

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—anonously, 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 Avolio. All rights reserved. Mind Garden, Inc. (www.mindgarden.com)

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1. What is your current school type?

- ☐ Instrumentality charter school
- ☐ Non-instrumentality charter school
- ☐ Partnership / alternative school
- ☐ Traditional MPS school

2. For how many years (including this one) have you been a principal or the equivalent ... (Note: The sum of these three responses should equal the total number of years you have been a principal or the equivalent.)

- a. in your current school? _____
- b. in other schools within MPS (not your current school)? _____
- c. in districts other than MPS? _____

3. 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? _____

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

- | | | |
|---|----------------------------|---|
| <input type="checkbox"/> Pre-kindergarten | <input type="checkbox"/> 4 | <input type="checkbox"/> 9 |
| <input type="checkbox"/> Kindergarten | <input type="checkbox"/> 5 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 6 | <input type="checkbox"/> 11 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 7 | <input type="checkbox"/> 12 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 8 | <input type="checkbox"/> Post High-School |

5. 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.)

- | | | |
|--|---|--|
| <input type="checkbox"/> Art | <input type="checkbox"/> Industrial Arts | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Bilingual Education | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Business | <input type="checkbox"/> Music | <input type="checkbox"/> Vocational |
| <input type="checkbox"/> English / Language Arts | <input type="checkbox"/> Physical Education | <input type="checkbox"/> Other |
| <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Reading | _____ |
| <input type="checkbox"/> Health | <input type="checkbox"/> Sciences | <input type="checkbox"/> Other |
| <input type="checkbox"/> Home Economics | <input type="checkbox"/> Social Sciences | _____ |

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

- | | |
|--|--|
| <input type="checkbox"/> Grade level head or department head | <input type="checkbox"/> Curriculum generalist |
| <input type="checkbox"/> Learning Team member | <input type="checkbox"/> Assistant principal |
| <input type="checkbox"/> Committee leader (e.g., Title I, District Advisory Council) | <input type="checkbox"/> Central office leader (e.g., Department Head, Director) |
| <input type="checkbox"/> Union representative | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> Professional development workshop leader/instructor | <input type="checkbox"/> Other (please specify) _____ |
| <input type="checkbox"/> Instructional coach (e.g., Literacy Coach, Math Teacher Leader, Mentor Teacher) | |

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

- | | |
|--|---|
| <input type="checkbox"/> N/A (I was never a teacher.) | <input type="checkbox"/> Someone in the central office |
| <input type="checkbox"/> Your principal | <input type="checkbox"/> Parent at your school |
| <input type="checkbox"/> Your assistant principal | <input type="checkbox"/> Community member who is not a parent |
| <input type="checkbox"/> Teacher at your school | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> Principal, AP, or teacher at another school | <input type="checkbox"/> Other (please specify) _____ |

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

	No Help	A Little Help	Some Help	A Lot of Help	N/A
a. District assigned mentor or coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Other school leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Central office personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Staff from professional development opportunities you participated in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. University staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. To what extent are you able to influence school change?

- | | | | |
|-------------------------------------|-----------------------------------|-----------------------------------|--------------------------------|
| <input type="checkbox"/> Not at all | <input type="checkbox"/> A little | <input type="checkbox"/> Somewhat | <input type="checkbox"/> A lot |
|-------------------------------------|-----------------------------------|-----------------------------------|--------------------------------|

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.	<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., APs, 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. I am 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 me from pursuing my 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 principals to take risks in order to make change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. The district helps me promote a focus on teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 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"/>

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

	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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
kk. I am effective in meeting others' job-related needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ll. I use methods of leadership that are satisfying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
mm. I get others to do more than they expected to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

nn. I am effective in representing others to higher authority (e.g., the district office).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
oo. I work with others in a satisfactory way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pp. I heighten others' desire to succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
qq. I am effective in meeting organizational requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
rr. I increase others' willingness to try harder.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ss. I lead a group that is effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Increasing student learning in dimensions not measured by test scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Implementing other central office initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Attracting new families to the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Maintaining quality teaching staff at the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- ☐ Very likely to be unsuccessful
- ☐ Somewhat more likely to be unsuccessful than successful
- ☐ Chances are about even
- ☐ Somewhat more likely to be successful than unsuccessful
- ☐ Very 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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Curriculum generalist; Literacy coach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teachers with 0-3 years of experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teachers with 4-9 years of experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers with 10+ years of experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Support staff (e.g., counselors, psychologist, social worker)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. District office staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. MTEA (Teachers' Union)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Local community organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Local businesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

17. 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.)

18. How does the number of hours you typically work in your current position compare to when you were an assistant principal?

☐ A Lot More Now ☐ More Now ☐ About the Same ☐ Less Now ☐ N/A (I have never been an AP.)

19. We would like you to think only about your full-time NOVICE (NON-TENURED) teachers. During the 2007-08 school year... (Skip if you were not a principal last year.)

- a. How many novice teachers worked in your school? _____
- b. How many novice teachers did you encourage to eventually become an AP or principal? _____
- c. How many novice teachers did you believe were ineffective in the classroom? _____
- d. How many novice teachers did you work with intensively to improve their instructional practice? _____
- e. How many novice teachers did you ask or encourage to leave your school? _____
- f. Of the teachers you asked/encouraged to leave, how many did not return to the school this year? _____
- g. Of the teachers you asked/encouraged to leave, how many transferred to another school in MPS? _____
- h. Of the teachers you asked/encouraged to leave, how many transferred outside of MPS? _____
- i. Of the teachers you asked/encouraged to leave, how many left teaching? _____

20. Now we would like you to think about your full-time TENURED teachers. During the 2007-08 school year... (Skip if you were not a principal last year.)

- a. How many tenured teachers worked in your school? _____
- b. How many tenured teachers did you encourage to eventually become an AP or principal? _____
- c. How many tenured teachers did you believe were ineffective in the classroom? _____
- d. How many tenured teachers did you work with intensively to improve their instructional practice? _____
- e. How many tenured teachers did you refer to the TEAM program? _____
- f. How many tenured teachers did you ask or encourage to leave your school? _____
- g. Of the teachers you asked/encouraged to leave, how many did not return to the school this year? _____
- h. Of the teachers you asked/encouraged to leave, how many transferred to another school in MPS? _____
- i. Of the teachers you asked/encouraged to leave, how many transferred outside of MPS? _____
- j. Of the teachers you asked/encouraged to leave, how many left teaching? _____

21. How many assistant principal(s) work at your school?

☐ None ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

22. Do you have a Curriculum Generalist at your school?

☐ Yes ☐ No

23. Do you have a Literacy Coach at your school?

☐ Yes ☐ No

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

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

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

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

26. How often do the following statements characterize your INFORMAL classroom visits? (Skip this question if you never informally visit classrooms.)

	Never or Rarely	Sometimes	Usually	Always
a. When I conduct informal classroom visits, students continue with their work as if I am not there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. When I conduct informal classroom visits, teachers continue with their work as if I am not there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I conduct informal classroom visits to help monitor student discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I conduct informal classroom visits to make sure that I am visible to teachers and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I conduct informal classroom visits to learn about teacher behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I conduct informal classroom visits to learn about student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I conduct informal classroom visits to learn about teacher and student interactions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I conduct informal classroom visits to build relationships with teachers and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. After I conduct informal classroom visits, I follow up by sending teachers a note or talking with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Teachers value comments from my informal classroom visits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Teachers view informal classroom visits as opportunities for professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. I conduct informal classroom visits to help monitor Bloom's level of engagement and level of cognitive complexity of the task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Not Applicable
a. Being a principal?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Being a principal at your current school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Being a teacher?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

29. How effective do you consider yourself to be in the following leadership tasks?

	Ineffective	A Little Effective	Effective	Very Effective
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nn. Publicizing school events and achievements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
oo. Recruiting school volunteers from the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pp. Managing the school's image in local media (e.g., newspapers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?

	Solely Others'	Mostly Others'	Equally Shared	Mostly Mine	Solely Mine
a. Managing budgets, resources	<input type="radio"/>	<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"/>	<input type="radio"/>
c. Dealing with concerns from staff	<input type="radio"/>	<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"/>	<input type="radio"/>
e. Utilizing school meetings to enhance school goals	<input type="radio"/>	<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"/>	<input type="radio"/>
g. Fulfilling compliance requirements and paperwork (excluding special education)	<input type="radio"/>	<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"/>	<input type="radio"/>
i. Maintaining campus facilities	<input type="radio"/>	<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"/>	<input type="radio"/>
k. Managing student discipline	<input type="radio"/>	<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"/>	<input type="radio"/>
m. Managing student attendance-related activities	<input type="radio"/>	<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"/>	<input type="radio"/>
o. Supervising students (e.g., lunch duty)	<input type="radio"/>	<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"/>	<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"/>	<input type="radio"/>
r. Formally evaluating teachers	<input type="radio"/>	<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"/>	<input type="radio"/>
t. Preparing or conducting classroom visits / walk-throughs	<input type="radio"/>	<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"/>	<input type="radio"/>
v. Using data to inform instruction	<input type="radio"/>	<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"/>	<input type="radio"/>
x. Evaluating curriculum	<input type="radio"/>	<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"/>	<input type="radio"/>
z. Planning or facilitating professional development for teachers	<input type="radio"/>	<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"/>	<input type="radio"/>
bb. Counseling out teachers	<input type="radio"/>	<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"/>	<input type="radio"/>
dd. Developing relationships with students	<input type="radio"/>	<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"/>	<input type="radio"/>
ff. Interacting socially with staff	<input type="radio"/>	<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"/>	<input type="radio"/>
hh. Counseling staff about conflicts with other staff members	<input type="radio"/>	<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"/>	<input type="radio"/>
jj. Working with local community members or organizations	<input type="radio"/>	<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"/>	<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"/>	<input type="radio"/>
mm. Recruiting students to attend your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
nn. Publicizing school events and achievements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
oo. Recruiting school volunteers from the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
pp. Managing the school's image in local media (e.g., newspapers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. In considering the type of school in which you would prefer to be a principal, how do you view the following school characteristics?

	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"/>

32. How appealing are the following aspects of your current job?

	Very Unappealing	Unappealing	Neutral	Appealing	Very Appealing
a. Work hours required	jn	jc	jn	jn	jc
b. Job security	jn	jn	jn	jn	jn
c. Salary	jc	jc	jc	jc	jc
d. Autonomy	jn	jn	jn	jn	jn
e. Perceived status	jc	jc	jc	jc	jc
f. Responsibility for student achievement gains	jn	jn	jn	jn	jn
g. Influencing school change	jc	jc	jc	jc	jc
h. Working with the district central office	jn	jn	jn	jn	jn
i. Number of different tasks and responsibilities	jc	jc	jc	jc	jc
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)	jc	jc	jc	jc	jc
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

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

34. What was your major(s)?

35. Where did you earn your administrative credential?

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

37. 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?