

MSSAA - CROSL – Executive Summary
Changing Role of School Leaders
March 2013

This CROSL instrument was developed for the [Massachusetts Secondary School Administrators' Association](#) (MSSAA) in consultation with the [Endicott Research Center](#) (ERC). It was designed specifically for School Administrators to share their views on school leadership and the changing role of school administrators in the Commonwealth. A particular emphasis on time and resources has been included. The MSSAA plans to use the results of the data to help inform policy decisions makers in the Commonwealth and as a tool for supporting members of MSSAA.

The Endicott Research Center was asked to create a survey that focuses on leadership conditions in schools. The Changing Role of School Leaders (CROSL) survey was specifically designed for and about school administrators in Middle and High Schools. The survey was developed to gather information about the working conditions, expectations and systemic supports that school leaders experience as they endeavor to maximize student learning and teacher performance. The survey results will be used to identify conditions and factors that enable school leaders to be more effective and increase student achievement.

This survey was administered to MSSAA members in Middle and High Schools at Massachusetts public schools. The “n” was 1395 with 19.1% responding. The survey itself was conducted on online survey servers located at the Network Operations Center at Endicott College in Beverly, MA. ERC surveys reach over a half million respondents every year. Survey data collection and analysis was performed by the Endicott Research Center.

The online survey was completely anonymous. There were no codes to enter and no identifying demographic data was used to isolate institutions. Data was reported only in the aggregate and disaggregated by various demographics. Text responses were collected and reported without any identifying characteristics.

The survey was administered in late fall 2012 and was open for two weeks. The CROSL instrument was written by the staff at the Endicott Research Center (ERC) after consultation with several organizations. The ERC is located at Endicott College in Beverly, Massachusetts. The ERC provides educational leaders and policy makers with the development and inquiry capacity to support efforts in the reform of educational policy and practice. They conduct research and evaluation designed to inform educational policy and leaders at the state, national and international levels. They serve as a reliable source of research-based information regarding the conditions and performance of educational systems, and promote widespread use of that information, enhancing the research skills of faculty and staff, guest faculty, and, ultimately, students at advanced levels.

This executive summary is supplemental to the 339 page data report submitted to the MSSAA on December 7, 2012.

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The PDF version of the data report (339 pages) includes a left-pane bookmark “Table of Contents” which the user can click on to navigate to a particular section of the report. This makes the electronic version very easy to navigate compared to the paper report.

Demographics of Respondents

Of 1395 invitees, 266 school administrators responded to the survey. Principals represented 49.2% of the respondents; Assistant Principals/Deans represented 38.3%, and other administrators represented 12.4%.

Counts Analysis % Respondents	
Base	266 100.0%
Are you:	
a Principal	131 49.2%
an Assistant Principal/Dean	102 38.3%
other administrator	33 12.4%

The full data report dated Dec. 7, 2012, provides aggregated responses for all respondents and is also disaggregated by the following groups:

- Job Function: Principals / Vice Principals / Administrators
- School level/Type: High School, Middle, Vocational Technical and Middle/High
- Population density: Rural / Suburban / Urban
- Number of Years as Principal at Current School
- Percent of Student Population on free/reduced lunch
- Percent of Student Population considered to be ELL

The following chart divulges principals were most apt to respond to the survey except in Vocational Technical Schools where “other administrators” were more likely to answer.

		Total	My school is a			
			High School	Middle School	Vocational Technical School	Middle/High School
Base		264	150 56.80%	67 25.40%	24 9.10%	23 8.70%
Are you:	a Principal	131 49.60%	70	44	6	11
	an Assistant Principal/Dean	101 38.30%	66	22	5	8
	other administrator	32 12.10%	14	1	13	4

Suburban schools were the largest population density respondents. High Schools and Middle Schools make up the majority of school respondents.

		Total	My school is a			
			High School	Middle School	Vocational Technical School	Middle/High School
Base		263	149 56.70%	67 25.50%	24 9.10%	23 8.70%
My school is considered:	Rural	41 15.60%	17	11	3	10
	Suburban	175 66.50%	100	52	12	11
	Urban	47 17.90%	32	4	9	2

Schools in the Southeast region had the highest response rate, followed by Metro-Boston and Central. Western region schools represented the smallest respondent group with 10.3 %.

		Total	My school is a			
			High School	Middle School	Vocational Technical School	Middle/High School
Base		261	149 57.10%	66 25.30%	24 9.20%	22 8.40%
In which region of the state is your school located?	Southeast	87 33.30%	50	21	9	7
	Northeast	45 17.20%	29	9	6	1
	Metro-Boston	52 19.90%	34	14	3	1
	Central	50 19.20%	27	14	2	7
	Western	27 10.30%	9	8	4	6

The following chart indicates responses to a question that was only answered by Principals. It illustrates the fact that most of the principals (67%) have been at their current school for two to six years. Over 47% of principals who responded to the survey have been at their schools for 3 years or less.

Counts Analysis % Respondents	
Base	130 100.0%
How long have you been the principal at your current school?	
First Year	15 11.5%
2-3 Years	47 36.2%
4-6 Years	40 30.8%
7-10 Years	18 13.8%
11-20 Years	8 6.2%
over 20 Years	2 1.5%

Many Principals, however, have long careers in the field but do move around.

Counts Analysis % Respondents	
Base	130 100.0%
How many years have you worked as a principal in total?	
First Year	7 5.4%
2-3 Years	33 25.4%
4-6 Years	35 26.9%
7-9 Years	23 17.7%
10-20 Years	27 20.8%
over 20 Years	5 3.8%

Assistant Principals have similar career patterns.

Counts Analysis % Respondents	
Base	99 100.0%
How long have you been an Assistant Principal or Dean at your current school?	
First Year	12 12.1%
2-3 Years	33 33.3%
4-6 Years	29 29.3%
7-10 Years	12 12.1%
11-20 Years	12 12.1%
over 20 Years	1 1.0%

Counts Analysis % Respondents	
Base	131 100.0%
How many years have you worked as a school administrator in total?	
First Year	5 3.8%
2-3 Years	31 23.7%
4-6 Years	31 23.7%
7-9 Years	27 20.6%
10-20 Years	32 24.4%
over 20 Years	5 3.8%

Nearly half of all Assistant Principals have plans to move into Principal positions.

Counts Analysis % Respondents	
Base	102 100.0%
If you are an Assistant Principal/Dean, do you plan to become a Principal?	
Yes	48 47.1%
No	24 23.5%
Don't Know	30 29.4%

Only about 19% of Principals plan to work in a central office in the future with 43% reporting that they are not sure if they will make such a move.

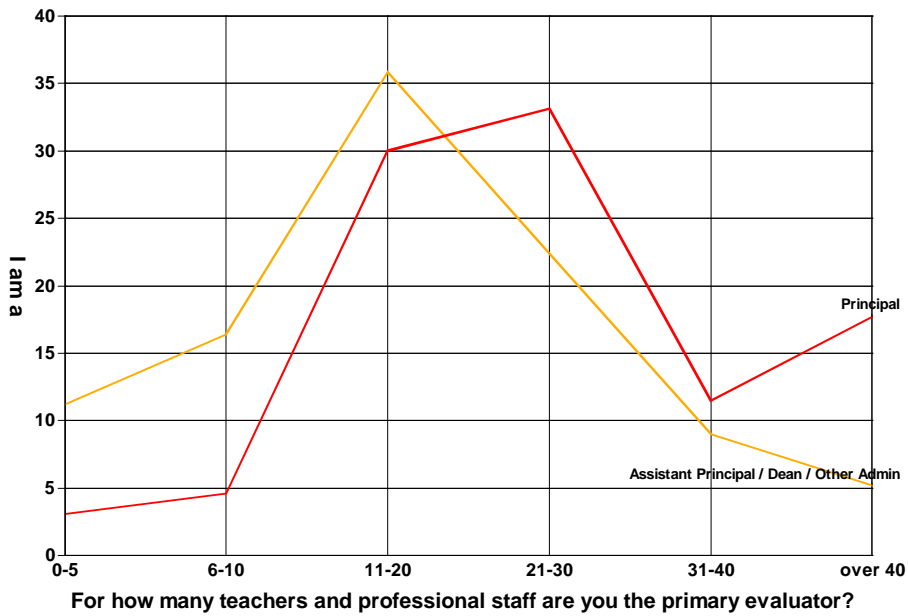
Counts Analysis % Respondents	
Base	130 100.0%
If you are a Principal, do you plan to work in a central office?	
Yes	24 18.5%
No	50 38.5%
Don't Know	56 43.1%

Responsibilities and Time

How many staff do you formally evaluate – disaggregated by Principals and non-Principals.

		Total	I am a:	
			Principal	Assistant Principal / Dean / Other Admin
Base		264	130	134
			49.20%	50.80%
For how many teachers and professional staff are you the primary evaluator?	0-5	19	4	15
		7.20%		
	6-10	28	6	22
		10.60%		
	11-20	87	39	48
		33.00%		
	21-30	73	43	30
		27.70%		
	31-40	27	15	12
		10.20%		
	over 40	30	23	7
		11.40%		

Principals and Vice Principals share a similar load of teacher evaluations until the number of evaluations exceeds 40. At that point, more Principals report having over 40 staff to evaluate.



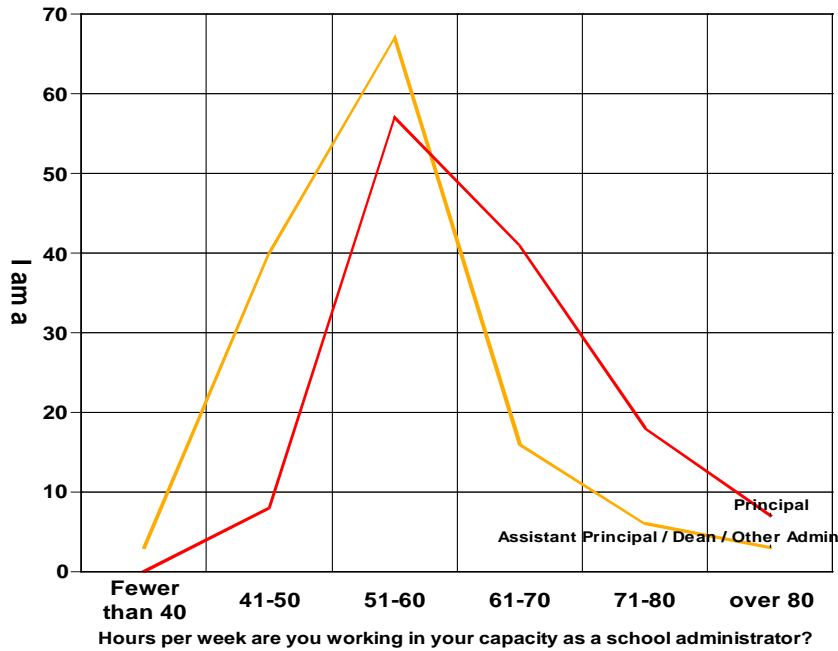
The following chart depicts the responsibility of Principals for the evaluation of other administrators. The majority of principals evaluate five or fewer administrators. However over 28% report evaluating 6-10 administrators.

Counts Analysis % Respondents		
Base		128 100.0%
For how many assistant principals, administrators, department/heads/curriculum supervisors are you the primary evaluator?		
	0-5	75 58.6%
	6-10	36 28.1%
	11-15	12 9.4%
	16-20	2 1.6%
	over 20	3 2.3%

Principals are working longer hours per week than other school administrators.

		Total	I am a:	
			Principal	Assistant Principal / Dean / Other Admin
Base		266	131 49.20%	135 50.80%
During the school year, how many hours per week are you working in your capacity as a school administrator?	Fewer than 40	3 1.10%	-	3
	41-50	48 18.00%	8	40
	51-60	124 46.60%	57	67
	61-70	57 21.40%	41	16
	71-80	24 9.00%	18	6
	over 80	10 3.80%	7	3

Most principals and assistant principals report working between 51-60 hours a week while approximately 40% of principals report working 61-70 hours per week.

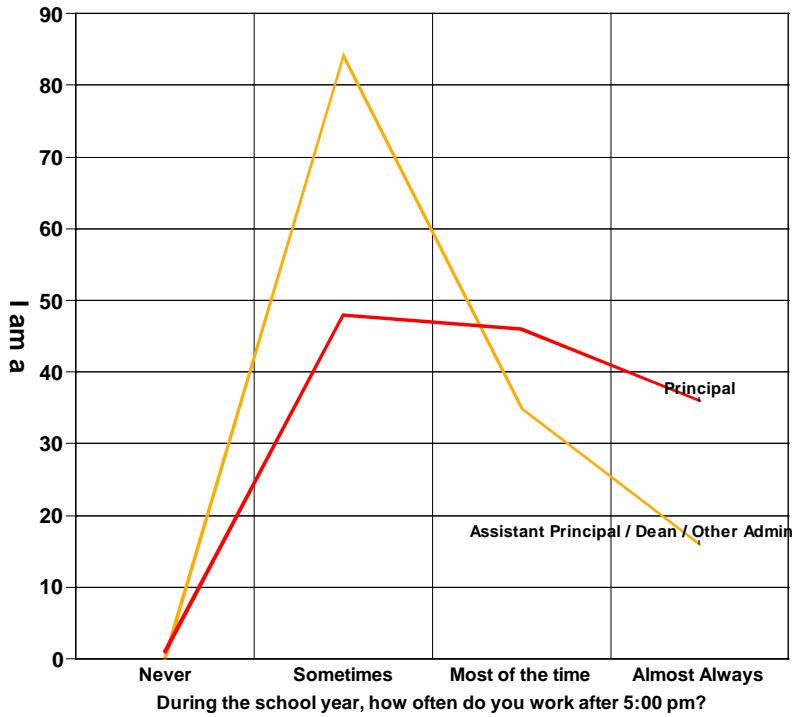


The number of hours a principal works per week does not appear to change significantly with the number of years at one school.

Counts Respondents	Base	Principal at Current School for:		
		1 - 3 years	4 - 10 years	Over 10 years
Total	130	62	58	10
During the school year, how many hours per week are you working in your capacity as a school administrator?				
Fewer than 40	-	-	-	-
41-50	8	4	4	-
51-60	56	29	24	3
61-70	41	18	19	4
71-80	18	7	8	3
over 80	7	4	3	-

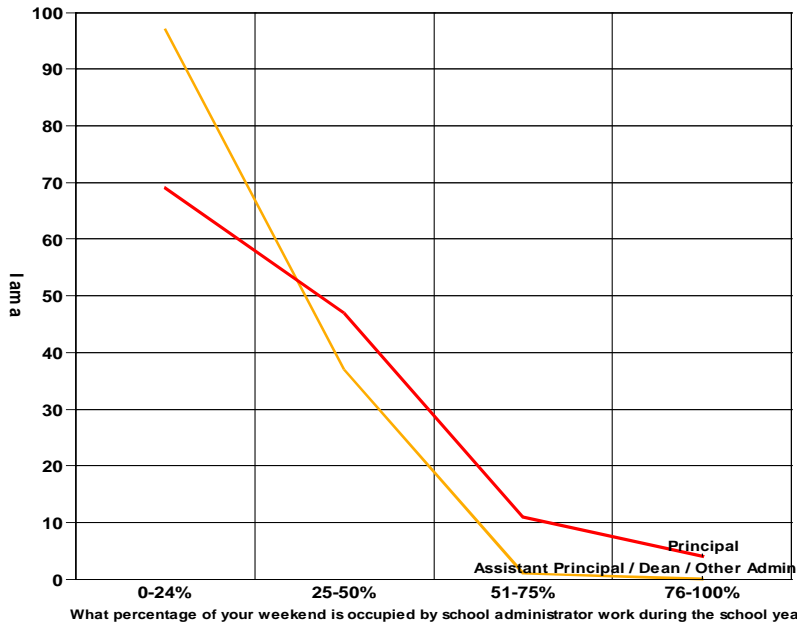
Principals work after 5:00 p.m. more frequently than other administrator with 62% working most of the time or almost always after 5:00 p.m.

		Total	I am a:	
			Principal	Assistant Principal / Dean /
Base		266	131	135
			49.20%	50.80%
During the school year, how often do you work after 5:00 pm?	Never	1 0.40%	1	-
	Sometimes	132 49.60%	48	84
	Most of the time	81 30.50%	46	35
	Almost Always	52 19.50%	36	16
	Always			



Many school administrators in Massachusetts spend a portion of their weekend working. However, Principals work more weekend hours than other administrators.

		Total	I am a:	
			Principal	Assistant Principal / Dean / Other Admin
Base		266	131 49.20%	135 50.80%
What percentage of your weekend is occupied by school administrator work during the school year?	0-24%	166	69	97
		62.40%		
	25-50%	84	47	37
		31.60%		
	51-75%	12	11	1
		4.50%		
	76-100%	4	4	-
		1.50%		



Principals responded that they spent *the greatest amount of time* in Managerial Activities with nearly 54% spending 10 or more hours per week and 26% spending 5-10 hours a week. Principals with more than 10 years of experience report spending the greatest amount of time on the same activities as all principals. Seventy percent (70%) of principals with more than 10 years experience spend 10 or more hours per week on Managerial Duties.

Principals reported spending *the least* amount of time meeting with members of the community - 33% spending less than 1 hour per week. Meeting with parents on non-discipline issues was also a low response activity with 64% of principals spending 3 or less hours per week in this manner. Principals who responded to the survey reported spending 3 or less hours per week on student discipline. Fifty eight percent (58%) stated that they spend 1-5 hours per week observing and supervising teachers. While many principals report spending considerable time on Instructional Leadership over 25% spend 3 or less hours per week on Instructional Leadership.

Counts Respondents	Total					
		Less than 1 Hour	1-3 Hours	3-5 Hours	5-10 Hours	10 or more hours
Base	1295	127	401	359	251	157
Instructional leadership	128	2	32	37	40	17
Observing and supervising teachers	128	6	28	47	40	7
Meetings with or sponsored by the Central Office	130	10	49	47	21	3
Managerial duties	130	-	5	21	34	70
Dealing with student discipline issues	130	26	44	32	19	9
Meeting with parents (non-discipline)	130	19	65	35	11	-
Meeting with members of the community	130	43	55	25	5	2
Meeting with students (non-discipline)	129	12	63	35	14	5
Personnel issues	130	9	43	48	18	12
Communicating with students, faculty, staff and families	130	-	17	32	49	32

Assistant Principals and other administrators report spending *the least amount of time* meeting with members of the community, meeting with Central Office and meeting with parents on non-discipline issues.

Counts Respondents	Total					
		Less than 1 Hour	1-3 Hours	3-5 Hours	5-10 Hours	10 or more hours
Base	1342	268	403	306	183	182
Instructional leadership	132	22	48	28	17	17
Observing and supervising teachers	134	12	49	52	15	6
Meetings with or sponsored by the Central Office	135	50	46	28	7	4
Managerial duties	135	-	16	29	36	54
Dealing with student discipline issues	135	22	23	17	26	47
Meeting with parents (non-discipline)	135	39	51	34	10	1
Meeting with members of the community	134	72	49	9	4	-
Meeting with students (non-discipline)	135	20	46	41	17	11
Personnel issues	132	31	49	28	17	7
Communicating with students, faculty, staff and families	135	-	26	40	34	35

All respondents agree that in order to be most effective in their roles, they would need to devote more time to: Observing and Supervising Teachers (88%) and Instructional Leadership (87%) These responses were consistent for high schools, middle schools, vocational technical schools and middle/high schools. Responses also did not vary by the type of school: urban, suburban or rural. Regardless of their number of years of experience, principals identified these two areas as requiring more time to increase effectiveness.

Counts Respondents	Base	I am a:	
		Principal	Assistant Principal / Dean / Other Admin
Total	265	131	134
Instructional leadership			
Instructional leadership	231	123	108
Observing and supervising teachers	232	117	115
Meetings with or sponsored by the Central Office	5	2	3
Managerial duties	18	6	12
Dealing with student discipline issues	8	2	6
Meeting with parents (non-discipline)	17	7	10
Meeting with members of the community	25	14	11
Meeting with students (non-discipline)	67	24	43
Personnel issues	36	16	20
Communicating with students, faculty, staff and families	127	66	61

Authority and Support

(Principal Only Questions)

Response rates among principals on questions related to authority and support were generally consistent, although there were some differences in the way urban, suburban and rural principals responded. Seventy percent (70%) of Principals reported having sufficient authority over the allocation of resources within their budgets, while 28% of urban Principals disagreed with this position. Over 85% of Principals agreed that they had appropriate authority to hire and dismiss staff and almost 79% of all Principals stated that district and school policies and resources supported their efforts to hire and retain high quality teachers. Principals overwhelmingly agreed (over 94%) that their superintendents supported their instructional leadership.

(All Respondents)

In much smaller numbers Principals, Assistant Principals and all administrators responded that stable leadership in their districts contributed to the success of their school. Over 40% of rural and urban administrators disagreed with the stable leadership statement with almost 30% of suburban administrators also disagreeing. Disagreement with the statement: The collective bargaining agreement supports teachers in developing meaningful, actionable and measurable professional practice, was also high with 34% urban, 39% rural and 42.4% suburban administrators disagreeing.

The greatest range of response in the authority and support questions occurred on the statement: Our parents support student learning and growth at home as well as at school. While 13% of suburban administrators disagreed, 34% of rural administrators and over 40% of urban administrators did not agree. The vast majority of respondents (over 80%) reported that their parents support their schools.

Counts Analysis % Respondents	Base	My school is considered:		
		Rural	Suburban	Urban
Total	265	41	177	47
Stable leadership in my district contributes to the success of my school.				
Total in Agreement	170 64.2%	24 58.5%	118 66.7%	28 59.6%
Total in Disagreement	89 33.6%	17 41.5%	53 29.9%	19 40.4%
The collective bargaining agreement supports teachers in developing meaningful, actionable and measurable professional practice.				
Total in Agreement	132 49.8%	25 61.0%	87 49.2%	20 42.6%
Total in Disagreement	107 40.4%	16 39.0%	75 42.4%	16 34.0%
Our parents support student learning and growth at home as well as at school.				
Total in Agreement	205 77.4%	25 61.0%	153 86.4%	27 57.4%
Total in Disagreement	56 21.1%	14 34.1%	23 13.0%	19 40.4%
Our parents support the school.				
Total in Agreement	238 89.8%	37 90.2%	163 92.1%	38 80.9%
Total in Disagreement	24 9.1%	4 9.8%	11 6.2%	9 19.1%

Resources

Responses to statements on Resources indicated some variation depending on the type of school. About half of urban and suburban administrators reported having adequate resources to support curriculum and assessment (Over 58%) while 46% of rural administrators reported having adequate curriculum and assessment resources. Adequate resources for high quality professional development was reported by more than 61% of urban administrators but only 51.2% of rural administrators agreed. Over 84% of administrators in all types of districts reported having adequate student performance data for analysis and sharing with teachers.

Counts Analysis % Respondents	Base	My school is considered:		
		Rural	Suburban	Urban
Total	265	41	177	47
My school has adequate resources to support curriculum work including the development of common assessments.				
Total in Agreement	150 56.6%	19 46.3%	103 58.2%	28 59.6%
Total in Disagreement	115 43.4%	22 53.7%	74 41.8%	19 40.4%
Adequate resources are available for providing high quality professional development.				
Total in Agreement	147 55.5%	21 51.2%	97 54.8%	29 61.7%
Total in Disagreement	116 43.8%	20 48.8%	78 44.1%	18 38.3%
I have access to appropriate student performance data for analysis and sharing with my teachers.				
Total in Agreement	230 86.8%	37 90.2%	150 84.7%	43 91.5%
Total in Disagreement	33 12.5%	4 9.8%	26 14.7%	3 6.4%

Most administrators reported having adequate clerical and support staff (over 59%). Over 40% of suburban administrators indicating inadequate clerical and support staff. Most administrators (over 60%) report having adequate resources for culturally sensitive materials and community resources.

Counts Analysis % Respondents	Base	My school is considered:		
		Rural	Suburban	Urban
Total	265	41	177	47
My school has adequate clerical and support staff.				
Total in Agreement	165 62.3%	29 70.7%	106 59.9%	30 63.8%
Total in Disagreement	100 37.7%	12 29.3%	71 40.1%	17 36.2%
My school has appropriate resources to provide culturally sensitive materials and services to students and families.				
Total in Agreement	169 63.8%	25 61.0%	115 65.0%	29 61.7%
Total in Disagreement	83 31.3%	12 29.3%	53 29.9%	18 38.3%
Students have access to adequate community resources for addressing their needs.				
Total in Agreement	186 70.2%	30 73.2%	121 68.4%	35 74.5%
Total in Disagreement	71 26.8%	11 26.8%	50 28.2%	10 21.3%

Administrators overwhelmingly report having resources for regular communication with parents and families. While the majority of administrators also report having adequate technology, over 36% of rural administrators and 32% of suburban administrators disagree. Most administrators report having access to high quality professional development, although almost 32% of urban administrators disagree.

Counts Analysis % Respondents	Base	My school is considered:		
		Rural	Suburban	Urban
Total	265	41	177	47
School resources allow for regular communication with parents/and families.				
Total in Agreement	244 92.1%	37 90.2%	164 92.7%	43 91.5%
Total in Disagreement	20 7.5%	4 9.8%	12 6.8%	4 8.5%
My school provides adequate technology to support student learning and growth.				
Total in Agreement	180 67.9%	26 63.4%	120 67.8%	34 72.3%
Total in Disagreement	85 32.1%	15 36.6%	57 32.2%	13 27.7%
I personally have access to high quality professional development aligned with my school and district goals.				
Total in Agreement	193 72.8%	30 73.2%	131 74.0%	32 68.1%
Total in Disagreement	72 27.2%	11 26.8%	46 26.0%	15 31.9%

Expectations

(Principal Only Questions)

Principals report that Superintendents are clear in outlining their expectations for their schools and their leadership.

Counts Analysis % Respondents	Base	My school is considered:		
		Rural	Suburban	Urban
Total	130	19	90	21
My superintendent is clear in outlining his/her expectations for my school.				
Total in Agreement	99 76.2%	14 73.7%	70 77.8%	15 71.4%
Total in Disagreement	29 22.3%	4 21.1%	20 22.2%	5 23.8%
My superintendent is clear in outlining his/her expectations for my leadership.				
Total in Agreement	105 80.8%	16 84.2%	71 78.9%	18 85.7%
Total in Disagreement	24 18.5%	3 15.8%	18 20.0%	3 14.3%

(Full Population)

Most administrators report that their schools have well defined expectations for students. The largest disagreement came from suburban leaders with 28% disagreement. Approximately 75% of rural and suburban administrators reported that parents had realistic expectations for their children. Over 29% of urban administrators disagreed.

Counts Analysis % Respondents	Base	My school is considered:		
		Rural	Suburban	Urban
Total	265	41	177	47
In our school we have well defined learning expectations for all students.				
Total in Agreement	198 74.7%	33 80.5%	127 71.8%	38 80.9%
Total in Disagreement	67 25.3%	8 19.5%	50 28.2%	9 19.1%
Our parents have realistic expectations for their children.				
Total in Agreement	196 74.0%	31 75.6%	133 75.1%	32 68.1%
Total in Disagreement	66 24.9%	10 24.4%	42 23.7%	14 29.8%

Conditions that Support Teaching and Learning

Student/Teacher ratios are reported as promoting student learning and performance by over 80% of respondents. 90% of rural leaders report that their school's faculty is collaborative and operates as a professional learning community, while 27.7% of urban leaders and 19.8% of suburban leaders disagree. Almost 37% of rural administrators report that their teachers are not trained to develop well-structured lessons with challenging and measurable objectives. Over 80% of urban principals and 73% of suburban principals believe their faculties are trained to develop well-structured lessons with measurable objectives. Over 75% of school leaders believe their teachers employ strategies to engage students.

Counts Analysis % Respondents	Base	My school is considered:		
		Rural	Suburban	Urban
Total	265	41	177	47
The student/teacher ratio promotes student learning and performance in my school.				
Total in Agreement	221 83.4%	35 85.4%	145 81.9%	41 87.2%
Total in Disagreement	43 16.2%	5 12.2%	32 18.1%	6 12.8%
The school faculty is collaborative and operates as a professional learning community.				
Total in Agreement	212 80.0%	37 90.2%	141 79.7%	34 72.3%
Total in Disagreement	52 19.6%	4 9.8%	35 19.8%	13 27.7%
The faculty is trained to develop well-structured lessons with challenging and measurable objectives.				
Total in Agreement	194 73.2%	26 63.4%	130 73.4%	38 80.9%
Total in Disagreement	70 26.4%	15 36.6%	46 26.0%	9 19.1%
Teachers employ appropriate student engagement strategies.				
Total in Agreement	222 83.8%	35 85.4%	152 85.9%	35 74.5%
Total in Disagreement	41 15.5%	6 14.6%	24 13.6%	11 23.4%

Almost 80% of school leaders report that teachers in their schools work collectively to design and implement the curricula. Nearly 75% report that teachers in their schools demonstrate school wide leadership. Smaller numbers state that their schools have common assessments with disagreement from over 46% of rural administrators and 35% of suburban leaders. Over 78% of urban leaders report having common assessments used for grade levels or subject areas. School rigor is reported most by suburban leaders (87.6%) and least by urban principals (74.5%).

Counts Analysis % Respondents	Base	My school is considered:		
		Rural	Suburban	Urban
Total	265	41	177	47
Teachers in my school work collaboratively to design and implement the curricula.				
Total in Agreement	219 82.6%	32 78.0%	151 85.3%	36 76.6%
Total in Disagreement	45 17.0%	9 22.0%	25 14.1%	11 23.4%
My school has common assessments that are used for grade levels or subject areas.				
Total in Agreement	173 65.3%	22 53.7%	114 64.4%	37 78.7%
Total in Disagreement	90 34.0%	19 46.3%	61 34.5%	10 21.3%
This school is academically rigorous.				
Total in Agreement	222 83.8%	32 78.0%	155 87.6%	35 74.5%
Total in Disagreement	43 16.2%	9 22.0%	22 12.4%	12 25.5%
Teachers in my school demonstrate school wide leadership.				
Total in Agreement	195 73.6%	30 73.2%	130 73.4%	35 74.5%
Total in Disagreement	67 25.3%	9 22.0%	47 26.6%	11 23.4%

School leaders report that most of their teachers share similar values, beliefs and attitudes. The largest disagreement comes from urban leaders with 23.4% disagreeing. Over 85% of school leaders report that they are acutely aware of the teaching and learning in their schools. Survey results indicate that school leaders strongly believe their teachers consistently enforce the school rules, although over 21% of urban principals disagree. While a majority of school leaders report that their districts use a backward approach to delivering standards based units and measurable outcomes, many respondents disagree – 41% rural, 31% suburban and 40% urban.

Counts Analysis % Respondents	Base	My school is considered:		
		Rural	Suburban	Urban
Total	265	41	177	47
Most teachers in my school share a similar set of values, beliefs, and attitudes related to teaching and learning.				
Total in Agreement	212 80.0%	34 82.9%	143 80.8%	35 74.5%
Total in Disagreement	52 19.6%	7 17.1%	34 19.2%	11 23.4%
I have an acute awareness of the teaching and learning that is occurring at my school.				
Total in Agreement	238 89.8%	35 85.4%	162 91.5%	41 87.2%
Total in Disagreement	26 9.8%	6 14.6%	15 8.5%	5 10.6%
My district uses a backward design approach to developing standards-based units and measurable outcomes.				
Total in Agreement	158 59.6%	22 53.7%	111 62.7%	25 53.2%
Total in Disagreement	92 34.7%	17 41.5%	56 31.6%	19 40.4%
Most teachers in my school enforce school rules and policies consistently.				
Total in Agreement	217 81.9%	35 85.4%	146 82.5%	36 76.6%
Total in Disagreement	47 17.7%	6 14.6%	31 17.5%	10 21.3%

What new or evolving job requirement(s) make your job more challenging today?

EVERYTHING EMOTIONAL DEMANDING COLLECTIVE CORE,DEMANDS EXTENSIVE
EXPOSED DESE-NEW BUILDING ATTENTION CONSTANT EXAMPLES
GIVEN CONTINUES ASPECTS APPROACH ASSUMING EDUCATOR
CONTINUE ADDITIONALLY MANAGEMENT CREATIVITY
FIND PRINCIPALS EVALUATIONS ANYTHING ESPRIT
CHALLENGE TESTING CHILDREN CRITICAL
DEPTH PAPERWORK AMOUNT FALLS
WORKING PROCESS SYSTEM LEADERSHIP
ACCOUNTABILITY STATE MASTERS
AFRAID AGE EMPHASIS
RESULTS COMMON DATA BROKEN AGREE
NOW BECK ABUSE RTTT
CALL FOCUS STANDARDS GOOD BASED
APART
EVALUATION ROLE CCS
MODEL
WAY CORE ALL SCHOOL FIT DE
WORK MORE ACUTE
ELL DESE MORE MCAS DAYS END
FIX EVEN ISSUES NEW DAY TIME BIT
ELSE LEAD CORP
EVER FACE ONES TEACHER NEASC ANALYSIS
ADDRESSSED CURRICULUM
ARENA CHANGING NEED KNOWLEDGE
AT-RISK TEST STUDENT ASSISTANT ACCOUNTABILTY
CRISIS ALIGNED INSTRUCTIONAL PARENTS AVAILABLE
BREADTH EXPECTATIONS DIFFERENTIATED COUNTRY
DEMAND REQUIREMENTS IMPLEMENTATION DIFFERENT
DIRECTLY ADMINISTRATORS AROUND DOZEN GIVE
DEVELOPMENT AWARENESS ASSESSMENT COMBINED EDUCRATS
DROP-OUT COMMITTEE BARGAINING EFFECTIVELY
FAMILIES FAMILY EDUCATION CONTINUOUS CONTRACTUAL EMPLOYMENT

CONCLUSION

The MSSAA Survey on the Changing Role of School Leaders provides significant data on the demographics and working conditions facing high school and middle school administrators in Massachusetts. Demographically the data confirms anecdotal evidence that school leaders are relatively new in their positions and are working substantial hours. Most school leaders have been at their schools for under 6 years and many have worked at their schools for 3 years or less. The majority of school leaders report that they are working 51-60 hours a week with about 40% of Principals working 61-70 hours a week. Administrators consistently report working nights and week-ends. School leaders report that they spend the most time on managerial activities.

With the implementation of the new evaluation system in the Commonwealth, the survey results indicate a significant impact on the working conditions of school leaders with many principals and assistant principals evaluating 21-40 staff members and over 11% of school leaders reporting that they evaluate over 40 staff. Principals, Assistant Principals and other administrators overwhelmingly agree that in order to be most effective in their roles, they would need to devote more time to observing and supervising teachers (88%) and instructional leadership (88%).

When asked what they needed in order to devote more time and attention to the improvement of instruction, school leaders identified time, administrative staff, and teacher support. When asked what new or evolving requirements made their jobs more difficult, they identified evaluation, standards, teacher issues, NEASC and accountability. Technology was identified as making the job somewhat less difficult.

The MSSAA CROSL Survey calls attention to the challenging working conditions facing secondary school administrators in Massachusetts. The consistency of responses from urban, suburban and rural administrators as well as Principals and Assistant Principals indicates a common experience for school leaders. Results are also similar regardless of the number of years working at a school. Principals and Assistant Principals cite the need for more time and staff and the desire to provide more instructional leadership, including observing and supervising teachers as key for improving their effectiveness and their working conditions.