

Principal Professional Capital Survey

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 the group), and *decisional capital* (the growing wisdom and competencies of educators over time to make expert diagnoses and judgments relative to the needs of all students).

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.

This school leader survey has 45 items (15 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

Principal Professional Capital Survey

Please indicate the degree to which you agree or disagree with the following statements. Shade in the box that corresponds with your agreement.

Human Capital	Strongly Disagree	Somewhat Disagree	Neither	Somewhat Agree	Strongly Agree
I ensure our school is focused on improving student learning.					
The school is effective in advancing the learning of all struggling students.					
I often inquire into how our school graduates are doing once they graduate.					
I believe it is not the school's responsibility to develop students' social and emotional wellbeing.					
I have a clear learning agenda to increase my ability as a school leader.					
I regularly search for professional learning opportunities to improve my leadership skills.					
I facilitate teachers' learning and development on the job.					
I regularly observe classroom activity.					
I provide teachers with feedback that is clearly connected to their instructional improvement.					
I ensure that teachers use evidence-based strategies in their classrooms.					
I develop teacher leaders in this school to improve instruction.					
I make deliberate choices to assign teachers to the classes that are best suited to their talent and expertise.					
I put a lot of effort into developing and retaining teachers in this school.					
Our jurisdiction (school district, region, system) places a high priority on attracting highly effective teachers.					
In this district, teachers with little teaching experience are often placed in schools with the greatest needs.					

Social Capital	Strongly Disagree	Somewhat Disagree	Neither	Somewhat Agree	Strongly Agree
Our school has high expectations for the learning of all students.					
In this school, we take collective responsibility for the learning of all students.					
In this school, we share a coherent set of moral values that guide our professional practice.					
In this school, teachers are trusted and respected as professionals.					
I provide teachers with time to work and learn from each other in the school.					
I regularly collaborate with teachers to examine evidence of student learning.					
Teachers in this school welcome the feedback I offer about their practice.					
I believe it is my responsibility to establish an environment where teachers feel safe to question and support each other to improve their learning.					
I regularly participate with teachers when they undertake collaborative work to improve teaching in classrooms.					
As a group, teachers in this school have improved their professional expertise by working together.					
Professional development at my school regularly engages in teachers in collaborative reflection about their practice.					
I help staff in this school to connect with other schools in the system.					
I am committed to contribute to the success of other schools as well as my own.					
I have been instrumental in developing ties between our school and the larger community.					
I deliberately cultivate relationships with system leaders and administrators for the benefit of our school.					

Decisional Capital	Strongly Disagree	Somewhat Disagree	Neither	Somewhat Agree	Strongly Agree
Through my actions as a school principal, I support teachers to make professional decisions that improve student learning.					
When necessary, I challenge and stretch teachers to move beyond their comfort zones in order to increase their effectiveness.					
I make a concerted effort to reduce the distractors that undermine teachers' capacity to focus on student learning.					
Under conditions of policy uncertainty, I am able to maintain our school focus on student learning.					
I am careful not to let external rules slow down purposeful actions for school improvement.					
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.					
It has become second nature to me to reflect in the moment on how well my actions as a school leader are going.					
I regularly take time to reflect on what didn't work about my leadership and figure out how to do things better next time.					
As a school leader, I am willing and able to question ineffective practices.					
I am willing to change my own practices in light of new understandings or feedback from staff or colleagues.					
If leaders from other schools visited my school building, I would be uncomfortable displaying my leadership practice in front of them.					
Most decisions in my leadership are based on a combination of research evidence and practical experience.					
In this school, we use evidence of student learning to support our instructional decisions and actions.					
I regularly seek ideas from schools similar to mine that are successful.					
The passion I have for my work improves the judgments I make in the school.					

Interpreting your Professional Capital Survey Responses – SURVEY FOR PRINCIPALS

In this brief document we present our recommended approach to interpreting your responses to the Professional Capital Survey. The measures obtained through the survey are intended to offer one among many other sources of evidence to identify key strengths and areas of improvement as you develop professional capital personally, collectively, and across your educational system. As a rule of thumb, we suggest that you consider *high* scores as indicators of your areas of strength, and *medium* and *low* scores as indicators of areas that may require focused attention and improvement. The scores are NOT to be used for ranking or evaluation of any kind. Instead, their purpose is to inform professional growth and development. When looking at your scores, we invite you to start by looking at your areas of strength, then select one or two key areas of improvement and reflect – individually and with your colleagues – how you can build on your strength to work on your selected areas of improvement.

First, please note that **in the Principal Survey, items 4, 15, and 41 are reversed** and so you will have to score these three items in reverse order.

For all items except 4, 15, and 41, give each of your responses a score between 1 and 5, as follows:

Strongly disagree	=	1
Somewhat disagree	=	2
Neither Agree Nor Disagree	=	3
Somewhat agree	=	4
Strongly agree	=	5

For items 4, 15, and 41 only, score your responses as follows:

Strongly disagree	=	5
Somewhat disagree	=	4
Neither Agree Nor Disagree	=	3
Somewhat agree	=	2
Strongly agree	=	1

Interpreting individual responses to the Principal Professional Capital Survey

You can interpret your responses for each item individually, as three aggregates (the added scores of 15 human capital items, 15 social capital items, and 15 decisional capital items), or all together (the added scores of all 45 items).

An individual score of 4 or higher can be considered a high measure of the specific individual items, between 3-4 a medium score, and a low score if it is 3 or less.

To obtain a ballpark measure of human capital, social capital, and decisional capital, simply add up the scores for each of the 15 items in these three forms of capital. Use the table below to interpret your ballpark measures of human, social, and decisional capital:

Added scores of responses to 15 human/social/decisional capital items	Interpretation
60-75	High human/social/decisional capital
45-59	Medium human/social/decisional capital
15-44	Low human/social/decisional capital

To obtain a ballpark measure of your professional capital index, add up the scores of all 45 items. Use the table below to interpret your ballpark measure of professional capital:

Added scores of responses to all 45 items	Interpretation
180-225	High professional capital
135-179	Medium professional capital
45-134	Low professional capital

Interpreting aggregated responses to the Principal Professional Capital Survey

If you administered the Professional Capital survey to principals in a cluster of schools, in an entire educational system (e.g., district, province or nation), or in multiple systems, here are our basic suggestions to interpret the collected data.

First, give responses to the 45 Professional Capital items in the survey a score of 1-5 as indicated in the first page of this document (remember items 4, 15 and 41 in the Principal Professional Capital survey are reversed and thus their scores are to be reversed as well).

Below we list down some of the basic statistics to look after

- Mean, range and standard deviation of scores for individual items (overall and by relevant subgroups – e.g. gender, age, type of school, etc.)
- Mean, range, and standard deviation of scores for 15 items of human/social/decisional capital as a group (overall and by relevant subgroups – e.g. gender, age, type of school, etc.)
- Mean, range, and standard deviation of all 45 items (overall and by relevant subgroups)
- Percentage of principals on each of the five degrees of agreement with individual statements.

Individual and mean scores of 4 or higher can be considered a high measure of items individually and of items grouped together (e.g., human/social/decisional capital – 15 items, or professional capital as a whole – 45 items); between 3-4 a medium score, and a low score if it is 3 or less.

Taken together, the percentages of respondents somewhat agreeing or strongly agreeing with an individual item statement offer a measure of overall agreement among principals, whereas the percentages of respondents somewhat disagreeing or strongly disagreeing with an individual statement offer a measure of overall disagreement. In our own analyses, we tend to identify areas of improvement by searching for high percentages (say 50% or more) of respondents strongly disagreeing, somewhat disagreeing, and neither agreeing nor disagreeing taken together.

These or any other measures obtained through the professional capital survey are NOT to be used for ranking or evaluation of any kind. Instead, their purpose is to inform professional growth and development. When looking at these measures scores, we invite you to start by looking at areas of strength, then identify one or two key areas of improvement that are important in the group or system where the survey was administered and reflect – individually and with colleagues – on how strengths can be leveraged to work on the selected areas of improvement, and what the system (e.g. the district, the province or State) can do to support growth and development in these areas.