

PROFESSIONAL CAPITAL SURVEY

For Principals

Our book *Professional Capital* (Hargreaves & Fullan, 2012) advances a new strategy to revitalize the teaching profession so that it becomes a force of positive change that benefits all individuals, public education systems, and society as a whole. Professional Capital consists of three interrelated components: human capital (the quality of the individual), social capital (the quality of interactions within a group), and decisional capital (the capacity to make good decisions based on information and professional judgment).

In our effort to help teachers and leaders cultivate and circulate professional capital in their schools and systems, we have created a professional capital index. This index seeks to (i) assist teachers and school leaders to self-assess the status of professional capital in their schools, and (ii) deepen understanding of how and to what extent schools and educational systems develop and circulate professional capital. We have a school leader version, and a teacher version of the survey. Schools and systems interested can sign on for an online service and an automated report of the findings (for more information please contact us at: professionalcapital@icloud.com or visit www.michaelfullan.ca).

This school leader survey has 36 items (12 for each of the three dimensions of professional capital: human, social, and decisional capital). For each item you will be asked to indicate the degree to which you agree or disagree with a short statement. The whole survey should take about 15 minutes to complete.

We want to emphasize that this survey should not serve to assess schools, teachers, and/or school administrators as part of an accountability system of any sort. It was developed only to allow teachers and school leaders to illuminate the ways in which professional capital is distributed throughout their schools and systems and subsequently empower practitioners at every level to work collaboratively to improve the way all forms of capital are developed and circulated.

Many thanks for taking the time to complete this survey.

With our best wishes,

Andy Hargreaves and Michael Fullan

HUMAN CAPITAL

Please indicate the degree to which you agree or disagree with the following statements.

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
1. I ensure our school is focused on improving student learning.	☐	☐	☐	☐	☐
2. I often inquire into how our school graduates are doing once they graduate.	☐	☐	☐	☐	☐
3. I have a clear learning agenda to increase my ability as a school leader.	☐	☐	☐	☐	☐
4. I facilitate teachers' learning and development on the job.	☐	☐	☐	☐	☐
5. I regularly observe classroom activity.	☐	☐	☐	☐	☐
6. I provide teachers with feedback that is clearly connected to their instructional improvement.	☐	☐	☐	☐	☐
7. I ensure that teachers use evidence-based strategies in their classrooms.	☐	☐	☐	☐	☐
8. I develop teacher leaders in this school to improve instruction.	☐	☐	☐	☐	☐
9. I make deliberate choices to assign teachers to the classes that are best suited to their talent and expertise.	☐	☐	☐	☐	☐
10. I put a lot of effort into developing and retaining teachers in this school.	☐	☐	☐	☐	☐
11. Our jurisdiction (school district, region, system) places a high priority on attracting highly effective teachers.	☐	☐	☐	☐	☐
12. In this district, teachers with little teaching experience are often placed in schools with the greatest needs.	☐	☐	☐	☐	☐

SOCIAL CAPITAL

Please indicate the degree to which you agree or disagree with the following statements.

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
13. Our school has high expectations for the learning of all students.	☐	☐	☐	☐	☐
14. In this school, we share a coherent set of moral values that guide our professional practice.	☐	☐	☐	☐	☐
15. In this school, teachers are trusted and respected as professionals.	☐	☐	☐	☐	☐
16. In this school, most decisions about how to improve student learning are made collaboratively.	☐	☐	☐	☐	☐
17. I provide teachers with time to work and learn from each other in the school.	☐	☐	☐	☐	☐
18. Teachers in this school welcome the feedback I offer about their practice.	☐	☐	☐	☐	☐
19. I regularly participate with teachers when they undertake collaborative work to improve teaching in classrooms.	☐	☐	☐	☐	☐
20. As a group, teachers in this school have improved their professional expertise by working together.	☐	☐	☐	☐	☐
21. I help staff in this school to connect with other schools in the system.	☐	☐	☐	☐	☐
22. I am committed to contribute to the success of other schools as well as my own.	☐	☐	☐	☐	☐
23. I have been instrumental in developing ties between our school and the larger community.	☐	☐	☐	☐	☐
24. I deliberately cultivate relationships with system leaders and administrators for the benefit of our school.	☐	☐	☐	☐	☐

DECISIONAL CAPITAL

Please indicate the degree to which you agree or disagree with the following statements.

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree
25. Through my actions as a school principal, I support teachers to make professional decisions that improve student learning.	☐	☐	☐	☐	☐
26. When necessary, I challenge and stretch teachers to move beyond their comfort zones in order to increase their effectiveness.	☐	☐	☐	☐	☐
27. I make a concerted effort to reduce the distractors that undermine teachers' capacity to focus on student learning.	☐	☐	☐	☐	☐
28. I am careful not to let external rules slow down purposeful actions for school improvement.	☐	☐	☐	☐	☐
29. On any given day, I would be able to provide evidence of what worked and what didn't in my job as a school leader.	☐	☐	☐	☐	☐
30. It has become second nature to me to reflect in the moment on how well my actions as a school leader are going.	☐	☐	☐	☐	☐
31. I regularly take time to reflect on what didn't work about my leadership and figure out how to do things better next time.	☐	☐	☐	☐	☐
32. As a school leader, I am willing and able to question ineffective practices.	☐	☐	☐	☐	☐
33. I am willing to change my own practices in light of new understandings or feedback from staff or colleagues.	☐	☐	☐	☐	☐
34. If leaders from other schools visited my school building, I would be uncomfortable displaying my leadership practice in front of them.	☐	☐	☐	☐	☐
35. Most decisions in my leadership are based on a combination of research evidence and practical experience.	☐	☐	☐	☐	☐
36. In this school, we use evidence of student learning to support our instructional decisions and actions.	☐	☐	☐	☐	☐

If you are completing this survey upon invitation or at the request of a colleague, an administrator, or an organization, please proceed to the final section on the next page.

If you are taking this survey for self-assessment purposes only, you're done! You don't need to respond of the final section on the next page.

In this final section, you will be asked to provide some demographic information about yourself and the school you work in. This information will be used to examine trends in the aggregated data. Please note that this information CANNOT and WILL NOT be used to identify any survey respondents.

School Information

These questions are about the school you are currently working in. In responding to the questions, please mark the appropriate box.

What type of school are you working in? (**Please select all that apply.**)

Pre-Kindergarten	Kindergarten	Elementary school	Middle school	High school	College/University	Graduate school
☐	☐	☐	☐	☐	☐	☐

Where is the school you work in located?

Country: _____

State or Province: _____

Which of the following best describes the location of the school you are working in?

Urban	Suburban	Rural
☐	☐	☐

How many students attend the school you are working in?

Less than 50 students	51-100 students	100-300 students	300-600 students	600-1000 students	More than 1000 students
☐	☐	☐	☐	☐	☐

How many teachers work in the school you are working in?

1-2 teachers	3-10 teachers	11-30 teachers	31-50 teachers	51 – 75 teachers	More than 75 teachers
☐	☐	☐	☐	☐	☐

Background Information

These questions are about you, your education, and the time you have spent as a school administrator. In responding to the questions, please mark the appropriate box.

What is your gender?

Female	Male	Other	Prefer not to answer
☐	☐	☐	☐

How old are you?

Under 25	25-29	30-39	40-49	50-59	60+
☐	☐	☐	☐	☐	☐

What is the highest level of formal education that you have completed?

High School or Less	College Degree	Master's Degree	Ed.D or Ph.D
☐	☐	☐	☐

Please list your professional license(s) or certification(s):

What is your current role as a school administrator?

Principal	Vice-Principal	Other (Please Specify)
☐	☐	_____

How long have you been working as a school administrator?

This is my first year	1-2 years	3-5 years	6-10 years	11-15 years	16-20 years	More than 20 years
☐	☐	☐	☐	☐	☐	☐

How long have you been working as a school administrator at this school?

Where possible exclude extended periods of absence (e.g. career breaks)

This is my first year	1-2 years	3-5 years	6-10 years	11-15 years	16-20 years	More than 20 years
☐	☐	☐	☐	☐	☐	☐

What is your employment status as a school administrator?

Part-time employment is where the contracted hours of work represent less than 90 percent of the normal or statutory number of hours of work for a full-time employee over a complete school year. Please consider your employment status for all of your teaching jobs combined.

- ☐ Full-time
- ☐ Part-time (50 – 90% of full-time hours)
- ☐ Part-time (less than 50% of full-time hours)

What is your employment status as a school administrator at this school?

Please do not consider the probationary period of a contract as a separate contract.

- ☐ Permanent employment (an ongoing contract with no fixed end-point before the age of retirement)
- ☐ Fixed term contract for a period of more than 1 school-year
- ☐ Fixed-term contract for a period of 1 school-year or less

Please provide any final comments or suggestions you may have.

This is the end of the survey.

Thank you very much for your participation!