Survey of MPS Principals

About the Survey

This survey of MPS 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 principals. This questionnaire asks about your school, your experiences as a principal, your preferences for different types of schools, and your future plans.

NOTE THAT THROUGHOUT THIS SURVEY WE USE THE TERM "PRINCIPAL" IN A GENERAL SENSE TO MEAN THE LEADER OR HEAD OF THE SCHOOL.

Protecting Your Privacy

Filling out this survey will take about 10-15 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.

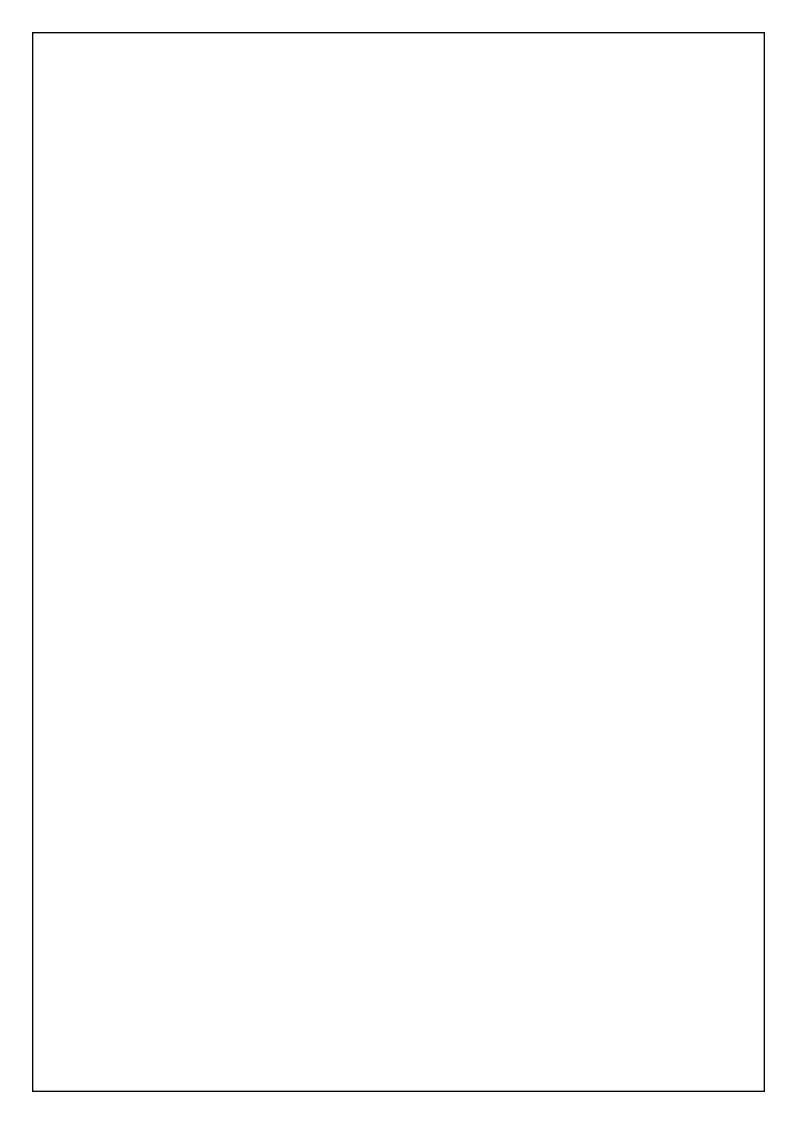
We believe that participating in this survey poses only minimal risks to your confidentiality and reputation. This study's confidentiality protections have been reviewed and approved by the Institutional Review Board (IRB) at Stanford University. If you have questions about your rights as a study participant, 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).

Thanks for your participation!

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Note: Question 12 is based on the Multifactor Leadership Questionnaire © 1995 by Bernard Bass and Bruce

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	of MPS Principals						
1. W	/hat is your current scl	hool t	ype?				
jn	Instrumentality charter school	ol					
jm	Non-instrumentality charter s	chool					
jn	Partnership / alternative scho	ool					
jn	Traditional MPS school						
The	or how many years (inc sum of these three res cipal or the equivalent	spons	•		•	•	•
a. in y	your current school?						
b. in o	other schools within MPS (no	t your	current school)?				
c. in o	districts other than MPS?						
	your current school?other schools within MPS (no		current school)?				
	districts other than MPS?						
	Kindergarten		é 5 é 6		é	10 11	
ė	1		€ 6		é	11	
é			é 7		é	12	
ė	3		é 8		é	Post High-School	
teac	you have taught grade thing experience? (Che Art	eck al	-	if you h	nave not	taught grades 9-	
_	Bilingual Education	É		é	Technolo		
Ü	Business	é	Music	é	Vocation	aı	
	English / Language Arts	é	Physical Education	é	Other		
_	Foreign Language Health	é	Reading Sciences	é	Other		
O	Home Economics	é	Social Sciences				
é	Tiome Economics	Е	Oocial Ociences				

e Grade level head	or department head	é	Curricu	ılum gener	alist			
E Learning Team n	nember	é	Assista	ant principa	al			
e Committee leade	er (e.g., Title I, District Advisory	ė	Centra	I office lead	der (e.g., D	Departmer	nt Head, Dir	ector)
Council)	,	é		of the above		•	·	,
e Union representa	ıtive	é		please spe				
e Professional dev	elopment workshop leader/instructor	-		(piodoo opo	, o., j /			
6 Instructional coa Leader, Mentor Teach	ch (e.g., Literacy Coach, Math Teach ner)	her						
• • • • • • • • • • • • • • • • • • • •	the following people approa incipal? (Check all that appl		you wl	nen you	were a t	eacher	to sugge	st th
e N/A (I was never	a teacher.)	é	Some	one in the c	entral offic	ce		
e Your principal		é	Parent	at your sc	hool			
e Your assistant p	rincipal	é	Comm	unity meml	ber who is	not a par	ent	
e Teacher at your	school	É	None o	of the above)			
Principal AP or	tageher at another school		Othor	please spe	ecify)			
3. During the 200	teacher at another school 7-08 school year, how much ely? (Skip if you were not a p		e follo	wing pe		p you p Some Help	erform y A Lot of Help	
3. During the 200 ob more effectiv	7-08 school year, how much ely? (Skip if you were not a เ	n did th	e follo	wing peo	ople hel	Some	A Lot of Help	N/A
3. During the 200	7-08 school year, how much ely? (Skip if you were not a p entor or coach	n did th	e follo	wing peo	ople hel	Some	A Lot of	N//
3. During the 200 ob more effectiv	7-08 school year, how much ely? (Skip if you were not a pentor or coach	n did th	e follo	wing peo year.) No Help	A Little Help	Some Help	A Lot of Help	N// ja
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10. 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.	ja	jn	ja	ja
b. I have time to work with teachers on instruction.	jm	jm	jm	jm
c. Other leaders at this school (e.g., APs, curriculum generalist, department heads) have the skills to work with teachers on instruction.	jα	jn	jn	ja
d. Other leaders at this school have time to work with teachers on instruction.	jm	jn	jn	jn
e. Teachers at this school have the skills and knowledge for effective instruction.	ja	jn	ja	jn
f. Teachers at this school have time to work on instructional improvement.	jm	jn	j m	jn
g. Teachers at this school are willing to work with each other on instructional improvement.	jα	jn	ļn	ja
h. Teachers at this school feel free to share the instructional problems they face in the classroom with me.	j n	jn	jn	j n
i. Teachers at this school feel free to share the instructional problems they face in the classroom with each other.	j'n	јa	jn	jα
j. Teachers at this school demonstrate a willingness to implement change in their classrooms.	j m	jn	jm	j n
k. There are teachers at this school who actively resist instructional change.	ja	<u>J</u> o	<u>j</u> n	Ja
I. There are sufficient materials available to support instruction (e.g., textbooks, computers) at this school.	j n	jn	jn	j n
m. I am given sufficient autonomy by the district.	ja	Jn	jn	Ja
n. The district provides support for instructional improvements at this school (e.g., materials, professional development).	jm	jn	jm	j n
o. The district distracts me from pursuing my goals for this school (e.g., with meetings, paperwork).	j'n	ј⁄п	j'n	јa
p. The district's expectations are too high for our school.	jn	jn	j m	jn
q. The district encourages principals to take risks in order to make change.	ja	ja	ј'n	ja
r. The district helps me promote a focus on teaching and learning.	j m	jn	jn	jn
	ja	Ja	jn	ja

11. 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	ja	ja	ja	j∢n
grade levels at this school.				
b. Good practices are shared across classrooms.	jm	jn	jn	j n
c. The teachers at this school share a common approach to instruction.	ja	ja	ј'n	jkn
d. Teachers at this school feel responsible to help each other do their best.	jm	jn	jn	j n
e. Teachers at this school regularly visit other teachers' classrooms.	jn	ja	jn	ja
f. Teachers at this school feel responsible that all students learn.	jn	jn	jn	j n
g. Teachers give common assessments at this school.	jn	ja	jn	ja
h. Professional development is usually focused on a common instructional agenda.	jn	jn	jn	j n
i. The structure of the school day (e.g., block scheduling, common teacher planning time)	jn	<u>j</u> a	ķa	јkп
supports the instructional practices at this school.				
j. After-school programs support the instructional goals of the school.	jm	jn	j n	jn

12. Think about how frequently each statement fits you. (Note: The word "others" may mean teachers, staff or other leaders at your school.)

a. I provide others with assistance when they show effort. b. I reexamine assumptions to question whether they are appropriate. c. I intervene before problems become serious. d. I flocus attention on irregularities, mistakes, exceptions, and deviations from standards. e. I get involved immediately when issues arise. e. I get involved immediately when issues arise. e. I get involved immediately when issues arise. f. I talk about my most important values and beliefs. g. I am absent when needed. h. I seek differing perspectives when solving problems. l. I talk optimistically about the future. j. I talk optimistically about the future. j. I it limit price in others for being associated with me. k. I discuss in specific terms who is responsible for achieving performance targets. l. I wait for things to go wrong before taking action. m. I specify the importance of having a strong sense of purpose. l. I seeing the importance of having a strong sense of purpose. l. I specify the importance of having a strong sense of purpose. l. I specify the importance of having a strong sense of purpose. l. I specify the importance of having a strong sense of purpose. l. I specify the importance of having a strong sense of purpose. l. I specify the importance of having a strong sense of purpose. l. I go beyond self-interest for the good of the group. l. I do beyond self-interest for the good of the group. l. I do beyond self-interest for the good of the group. l. I do beyond self-interest for the good of the group. l. I do beyond self-interest for the good of the group. l. I act in ways that build others' respect for me. l. I concentrate my full attention on dealing with mistakes, complaints, and failures. l. I concentrate my full attention on dealing with mistakes, complaints, and failures. l. I concentrate my full attention on dealing with mistakes, complaints, and failures. l. I concentrate my full attention on dealing with mistakes, complaints, and failures to merel and ethical consequences of decisions. l. I articulate a compel	touchers, stair or other reducts at your solloon,	Not At All	Once in a	Sometimes	Fairly Often	Frequently or Always
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r. I go beyond self-interest for the good of the group. s. I treat others as individuals rather than just as a member of a group. t. I demonstrate that problems must become chronic before I take action. j. j. j. j. j. j. u. I act in ways that build others' respect for me. v. I concentrate my full attention on dealing with mistakes, complaints, and failures. w. I consider the moral and ethical consequences of decisions. j. j. j. j. j. j. x. I keep track of all mistakes. jn jn jn jn jn jn y. I display a sense of authority and confidence. z. I articulate a compelling vision of the future. a. I direct my attention toward failures to meet standards. bb. I avoid making decisions. cc. I consider an individual as having different needs, abilities, and aspirations from others. dd. I get others to look at problems from many different angles. gl. I suggest new ways of looking at how to complete assignments. jn jn jn jn jn jn gg. I delay responding to urgent questions. h. I emphasize the importance of having a collective sense of mission. jn jn jn jn jn jn jn jn kk. I am effective in meeting others' job-related needs. li. I use methods of leadership that are satisfying.		j n	j n	j 'n	jn	j 'n
s. I treat others as individuals rather than just as a member of a group. t. I demonstrate that problems must become chronic before I take action. jn jn jn jn jn u. I act in ways that build others' respect for me. v. I concentrate my full attention on dealing with mistakes, complaints, and failures. w. I consider the moral and ethical consequences of decisions. jn jn jn jn jn y. I display a sense of authority and confidence. jn jn jn jn jn jn y. I display a sense of authority and confidence. jn jn jn jn jn jn jn jn jn jn jn jn jn jn	q. I show that I am a firm believer in "If it ain't broke, don't fix it."	jn	jα	jn	Ja	<u>j</u> a
t. I demonstrate that problems must become chronic before I take action. i. I act in ways that build others' respect for me. v. I concentrate my full attention on dealing with mistakes, complaints, and failures. w. I consider the moral and ethical consequences of decisions. w. I consider the moral and ethical consequences of decisions. y. I display a sense of authority and confidence. y. I display a sense of authority and confidence. y. I display a sense of authority and confidence. y. I direct my attention toward failures to meet standards. bb. I avoid making decisions. cc. I consider an individual as having different needs, abilities, and aspirations from others. dd. I get others to look at problems from many different angles. gg. I delay responding to urgent questions. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg. jg.	r. I go beyond self-interest for the good of the group.	jn	j n	jn	jn	jn
u. I act in ways that build others' respect for me. v. I concentrate my full attention on dealing with mistakes, complaints, and failures. w. I consider the moral and ethical consequences of decisions. j. j	s. I treat others as individuals rather than just as a member of a group.	jn	ja	jm	јa	ja
v. I concentrate my full attention on dealing with mistakes, complaints, and failures. w. I consider the moral and ethical consequences of decisions. journal process of authority and confidence. y. I display a sense of authority and confidence. journal process of authority and confidence. jou	t. I demonstrate that problems must become chronic before I take action.	jn	j n	jn	jn	jn
failures. w. I consider the moral and ethical consequences of decisions. j j j j j j j j j j j j j j j j j j j	u. I act in ways that build others' respect for me.	jn	jα	ja	ja	jα
x. I keep track of all mistakes. jn jn jn jn jn y. I display a sense of authority and confidence. z. I articulate a compelling vision of the future. jn jn jn jn jn aa. I direct my attention toward failures to meet standards. bb. I avoid making decisions. jn jn jn jn jn cc. I consider an individual as having different needs, abilities, and aspirations from others. dd. I get others to look at problems from many different angles. jn jn jn jn jn jn ge. I help others to develop their strengths. ff. I suggest new ways of looking at how to complete assignments. jn jn jn jn gg. I delay responding to urgent questions. hh. I emphasize the importance of having a collective sense of mission. ji. I express satisfaction when others meet expectations. jj. I express confidence that goals will be achieved. jn jn jn jn jn jn jn jn jn jn jn		nį t	j n	j n	jn	j 'n
y. I display a sense of authority and confidence. z. I articulate a compelling vision of the future. jn jn jn jn jn jn aa. I direct my attention toward failures to meet standards. jo j	w. I consider the moral and ethical consequences of decisions.	jn	jα	<u>Jo</u>	јn	ja
z. I articulate a compelling vision of the future. jn jn jn jn jn jn aa. I direct my attention toward failures to meet standards. jo jo jo jo jo jo jo jo jo jo jo jo jo jo jo jo jo jo jo jo jo jo jo jo	x. I keep track of all mistakes.	jn	jn	jm	jn	j m
aa. I direct my attention toward failures to meet standards. journal	y. I display a sense of authority and confidence.	jn	ja	jn	jkп	jα
bb. I avoid making decisions. cc. I consider an individual as having different needs, abilities, and aspirations from others. dd. I get others to look at problems from many different angles. jn j	z. I articulate a compelling vision of the future.	jn	j n	jn	jn	jn
cc. I consider an individual as having different needs, abilities, and aspirations from others. dd. I get others to look at problems from many different angles. jn jn jn jn jn jn jn ge. I help others to develop their strengths. ff. I suggest new ways of looking at how to complete assignments. jn jn jn jn jn jn gg. I delay responding to urgent questions. hh. I emphasize the importance of having a collective sense of mission. ji. I express satisfaction when others meet expectations. ji. I express confidence that goals will be achieved. jn jn jn jn jn jn kk. I am effective in meeting others' job-related needs. ji. I use methods of leadership that are satisfying.	aa. I direct my attention toward failures to meet standards.	jn	jα	jn	јп	ja
aspirations from others. dd. I get others to look at problems from many different angles. e. I help others to develop their strengths. ff. I suggest new ways of looking at how to complete assignments. gg. I delay responding to urgent questions. hh. I emphasize the importance of having a collective sense of mission. ii. I express satisfaction when others meet expectations. ji. ji. ji. ji. ji. ji. ji. ji. ji. kk. I am effective in meeting others' job-related needs. ji. Juse methods of leadership that are satisfying.	bb. I avoid making decisions.	jn	j n	jn	jn	jn
ee. I help others to develop their strengths. ff. I suggest new ways of looking at how to complete assignments. gg. I delay responding to urgent questions. hh. I emphasize the importance of having a collective sense of mission. ii. I express satisfaction when others meet expectations. ji kk. I am effective in meeting others' job-related needs. ll. I use methods of leadership that are satisfying.		jα	jα	ja	јa	ja
ff. I suggest new ways of looking at how to complete assignments. jn jn jn jn jn gg. I delay responding to urgent questions. hh. I emphasize the importance of having a collective sense of mission. jn j	dd. I get others to look at problems from many different angles.	jn	j m	jn	jn	j m
gg. I delay responding to urgent questions. hh. I emphasize the importance of having a collective sense of mission. jn jn jn jn jn ii. I express satisfaction when others meet expectations. jj. I express confidence that goals will be achieved. kk. I am effective in meeting others' job-related needs. jl. I use methods of leadership that are satisfying. jn jn jn jn jn	ee. I help others to develop their strengths.	jn	jα	ja	ja	jα
hh. I emphasize the importance of having a collective sense of mission. jn j	ff. I suggest new ways of looking at how to complete assignments.	jn	j n	jn	jn	jn
ii. I express satisfaction when others meet expectations. j j j j j j j j j j j j j j j j j j j	gg. I delay responding to urgent questions.	ja	jka	ja	јa	ја
 ij. I express confidence that goals will be achieved. jn jn jn jn jn kk. I am effective in meeting others' job-related needs. ja ja ja ja jn jn jn jn jn jn jn jn jn 	hh. I emphasize the importance of having a collective sense of mission.	jn	j n	jn	jn	j n
kk. I am effective in meeting others' job-related needs. Ja ja ja ja ja Ji. I use methods of leadership that are satisfying. Jin jin jin jin	ii. I express satisfaction when others meet expectations.	j'n	jka	ja	јa	ј⁄п
II. I use methods of leadership that are satisfying.	jj. I express confidence that goals will be achieved.	jn	j m	jn	jn	j n
	kk. I am effective in meeting others' job-related needs.	jn	jα	ja	jn	јa
mm. I get others to do more than they expected to do	II. I use methods of leadership that are satisfying.	jn	j n	jn	jn	j n
go. ca.c. to do more than they expected to do.	mm. I get others to do more than they expected to do.	jn	ja	ja	ļn	ja

nn. I am effective in representing others to higher authority (e.g., the district office).	jn	jm	jn	jn	jn
oo. I work with others in a satisfactory way.	jkп	ja	jkn	jkn	j∢n
pp. I heighten others' desire to succeed.	j n	j m	j n	j n	j m
qq. I am effective in meeting organizational requirements.	jkn	jn	jkn	jkn	j∢n
rr. I increase others' willingness to try harder.	j n	j m	j n	j n	j m
ss. I lead a group that is effective.	jkη	ja	jkη	jkn	jкп

13. Rank the following in terms of how much of a priority each of these factors is in driving the instructional program at your school. (Please check only one in each column.)

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

14. Suppose you wanted to implement a major curriculum reform at your school. How would you rate your chances of success?

- jn Very likely to be unsuccessful
- Somewhat more likely to be unsuccessful than successful
- in Chances are about even
- 50 Somewhat more likely to be successful than unsuccessful
- Yery likely to be successful

15. How much of a help or barrier do you think each of the following would be to implementing a major curriculum reform at your school?

	Major barrier	Minor barrier	Neither a barrier nor a help	Minor help	Major help	N/A
a. Assistant principal(s)	jkη	jkn	jn	j o	jkη	j⟨n
b. Curriculum generalist; Literacy coach	j m	jn	j n	jn	jn	j m
c. Teachers with 0-3 years of experience	jkn	jn	ja	jn	jα	jκη
d. Teachers with 4-9 years of experience	j m	jn	j n	jn	jn	j m
e. Teachers with 10+ years of experience	jkn	jkп	jn	ja	jkn	jk⊓
f. Support staff (e.g., counselors, psychologist, social worker)	j m	jn	j n	jn	jn	j m
g. District office staff	јkп	jкп	ja	ja	јkп	ј⁄п
h. MTEA (Teachers' Union)	j m	jn	j n	jn	jn	j m
i. Parents	jkn	jkп	jn	jn	jkn	jkη
j. Local community organizations	j m	jn	j m	jn	jn	j m
k. Local businesses	ja	jn	ja	<u>J</u> o	jκη	ja

16. How many hou	ırs have you worke	ed in the past 7 da	ys? (Please	estimate ca	refully.)	· · · · · · · · · · · · · · · · · · ·
17. How does the you were a teache	number of hours y er?	ou typically work	in your curi	ent position	compare	to when
$j \cap$ A Lot More Now	jn More Now	j'∩ About the San	ne ja Les	s Now	jn N/A (I habeen a teach	
18. How does the you were an assis	number of hours y tant principal?	ou typically work	in your curi	ent position	compare	to when
j_{\cap} A Lot More Now	j⊓ More Now	jη About the San	ne j _{in} Les	s Now	jn N/A (I habeen an AP.	
	you to think only a 8 school year (Sk	-	•		ED) teach	ers.
a. How many novice tea	achers worked in your so	chool?				
b. How many novice tea	achers did you encourag	e to eventually become	an AP or princ	ipal?		
c. How many novice tea	achers did you believe w	ere ineffective in the cla	ssroom?	_		
d. How many novice tea	achers did you work with	intensively to improve	their instruction	al practice?	[
e. How many novice tea	achers did you ask or en	courage to leave your s	school?			
f. Of the teachers you a	sked/encouraged to leav	ve, how many did not re	eturn to the sch	ool this year? _		
g. Of the teachers you a	asked/encouraged to lea	ve, how many transferr	ed to another s	chool in MPS? _		
h. Of the teachers you a	asked/encouraged to lea	ve, how many transferr	ed outside of M	PS?		
i. Of the teachers you a	sked/encouraged to leav	ve, how many left teach	ing?			
	like you to think a	-		teachers. D	ouring the	2007-08
a. How many tenured te	eachers worked in your s	school?	•			
b. How many tenured te	eachers did you encoura	ge to eventually becom	e an AP or prin	cipal?		
c. How many tenured te	eachers did you believe v	were ineffective in the c	assroom?			
d. How many tenured to	eachers did you work wit	th intensively to improve	e their instruction	nal practice?		
e. How many tenured te	eachers did you refer to t	he TEAM program?				
f. How many tenured tea	achers did you ask or er	ncourage to leave your	school?	-		
g. Of the teachers you a	asked/encouraged to lea	ve, how many did not r	eturn to the sch	nool this year? _	[
h. Of the teachers you a	asked/encouraged to lea	ve, how many transferr	ed to another s	chool in MPS? _		
i. Of the teachers you a	sked/encouraged to leav	ve, how many transferre	ed outside of M	PS?		
j. Of the teachers you a	sked/encouraged to leav	ve, how many left teach	ing?			
21. How many ass	istant principal(s)	work at your scho	ool?			
jn None j	n 1 jn	2 jn 3		jn 4	jn 5	
22. Do you have a	Curriculum Gener	alist at your scho	ol?			
jn Yes		jn N	0			
23. Do you have a	Literacy Coach at	your school?				
jn Yes		jn N	0			

24. On average, how often do you INF	ORMALLY visit class	srooms?			
jn Almost every day jn 0	Once a week	j m	Less than o	nce a mont	h
j_{\cap} Several times a week j_{\cap}	Once a month	j n	Never		
25. How long do you usually spend ir	a classroom for the	se INFORI	MAL visits	?	
jn Less than 1 minute jn !	5-10 minutes	jn	N/A (I never	informally o	observe
jn 1-5 minutes jn I	More than 10 minutes	cla	ssrooms.)		
26. How often do the following staten this question if you never informally v	-	our INFOR	MAL class Sometimes	room vis Usually	it s? (Ski j Always
		Rarely	Sometimes	Osually	Always
a. When I conduct informal classroom visits, stuwork as if I am not there.		ja	jα	jα	jη
 b. When I conduct informal classroom visits, tea work as if I am not there. 	chers continue with their	j m	j 'n	j n	jn
c. I conduct informal classroom visits to help mo	onitor student discipline.	j'n	j'n	ja	jn
d. I conduct informal classroom visits to make s teachers and students.	ure that I am visible to	Ĵτη	j n	j n	j n
e. I conduct informal classroom visits to learn ab	out teacher behaviors.	ј«п	jkn	ja	ј⁄п
f. I conduct informal classroom visits to learn ab	out student learning.	j n	j m	jn	j n
g. I conduct informal classroom visits to learn abinteractions.	oout teacher and student	ja	ja	j⁄α	jα
h. I conduct informal classroom visits to build re and students.	lationships with teachers	j n	j m	j n	jn
i. After I conduct informal classroom visits, I follo a note or talking with them.	w up by sending teachers	jα	j∙n	ja	ja
j. Teachers value comments from my informal c	assroom visits.	j n	j m	j n	j m
k. Teachers view informal classroom visits as op development.	portunities for professional	jα	j∙ı	jα	jα
I. I conduct informal classroom visits to help more engagement and level of cognitive complexity of		jn	j m	j n	j n
27. To what extent are/were you gene	rally satisfied with				
		Somewhat	Somewhat		Not
	Dissatisfied	Dissatisfied	Satisfied	Satisfied	Applicable
a. Being a principal?	Dissatisfied			Satisfied	Applicable ja
a. Being a principal? b. Being a principal at your current school?		Dissatisfied			
b. Being a principal at your current school?	ja	Dissatisfied	Satisfied	jα	ja
	ja ja ja	Dissatisfied ja ja	Satisfied ja ja	ja ja ja	ja ja ja
b. Being a principal at your current school?c. Being a teacher?28. Do you plan to do the following a	ja ja ja	Dissatisfied ja ja	Satisfied ja ja	ja ja ja Yes	ja ja ja No
b. Being a principal at your current school?c. Being a teacher?28. Do you plan to do the following aa. Remain a principal until I retire	ja ja ja	Dissatisfied ja ja	Satisfied ja ja	ja ja ya Yes	ja ja ja No
 b. Being a principal at your current school? c. Being a teacher? 28. Do you plan to do the following a a. Remain a principal until I retire b. Be a classroom teacher 	jn jn jn t some point in your l	Dissatisfied jq jq jq	Satisfied jo jo career?	ja ja ja Yes ja	ja ja ja No ja ja
b. Being a principal at your current school?c. Being a teacher?28. Do you plan to do the following aa. Remain a principal until I retire	jn jn jn t some point in your l	Dissatisfied jq jq jq	Satisfied jo jo career?	ja jn ja Yes ja ja	ja ja ja No ja ja
 b. Being a principal at your current school? c. Being a teacher? 28. Do you plan to do the following at a. Remain a principal until I retire b. Be a classroom teacher c. Work in a school in another role (e.g., curriculd. Work in the central office 	jn jn jn t some point in your l	Dissatisfied ja ja fa FUTURE c	Satisfied jo jo areer?	ja ja Yes ja ja ja	ja ja No ja ja ja
 b. Being a principal at your current school? c. Being a teacher? 28. Do you plan to do the following a a. Remain a principal until I retire b. Be a classroom teacher c. Work in a school in another role (e.g., curriculd. Work in the central office e. Work in education, outside of K-12 schools (e.g.) 	jn jn ja t some point in your l lum specialist, instructional	Dissatisfied ja ja fa FUTURE c	Satisfied jo jo areer?	ja ja Yes ja ja ja	ja ja No ja ja ja ja
 b. Being a principal at your current school? c. Being a teacher? 28. Do you plan to do the following a a. Remain a principal until I retire b. Be a classroom teacher c. Work in a school in another role (e.g., curricular 	jn jn ja t some point in your l lum specialist, instructional	Dissatisfied ja ja fa FUTURE c	Satisfied jo jo areer?	ja ja Yes ja ja ja	jn jn No jn jn jn

	Ineffective	A Little Effective	Effective	Very Effectiv
a. Managing budgets, resources	jkn	jn	jkп	jα
b. Hiring personnel	j n	jm	j n	jn
c. Dealing with concerns from staff	jkп	ja	jα	jn
d. Managing non-instructional staff	j n	jn	j n	jn
e. Utilizing school meetings to enhance school goals	jkη	ja	jα	ja
f. Utilizing communications or meetings with the district office to enhance school goals	j n	jm	j n	jn
g. Fulfilling compliance requirements and paperwork (excluding special education)	ja	jo	jα	ja
n. Managing schedules for the school (e.g., master schedules, scheduling rooms)	j n	jn	j n	j m
i. Maintaining campus facilities	ja	ja	jn	ja
. Developing and monitoring a safe school environment	j n	jm	jn	j n
k. Managing student discipline	ja	ja	jα	jn
. Managing student services (e.g., records, reporting, activities)	j n	jn	jn	jn
m. Managing student attendance-related activities	ja	ja	jкп	ј'n
n. Preparing, implementing and administering standardized tests	j m	jm	j n	jn
o. Supervising students (e.g., lunch duty)	jkη	jn	ķn	ja
p. Informally coaching teachers to improve their teaching	j n	m	m	m
q. Informally talking to teachers about students not related to instruction	ķn	h	ķn	ķn
r. Formally evaluating teachers	j n	m	m	m
s. Fulfilling Special Education requirements (e.g., meetings with parents and lawyers)	ķn	ka	ķn	kı
t. Preparing or conducting classroom visits / walk-throughs	j n	m	m	m
u. Implementing required professional development	jkη	jn	ķn	jn
v. Using data to inform instruction	j n	jn	j n	ļ'n
w. Developing a coherent educational program across the school	jkп	ja	ķn	ķn
x. Evaluating curriculum	j m	jm	j n	ļ'n
y. Using assessment results for program evaluation and development	ja	ja	ja	ј'n
z. Planning or facilitating professional development for teachers	j n	jn	j n	ļ'n
aa. Planning or facilitating professional growth opportunities for teacher leaders	jkп	ja	ķn	ķn
bb. Counseling out teachers	j n	jn	j n	ļ'n
cc. Planning or directing supplementary, after-school, or summer school instruction	jkn .	ķa	ķn	kn
dd. Developing relationships with students	j n	jn	j n	jn
ee. Communicating with parents	jkη	jn	ķn	ķn
ff. Interacting socially with staff	j n	jn	j n	jn
gg. Attending school activities (e.g., sports events, plays, celebrations)	jkп	ja	ķn	ķn
hh. Counseling staff about conflicts with other staff members	j m	jm	j n	jn
ii. Counseling students and/or parents	ķn	h	ķn	kn
ij. Working with local community members or organizations	j n	m	j m	jn
kk. Fundraising (e.g., grant writing, bake sales)	ja ja	ka	ķn	kn
II. Communicating with the district office to obtain resources (initiated by you)	m	jn	jn	jn
mm. Recruiting students to attend your school	kn	in	kn	ko
nn. Publicizing school events and achievements	ţn.	jn	jn	m
oo. Recruiting school volunteers from the community	ika.	kn	ka	kn
pp. Managing the school's image in local media (e.g., newspapers)	j n	in	jn	'n

30. Consider each of the following tasks. To what degree is each one of the following your responsibility as opposed to the responsibility of other leaders in your school?

	•	-	Equally	•	Solely
	Others'	Others	'Shared	Mine	Mine
a. Managing budgets, resources	ķ	jα	ja	jo i	ј⁄п
b. Hiring personnel	jn	jm	j n	jm	j n
c. Dealing with concerns from staff	j o	ja	ļ⁄α	ja	j kn
d. Managing non-instructional staff	jn	jn	j n	jm	jn
e. Utilizing school meetings to enhance school goals	ja	jα	jκη	jα	jκη
f. Utilizing communications or meetings with the district office to enhance school goals	jn	jn	j n	jm	j n
g. Fulfilling compliance requirements and paperwork (excluding special education)	ja	ja	jα	ja	jκη
h. Managing schedules for the school (e.g., master schedules, scheduling rooms)	jn	jn	jn	jm	jn
i. Maintaining campus facilities	ј'n	jn	jп	jα	jα
j. Developing and monitoring a safe school environment	jm	jm	j n	jm	j m
k. Managing student discipline	ja	ja	ј'n	ja	ј'n
I. Managing student services (e.g., records, reporting, activities)	<u>j</u> m	m	j n	jm	jn
m. Managing student attendance-related activities	jn	jn	јkп	jn	ja
n. Preparing, implementing and administering standardized tests	jn	jn	j n	jm	j n
o. Supervising students (e.g., lunch duty)	ja	jn	ј'n	ja	ј'n
p. Informally coaching teachers to improve their teaching	<u>j</u> m	jn	j n	jn	j n
q. Informally talking to teachers about students not related to instruction	jn	jn	ļα	jn	jn
r. Formally evaluating teachers	jn	jn	j n	jm	jn
s. Fulfilling Special Education requirements (e.g., meetings with parents and lawyers)	jkn	jn	jkn	jn	jκη
t. Preparing or conducting classroom visits / walk-throughs	jn	jn	jn	jm	jn
u. Implementing required professional development	ja	jn	ja	ja	ja
v. Using data to inform instruction	jn	jn	j n	jm	jn
w. Developing a coherent educational program across the school	jkn	jn	jкп	jn	ja
x. Evaluating curriculum	jn	jn	j n	jn	jn
y. Using assessment results for program evaluation and development	jn	jn	ja ja	ja	ja
z. Planning or facilitating professional development for teachers	jn	jn	j n	jm	jn
aa. Planning or facilitating professional growth opportunities for teacher leaders	jn	jn	ķn	ja	jn
bb. Counseling out teachers	jn	jn	j m	jm	jn
cc. Planning or directing supplementary, after-school, or summer school instruction	jn	jn	ķn	ja	jn
dd. Developing relationships with students	jn	jn	ļn	jm	jn
ee. Communicating with parents	kn	jn	ķn	ko	ķn
ff. Interacting socially with staff	m	jn	jn .	m	jn
gg. Attending school activities (e.g., sports events, plays, celebrations)	ko	ja.	kn	kı	ka
hh. Counseling staff about conflicts with other staff members	m	jn	jn	jn	jn
ii. Counseling students and/or parents	ko	ja ka	ikn	kı	ja.
jj. Working with local community members or organizations	ļn	jn	jn	jn	jn
kk. Fundraising (e.g., grant writing, bake sales)	kn	j _n i	ka	kı	ka
II. Communicating with the district office to obtain resources (initiated by you)	ļn	jn	jm	jn	jn
mm. Recruiting students to attend your school	kn	j _{N1}	kn	kn	kı
nn. Publicizing school events and achievements	jn		,	J	,
oo. Recruiting school volunteers from the community		jn ka	jn ko	jn ka	jn ka
pp. Managing the school's image in local media (e.g., newspapers)	ja ko	jn	j(1)	,	jn
pp. Managing the schools image in local media (e.g., newspapers)	jm	m	jn	jm	j n

	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	ja	jn	ja	jn	ja
b. Middle school	j n	jn	j m	jn	jn
c. High school	ja	jkn	jn	ja	jn
d. Charter school	j n	jn	j m	jn	jn
e. Theme-based school	ja	ja	ja	jn	jn
f. Close proximity to home	j n	jn	j m	jn	jn
g. Small school size	ķn	ja	ja	jn	İn
h. Diverse student population with a variety of different ethnicities and/or income levels	j n	j n	j'n	j n	jn
i. Many English language learners	ja	ja	ja	ja	jn
j. Many students of poverty	j 'n	j n	j n	j n	jn
k. School for at-risk students (partnership school)	ja	jα	jα	ja	ja
I. Collegial school culture	j n	j n	j n	jn	jn
m. A sense of safety on campus	ja	ja	jn	jα	jn
n. Availability of resources	jm	j n	j n	j n	jn
o. Good condition of school facilities	ja	ja	ja	jα	jn
p. School similar to one in which I taught	j 'n	j m	j n	j'n	j n
 q. School in the same district as one in which I taught 	jα	j∢	jn	j∙	jn
r. A low-performing school in need of reform	j n	jn	j'n	j m	j'n
s. A high performing school	jα	ja	j⁄α	ja	jn
t. A school that has recently demonstrated significant academic improvement	j'n	j n	j 'n	j n	ţ'n
u. A school with many teacher vacancies	jη	ja	ja	ja	ja
v. Supportive parent participation	j 'n	jn	jn	j'n	jn

a. Work hours required b. Job security jn j	2. Job security 2. Salary 3. Salary 3. Autonomy 4. Autonomy 5. Perceived status 4. Responsibility for student achievement gains 5. Responsibility for student achievement gains 6. Responsibility for student achievement gains 7. Responsibility for student achievement gains 8. Responsibility for student achievement gains 8. Responsibility for student achievement gains 9. In jn		Very Unappealing	Unappealing	Neutral	Appealing	Very Appealing
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