

edSurvey Analysis: Understanding How Principals Utilize Time

From December 1, 2015 through January 15, 2016 NJPSA conducted a survey in concert with the New Jersey Department of Education (NJDOE). The survey was initially launched at the NJPSA Council meeting scheduled for December 2, 2015 after a presentation by the NJDOE. Follow-up emails to all principal, vice principal and assistant principal members were sent prior to and following the winter holiday, with a culminating stand-alone blast on January 11. This was complemented with a weekly follow-up via the NJPSA Government Relations blast. As of January 15, 2016 (the day the survey closed) 462 principal, vice principal and assistant principal members had responded to the survey.

The survey sought to assess how principals and other school leaders spend their time. It is hoped that aggregated data from the survey will be used to guide analysis of existing legislation and regulations, as well as to inform guidance and professional development offerings at both the NJDOE and NJPSA. Fundamentally the survey is meant to focus in on challenges that school leaders face in being instructional leaders.

Demographics of Respondents

- More than half (50.7 percent) of respondents were principals, over a quarter (26.6 percent) of respondents were assistant/vice principals. The residual respondents included supervisors (13.1 percent), directors (6.5 percent) and an assortment of other titles (3.2 percent) which included instructional deans, superintendents, coordinators and superintendent/principals;
- Respondents almost equally hailed from elementary, middle and high school settings with a slightly higher percentage (42.77) working in an elementary settings (includes elementary with and without pre-K);
- School size varied, with a slightly larger percentage, 38.1 percent, (consisting of less than 500 students) versus medium size schools (501-1000 students), 32.2 percent. Large schools (1001-1500 students) (13.3 percent) and extra-large schools (more than 1500 students) (12.5 percent) were less represented in the survey results. This is likely consistent with general school size across the State;
- Most respondents (85.27 percent) possessed a Masters degree, although 11.21 percent of respondents possessed a Doctorate, and approximately 3.52 percent of respondents possessed more than one Masters degree;
- There was significant stratification in the number of Administrators (other than respondent) in buildings, with 23 percent of respondents indicating they were the ONLY administrator in the building, just over a quarter of respondents (25.1 percent) indicating they had ONE other administrator in their building with them, 13.65 percent indicating they had two other administrators with them, 17.8 percent indicating they had 3-5 other school leaders with them, and 21.03 percent indicating they had more than five (5) administrators they worked with;
- There is likely a correlation in school size / number of administrators that could bear consideration;
- Over forty percent (41.2%) of respondents had worked as an Administrator for over ten years, over a third (35.3 percent) had worked between 5-10 years as an Administrator, almost 20 percent (18.7%) had worked between 2-4 years, and only four (4) percent of respondents indicated this was their first year as an Administrator;
- Respondents also indicated that they had been in their current position for some time, with 36 percent indicating they had served in their current role for 2-4 years, and 32.2 percent, indicating they had served in the role for 5-10 years. Almost 20 percent (approximately 18%) had been in their position for over 10 years. Almost 14 percent (13.73%) were in their first year in their current role.

Time Analysis

Respondents were asked a series of questions related to tasks and the amount of time they consumed as part of 'an average year.' Respondents were asked to rate activities on a scale of 1-5, with a score of 1 indicating that an activity took up 'virtually no' time, a score of 2 constituting 'some' time commitment, a 3 taking a 'moderate amount of time,' a score of 4 a 'great deal' of time, and a score of 5 'a very great deal' of time. The following table outlines both the question posed and the number / percentage of respondents by score, in addition to the average of scores and the total number of respondents by question. A graphic is provided to assist in interpretation of the data. Note that the survey was of significant duration (31 core questions) which included sub-parts (respondents were asked 'why' an activity took up either a significant (score of 4 or 5) or insignificant (score of 1-2) amount of time. As such, the number of responses as the survey progressed does not appear to be as robust.

The area with the most significant amount of time required related to observation of staff. This was followed by school climate, providing evaluation feedback, and communicating with parents. In comparison, the areas requiring the least amount of time included addressing suicide prevention and managing transportation services. Additional analysis may be warranted to cross walk the data more precisely as it relates to the demographics of respondents.

Question		Rating Scale					Rating Average / Response Rate	Graphs
		Virtually None	Some	A Moderate Amount	Much	A Great Deal		
Developing, monitoring and evaluating implementation of curriculum	%	1.51%	23.4%	40.38%	20.38%	14.34%	3.23%	
	#	4	62	107	54	38	265	
Engaging in professional conversations with staff and / or PLC teams related to instruction	%	0.4%	9.88%	40.32%	30.83%	15.58%	3.57%	
	#	1	25	102	78	47	253	
Preparing for and implementing state-mandated standardized assessments	%	7.26%	15.73%	37.1%	26.61%	13.31%	3.23%	
	#	18	39	92	66	33	248	
Preparing and implementing all other student assessments	%	11.89%	29.51%	45.49%	10.66%	2.46%	2.62%	
	#	29	72	111	26	6	244	
Using results from all student assessments for program evaluation and development	%	2.51%	16.74%	42.68%	29.71%	8.37%	3.25%	
	#	6	40	102	71	20	239	
Engaging in the professional learning specified in your individual Professional Development Plan (PDP)	%	3.02%	21.98%	56.03%	12.93%	6.03%	2.97%	
	#	7	51	130	30	14	232	
Planning and implementing professional development for faculty and other staff	%	3.49%	13.97%	47.16%	26.2%	9.17%	3.24%	
	#	8	32	108	60	21	229	
Observing teachers and other staff	%	0%	1.32%	11.01%	33.48%	54.19%	4.41%	
	#	0	3	25	76	123	227	

Question		Rating Scale					Rating Average / Response Rate	Graphs
		Virtually None	Some	A Moderate Amount	Much	A Great Deal		
Providing feedback to staff related to evaluation	%	0.45%	3.6%	36.49%	31.98%	27.48%	3.82%	
	#	1	8	81	71	61	222	
Managing student services related to bilingual/bicultural students or ESL	%	38.91%	28.96%	25.79%	4.52%	1.81%	2.01%	
	#	86	64	57	10	4	221	
Managing student services related to special education students	%	5.91%	17.27%	43.18%	19.55%	14.09%	3.19%	
	#	13	38	95	43	31	220	
Managing student health services	%	32.57%	28.9%	35.32%	2.29%	0.92%	2.1%	
	#	71	63	77	5	2	218	
Developing and monitoring a positive and safe school climate	%	0.93%	3.7%	29.17%	31.48%	34.72%	3.95%	
	#	2	8	63	68	75	216	
Managing student conduct & school response related to drug & alcohol abuse	%	48.36%	12.68%	27.23%	7.04%	4.69%	2.07%	
	#	103	27	58	15	10	213	
Managing student conduct & school response related to harassment, intimidation and bullying (HIB)	%	12.86%	18.1%	36.67%	20.95%	11.43%	3.0%	
	#	27	38	77	44	24	210	
Managing student conduct & school response related to suicide prevention	%	39.91%	26.76%	29.11%	2.82%	1.41%	1.99%	
	#	85	57	62	6	3	213	

Question	Rating Scale						Rating Average / Response Rate	Graphs
	Virtually None	Some	A Moderate Amount	Much	A Great Deal			
Managing student conduct & school response related to code of conduct	%	7.55%	16.04%	37.74%	16.04%	22.64%	3.30%	
	#	16	34	80	34	48	212	
Supervising/attending extra-curricular activities	%	12.10%	10.19%	49.04%	17.2%	11.46%	3.06%	
	#	19	16	77	27	18	157	
Communicating with parents	%	0.95%	3.79%	36.02%	31.75%	27.49%	3.81%	
	#	2	8	76	67	58	211	
Managing school facilities	%	9.05%	14.76%	53.33%	14.76%	8.10%	2.98%	
	#	19	31	112	31	17	210	
Developing and managing budgets and resources	%	6.67%	13.33%	57.14%	16.67%	6.9%	3.02%	
	#	14	28	120	35	13	210	
Managing student transportation services	%	39.13%	29.47%	26.57%	2.9%	1.93%	1.99%	
	#	81	61	55	6	4	207	
Collecting and overseeing the organization and submission of compliance data	%	14.56%	14.08%	51.46%	15.53%	4.37%	2.81%	
	#	30	29	106	32	9	206	

Finally, respondents were asked whether a majority of their time (more than 50%) was spent on instructional leadership (which was defined to include activities that contribute to teacher efficacy and student learning). Respondents by a narrow margin (54.6 to 45.4 percent) indicated that this WAS the case.

