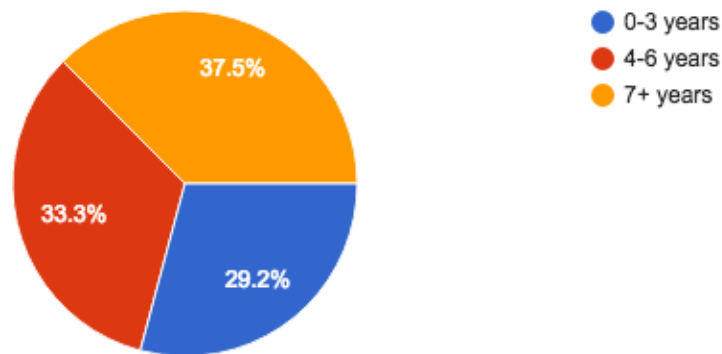


Middle Level Principals Workload Survey

24 responses

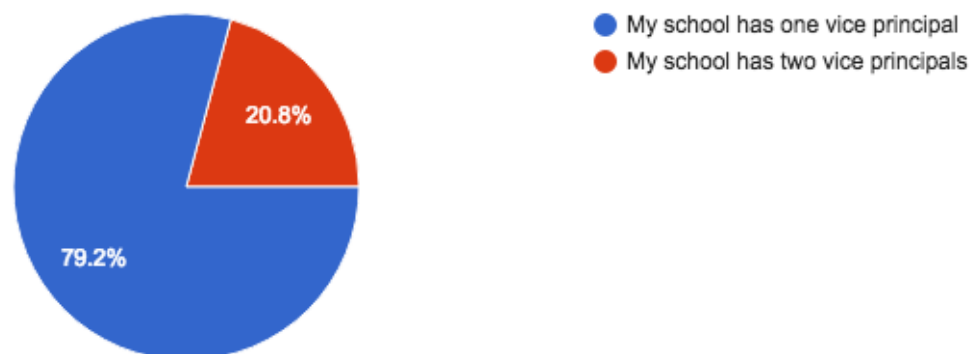
Years of Experience as a site Principal in SDUSD

24 responses



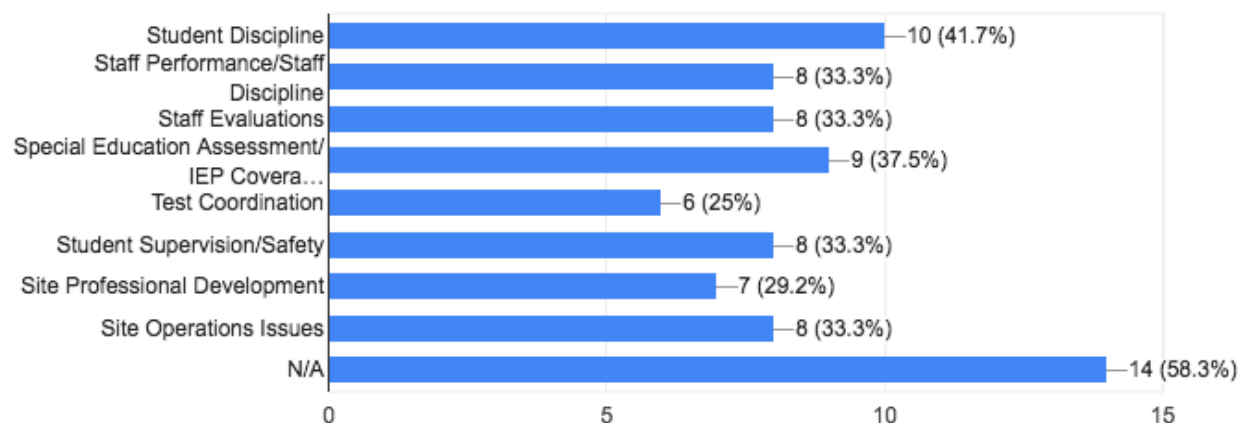
For school year 2017-18:

24 responses



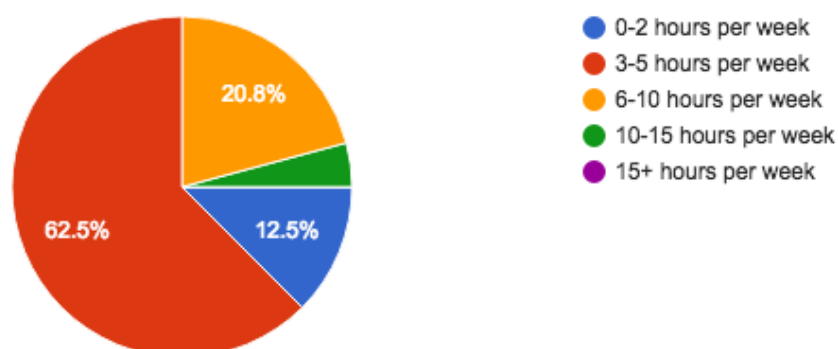
My school lost a vice principal for 2017-18. Check all boxes below that have been impacted negatively by the elimination of one vice principal. If your school did not lose a vice principal, please check N/A below.

24 responses



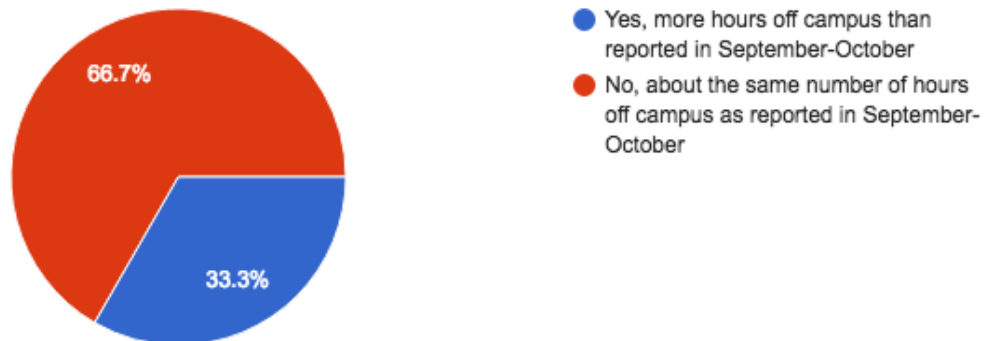
During the 2017-18 school year, what is the AVERAGE number of hours per week that you were away from your school campus for professional development, planning meetings, training, and other district-mandated meetings and/or activities?

24 responses



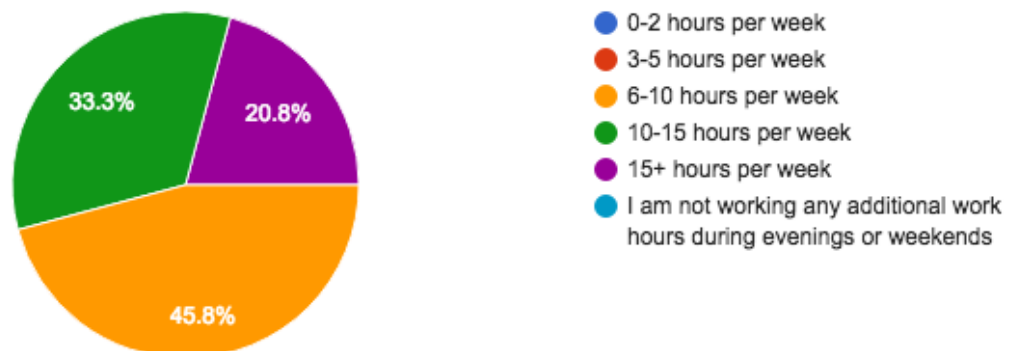
Has the average number of hours that you are NOW off campus for district-mandated activities changed since the beginning of the school year (September-October)?

24 responses

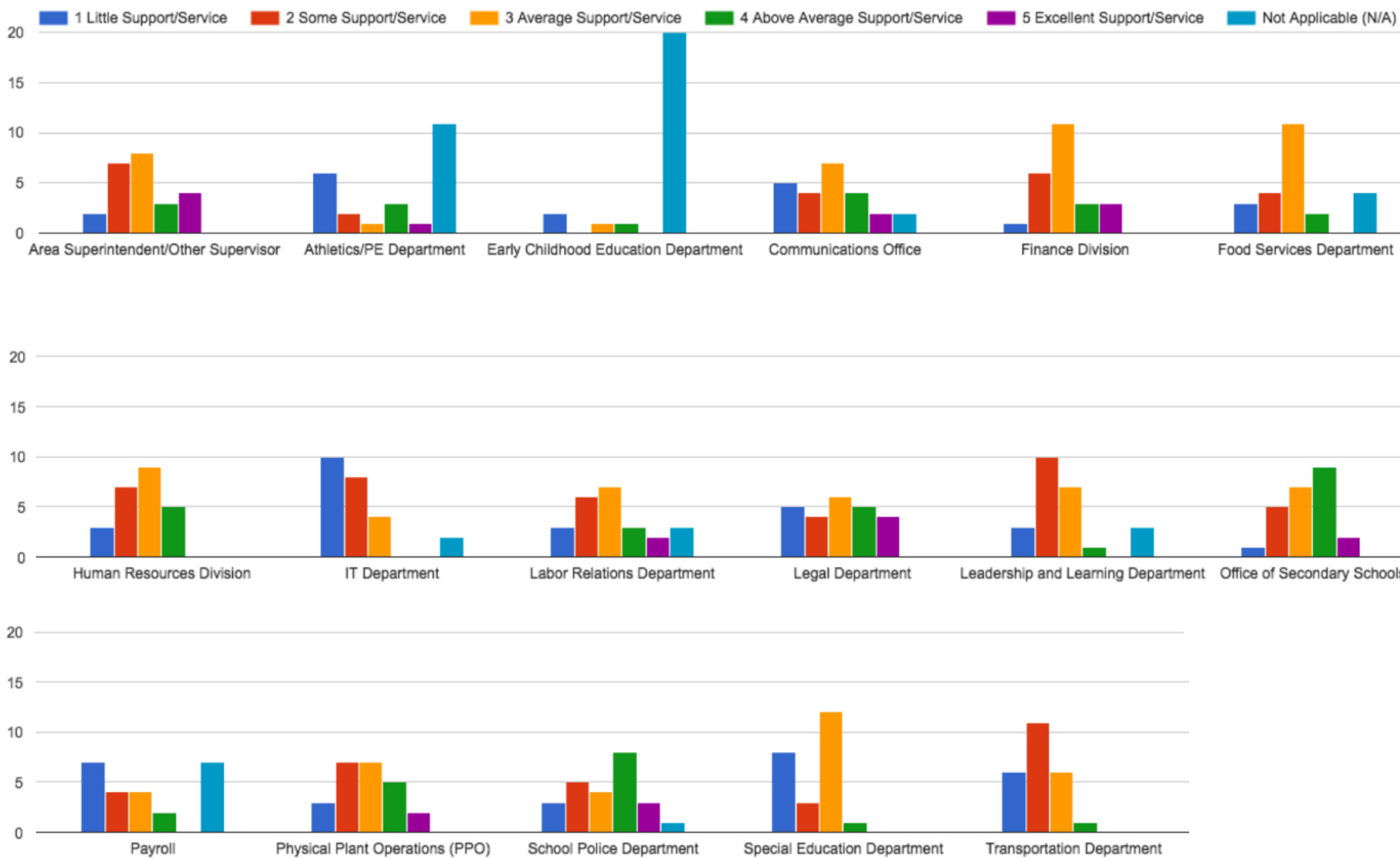


For school year 2017-18, what is the AVERAGE number of hours you are working during evenings and weekends?

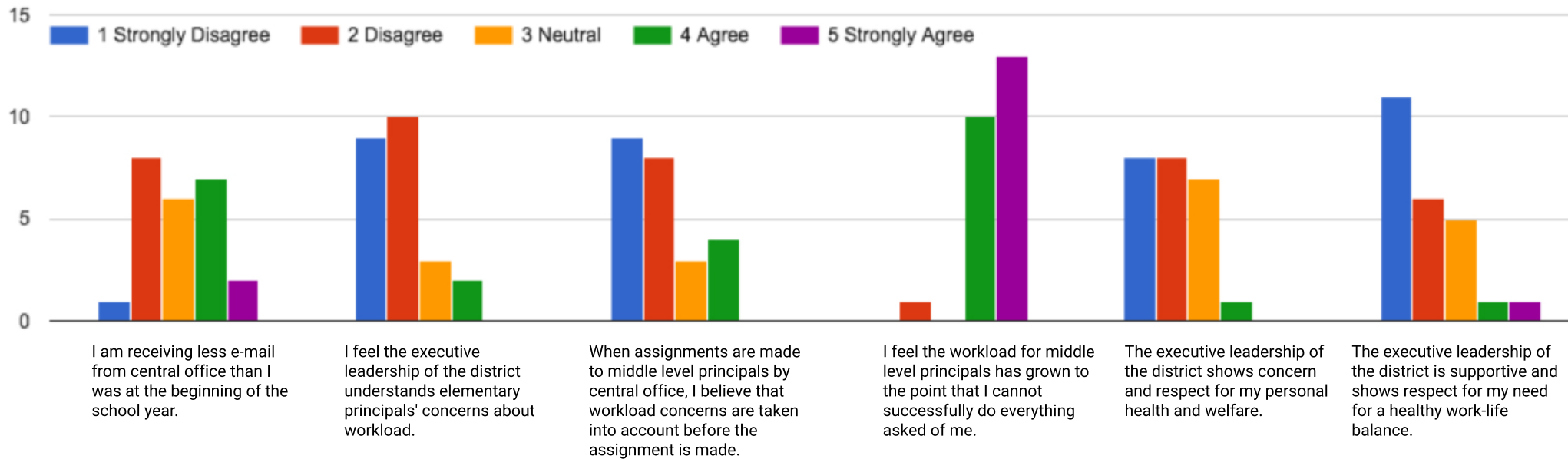
24 responses



On a rating of 1 to 5, with 1 being the lowest and 5 being the highest, please rate the level of support/service you are CURRENTLY receiving from the following central office departments. N/A should be checked if you have minimal or no interaction with that office/department.



On a scale of 1 to 5, with 1 indicating Strongly Disagree and 5 indicating Strongly Agree, please respond to the following questions. Please answer according with how you CURRENTLY feel. (The definition of "executive leadership of the district" is superintendent, chief of staff and all executive directors)



Please list up to five serious work challenges/problems you have dealt with this school year (2017-18) that have negatively impacted your workload. If possible, please provide a suggested solution.²⁴ responses

It is disheartening to receive assignments when we are at PD training and then be given no time to even start on the assignment. There is no support or check ins from Area Superintendents. Although Area Superintendents ask for feedback nothing changes. If Area Superintendents don't want to consider the feedback, then please don't waste our time and ask for it. Doing so is just so disrespectful. Area Superintendents need training on how to structure the Professional Development training as it is not effective.

staffing, facilities, special education, lack of student supports (mental health, etc.), lack of time

1. Principals are given some instruction, little actual training, and an expectation that they are then experts who can easily train everyone else in what they barely know themselves. 2. We are simply being asked to do too much with too little. 3. I believe that there is no real system of genuine support in the district. When we have a problem, we should be able to talk to our area supt...but, we either get no response or no real help because their hands are tied. The district has eliminated so much that even the people working tirelessly to fill the void will NEVER be able to do everything that needs to be done and ultimately, that filters down to individual schools and students. 4. Enrollment is an issue. this year, our enrollment was cut by nearly 60 kids that will absolutely affect our ability to teach and maintain teachers. Not good for a specialty school

Constant follow up on unjustified bully reports Long meetings about special ed concerns

Budget, contract, technology, HR lack of follow through, data collection

implementing proficiency scales without guidance and a guaranteed and viable curriculum (we need a list of recommended curriculums), lack of communication about expectations for the assignments given to principals (proposed solution - year at a glance with foci), pressure to increase enrollment with no support for marketing/strategy (updated websites), unreasonable timelines for SPSA and Budget (more lead time and guidance on process)

Please view the items I recorded in the online survey here:

https://docs.google.com/forms/d/e/1FAIpQLSfOAwksDB_iIC0jMVQ6PI73yFVz4WDccwsA_HLQGsbmVQrbXA/viewform

Loss of a Vice Principal, Almost no IT support, some support service staff more interested in letting things "blow up" than problem solving, No change in expectation for creating instructional change and improvement.

1. Special Education Allocations- The district has to develop a new way of allocating special education supports. Allocations based on "numbers" is not a true reflection of student need. Schools are under allocated- impacting classrooms beyond the contract "attempt to maintain" 20% setting up administrators for Grievances. Moderate-Severe allocations also need to be addressed. 2. As Instructional Leaders, it is imperative that we have the supports to lead instruction. Principals have a lot on the plate with operations and instruction. Secondary leaders need to have a wide range of knowledge- equip us with content area coaches/admin at our site. Especially as we are expected to lead critical concepts and proficiency scales. Having the support is necessary for us to do our work. I don't know how the Root Cause Analysis is supporting me do THE work – aside from taking a lot of my personal time and work time and causing me stress. I don't feel the district provide the support needed to generate the information on the data dive- we were left on our own to find the data. It was not helpful and created a workload issue. 3. OTBS and Para-14 Furlough days are forced during school days. This impacts workload as instructional days and supports are impacted especially when there are no substitutes. 4. On the topic of too many emails- Why do we have News for Principal Emails on the weekends or during our vacation time? 5. This needs to be addressed: The executive leadership of the district DOES NOT show concern and respect for my

personal health and welfare, healthy work-life balance.... I don't believe they actually care about us as people. Wellness of School Leaders is not a priority.

Lack of any support from SPED department (not willing and/or not knowledgeable enough to help); we are expected to manage all the different site responsibilities without district support, especially from HR and SPED; we are blamed for everything while people at the district level do not work and are not held accountable; we attend PD that is ineffective and badly planned; parents are allowed to behave inappropriately towards principals, with no repercussions from district personnel

special education: Discipline/On-line bully reporting/Depression-Suicide

changing the number of hours for Professional Development from half days to full days. I suggest having some half and some full. Changing dates. Not having convenient access to data to determine supports and next steps for students who are struggling. Not having full time positions because of reductions in FTE's such as needing to excess good teachers because of a .2 reduction. Not enough support for special education concerns. Not having 2 full time counselors for a middle school makes identifying the kinds of support needed, and providing that support for students virtually impossible. Counselors have difficulty establishing groups because they are constantly putting out fires.

The loss of a VP: possible solution, decrease the counselor : student ratio. Keeping up with staff accountability: possible solution, greater interaction with HRO around staff evaluation. Supervision: Continuing to complete all the required work while being on supervision for an hour before/after school, two hours at lunch, and every passing period. Possible solutions: already using staff as much as possible within contract, not sure what other options at this time. Classroom observation time: as the year progresses and discipline increases, getting into classrooms is difficult. Possible solution: creating common planning periods next year to help with streamlining the schedule.

Difficulties in staffing, special ed issues, new district programs/initiatives

Negligible support in SpEd in beginning of year: SPED Resource Teachers should not be given coaching responsibilities first few weeks of year. Expelled 6th graders are routed to other comprehensive Middle Schools with no additional supports: re-explore students to ALBA in grade 6 or ensure students are assigned extra counseling before new school attendance. Year Round schedule lack of alignment negatively impacts student attendance and increases staff turnover. Staff go elsewhere because their OWN children are on traditional and child care costs are high - create modified year Round schedule if you can't completely convert Lack of trusting work environment compared to other work environments I've had in the past. People seem to fear sharing their true needs

IT, lack of police support, VP decrease

1. My numbers were high, I said they would be high, yet I had to wait until October to get a teacher 2. I had to open classes with only retired subs, but they did not want a daily assignment, so student did not have any consistency for 2 months 3. High military with 20% SWD and lost a .2 resource teacher who was teaching a class!!! I had to rearrange the master schedule and find coverage for her classes one day a week. Also, did not meet IEP's because one less day of Co-taught classes 4. Last minute request for information or requirements 5. Only one counselor, and lots of EP10's and self harm concerns

#1. A student with an IEP was sent to Riley as an alternative to ALBA in the summer of 17. He had already been accepted to my site via choice in the spring of 17. We did not receive anything from Riley or Placement & Appeal about this student so we were underprepared. We put many supports in place for the student then learned he moved out of district but got conflicting advice from the Enrollment Options on how to proceed. I worked on supporting this student and family until the end of the school year. The role of the central office departments throughout the entire process was to require me to provide several different informal reports about this student. #2. In preparation for Whole Site Modernization, I met with the architect and project manager on a regular basis. I spend at least 10 hours a month on construction. During the former project, I spent an average of 6 hours per week on construction. Suggestion: Assign each school a retired administrator and give each site x number of hours to utilize the sub so when we are out or off campus, the work doesn't pile up.

1) Response time regarding documented/disciplining staff is slow 2) Lack of training for new staff 3) Meetings required or requested from support or operational departments or initiative partners. The meetings are good but when you have so many going on in the same year, it's too much. We feel an obligation to meet with everyone because they ask and I end up in meetings all day and all week. And the response at times is that it's expected and we are afraid to miss or ask for alternatives because our area superintendent is told then we get the email, call or text which means we are out of line. (i.e. grant meetings, remodeling meetings, coaching cycle meetings, and other initiatives around health, behavior, RTI, etc....) Even though many are willing to visit the site for a meeting, it is still a meeting and time away from classes. 4) Taking the lead on master schedule

1. Lack of Resources- Counselor, Dean, Therapist, Resource Teacher, Teacher allocations. Solution: Given the amount of equity training we've had, when are schools going to be given equitable resources to support students. 2. Meeting district deadlines from Central Office to gather information they can pull from PowerSchool, Illuminate. 3. School Discipline- not enough options to deal with and support high flyers. 4. Unfocused visits from the Superintendent and Chief of Staff. Solution: provide principal's with a focus for each visit so we don't spin our wheels figuring out what they want to see.

1) Multiple sub jobs that cancel on the same day and not enough staff available to cover classrooms. 2) Students who are socially and emotionally having great difficulties and are engaged in self-harm or suicidal thoughts, language and actions. 3) Multiple events, situations, or incidents that coincidentally happens where the admin present is needed or required. 4) Dealing with student's misuses of Social Media (Example: Taking pictures of private parts and SnapChatting...Cyber and Social Media bullying, etc...majority of these happen outside of school time, but then get brought into our space during school time and dealing with the matter can take days to weeks to resolve with many agencies, parents, etc. having to be involved.) 5) Having the ability to stick to classroom observation schedules, having the opportunity to intimately and deeply work with grade level PLCs, parent groups (ELAC, PTA, etc), ILT and IEPs. Also...On question two above, as a Pre K-8 School and a hub school for the Mod/Severe Program, (I have 3 mod/severe classes as well as 3 mild/mod teachers) In addition, I do not have a Resource Teacher and pay to be able to have a full time Counselor. I have NO Vice Principal. I had to choose one of the choices in order for me to submit this survey.

Finance, SSC/SPSA, Landscaping, Construction, Human Resources.

Mixed or different answers from the same department. Working with HR and Credentials at district office. Decisions made have done a dis-service to students.

I have recorded all work-load challenges here:

https://docs.google.com/forms/d/e/1FAIpQLSfOAwksDB_iIC0jMVQ6PI73yFVz4WDccwsA_HLQGsbVQrbXA/viewform

Additional comments - please provide any information you wish to share regarding workload issues. 11 responses

What happened to our work with the National Equity Project?

Not all good ideas are a call to action because we lack the time, energy, and resources to implement everything. Our district needs help with identifying priorities. The LCAP document is an example of a lack of prioritization. If everything is a top priority then nothing is.

The reduction of staff has left Principals treading water, trying to keep the school running. It is unreasonable to continue pushing us for 2nd order instructional change when we can't get our basic operational work done.

Principals and vp's are giving everything they have to make their schools successful. It is imperative that the previous formulas for vice principals be restored asap, before any more salary increases are issued. Administrators are burning out and looking for new positions in and out of our district that do not adversely affect their health and well being.

Everyone I know has felt the impact of this increased workload. We are all expected to do more with less. It is very discouraging.

I expect to do lots of work as a principal, but It is not professional to send "last minute" assignments or additional "things" that we have to do with in 24-48 hours. For example, the strategic plan, no clear expectations and last minute add-ons. Another example, was sending an email to upload all GVC units the last day of school. Many of the units we did not have permission to share and had to reach out to staff during the first days of their vacation. Some staff had left the state already....This sets us up for failure!

We have consistently been asked to do more with less. As hard working, caring individuals we rise to the occasion at a huge cost. We cannot continue at this pace.

Thank you

It would be helpful to have a few principal representatives present at each of the executive leadership team planning meetings so there is a buffer that will prevent the ongoing creation of "tasks" and "additional workload" that often occurs after every principal half-day and full-day conferences.

Although staffing at sites has decreased, principals are expected to do more work than was required with the previous levels of staffing. When principals try to eliminate or reduce a project or task the central office staff ALWAYS states that the project/task CANNOT be eliminated. So from the central office perspective, it is essential to add to the number of tasks and projects, but it is not essential to provide sites with an appropriate level of staffing to do the work. Principals are expected to implement "courageous" and "uncomfortable" 2nd order change at the site level, but district departments are apparently exempt from making these types of significant changes.

I have recorded all work-load challenges here:

https://docs.google.com/forms/d/e/1FAIpQLSfOAwksDB_iIC0jMVQ6PI73yFVz4WDccwsA_HLQGsbmVQrbXA/viewform