old and mediocre" and feels like the baggage it is. 4. LET US TEACH and stop worrying about test scores. The scores will automatically come if you change all of the above and just let us do what we are trained to do.

I would change him... I was on the site-based that hired him, and I wouldn't have hired him if I knew then what I know now.

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