

2009 Education Survey Instrument

Interview Details		School and Manager's Information	
School ID: _____ School Name: _____ Interviewer Name: _____ Date (DD/MM/YY): _____ Time (24 hour clock): _____ Running interview <input type="checkbox"/> Listening to interview <input type="checkbox"/>		a) Position: _____ b) Specialty: English <input type="checkbox"/> Maths <input type="checkbox"/> Reading <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> None <input type="checkbox"/> Other <input type="checkbox"/> c) If "Other", what is his/her specialty? _____ d) Tenure in post (<i>number of years</i>): _____ e) Tenure in school (<i>number of years</i>): _____ f) How old is your school (<i>number of years</i>)? _____ g) Country: _____ h) Region: _____ i) Number of other secondary schools within 30 minutes drive: _____	
Management Questions			
<p>1) Leadership Vision</p> <p><i>Tests whether school leaders have an understanding of the broader set of challenges that the school, system and key actors face and the right mindset to address them</i></p>		a) What is the school's vision for the next five years? Do teachers/ staff know and understand the vision? b) Who does your school consider to be your key stakeholders? How is this vision communicated to the overall school community? c) Who is involved in setting this vision/ strategy? When there is disagreement, how does the school leader build alignment?	
Score: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/>		Score 1: School either has no clear vision, or one defined without substantial stakeholder collaboration and which focuses primarily on meeting state/ national mandates; school leader does not or cannot articulate a clear focus on building an environment conducive to learning	Score 3: School has defined a vision that focuses on improvement in student outcomes, but largely focused on meeting state/ national mandates, and usually defined with limited stakeholder collaboration; school leaders may focus on the quality of the overall school environment, but often in response to specific issues
			Score 5: School leaders define and broadly communicate a shared vision and purpose for the school that focuses on improving student learning and outcomes (often beyond those required by law); vision and purpose is built upon a keen understanding of student and community needs, and defined collaboratively with a wide range of stakeholders; school leader proactively builds environment conducive to learning

<p><u>2) Standardisation of Instructional Processes</u></p> <p><i>Tests how well materials and practices are standardised and aligned in order to be capable of moving students through learning pathways over time</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) How structured or standardised are the instructional planning processes across the school?</p> <p>b) What tools and resources are provided to teachers (e.g. standards-based lesson plans and textbooks) to ensure consistent level of quality in delivery across classrooms?</p> <p>c) What are the expectations for the use of these resources and techniques?</p> <p>d) How does the school leader monitor and ensure consistency in quality across classrooms?</p>		
<p><u>3) Personalization of Instruction and Learning</u></p> <p><i>Tests for flexibility in teaching methods and student involvement ensuring all individuals can master the learning objectives</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) How much does the school attempt to identify individual student needs? How are these needs accommodated for within the classroom?</p> <p>b) How do you as a school leader ensure that teachers are effective in personalising instruction in each classroom across the school?</p> <p>c) What about students, how does the school ensure they are engaged in their own learning? How are parents incorporated in this process?</p>		
<p><u>4) Data-Driven Planning and Student Transitions</u></p> <p><i>Tests if the school uses assessment to verify learning outcomes at critical stages, make data easily available and adapt student strategies accordingly</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>Score 1: No clear or institutionalized instructional planning processes or protocols exist; little verification or follow-up is done to ensure consistency across classrooms</p>	<p>Score 3: School has defined instructional planning processes or protocols to support instructional strategies and materials and incorporate some flexibility to meet students needs; monitoring is only adequate</p>	<p>Score 5: School has implemented a clearly defined instructional planning process designed to align instructional strategies and materials with learning expectations and incorporate flexibility to meet student needs; these are followed up on through comprehensive monitoring or oversight</p>
<p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>Score 1: Teachers lead learning with very low involvement of students; there is little or no identification of diverse student needs</p>	<p>Score 3: Teachers lead students through learning with students having some influence over their own learning</p>	<p>Score 5: Emphasis is placed on personalization of instruction based on student needs; school encourages student involvement and participation in classrooms; school provides information to and connects students and parents with sufficient resources to support student learning</p>
<p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>Score 1: School may be aware of critical transitions for students, but little or no effort is made to match support services to students; data is often unavailable or difficult to use</p>	<p>Score 3: School may understand the critical transitions points for students, although these are not identified in a consistent manner; some data is available, although not necessarily in an integrated or easy to use manner</p>	<p>Score 5: Student transitions are managed in an integrated and proactive manner, supported by formative assessments tightly linked to learning expectations; data is widely available and easy to use</p>

<p>5) Adopting Educational Best Practices</p> <p><i>Tests how well the school incorporates teaching best practices and the sharing of these resources into the classroom</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) How does the school encourage incorporating new teaching practices into the classroom? b) How are these learning or new teaching practices shared across teachers? What about across grades or subjects? How does sharing happen across schools (community, state-wide etc), if at all? c) How does the school ensure that teachers are utilising these new practices in the classroom? How often does this happen?</p>		
	<p>Score 1: Minimal school-wide understanding or monitoring of improved practices or learnings</p>	<p>Score 3: Teachers may often collaborate to share learnings or 'best practice' techniques; there is insufficient monitoring or implementation of these 'best practices' into the classroom</p>	<p>Score 5: School provides staff with opportunities to collaborate and share best practice techniques and learnings with multiple methods to support their monitored implementation in the classroom</p>
<p>6) Continuous Improvement</p> <p><i>Tests attitudes towards continuous improvement</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) When problems (e.g. within school/ teaching tactics/ etc.) do occur, how do they typically get exposed and fixed? b) Can you talk me through the process for a recent problem that you faced? c) Who within the school gets involved in changing or improving process? How do the different staff groups get involved in this? d) Does the staff ever suggest process improvements?</p>		
	<p>Score 1: Exposing and solving problems (for the school, individual students, teachers, and staff) is unstructured; no process improvements are made when problems occur, or there is only one staff group involved in determining the solution</p>	<p>Score 3: Exposing and solving problems (for the school, individual students, teachers, and staff) is approached in an ad-hoc way; resolution of the problems involves most of the appropriate staff groups</p>	<p>Score 5: Exposing and solving problems (for the school, individual students, teachers, and staff) in a structured way is integral to individual's responsibilities, and resolution involves all appropriate individuals and staff groups; resolution of problems is performed as part of regular management processes</p>
<p>7) Performance Tracking</p> <p><i>Tests whether school performance is measured with the right methods and frequency</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) What kind of main indicators do you use to track school performance? What sources of information are used to inform this tracking? b) How frequently are these measured? Who gets to see this performance data? c) If I were to walk through your school, how could I tell how it was doing against these main indicators?</p>		
	<p>Score 1: Measures tracked do not indicate directly if overall objectives are being met; tracking is an ad-hoc process (certain processes are not tracked at all)</p>	<p>Score 3: Most performance indicators are tracked formally; tracking is overseen by the school leadership only</p>	<p>Score 5: Performance is continuously tracked and communicated, both formally and informally, to all staff using a range of visual management tools</p>
<p>8) Performance Review</p> <p><i>Tests whether performance is reviewed with appropriate frequency and follow-up</i></p>	<p>a) How often do you review (school) performance --formally or informally-- with teachers and staff? b) Could you walk me through the steps you go through in a process review? c) Who is involved in these meetings? Who gets to see the results of this review? d) What sort of follow-up plan would you leave these meetings with? Is there an individual performance plan?</p>		

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<p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>Score 1: Performance is reviewed infrequently or in an un-meaningful way (e.g. only success or failure is noted)</p>	<p>Score 3: Performance is reviewed periodically with successes and failures identified; results are only communicated to senior staff members (e.g. department heads); no clear follow up/ action plan is adopted</p>	<p>Score 5: Performance is continually reviewed, based on indicators; all aspects are followed up to ensure continuous improvement; results are communicated to all staff</p>
<p>9) Performance Dialogue</p> <p><i>Tests the quality of review conversations</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) How are these review meetings structured? b) Do you generally feel that you do have enough data for a fact-based review? c) What type of feedback occurs during these meetings?</p>		
	<p>Score 1: The right data or information for a constructive discussion is often not present or conversations overly focus on data that is not meaningful; clear agenda is not known and purpose is not stated explicitly</p>	<p>Score 3: Review conversations are held with appropriate data and information present; objectives of meetings are clear to all participating and a clear agenda is present; conversations do not, as a matter of course, drive to the root cause of the problems</p>	<p>Score 5: Regular review/ performance conversations focus on problem solving and addressing root causes; purpose, agenda and follow-up steps are clear to all; meetings are an opportunity for constructive feedback and coaching</p>
<p>10) Consequence Management</p> <p><i>Tests whether differing levels of school performance (NOT only individual teacher performance) lead to different consequences</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) Let's say you've agreed to a follow-up plan at one of your meetings, what would happen if the plan was not enacted? b) How long does it typically go between when a problem is identified to when it is solved? Can you give me a recent example? c) How do you deal with repeated failures in a specific department or area of process?</p>		
	<p>Score 1: Failure to achieve agreed objectives does not carry any consequences</p>	<p>Score 3: Failure to achieve agreed results is tolerated for a period before action is taken</p>	<p>Score 5: A failure to achieve agreed targets drives retraining in identified areas of weakness, moving individuals to where their skills are more appropriate</p>
<p>11) Target Balance</p> <p><i>Tests whether the system tracks meaningful targets tied to student outcomes</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) What types of targets are set for the school to improve student outcomes? Which staff levels are held accountable to achieve these stated goals? b) How much are these targets determined by external factors? Can you tell me about goals that are not externally set for the school (e.g. by the government or regulators)?</p>		
	<p>Score 1: Performance metrics and targets are very loosely defined or not defined at all; if they exist, they are absolute measures of student outcomes (e.g. only include government/ school district stipulated targets)</p>	<p>Score 3: Performance metrics and targets are defined for the school and individuals (leaders, teachers, staff) in terms of absolute measures of student outcomes, which may include both government targets and schools internal targets</p>	<p>Score 5: Performance metrics and targets are defined for the school and individuals (leaders, teachers, staff) that include both absolute and value-added measures of student outcomes and other metrics linked to key drivers of student outcomes</p>
<p>12) Target Inter-Connection</p> <p><i>Tests whether the school and individual targets are aligned with each other and the overall system goals</i></p>	<p>a) How are these goals cascaded down to the different staff groups or to individual staff members? b) How are your targets linked to the overall school-system performance and its goals?</p>		

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<p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>Score 1: Goals do not cascade down the throughout the school or school system</p>	<p>Score 3: Goals do cascade, but only to some staff and/ or departmental heads</p>	<p>Score 5: Goals are aligned and linked at system level and increase in specificity as they cascade, ultimately defining individual expectations for all staff groups</p>
<p>13) Time Horizon of Targets</p> <p><i>Tests whether the school has a rational approach to planning and setting targets</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) What kind of time scale are you looking at with your targets? b) Which goals receive the most emphasis? c) Are the long-term and short-term goals set independently? d) Could you meet all your short-run goals but miss your long-run goals?</p>		
<p>14) Target Stretch</p> <p><i>Tests whether targets are appropriately difficult to achieve</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) How tough are your targets? How pushed are you by the targets? b) On average, how often would you say that you and your school meet its targets? How are your targets benchmarked? c) Do you feel that on targets all departments/ areas receive the same degree of difficulty? Do some departments/ areas get easier targets?</p>	<p>Score 1: The principal's (schools) main focus is on short-term targets</p>	<p>Score 3: There are short and long-term goals for all levels of the school system; as they are set independently, they are not necessarily linked to each other</p>
<p>15) Clearly Defined Accountability for School Leaders</p> <p><i>Tests whether school leaders are accountable for delivery of student outcomes</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) Who is accountable for delivering on school targets? b) How are individual school leaders held responsible for the delivery of targets? Does this apply to equity and cost targets as well as quality targets? c) What authority do you have to impact factors that would allow them to meet those targets (e.g. budgetary authority, hiring & firing)? Is this sufficient?</p>	<p>Score 1: Goals are either too easy or impossible to achieve; at least in part because they are set with little teachers' involvement</p>	<p>Score 3: In most areas, school leaders pushes for aggressive goals based on external benchmarks, but with little buy-in from teachers; there are a few "sacred cows" that are not held to the same rigorous standard</p>
<p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>Score 1: School leaders are only held accountable for minimal targets (e.g. those set by government), without school-level or individual consequences for good and poor performance; leaders have little or no autonomy to impact the areas of accountability</p>	<p>Score 3: School leaders are held accountable for absolute number of student reaching targets set by government and school internally, with school-level & individual consequences for good and poor performance; leaders are provided some autonomy to impact the areas of accountability</p>	<p>Score 5: Long-term goals are translated into specific short-term targets so that short-term targets become a 'staircase' to reach long-term goals</p> <p>Score 5: School leaders are held accountable for quality, equity and cost-effectiveness of student outcomes within the school, with school-level and individual consequences for good and poor performance; leaders are provided sufficient autonomy to impact the areas of accountability</p>

<p>16) Clearly Defined Leadership and Teacher Roles</p> <p><i>Tests how clearly the roles, responsibilities and required attributes of teachers, students and staff are defined within the school</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) How are the roles and responsibilities of the school leader defined? How are they linked to student outcomes/ performance?</p> <p>b) How are leadership responsibilities distributed across individuals and teams within the school?</p> <p>c) How are the roles and responsibilities of the teachers defined? How clearly are required teaching competences defined and communicated?</p> <p>d) How are these linked to student outcomes/ performance?</p>	<p>Score 1: School does not define clear roles, responsibilities and desired competencies of school leaders and teachers</p>	<p>Score 3: School defines clear roles, responsibilities and desired competencies of school leaders and teachers, but not necessarily linked with the drivers of student performance and outcomes; concentrated leadership amongst senior staff</p>	<p>Score 5: School defines clear roles, responsibilities and desired competencies of teachers and staff across the school, built upon an understanding of what drives student performance and outcomes; leadership responsibilities are distributed across the school</p>
<p>17) Clarity and Comparability of Targets</p> <p><i>Tests how easily understandable performance measures are and whether performance is openly communicated</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) If I asked one of your staff members directly about individual targets, what would they tell me?</p> <p>b) Does anyone complain that the targets are too complex? Could every staff member employed by the school tell me what they are responsible for and how it will be assessed?</p> <p>c) How do people know about their own performance compared to other people's performance?</p>	<p>Score 1: Performance measures are complex and not clearly understood; school performance data is not made public unless mandated</p>	<p>Score 3: Performance measures are well defined and communicated; school performance data is purely quantitative but goes beyond government requirements and is made public</p>	<p>Score 5: Performance measures are well defined, strongly communicated and reinforced at all reviews; school performance data includes both quantitative and qualitative measures and are made public</p>
<p>18) Rewarding High Performers</p> <p><i>Tests whether good teacher performance is rewarded proportionately</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) How does your evaluation system work? What proportion of your employees' pay is related to the results of this review?</p> <p>b) Are there any non-financial or financial bonuses/ rewards for the best performers across all staff groups? How does the bonus system work (for staff and teachers)?</p> <p>c) How does your reward system compare to that of other schools?</p>	<p>Score 1: People are rewarded in the same way irrespective of performance level</p>	<p>Score 3: There is an evaluation system which awards good performance; the system may include individual financial and non-financial awards, but these are always or never awarded</p>	<p>Score 5: There is an evaluation system which rewards individuals based on performance; the system includes both personal financial and non-financial awards; rewards are awarded as a consequence of well-defined and monitored individual achievements</p>
<p>Manager's Bonus:</p> <p>What is your bonus as a percentage of salary? _____</p>	<p>% of the bonus based on individual performance _____</p> <p>% of the bonus based on school performance _____</p> <p>% of the bonus based on district performance _____</p> <p>Refused to answer Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p>Bonus on individual, school, and district performance MUST add up to 100</p>			

<p>19) Removing Poor Performers</p> <p><i>Tests whether the school is able to deal with underperformers</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) If you had a teacher who was struggling or who could not do his/ her job, what would you do? Can you give me a recent example?</p> <p>b) How long is under-performance tolerated? How difficult is it to terminate a teacher?</p> <p>c) Do you find staff members/ teachers who lead a sort of charmed life? Do some individuals always just manage to avoid being fired?</p>	<p>Score 1: Poor performance is not addressed or inconsistently addressed; poor performers are rarely removed from their positions</p>	<p>Score 3: Poor performance is addressed, but typically through a limited range of methods (e.g. coaching); the process of terminating an employee often takes more than a year to complete and is therefore infrequent, even under conditions of repeated poor performance</p>	<p>Score 5: Repeated poor performance is addressed, beginning with targeted interventions; poor performers are moved out of the school when weaknesses cannot be overcome</p>
<p>20) Promoting High Performers</p> <p><i>Tests whether promotions and career progression are based on performance</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) Can you tell me about your career progression/ promotion system?</p> <p>b) How do you identify and develop your star performers?</p> <p>c) What types of professional development opportunities are provided? How are these opportunities personalised to meet individual teacher needs?</p> <p>d) How do you make decisions about promotion/ progression and additional opportunities within the school, such as performance, tenure, other? Are better performers likely to be promoted faster, or are promotions given on the basis of tenure/ seniority?</p>	<p>Score 1: Staff members are promoted primarily upon the basis of tenure (e.g. years of service)</p>	<p>Score 3: Staff members are promoted upon the basis of performance; school provides career opportunities but usually based on non-performance related factors</p>	<p>Score 5: School actively identifies, develops and promotes its top performing staff members</p>
<p>21) Managing Talent</p> <p><i>Tests how well the school identifies and targets needed teaching, leadership and other capacity in the school</i></p> <p>Score:</p> <p>1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/></p>	<p>a) How do school leaders show that attracting talented individuals and developing their skills is a top priority?</p> <p>b) How do you ensure you have enough teachers of the right type in the school?</p> <p>c) Where do you seek out and source teachers?</p> <p>d) What hiring criteria do you use?</p>	<p>Score 1: School has very limited or no control over the number and types of teachers, staff and leadership needed to meet goals</p>	<p>Score 3: School reactively controls the number and types of teachers, staff and leadership needed to meet goals; school may define hiring criteria and processes, but they are not linked with key drivers of student outcomes</p>	<p>Score 5: School proactively controls the number and types of teachers, staff and leadership needed to meet goals; school defines hiring criteria and processes based on understanding of what drives student achievement</p>
<p>22) Retaining Talent</p> <p><i>Tests whether the school will go out of its way to keep its top talent</i></p>	<p>a) If you had a top performing teacher who wanted to leave, what would the school do?</p> <p>b) Could you give me an example of a star performer being persuaded to stay after wanting to leave?</p> <p>c) Could you give me an example of a star performer who left the school without anyone trying to keep him?</p>			

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Score: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/>	Score 1: We do little to try and keep our top talent	Score 3: We usually work hard to keep our top talent	Score 5: We do whatever it takes to retain our talent
<p><u>23) Creating a Distinctive Employee Value Proposition</u></p> <p><i>Tests how strong the teacher value proposition is to work in the individual school</i></p>			
Score: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/>	Score 1: Other schools offer stronger reasons for talented people to join	Score 3: Our value proposition to those joining our school is comparable to those offered by other schools	Score 5: We provide a unique value proposition to encourage talented people join our school above our competitors
<p>Organization Questions</p>			
<p>a) How many students are in the school? _____</p> <p>b) How many teachers are in the school? _____</p> <p>c) How many people (including support staff) work in the school? _____</p> <p><i>Please say "Can you walk me through the school's hierarchy?". Then iteratively ask "Who does a teacher report to?", "Who would [his/her boss] report to"...., Keep asking until you reach the School Head.</i></p> <p>d) Number of levels in the school BETWEEN the teacher and the School Head: _____</p> <p>e) How many people directly report to the head of the school (i.e. the number of people directly in the hierarchical layer below him/her)? _____</p>			
<p>f) To hire a FULL-TIME TEACHER what agreement would your school head need?</p>			
Score: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/>	Score 1: The school has no authority	Score 3: Requires sign-off from above the school head based on the individual case. Typically agreed (i.e. about 80 or 90% of the time)	Score 5: Complete authority of the school head
<p>g) To add a new class - for example, introducing a new language such as Mandarin - what agreement would the school head need?</p>			
Score: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> -99 <input type="checkbox"/>	Score 1: The school has no authority	Score 3: Requires sign-off from above the school head based on the individual case. Typically agreed (i.e. about 80 or 90% of the time)	Score 5: Complete authority of the school head

h) To expand the school size - for example admitting 5% more students - what agreement would the school head need?

Score:

1 2 3 4 5 -99

Score 1: The school has no authority

Score 3: Requires sign-off from above the school head based on the individual case. Typically agreed (i.e. about 80 or 90% of the time)

Score 5: Complete authority of the school head

i) Do you use admissions criteria to select students?

Yes No -99

j) Can you take me through the criteria you use to select students?

Academics Geographical Siblings
Other If other, what? _____

k) Who determines these criteria?

Score:

1 2 3 4 5 -99

Score 1: School or school board has NO authority to set the admission criteria (mandated by external authorities)

Score 3: School or school board has shared authority with external authorities to set the admissions criteria

Score 5: School or school board has complete authority to set the admissions criteria

l) What is the largest CAPITAL INVESTMENT the school leader can make without PRIOR authorization from outside? (ignore form filling) [PLEASE CROSS CHECK ANY ZERO RESPONSE BY ASKING "what about buying a new computer - would that be possible?", and then probe further. _____

UK only:

m) Approximately, how many other 'competing' schools provide teaching for a similar age group (public and private schools) within your catchment area? _____

Ownership

a) What type of school is it? _____

b) Is the school state owned or non-state owned?

State owned Non-state owned Other -99

If other, who? _____

c) Is the school for-profit or not-for-profit?

For profit Not for profit -99

If other, who? _____

d) Does the school have a religious affiliation – if so with what religion?

Not religious Anglican Catholic Hindu
Jesuit Jewish Mormon Muslim
Protestant Other

If other, who? _____

Human Resources

- a) Percent of teachers who are union members _____
If the question above is equal to 100, then the question below is also equal to 100.
Anywhere in between, ensure answer is provided
- b) Percent of teachers whose pay is set by union negotiations _____
- c) Average classroom teaching hours per week by teachers _____
- d) Average actual hours worked per week by teachers (including time at home) _____
- e) Percent of teachers who have left in the past 12 months _____
- f) Roughly how many times bigger is the school leader's salary than a starting teacher's salary. That is, does the school head earn twice as much, ten times as much, or 100 times as much?

- Refused to answer: Yes No

g) Ignoring yourself, how well managed do you think the rest of the school is on scale: 1 to 10, where 1 is worst practice, 10 is best practice and 5 is average

- Overall _____
- Operations _____
 (teaching practices, student transitions)
- Talent _____
 (people, promotions, incentives, etc.)

Would you like me to send you a copy of this report when it is written? Yes No

Post - Interview

a) Interview duration (minutes) _____

b) Interviewee knowledge of management practices

Score: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	Score 1: Some knowledge his school, and no knowledge of its daily operations	Score 3: Expert knowledge of his school, and some knowledge of its daily operations	Score 5: Expert knowledge about his school and its daily operations
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c) Interviewee willingness to reveal information

Score: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	Score 1: Very reluctant to provide more than basic information	Score 3: Provides all basic information and some more confidential information	Score 5: Totally willing to provide any information about the school
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d) Interviewee patience

Score: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>	Score 1: Little patience - wants to run the interview as quickly as possible. I felt heavy time pressure	Score 3: Some patience - willing to provide richness to answers but also time constrained. I felt moderate time pressure	Score 5: Lot of patience - willing to talk for as long as required. I felt no time pressure.
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e) Attitude on the government (if mentioned)

Score:

1 2 3 4 5

Score 1: Government seen entirely as a hindrance - bad for the school

Score 3: Government helps the school in some ways but also a constraint in other ways - mixed for the school

Score 5: Government helps the school - good for the school

f) Number of times mentioned overriding economic factors (e.g. recession)? _____

g) Number of times rescheduled (0=never rescheduled) _____

h) Seniority of interviewee

1 - Superintendent/Governor/Director/ Father 2 - Principal/ Head Teacher/ Head Master

3 - Assistant Principal/ Vice Principal/ Deputy Head/ Curriculum Coordinator

4 - Department Head/ Subject Coordinator 5 - Teacher

i) Age of interviewee (don't ask) - guess if not told _____

j) Gender of interviewee Male Female

k) Did the interviewee have a degree - guess if not told

l) Interview language _____