



SYRACUSE UNIVERSITY
SCHOOL OF EDUCATION and
THE STUDY COUNCIL AT SYRACUSE UNIVERSITY

A Survey of Teachers and Other School Professionals

**Factors Influencing Teachers' and Other School
Professionals' Interest in Becoming School Administrators**

May 2016

The following is a draft of a survey that will be distributed this spring to Central New York teachers and other school professionals whose school districts are interested in identifying factors that either encourage or discourage them from becoming school administrators. (Although this draft is formatted as a paper survey, the final version will be accessed online, by clicking on a web link.) Participation in the survey will be entirely voluntary, and those who do participate will not be identified by name, district, or any other information that would serve to identify them or their districts in any report of survey findings. If you are interested in inviting your teachers to participate, please contact Dr. Joseph Shedd, Associate Professor of Educational Leadership, at 314-443-2685 or jbshedd@syr.edu.

The following are factors that some people have suggested are INCENTIVES for teachers and other school professionals to become school administrators. To what extent, if any, is each a factor that might encourage you to become an administrator?

	Not at all an incentive	A slight incentive	A moderate incentive	A very strong incentive
a. Opportunities for career advancement	1	2	3	4
b. Opportunities for professional growth	1	2	3	4
c. Opportunities to inspire others to make important changes	1	2	3	4
d. Opportunities to help others improve & grow professionally	1	2	3	4
e. Being able to make a difference in the lives of more students	1	2	3	4
f. Being able to change things that really need changing	1	2	3	4
g. Having strong models of leaders you respect	1	2	3	4
h. Others you respect urging you to pursue formal leadership	1	2	3	4
i. Prior experience convinces you you're a good leader	1	2	3	4
j. Opportunity to be creative and try new things	1	2	3	4
k. Satisfaction working with and supporting staff	1	2	3	4
l. Constantly facing new challenges	1	2	3	4
m. Opportunity for more initiative, setting one's own agenda	1	2	3	4
n. Working more with adults	1	2	3	4
o. Working less with children	1	2	3	4
p. Improved annual salary and benefits	1	2	3	4
q. Extra status and respect afforded administrators	1	2	3	4
r. Options available to cover costs of preparation program	1	2	3	4
s. Satisfaction with available leadership preparation programs	1	2	3	4
t. Other factors? (please comment on next page)				

The following are factors that some people say are DISINCENTIVES for teachers and other school professionals to become school administrators. To what extent, if any, is each a factor that might discourage you from becoming an administrator?

	Not at all a disincentive	A slight disincentive	A moderate disincentive	A very strong disincentive
a. Being expected to work late hours, weekends, summers	1	2	3	4
b. Impact on personal and family life	1	2	3	4
c. Anticipated conflicts with other administrators	1	2	3	4
d. Anticipated conflicts with parents	1	2	3	4
e. Pressures to improve students' test performance	1	2	3	4
f. Having to deal with unmotivated or uncooperative staff	1	2	3	4
g. Having to resolve conflicts among staff members	1	2	3	4
h. Having to supervise poor teachers	1	2	3	4
i. Having to "play politics" to get things accomplished	1	2	3	4
j. Having to deal with constantly changing demands	1	2	3	4
k. Having responsibilities and little support, feeling isolated	1	2	3	4
l. Inability to make a difference, given all you can't change	1	2	3	4
m. Administration dominated by an "old boys network"	1	2	3	4
n. Dealing with the teachers' union and union contracts	1	2	3	4
o. Responsibility for administrative tasks that don't interest you	1	2	3	4
p. Lower per diem salary given all the time required	1	2	3	4
q. Less job security as an administrator	1	2	3	4

Possible DISINCENTIVES (continued)

	Not at all a disincentive	A slight disincentive	A moderate disincentive	A very strong disincentive
r. Having to give up close friendships with those you supervise	1	2	3	4
s. Can play leadership roles without leaving the classroom	1	2	3	4
t. Having fewer opportunities to work directly with students	1	2	3	4
u. Expense of securing administrative certification	1	2	3	4
v. Time required to secure administrative certification	1	2	3	4
w. Uncertainty whether internships would be available	1	2	3	4
x. Uncertainty whether attractive positions would be available	1	2	3	4
y. Other factors? (Please comment below)				

Has an administrator in your school or district ever suggested that you should become an administrator? Yes No

Have other colleagues ever suggested that you should become an administrator? Yes No

What leadership experiences have you had in your role as a teacher or other school professional? (Please explain)

What experience (if any) have you had with leadership preparation programs? (check all that apply):

☐ Have taken or are taking one or more leadership courses ☐ Currently enrolled in a leadership program
☐ Have completed a leadership program ☐ Hold administrative certification
☐ Have served as an administrator ☐ Currently serve as an administrator

On balance, how likely are you to pursue administrative certification and seek a job as an administrator?

Very unlikely	Somewhat unlikely	As likely as not	Somewhat likely	Very likely
1	2	3	4	5

Additional comments Please use this space (and the back side of this page, in needed) to elaborate on any of your answers to previous questions, or to explain any other factors that might affect your decision to pursue or not pursue administrative certification and seek an administrative position:

Additional information about you (optional, but useful to us in identifying patterns of interest or disinterest):

Your gender: _____

Your age: _____

Your race/ethnicity: ☐ Asian ☐ African-American ☐ Hispanic ☐ Native American ☐ White ☐ Other

Your years as a teacher or other school professional: _____ Your years working in your current school district: _____

At what grade level(s) do you regularly teach or work? (circle all that apply): PreK-K 1-4 5-8 9-12 Adult

Which comes closest to describing your role: ☐ Classroom teacher ☐ Instructional specialist ☐ Other professional

Thank you for completing this survey. Please return it in the enclosed pre-stamped envelope.