

Survey of MPS Assistant Principals

About the Survey

This survey of MPS assistant principals is part of a joint effort by MPS and researchers from Stanford University to better understand school and district leadership, particularly the responsibilities and preferences of assistant principals. This questionnaire asks about your school, your experiences as an assistant principal, your preferences for different types of schools, and your future plans.

Protecting Your Privacy

Filling out this survey will take about 15-20 minutes and is completely voluntary. Completing the survey indicates your consent to participate. The survey will be kept strictly confidential; while it is not anonymous, responses will be identified by respondent number only, analyzed by the project directors only, used only for the purposes of this study, and reported only in summary form. No individuals will ever be identified in written work related to this survey.

NO INFORMATION ON INDIVIDUALS' RESPONSES TO THE SURVEY QUESTIONS WILL BE GIVEN TO THE DISTRICT.

We believe that participating in this survey poses only minimal risks to your confidentiality and reputation. This study's confidentiality protections have been reviewed and approved by the Institutional Review Board (IRB) at Stanford University. If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact— anonymously, if you wish—the Administrative Panels Office, Stanford University, Stanford, CA (USA) 94305-5401, or by phone: (650) 723-2480 (you may call collect).

WHEN YOU COMPLETE THE SURVEY BY CLICKING "DONE", YOUR NAME WILL AUTOMATICALLY BE ENTERED INTO THE DRAWING FOR ONE OF FIVE \$100 CASH PRIZES.

Thanks for your participation!

Note: Questions 15 and 19 are based on the Multifactor Leadership Questionnaire © 1995 by Bernard Bass and Bruce Avolio. All rights reserved. Mind Garden, Inc. (www.mindgarden.com)

Your Career Path

1. For how many years (including this one) have you been an assistant principal ...

(Note: The sum of these three responses should equal the total number of years you have been an assistant principal.)

a. in your current school?

b. in other schools within MPS (not your current school)?

c. in districts other than MPS?

2. For how many years were you a teacher ...

(Note: The sum of these three responses should equal the total number of years you have been a teacher.)

a. in your current school?

b. in other schools within MPS (not your current school)?

c. in districts other than MPS?

3. In which of these grades have you had teaching experience? (Check all that apply.)

☐ Pre-kindergarten

☐ 4

☐ 9

☐ Kindergarten

☐ 5

☐ 10

☐ 1

☐ 6

☐ 11

☐ 2

☐ 7

☐ 12

☐ 3

☐ 8

☐ Post High-School

4. If you have taught grades 9-12, in which of these areas have you had subject-specific teaching experience? (Check all that apply, and skip if you have not taught grades 9-12.)

☐ Art

☐ Home Economics

☐ Sciences

☐ Bilingual Education

☐ Industrial Arts

☐ Social Sciences

☐ Business

☐ Mathematics

☐ Special Education

☐ English / Language Arts

☐ Music

☐ Technology

☐ Foreign Language

☐ Physical Education

☐ Vocational

☐ Health

☐ Reading

☐ Other (please specify)

5. Which (if any) of the following school-site leadership positions have you held? (Check all that apply.)

- ☐ Grade level head or department head
- ☐ Learning Team member
- ☐ Committee leader (e.g., Title I, District Advisory Council)
- ☐ Union representative
- ☐ Professional development workshop leader/instructor
- ☐ Instructional coach (e.g., Literacy Coach, Math Teacher Leader, Mentor Teacher)
- ☐ Curriculum generalist
- ☐ Principal
- ☐ Central office leader (e.g., Department Head, Director)
- ☐ None of the above
- ☐ Other (please specify)

6. Who (if any) of the following people approached you to suggest that you become an assistant principal? (Check all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> Your principal | <input type="checkbox"/> Someone in the central office |
| <input type="checkbox"/> Your assistant principal | <input type="checkbox"/> Parent at your school |
| <input type="checkbox"/> Teacher at your school | <input type="checkbox"/> Community member who is not a parent |
| <input type="checkbox"/> Principal, AP, or teacher at another school | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> Other (please specify) | |

7. Who (if any) of the following people have approached you to suggest that you become a principal? (Check all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> Your principal | <input type="checkbox"/> Parent at your school |
| <input type="checkbox"/> Teacher at your school | <input type="checkbox"/> Community member who is not a parent |
| <input type="checkbox"/> Principal, AP, or teacher at another school | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> Someone in the central office | |
| <input type="checkbox"/> Other (please specify) | |

Your School

8. How much do you agree or disagree with the following statements about your current school?

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. I have the skills to work with teachers on instruction. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. I have time to work with teachers on instruction. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Other leaders at this school (e.g., principal, curriculum generalist, department heads) have the skills to work with teachers on instruction. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Other leaders at this school have time to work with teachers on instruction. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Teachers at this school have the skills and knowledge for effective instruction. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Teachers at this school have time to work on instructional improvement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Teachers at this school are willing to work with each other on instructional improvement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Teachers at this school feel free to share the instructional problems they face in the classroom with me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Teachers at this school feel free to share the instructional problems they face in the classroom with each other. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Teachers at this school demonstrate a willingness to implement change in their classrooms. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. There are teachers at this school who actively resist instructional change. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. There are sufficient materials available to support instruction (e.g., textbooks, computers) at this school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. The school leadership is given sufficient autonomy by the district. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n. The district provides support for instructional improvements at this school (e.g., materials, professional development). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| o. The district distracts the school leadership from pursuing our goals for this school (e.g., with meetings, paperwork). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| p. The district's expectations are too high for our school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| q. The district encourages the school leadership to take risks in order to make change. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| r. The district helps the school leadership promote a focus on teaching and learning. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9. How much do you agree or disagree with the following statements about instructional consistency at your current school?

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Curriculum, instruction, and learning materials are well coordinated across the different grade levels at this school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Good practices are shared across classrooms. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. The teachers at this school share a common approach to instruction. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Teachers at this school feel responsible to help each other do their best. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Teachers at this school regularly visit other teachers' classrooms. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Teachers at this school feel responsible that all students learn. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Teachers give common assessments at this school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Professional development is usually focused on a common instructional agenda. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. The structure of the school day (e.g., block scheduling, common teacher planning time) supports the instructional practices at this school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. After-school programs support the instructional goals of the school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

10. Rank the following in terms of how much of a priority each of these factors is in driving the instructional program at your school.

| | 1st Priority | 2nd | 3rd | 4th | 5th Priority |
|--|-----------------|-----|-----|-----|-----------------|
| a. Improving student test scores | jn | jn | jn | jn | jn |
| b. Increasing student learning in dimensions not measured by test scores | jn | jn | jn | jn | jn |
| c. Implementing other central office initiatives | jn | jn | jn | jn | jn |
| d. Attracting new families to the school | jn | jn | jn | jn | jn |
| e. Maintaining quality teaching staff at the school | jn | jn | jn | jn | jn |

Your Principal

This section asks questions about your current principal. If your school does not have a PRINCIPAL, please answer the questions for the closest equivalent SCHOOL LEADER at your school.

11. To what extent is your principal able to influence school change?

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ A lot
- ☐ I don't know

12. Think about how frequently each of the following statements fits the principal of your current school. The principal...

(Note: These items require a response to proceed with the survey.)

| | Not At All | Once in a While | Sometimes | Fairly Often | Frequently or Always |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Provides me with assistance when I show effort. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Re-examines assumptions to question whether they are appropriate. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Intervenes before problems become serious. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Focuses attention on irregularities, mistakes, exceptions, and deviations from standards. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Gets involved immediately when issues arise. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Talks about his/her most important values and beliefs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Is absent when needed. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Seeks differing perspectives when solving problems. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Talks optimistically about the future. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Instills pride in me for being associated with him/her. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Discusses in specific terms who is responsible for achieving performance targets. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Waits for things to go wrong before taking action. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. Talks enthusiastically about what needs to be accomplished. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n. Specifies the importance of having a strong sense of purpose. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| o. Spends time teaching and coaching others (not including students). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| p. Makes clear what one can expect to receive when performance goals are achieved. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| q. Shows that he/she is a firm believer in "If it ain't broke, don't fix it." | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| r. Goes beyond self-interest for the good of the group. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| s. Treats me as an individual rather than just as a member of a group. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| t. Demonstrates that problems must become chronic before taking action. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| u. Acts in ways that build my respect. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| v. Concentrates his/her full attention on dealing with mistakes, complaints, and failures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| w. Considers the moral and ethical consequences of decisions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | |
|--|----|----|----|----|----|
| x. Keeps track of all mistakes. | jñ | jñ | jñ | jñ | jñ |
| y. Displays a sense of authority and confidence. | jñ | jñ | jñ | jñ | jñ |
| z. Articulates a compelling vision of the future. | jñ | jñ | jñ | jñ | jñ |
| aa. Directs my attention toward failures to meet standards. | jñ | jñ | jñ | jñ | jñ |
| bb. Avoids making decisions. | jñ | jñ | jñ | jñ | jñ |
| cc. Considers me as having different needs, abilities, and aspirations from others. | jñ | jñ | jñ | jñ | jñ |
| dd. Gets me to look at problems from many different angles. | jñ | jñ | jñ | jñ | jñ |
| ee. Helps me to develop my strengths. | jñ | jñ | jñ | jñ | jñ |
| ff. Suggests new ways of looking at how to complete assignments. | jñ | jñ | jñ | jñ | jñ |
| gg. Delays responding to urgent questions. | jñ | jñ | jñ | jñ | jñ |
| hh. Emphasizes the importance of having a collective sense of mission. | jñ | jñ | jñ | jñ | jñ |
| ii. Expresses satisfaction when I meet expectations. | jñ | jñ | jñ | jñ | jñ |
| jj. Expresses confidence that goals will be achieved. | jñ | jñ | jñ | jñ | jñ |
| kk. Is effective in meeting my job-related needs. | jñ | jñ | jñ | jñ | jñ |
| ll. Uses methods of leadership that are satisfying. | jñ | jñ | jñ | jñ | jñ |
| mm. Gets me to do more than I expected to do. | jñ | jñ | jñ | jñ | jñ |
| nn. Is effective in representing me to higher authority (e.g., the district office). | jñ | jñ | jñ | jñ | jñ |
| oo. Works with me in a satisfactory way. | jñ | jñ | jñ | jñ | jñ |
| pp. Heightens my desire to succeed. | jñ | jñ | jñ | jñ | jñ |
| qq. Is effective in meeting organizational requirements. | jñ | jñ | jñ | jñ | jñ |
| rr. Increases my willingness to try harder. | jñ | jñ | jñ | jñ | jñ |
| ss. Leads a group that is effective. | jñ | jñ | jñ | jñ | jñ |

Your Job as an Assistant Principal

13. How would you describe your PRIMARY role as an assistant principal in your school? (Choose one.)

- ☐ Student Discipline
- ☐ Instructional Support
- ☐ Student Activities
- ☐ General Administrative Duties
- ☐ Other (please specify)

14. How many hours have you worked in the past 7 days? (Please estimate carefully.)

15. How does the number of hours you typically work in your current position compare to when you were a teacher?

- ☐ A Lot More Now
- ☐ More Now
- ☐ About the Same
- ☐ Less Now
- ☐ N/A (I have never been a teacher.)

16. On average, how often do you INFORMALLY visit classrooms?

- ☐ Almost every day
- ☐ Several times a week
- ☐ Once a week
- ☐ Once a month
- ☐ Less than once a month
- ☐ Never

17. How long do you usually spend in a classroom for these INFORMAL visits?

- ☐ Less than 1 minute
- ☐ 1-5 minutes
- ☐ 5-10 minutes
- ☐ More than 10 minutes
- ☐ N/A (I never informally visit classrooms.)

18. Think about how frequently each of these statements fits you. The word "others" may mean teachers, staff or other leaders at your school.

(Note: These items require a response to proceed with the survey.)

| | Not At All | Once in a While | Sometimes | Fairly Often | Frequently or Always |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. I provide others with assistance when they show effort. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. I re-examine assumptions to question whether they are appropriate. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. I intervene before problems become serious. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. I focus attention on irregularities, mistakes, exceptions, and deviations from standards. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. I get involved immediately when issues arise. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. I talk about my most important values and beliefs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. I am absent when needed. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. I seek differing perspectives when solving problems. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. I talk optimistically about the future. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. I instill pride in others for being associated with me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. I discuss in specific terms who is responsible for achieving performance targets. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. I wait for things to go wrong before taking action. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. I talk enthusiastically about what needs to be accomplished. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n. I specify the importance of having a strong sense of purpose. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| o. I spend time teaching and coaching others (not including students). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| p. I make clear what one can expect to receive when performance goals are achieved. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| q. I show that I am a firm believer in "If it ain't broke, don't fix it." | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| r. I go beyond self-interest for the good of the group. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| s. I treat others as individuals rather than just as a member of a group. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| t. I demonstrate that problems must become chronic before I take action. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| u. I act in ways that build others' respect for me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| v. I concentrate my full attention on dealing with mistakes, complaints, and failures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| w. I consider the moral and ethical consequences of decisions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| x. I keep track of all mistakes. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| y. I display a sense of authority and confidence. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| z. I articulate a compelling vision of the future. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| aa. I direct my attention toward failures to meet standards. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| bb. I avoid making decisions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| cc. I consider an individual as having different needs, abilities, and aspirations from others. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| dd. I get others to look at problems from many different angles. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ee. I help others to develop their strengths. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ff. I suggest new ways of looking at how to complete assignments. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| gg. I delay responding to urgent questions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| hh. I emphasize the importance of having a collective sense of mission. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ii. I express satisfaction when others meet expectations. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | | |
|--|----|----|----|----|----|
| jj. I express confidence that goals will be achieved. | jñ | jñ | jñ | jñ | jñ |
| kk. I am effective in meeting others' job-related needs. | jñ | jñ | jñ | jñ | jñ |
| ll. I use methods of leadership that are satisfying. | jñ | jñ | jñ | jñ | jñ |
| mm. I get others to do more than they expected to do. | jñ | jñ | jñ | jñ | jñ |
| nn. I am effective in representing others to higher authority (e.g., the district office). | jñ | jñ | jñ | jñ | jñ |
| oo. I work with others in a satisfactory way. | jñ | jñ | jñ | jñ | jñ |
| pp. I heighten others' desire to succeed. | jñ | jñ | jñ | jñ | jñ |
| qq. I am effective in meeting organizational requirements. | jñ | jñ | jñ | jñ | jñ |
| rr. I increase others' willingness to try harder. | jñ | jñ | jñ | jñ | jñ |
| ss. I lead a group that is effective. | jñ | jñ | jñ | jñ | jñ |

Satisfaction and Support

19. When you think about the job of a principal, how appealing are the following aspects of the job?

| | Very Unappealing | Unappealing | Neutral | Appealing | Very Appealing |
|--|------------------|-------------|---------|-----------|----------------|
| a. Work hours required | jn | jn | jn | jn | jn |
| b. Job security | jn | jn | jn | jn | jn |
| c. Salary | jn | jn | jn | jn | jn |
| d. Autonomy | jn | jn | jn | jn | jn |
| e. Perceived status | jn | jn | jn | jn | jn |
| f. Responsibility for student achievement gains | jn | jn | jn | jn | jn |
| g. Influencing school change | jn | jn | jn | jn | jn |
| h. Working with the district central office | jn | jn | jn | jn | jn |
| i. Number of different tasks and responsibilities | jn | jn | jn | jn | jn |
| j. Tasks related to being an Administrative Leader (e.g., managing resources, managing schedules) | jn | jn | jn | jn | jn |
| k. Tasks related to being an Instructional Leader (e.g., coaching teachers to improve instruction, planning or facilitating professional development) | jn | jn | jn | jn | jn |
| l. Tasks related to being a Relationship Builder (e.g., developing relationships with students, working with local community members or organizations) | jn | jn | jn | jn | jn |

20. To what extent are/were you generally satisfied with...

| | Dissatisfied | Somewhat Dissatisfied | Somewhat Satisfied | Satisfied | Not Applicable |
|---|--------------|-----------------------|--------------------|-----------|----------------|
| a. Being an assistant principal? | jn | jn | jn | jn | jn |
| b. Being an assistant principal at your current school? | jn | jn | jn | jn | jn |
| c. Being a teacher? | jn | jn | jn | jn | jn |

21. During the 2007-08 school year, how much did the following people help you perform your job more effectively? (Skip if you were not an AP last year.)

| | No Help | A Little Help | Some Help | A Lot of Help | N/A |
|--|---------|---------------|-----------|---------------|-----|
| a. District assigned mentor or coach | jn | jn | jn | jn | jn |
| b. Other school leaders | jn | jn | jn | jn | jn |
| c. Central office personnel | jn | jn | jn | jn | jn |
| d. Staff from professional development opportunities you participated in | jn | jn | jn | jn | jn |
| e. University staff | jn | jn | jn | jn | jn |
| f. Other | jn | jn | jn | jn | jn |

Please specify:

Preparation for School Leadership Job Tasks

22. How prepared do you feel to be responsible for the following leadership tasks?

(Note: These items require a response to proceed with the survey.)

| | Unprepared | A Little Prepared | Prepared | Very Prepared |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Managing budgets, resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Hiring personnel | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Dealing with concerns from staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Managing non-instructional staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Utilizing school meetings to enhance school goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Utilizing communications or meetings with the district office to enhance school goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Fulfilling compliance requirements and paperwork (excluding special education) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Managing schedules for the school (e.g., master schedules, scheduling rooms) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Maintaining campus facilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Developing and monitoring a safe school environment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Managing student discipline | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Managing student services (e.g., records, reporting, activities) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. Managing student attendance-related activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n. Preparing, implementing and administering standardized tests | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| o. Supervising students (e.g., lunch duty) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| p. Informally coaching teachers to improve their teaching | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| q. Informally talking to teachers about students not related to instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| r. Formally evaluating teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| s. Fulfilling Special Education requirements (e.g., meetings with parents and lawyers) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| t. Preparing or conducting classroom visits / walk-throughs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| u. Implementing required professional development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| v. Using data to inform instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| w. Developing a coherent educational program across the school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| x. Evaluating curriculum | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| y. Using assessment results for program evaluation and development | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| z. Planning or facilitating professional development for teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| aa. Planning or facilitating professional growth opportunities for teacher leaders | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| bb. Counseling out teachers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| cc. Planning or directing supplementary, after-school, or summer school instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| dd. Developing relationships with students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ee. Communicating with parents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ff. Interacting socially with staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| gg. Attending school activities (e.g., sports events, plays, celebrations) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| hh. Counseling staff about conflicts with other staff members | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ii. Counseling students and/or parents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| jj. Working with local community members or organizations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| kk. Fundraising (e.g., grant writing, bake sales) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| ll. Communicating with the district office to obtain resources (initiated by you) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| | | | | |
|---|----|----|----|----|
| mm. Recruiting students to attend your school | jn | jn | jc | jc |
| nn. Publicizing school events and achievements | jn | jn | jn | jn |
| oo. Recruiting school volunteers from the community | jn | jn | jc | jc |
| pp. Managing the school's image in local media (e.g., newspapers) | jn | jn | jn | jn |

School Characteristic Preferences

23. If you were to consider being a principal, in what type of school would you prefer to be a principal?

| | MOST IMPORTANT (Please mark only ONE in this column.) | Strongly Prefer to Be Principal At | Prefer to Be Principal At | Prefer NOT to Be Principal At | Not a Consideration |
|--|---|---------------------------------------|------------------------------|----------------------------------|------------------------|
| a. Elementary school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Middle school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. High school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Charter school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Theme-based school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Close proximity to home | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Small school size | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Diverse student population with a variety of different ethnicities and/or income levels | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Many English language learners | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Many students of poverty | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. School for at-risk students (partnership school) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Collegial school culture | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| m. A sense of safety on campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| n. Availability of resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| o. Good condition of school facilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| p. School similar to one in which I taught | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| q. School in the same district as one in which I taught | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| r. A low-performing school in need of reform | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| s. A high performing school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| t. A school that has recently demonstrated significant academic improvement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| u. A school with many teacher vacancies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| v. Supportive parent participation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Future Plans and Background

24. Do you plan to do the following at some point in your FUTURE career?

| | Yes | No |
|---|-----------------------|-----------------------|
| a. Remain an assistant principal until I retire | <input type="radio"/> | <input type="radio"/> |
| b. Be a classroom teacher | <input type="radio"/> | <input type="radio"/> |
| c. Be a school principal (or equivalent) | <input type="radio"/> | <input type="radio"/> |
| d. Work in a school in another role (e.g., curriculum specialist, instructional coach, counselor) | <input type="radio"/> | <input type="radio"/> |
| e. Work in the central office | <input type="radio"/> | <input type="radio"/> |
| f. Work in education, outside of K-12 schools (e.g., educational entrepreneur, researcher, professor) | <input type="radio"/> | <input type="radio"/> |
| g. Leave education temporarily (e.g., sabbatical, child-rearing) | <input type="radio"/> | <input type="radio"/> |
| h. Pursue a career outside of education | <input type="radio"/> | <input type="radio"/> |
| i. Stay in education but not in MPS | <input type="radio"/> | <input type="radio"/> |

25. From which college or university did you receive your first undergraduate degree?

26. What was your major(s)?

27. Do you have a Degree in Administration or Educational Leadership?

☐ No

☐ Yes

If yes, from where?

28. If you do not have a Degree in Administration or Educational Leadership, do you plan to obtain one in the future?

☐ I am currently pursuing a Degree in Administration or Educational Leadership.

☐ I definitely plan on obtaining a Degree in Administration or Educational Leadership in the future.

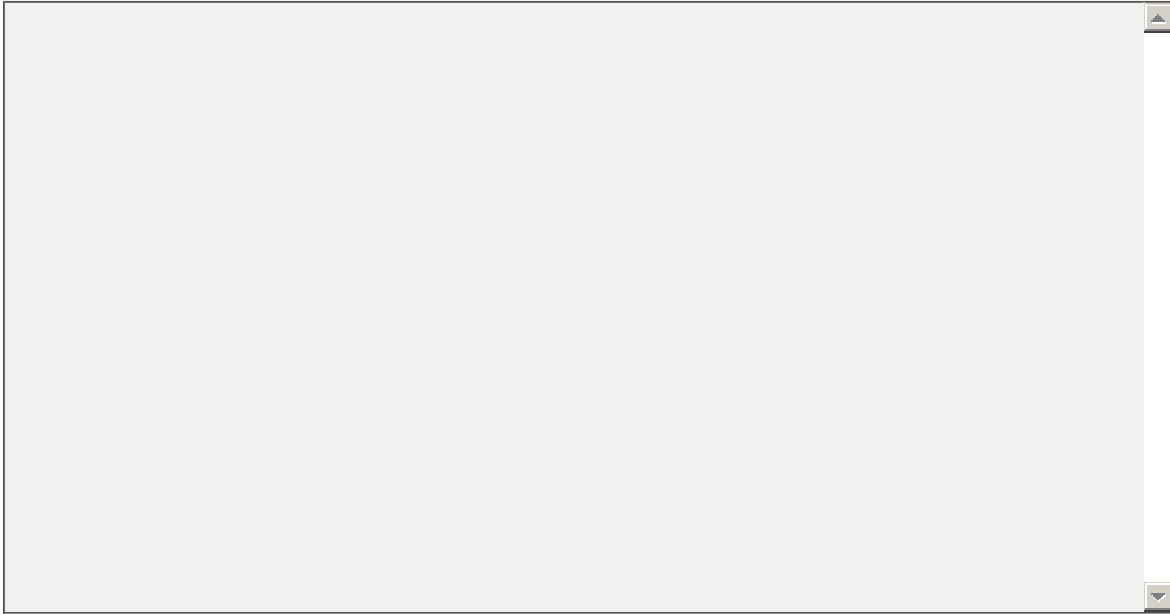
☐ I am considering obtaining a Degree in Administration or Educational Leadership.

☐ I do not plan to obtain a Degree in Administration or Educational Leadership.

☐ N/A (I already have a Degree in Administration or Educational Leadership.)

29. Do you have any other advanced degrees? If so, please name the degrees, fields, and institutions from which they were earned.

30. If you could change one aspect of your job (or one aspect of school leadership in general) in order to improve instruction and student learning, what would it be?



Thank you for completing this survey! Your participation is very much appreciated.

If you have any questions about this study, please contact:

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