D-WMS | DEVELOPMENT WORLD MANAGEMENT SURVEY

Hello! Ready to get started?

This is the input form for the Development WMS. The first few questions allow you to identify yourself and the school you will be interviewing. After inputting the first few details please call the principal based on the information on your *interview tracking sheet.*

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Alright, let's get started! To start off, can I ask you to please describe...

1. Leadership Vision

ITEM 1: WHAT IS THE SCHOOL VISION AND HOW WAS IT CHOSEN

a) What is school's vision for the next 5 years?

b) Could you summarize it in a couple of sentences?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 2: WHO SETS THE VISION

a) Who is involved in deciding the vision?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 3: COMMUNICATED TO WHOM AND HOW

a) How do teachers, staff and others involved in the school matters know and understand this vision?

Enter -99 if respondent refuses to answer.

Your answer here...

OPERATIONS SECTION

2. Standardization of Instructional Planning Processes

ITEM 1: WELL DEFINED AND STANDARDIZED PLANNING PROCESSES AND MATERIALS

a) How do you ensure that all students of a given grade are learning the same topics in the same way within a similar timeframe?

(make sure you get information on curriculum, standard textbooks, classroom materials, lesson plans)

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 2: IMPLEMENTATION AND MONITORING

a) How do you keep track of what teachers are doing in the classrooms?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 3: ALIGNED WITH LEARNING EXPECTATIONS

a) Why did you and the teachers decide on the current curriculum, textbooks and other materials and lesson plans used throughout the year?

Enter -99 if respondent refuses to answer.

Your answer here...

3. Personalization of Instruction and Learning

ITEM 1: IDENTIFYING AND ADDRESSING INDIVIDUAL STUDENT NEEDS THROUGH A RANGE OF METHODS

a) How much does the school try to identify individual student needs?

b) How do teachers accommodate student needs within in the classroom? (for example, if a few children are visual learners, how do they deal with that in a class of 30 board learners?)

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 2: STUDENT/PARENT ENGAGEMENT IN STUDENT LEARNING

a) How do you make sure students are engaged in learning? And how are parents incorporated in the this?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 3: IMPLEMENTATION AND MONITORING

a) How do you keep track of what teachers are doing in the classrooms to ensure that different student needs are taken care of?

Enter -99 if respondent refuses to answer.

Your answer here...

4. Data-driven Planning and Student Transitions

ITEM 1: INDIVIDUAL STUDENT DATA AVAILABILITY

a) What type of information about the individual students is available to teachers at the beginning of the academic year?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 2: SCHOOL AWARENESS OF CRITICAL STUDENT TRANSITIONS

a) What do you think are the main points of transition/promotion for students?

b) How is this communicated to your teachers?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 3: SCHOOL MANAGEMENT OF CRITICAL STUDENT TRANSITIONS

a) Does the school use any data to consider student promotions through critical transitions (such as grade promotions or unit progressions)?

Enter -99 if respondent refuses to answer.

Your answer here...

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5. Adopting Educational Best Practices

ITEM 1: WHERE THE SCHOOL FINDS OUT ABOUT EDUCATION BEST PRACTICES

a) How do you encourage the teachers to incorporate new teaching practices into the classroom?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 2: HOW ARE THESE BEST PRACTICES SHARED WITHIN THE SCHOOL

a) How are these learnings shared across teachers and subjects?

b) How often are these practices shared?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 3: HOW IS THE ADOPTION OF THESE TECHNIQUES MONITORED

a) How do you make sure the teachers are using the new techniques you are trying to introduce?

Enter -99 if respondent refuses to answer.

Your answer here...

MONITORING SECTION

6. Continuous Improvement

ITEM 1: FINDING AND DOCUMENTING PROBLEMS

a) When you have a problem in the school, how do you come to know about them? (ie. If a teaching method is not being applied correclty)

b) What are the steps you go through to fix them?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 2: WHO RESOLVES PROBLEMS

a) Who is involved in resolving these issues, that is, in deciding what course of action will be taken to resolve the issue?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 3: WHO IMPROVES PROCESSES

a) Who is involved in improving/suggesting improvements to the process so these issues do not happen again?

Enter -99 if respondent refuses to answer.

Your answer here...

7. Performance Tracking

ITEM 1: TYPES OF PARAMETERS USED

a) What kind of main parameters do you use to track school performance?

b) What documents are you using to inform this tracking?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 2: TRACKING FREQUENCY

a) How often are these parameters measured?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 3: COMMUNICATED TO WHOM AND HOW

a) Who gets to see this data?

b) If I were to walk through your school, how could I tell how it is doing compared to its main parameters?

Enter -99 if respondent refuses to answer.

> Your answer here...

8. Performance Review

ITEM 1: FREQUENT DISCUSSIONS

a) How often do you have meetings to review the parameters?

Enter -99 if respondent refuses to answer.

> Your answer here...

ITEM 2: WHO IS INVOLVED IN THESE MEETINGS AND HOW ARE RESULTS COMMUNICATED

a) Who is involved in these meetings?

b) Who gets to see the results of these meetings? Are details of the meeting shared with other staff?

Enter -99 if respondent refuses to answer.

> Your answer here...

ITEM 3: ACTION PLAN FOLLOWS THE MEETING

a) After reviewing these parameters, what is the action plan you leave these meetings with?

b) What steps would people take after?

c) Who is responsible for carrying out the action plan?

Enter -99 if respondent refuses to answer.

Your answer here...

9. Performance Dialogue

ITEM 1: FOLLOW A CLEAR AGENDA

a) Can you tell me about a recent admin meeting you have had? What topics did you discuss in this meeting? Was there an agenda?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 2: MEETINGS HAVE APPROPRIATE DATA PRESENT

a) What kind of data or information about the parameters do you normally have with you?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 3: GET PEOPLE INVOLVED IN CONSTRUCTIVE FEEDBACK

a) What type of feedback do you get during these meetings?

b) How do you get to solving the problems raised in the meetings?

Enter -99 if respondent refuses to answer.

> Your answer here...

10. Consequence Management

ITEM 1: CLEAR RESPONSIBILITIES FOR ACTION PLAN

a) After a review meeting, how are people aware of their responsibilities and actions that must be taken?

Enter -99 if respondent refuses to answer.

> Your answer here...

ITEM 2: HOW LONG IT TAKES TO IDENTIFY AND DEAL WITH A PROBLEM

a) How long does it typically go between when a problem starts and you realize this and start solving it?

b) Can you give me an example of a recent problem you've faced?

Enter -99 if respondent refuses to answer.

> Your answer here...

ITEM 3: HOW THEY AVOID HAVING THE SAME PROBLEM AGAIN

a) How would you make sure this problem does not happen again?

b) If a year from now the problem were to happen again, how would you know if and how you dealt with such a problem before?

Enter -99 if respondent refuses to answer.

Your answer here...

TARGETS SECTION

11. Balance of Goal Metrics

ITEM 1: CLARITY AND BALANCE OF GOAL METRICS

a) What goals do you have set for your school?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 2: MEASURED AT THE SCHOOL AND INDIVIDUAL LEVELS

a) Can you tell me about any specific goals for departments, teachers and staff?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 3: LINKED TO STUDENT OUTCOMES AND DEFINED BY INTERNAL/EXTERNAL FACTORS

a) How are your goals linked to student outcomes?

b) How are your school goals linked to the goals of the school board system (public/private)?

c) What are the goals of other schools in the area?

Enter -99 if respondent refuses to answer.

Your answer here...

12. Interconnection of Goals

ITEM 1: GOALS ARE CLEARLY PASSED THROUGH THE HIERARCHY CHAIN

a) How do you learn of the goals the school system expects of you?

b) Are the goals clear to you and others in your school?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 2: BREAKING DOWN BIG GOALS INTO SMALLER ONES & LINKING TO INDIVIDUAL GOALS

a) If I were a teacher or another member of the school, what kind of goals would I have?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 3: GOALS CLEARLY COMMUNICATED WITHIN THE SCHOOL

a) How do you communicate to your teachers and staff what their goals are?

Enter -99 if respondent refuses to answer.

> Your answer here...

13. Time Horizon of Goals

ITEM 1: A RANGE OF SHORT, MID-TERM, LONG-TERM GOALS

a) What kind of time-scale are you looking at with your goals?

Enter -99 if respondent refuses to answer.

> Your answer here...

ITEM 2: INTERLINKED GOALS THAT STAIRCASE FROM SHORT TO LONG TERM

a) Could you meet all your short term goals but miss your long-run goals?

Enter -99 if respondent refuses to answer.

> Your answer here...

ITEM 3: EMPHASIS OF GOALS

a) Which goals would you say get the most emphasis?

Enter -99 if respondent refuses to answer.

> Your answer here...

14. Stretch of Goals

ITEM 1: GOALS ARE TOUGH, BUT ACHIEVABLE

a) How tough are your goals? Do you feel pushed by them?

b) On average, how often would you say that the school meets their goals?

Enter -99 if respondent refuses to answer.

> Your answer here...

ITEM 2: GOALS ARE EQUALLY DIFFICULT/DEMANDING FOR ALL

a) Do you feel that all the departments/areas have goals that are just as hard? Or would some areas/departments get easier targets?

Enter -99 if respondent refuses to answer.

> Your answer here...

ITEM 3: GOALS ARE SET WITH REFERENCE TO EXTERNAL BENCHMARKS

a) How are your goals benchmarked?
b) How do other school leaders/teachers get involved, if at all?

Enter -99 if respondent refuses to answer.

> Your answer here...

15. Clearly Defined Accountability for School Leaders

ITEM 1: ACCOUNTABLE FOR SCHOOL REACHING OVERALL TARGETS

a) Who is accountable for delivering school goals?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 2: HELD RESPONSIBLE WITH BOTH SCHOOL AND INDIVIDUAL-LEVEL CONSEQUENCES

a) How are individuals school leaders answerable/accountable for achieving these goals? Does this apply to all types of goals?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 3: AUTONOMOUS IN ORDER TO MAKE DECISIONS THAT WILL DIRECTLY AFFECT OUTCOMES

a) What autonomy do you have to take actions that would affect the ability to meet the goals? (ie. Budget authority, hiring/firing)

Enter -99 if respondent refuses to answer.

Your answer here...

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16. Clearly Defined Leadership Roles and Teacher Roles

ITEM 1: ROLES ARE CLEARLY DEFINED WITH STUDENT OUTCOMES IN MIND

a) How are the roles and responsibilities of the school leaders defined?

b) Are they linked to student outcomes?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 2: DEFINED WITH RESPONSIBILITIES AND DESIRED COMPETENCIES

a) How are the roles and responsibilities of the teachers defined?

b) How clearly are the required teaching competencies defined and communicated?

Enter -99 if respondent refuses to answer.

> Your answer here...

ITEM 3: DISTRIBUTES LEADERSHIP ACROSS THE SCHOOL

a) How are leadership responsibilities distributed across the school?

Enter -99 if respondent refuses to answer.

> Your answer here...

17. Clarity and Comparability of Targets

ITEM 1: CLEARLY DEFINED AND STRONGLY COMMUNICATED TO ALL

a) If I asked one of the teachers directly about their individual goals, what would they tell me?

b) How do you, as the school principal, know that the teachers are aware of their goal?

c) Does anyone ever complain their goals are difficult to understand?

Enter -99 if respondent refuses to answer.

> Your answer here...

ITEM 2: BASED ON BOTH QUALITATIVE AND QUANTITATIVE MEASURES

a) What are the goals based on?

Enter -99 if respondent refuses to answer.

> Your answer here...

ITEM 3: EVERYONE KNOWS HOW EVERYONE IS DOING AND CAN COMPARE

a) How do people know about their own performance when compared to other people's performance?

Enter -99 if respondent refuses to answer.

> Your answer here...

PEOPLE/HR SECTION

18. Rewarding High Performers

ITEM 1: IDENTIFICATION OF GOOD PERFORMERS

a) How do you know who your best teachers are?

b) What criteria do you use and how often do you identify these teachers?

Enter -99 if respondent refuses to answer.

> Your answer here...

ITEM 2: FORMALLY EVALUATED

a) How do you evaluate and rate your teachers?

b) How often do you do this evaluation?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 3: SEPARATE REWARD SYSTEM FOR INDIVIDUALS AND TEAMS

a) What types of rewards are given to teachers? Any monetary or non-monetary rewards?

b) Are these rewards linked to the rating teachers get?

Enter -99 if respondent refuses to answer.

Your answer here...

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19. Removing Poor Performers

ITEM 1: IDENTIFICATION OF POOR PERFORMERS

a) How do you know who are the teachers who are not doing so well (the worst teachers)?

b) What criteria do you use and how often do you identify who these teachers are?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 2: METHODS OF DEALING WITH THE BAD PERFORMERS

a) If you had a teacher who is struggling or who could not do their job properly, what would you do?

b) What if you had a teacher who would not do their job, as in slacking off, what would you do then?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 3: TIME SCALE OF ACTION

a) How long would a teacher be able to stay in his/her position while performing badly?

b) How long does it take to address the issue once you come to know of it?

Enter -99 if respondent refuses to answer.

Your answer here...

20. Promoting High Performers

ITEM 1: IDENTIFICATION OF GOOD PERFORMERS

a) How do you know who your best teachers are?

b) What criteria do you use and how often do you identify who these teachers are?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 2: DEVELOPMENT OF TEACHERS

a) What types of career and teacher development opportunities are provided?

b) How do you tailor opportunities for particular teachers?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 3: REASON FOR PROMOTION

a) How do you make decisions about promotion/progression and additional opportunities within the school, such as performance, years of service, etc.?

b) If we have two teachers, one has been at the school two years and the other for five years, and the teacher who is there for two years is better, who would be promoted faster? What if one had a B.Ed degree and one did not, and the one without the B.Ed performed better, who would be promoted faster?

Enter -99 if respondent refuses to answer.

Your answer here...

21. Managing Talent

ITEM 1: WHO MAKES HIRING DECISIONS

a) Who decides how many and which teachers (full-time regular members of staff) to hire?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 2: HOW/WHERE DO THEY SEEK OUT AND FIND TEACHERS TO HIRE

a) Where do you seek out and find teachers?

b) How do you ensure you have the teachers you need for the subjects you have? For example, how do you make sure you have enough grade 3 teachers given the number of students in that grade?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 3: HIRING CRITERIA AND WHY THESE WERE CHOSEN

a) How do you decide which teachers should be hired?

b) What criteria do you use to hire teachers?

Enter -99 if respondent refuses to answer.

> Your answer here...

22. Retaining talent

ITEM 1: WHEN A TEACHER WANTS TO LEAVE/LEAVES, IS THERE A FORMAL PROCESS TO UNDERSTAND WHY

a) When one of your best teachers wants to leave the school, what do you do?

Enter -99 if respondent refuses to answer.

> Your answer here...

ITEM 2: WHAT CAN THEY OFFER TO KEEP BEST TEACHERS WHO WANT TO LEAVE

a) What would you be able to offer to try and keep that best teacher in your school?

b) Could you give me an example of a time when you were able to keep a best teacher? And what about a teacher that you could not convince to stay?

Enter -99 if respondent refuses to answer.

> Your answer here...

ITEM 3: WHAT DO THEY DO TO ENSURE TOP TEACHERS WANT TO STAY IN THE SCHOOL

a) How would you know if your best teachers are happy working in this school?

Enter -99 if respondent refuses to answer.

Your answer here...

23. Creating a Distinctive Employee Value Proposition

ITEM 1: WHY WOULD TEACHERS WANT TO TEACH AT THIS SCHOOL

a) If I was a very good teacher considering working at your school or another school, what would you say to try and get me to work here?

b) What are the professional benefits of working at your school?
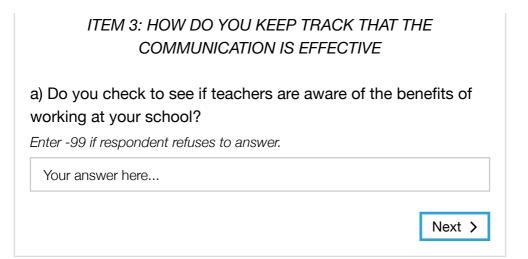
Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 2: TEACHERS ARE AWARE OF THE BENEFITS OF WORKING AT YOUR SCHOOL

a) How do teachers come to know that working at your school is better than others?

b) How do you communicate this to the teachers?

Enter -99 if respondent refuses to answer.

Your answer here...

ITEM 3: HOW DO YOU KEEP TRACK THAT THE COMMUNICATION IS EFFECTIVE

a) Do you check to see if teachers are aware of the benefits of working at your school?

Enter -99 if respondent refuses to answer.

Your answer here...

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