

Introduction

MPS School Leadership Practices Survey

Welcome to the 2010 Stanford University Survey of MPS Assistant Principals!

This online survey offers you the opportunity to confidentially share your views and insights about your experiences as an assistant principal. Please give your open and honest opinions on the survey.

CONFIDENTIALITY: To protect confidentiality, survey results will be reported in aggregate form only. The comments you enter for the open-ended questions will be reported verbatim and will not identify you as the author.

YOUR INDIVIDUAL RESULTS WILL NOT AT ANY TIME BE REPORTED BACK TO THE DISTRICT.

Completing the survey indicates your consent to participate. 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!

Warm-Up

For how many years (including this one) have you been an ASSISTANT PRINCIPAL...

a. in your current school?	0	years
b. in other schools within MPS (not your current school)?	0	years
c. in schools outside of MPS?	0	years
Total	0	years

For how many years were you a TEACHER...

a. in your current school?	0	years
b. in other schools within MPS (not your current school)?	0	years
c. in schools outside of MPS?	0	years
Total	0	years

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

Grade Level	Percentage of Students On Track to Graduate
Pre-K	10%
K	15%
1	20%
2	25%
3	30%
4	35%
5	40%
6	45%
7	50%
8	55%
9	60%
10	65%
11	70%
12	75%
Post High-School	100%

MLQ of Principal

Your School's Leadership

We are interested in what you and your principal do as school leaders.

Think about how frequently each statement fits the **PRINCIPAL** of your current school.

(Note: The word "others" may mean teachers, staff, or other leaders at your school.)

The principal...

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

- s. Treats me as an individual rather than just as a member of a group.
- t. Demonstrates that problems must become chronic before taking action.
- u. Acts in ways that build my respect.
- v. Concentrates his/her full attention on dealing with mistakes, complaints, and failures.
- w. Considers the moral and ethical consequences of decisions.
- x. Keeps track of all mistakes.

☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always

- y. Displays a sense of authority and confidence.
- z. Articulates a compelling vision of the future.
- aa. Directs my attention toward failures to meet standards.
- bb. Avoids making decisions.
- cc. Considers me as having different needs, abilities, and aspirations from others.
- dd. Gets me to look at problems from many different angles.
- ee. Helps me to develop my strengths.
- ff. Suggests new ways of looking at how to complete assignments.

☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always

- gg. Delays responding to urgent questions.
- hh. Emphasizes the importance of having a collective sense of mission.
- ii. Expresses satisfaction when I meet expectations.
- jj. Expresses confidence that goals will be achieved.
- kk. Is effective in meeting my job-related needs.
- ll. Uses methods of leadership that are satisfying.
- mm. Gets me to do more than I expected to do.
- nn. Is effective in representing me to higher authority (e.g., the district office).

☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always

- oo. Works with me in a satisfactory way.
- pp. Heightens my desire to succeed.
- qq. Is effective in meeting organizational requirements.
- rr. Increases my willingness to try harder.
- ss. Leads a group that is effective.

☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

MLQ of Self

These are the same statements included in the previous question. Now please think about how frequently each statement fits **YOU**.

(Note: The word "others" may mean teachers, staff or other leaders at your school.)

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	Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always
a. I provide others with assistance when they show effort.	☐	☐	☐	☐	☐
b. I re-examine assumptions to question whether they are appropriate.	☐	☐	☐	☐	☐
c. I intervene before problems become serious.	☐	☐	☐	☐	☐
d. I focus attention on irregularities, mistakes, exceptions, and deviations from standards.	☐	☐	☐	☐	☐
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.	☐	☐	☐	☐	☐
	Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always
i. I talk optimistically about the future.	☐	☐	☐	☐	☐
j. I instill pride 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 talk enthusiastically about what needs to be accomplished.	☐	☐	☐	☐	☐
n. I specify the importance of having a strong sense of purpose.	☐	☐	☐	☐	☐
o. I spend time teaching and coaching others (not including students).	☐	☐	☐	☐	☐
p. I make clear what one can expect to receive when performance goals are achieved.	☐	☐	☐	☐	☐
	Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always
q. I show that I am a firm believer in "If it ain't broke, don't fix it."	☐	☐	☐	☐	☐
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.	☐	☐	☐	☐	☐
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.	☐	☐	☐	☐	☐
x. I keep track of all mistakes.	☐	☐	☐	☐	☐
	Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always
y. I display a sense of authority and confidence.	☐	☐	☐	☐	☐
z. I articulate a compelling vision of the future.	☐	☐	☐	☐	☐

	Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always
aa. 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.	☐	☐	☐	☐	☐
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.	☐	☐	☐	☐	☐
jj. I express confidence that goals will be achieved.	☐	☐	☐	☐	☐
kk. I am effective in meeting others' job-related needs.	☐	☐	☐	☐	☐
ll. I use methods of leadership that are satisfying.	☐	☐	☐	☐	☐
mm. I get others to do more than they expected to do.	☐	☐	☐	☐	☐
nn. I am effective in representing others to higher authority (e.g., the district office).	☐	☐	☐	☐	☐
oo. I work with others in a satisfactory way.	☐	☐	☐	☐	☐
pp. I heighten others' desire to succeed.	☐	☐	☐	☐	☐
qq. I am effective in meeting organizational requirements.	☐	☐	☐	☐	☐
rr. I increase others' willingness to try harder.	☐	☐	☐	☐	☐
ss. I lead a group that is effective.	☐	☐	☐	☐	☐

Task Effectiveness of Self - Short

How EFFECTIVE do you consider **YOURSELF** to be in the following leadership tasks?

[illegible]

i. Offering students supplemental services	☐	☐	☐	☐	☐	☐
j. Exercising control over the instructional program	☐	☐	☐	☐	☐	☐
k. Exercising control over the budget	☐	☐	☐	☐	☐	☐
l. Getting the community involved in the school	☐	☐	☐	☐	☐	☐
m. Managing student discipline	☐	☐	☐	☐	☐	☐
n. Using data for school improvement	☐	☐	☐	☐	☐	☐
o. Dismissing low-performing teachers	☐	☐	☐	☐	☐	☐
p. Getting school staff to work together	☐	☐	☐	☐	☐	☐
q. Experimenting with new instructional approaches	☐	☐	☐	☐	☐	☐
r. Getting teachers the professional development they need	☐	☐	☐	☐	☐	☐

Teacher Hiring

Teacher Hiring and Retention

We are interested in your school's personnel management practices - particularly how you hire and retain good teachers.

Is teacher **HIRING** a challenge for this school ? (Check only one.)

- ☐ Generally, yes
- ☐ Yes, but only for certain positions (please specify):
- ☐ No, we have no problem hiring teachers.

What level of **DISCRETION** does the school administration have over **HIRING** teachers? (Check only one.)

- ☐ Complete Discretion - We can hire whomever we would like.
- ☐ Complete (but Unofficial) Discretion - I feel that we can hire whomever we would like because we know how to work around the official system.
- ☐ Partial Discretion - We can hire whomever we would like from a list of teachers provided by the district office.
- ☐ Limited Discretion - The district office places teachers at the school, but we can object to a placement.
- ☐ No Discretion - We have no say in which teachers the district office places at the school.
- ☐ Other (please explain):

Please think of the teacher your school MOST RECENTLY hired when answering these yes/no questions.

	Yes	No
a. Did this teacher transfer from another school in the district?	☐	☐
b. Did this teacher have any prior teaching experience?	☐	☐
c. Was there more than one applicant for the vacant position?	☐	☐
d. Did you and/or your principal attend a job fair to recruit for this position?	☐	☐
e. Did you and/or your principal interview the applicant(s)?	☐	☐
f. Did the applicant(s) perform a sample lesson?	☐	☐
g. Were any current teachers officially involved in the hiring process?	☐	☐
h. Was there consensus among the hiring team as to whom was the top choice applicant?	☐	☐
i. Was the teacher you hired the first teacher to whom the school made an offer? (i.e., Was this person the hiring team's TOP choice?)	☐	☐

Teacher Strategic Retention

Is teacher RETENTION a challenge for this school? (Check only one.)

- ☐ Generally, yes
- ☐ Yes, but only in certain subjects (please specify):
- ☐ No, we have no problem retaining teachers.

In your school's efforts to retain teachers, to what extent do you FOCUS your efforts on SPECIFIC teachers that you really want to keep?

- ☐ A lot
- ☐ A little
- ☐ Not at all
- ☐ N/A - we do not make efforts to retain teachers.

Has your school used any of the following practices this past year as part of a strategic effort to keep a good teacher? (Check all that apply.)

- | | |
|---|--|
| ☐ Verbal public recognition (e.g., at staff meeting) | ☐ Funds for class projects |
| ☐ Private recognition | ☐ Allowing them to choose the courses they want to teach |
| ☐ Release time for special projects | ☐ Promoting them into leadership roles while still teaching |
| ☐ Funds for additional professional development | ☐ Other (please specify):
<input type="text"/> |

Are you responsible for monitoring teachers' instructional practices?

- ☐ Yes
- ☐ No

Of the following sources of information, what do you rely on the MOST and SECOND MOST to find out about teachers' instructional practices? (Check only one in each column.)

	MOST (Check only ONE in this column).	SECOND MOST (Check only ONE in this column.)
Unscheduled classroom walk-throughs	☐	☐
Targeted observations of specific teachers	☐	☐
Discussions with teacher about what happens in the classroom	☐	☐
Monitoring student performance data	☐	☐
Reviewing student work	☐	☐
Reports from other school leaders (e.g., AP, coach, teacher mentor)	☐	☐
Reports from students	☐	☐
Reports from parents	☐	☐
Reports from other teachers	☐	☐
Formal evaluation process	☐	☐

How many of the following types of teachers do NOT meet your expectations?

	None	1-2	A Few	Half	Most	All
Probationary teachers	☐	☐	☐	☐	☐	☐
Tenured teachers	☐	☐	☐	☐	☐	☐

Please consider the teacher who LEAST meets your expectations.

Is this teacher someone whom...

	Yes	No
a. ...you or your principal hired?	☐	☐
b. ...has tenure?	☐	☐
c. ...has 5-10 years of teaching experience?	☐	☐
d. ...has more than 10 years of teaching experience?	☐	☐
e. ...teaches in a "hard-to-staff" area (e.g., math, science, bilingual ed, Special Ed)?	☐	☐
f. ...you think is ineffective but COULD improve?	☐	☐
g. ...you think is ineffective and CANNOT improve?	☐	☐
h. ...you or your principal have personally worked with to improve instruction?	☐	☐

i. ...you or your principal have sent to external professional development?	☐	☐
j. ...you or your principal have sent or will be sending to TEAM?	☐	☐
k. ...you would like to see removed from your school?	☐	☐
l. ...you or your principal have actively worked to remove from your school this past school year?	☐	☐
m. ...you think could be an effective teacher in a different school?	☐	☐
n. ...you think should leave the teaching profession?	☐	☐
o. ...you or your principal have explicitly told should move to another school or leave the profession?	☐	☐

Which of the following are reasons why this teacher is not meeting your expectations? (Check all that apply.)

☐ Lacks general teaching skills (e.g., ability to teach a lesson clearly)	☐ Does not interact well with students
☐ Has poor subject matter knowledge	☐ Does not seem to care whether students learn or not
☐ Has poor classroom management skills	☐ Does not buy into the school's improvement strategy or instructional goals
☐ Does not behave professionally	☐ Does not put sufficient time or effort into teaching
☐ Does not get along well with other teachers	☐ Has received many complaints from parents and/or students
☐ Is not a "team player"	☐ Has received many complaints from other teachers
☐ Is not responsive to feedback or open to change	☐ Other (please specify):
☐ Does not respect you and/or the principal as school leaders	

School Choice

Students

We are interested in how student mobility and student behavior impact your school.

To what extent does your school do the following?

	Not at All	A Little	Some	A Lot
a. Competes for students with other schools in the area	☐	☐	☐	☐
b. Makes curricular or instructional changes in order to compete for students	☐	☐	☐	☐
c. Uses outreach or advertisements to compete for students	☐	☐	☐	☐

Which school does your school COMPETE with MOST intensely for students?

Name of School:

What type of school is this?

- ☐ Charter school
- ☐ Private school
- ☐ Traditional public school
- ☐ _____
- ☐ I don't know

When students transfer out of your school, which of the following are COMMON REASONS why they leave? (Check all that apply.)

The student and his/her family want a school that...

- ☐ ...has a different mission, theme, etc.
- ☐ ...can better meet the student's general educational needs (e.g., special education or gifted and talented services).
- ☐ ...can better meet the student's academic needs (e.g., has different curriculum and/or instructional practices).
- ☐ ...can better meet the student's behavioral needs (e.g., has different approach to student discipline).
- ☐ ...has more convenient transportation options.
- ☐ ...has more options for after-school programs or extracurricular activities.
- ☐ ...has better school facilities and/or more resources available.
- ☐ ...is safer.
- ☐ ...is smaller and/or has smaller class sizes.
- ☐ ...has higher student achievement.
- ☐ ...has a MORE diverse student body.
- ☐ ...has a LESS diverse student body.
- ☐ ...his/her friends attend.
- ☐ ...is more convenient since the student has moved to a new home.
- ☐ ...is a fresh start because the student/family had conflicts with our staff.
- ☐ _____

When students transfer out of your school, which of the following is the SINGLE MOST COMMON reason why they leave? (Check only one.)

The student and his/her family want a school that...

- ☐ » ...has a different mission, theme, etc.
- ☐ » ...can better meet the student's general educational needs (e.g., special education or gifted and talented services).
- ☐ » ...can better meet the student's academic needs (e.g., has different curriculum and/or instructional practices).
- ☐ » ...can better meet the student's behavioral needs (e.g., has different approach to student discipline).
- ☐ » ...has more convenient transportation options.
- ☐ » ...has more options for after-school programs or extracurricular activities.
- ☐ » ...has better school facilities and/or more resources available.
- ☐ » ...is safer.
- ☐ » ...is smaller and/or has smaller class sizes.
- ☐ » ...has higher student achievement.
- ☐ » ...has a MORE diverse student body.
- ☐ » ...has a LESS diverse student body.
- ☐ » ...his/her friends attend.
- ☐ » ...is more convenient since the student has moved to a new home.
- ☐ » ...is a fresh start because the student/family had conflicts with our staff.
- ☐ » Other (please specify):

Student Discipline

In your opinion, how much of a **PROBLEM** are each of the following at your school?

	Major Problem	Somewhat of a Problem	Minor Problem	Not a Problem	N/A - Does not occur at this school
a. Students who move into the school in the middle of the school year	☐	☐	☐	☐	☐
b. Students who move into the school between school years	☐	☐	☐	☐	☐
c. Students who leave the school in the middle of the school year	☐	☐	☐	☐	☐
d. Student mobility overall	☐	☐	☐	☐	☐
e. Student racial/ethnic tensions	☐	☐	☐	☐	☐
f. Student bullying	☐	☐	☐	☐	☐
g. Student sexual harassment of other students	☐	☐	☐	☐	☐
h. Widespread disorder in classrooms	☐	☐	☐	☐	☐
i. Student verbal abuse of teachers	☐	☐	☐	☐	☐
j. Student acts of disrespect for teachers other than verbal abuse	☐	☐	☐	☐	☐
k. Students involved in gang-related activities	☐	☐	☐	☐	☐
l. Physical conflicts among students	☐	☐	☐	☐	☐

m. Robbery or theft

n. Student use of illegal drugs or alcohol

o. Student possession of weapons

☐	☐	☐	☐	☐
☐	☐	☐	☐	☐
☐	☐	☐	☐	☐

Education and Administrative Credential Program

About You

This is the final section of the survey. We are interested in finding out about you personally - specifically: your educational background, whom you turn to for support, how satisfied you feel, and your future plans.

Describe your educational background.

[Note: If you have more than one of each of these degrees, please describe your MOST RECENT in each area.]

	Name of College/University	Year Degree Conferred (YYYY)	Major
Undergraduate Degree			
Masters Degree			
Other Graduate Degree			

Have you completed or are you completing an administration credentialing program?

- ☐ Yes, I have completed an administrative credentialing program (please specify where):
- ☐ Yes, I am in the process of completing an administrative credentialing program (please specify where):
- ☐ No, but I plan to start an administrative credentialing program in the future
- ☐ No, and I do not plan on ever enrolling in an administrative credentialing program

In your administrative credentialing program, how much opportunity did/do you have to learn the skills and knowledge specifically related to the following areas?

	None	Touched on it Briefly	Spent Some Time Discussing or Doing	Explored in Some Depth	Extensive Opportunity
a. What I use on a day-to-day basis in my job as an assistant principal	☐	☐	☐	☐	☐

b. Managing personnel	☐	☐	☐	☐	☐
c. Budgeting and finance	☐	☐	☐	☐	☐
d. Analyzing and using quantitative data	☐	☐	☐	☐	☐
e. Leadership or leadership development	☐	☐	☐	☐	☐
f. Designing a curriculum	☐	☐	☐	☐	☐
g. Multiculturalism or diversity	☐	☐	☐	☐	☐
h. Handling student discipline	☐	☐	☐	☐	☐
i. Evaluating teachers	☐	☐	☐	☐	☐
j. Leading classroom instruction	☐	☐	☐	☐	☐
k. The history of education	☐	☐	☐	☐	☐
l. Educating for democracy or democratic values	☐	☐	☐	☐	☐
m. Creating a safe school environment	☐	☐	☐	☐	☐
n. Handling interpersonal issues among staff	☐	☐	☐	☐	☐
o. Working with parents and community members	☐	☐	☐	☐	☐
p. Fundraising	☐	☐	☐	☐	☐
q. Hiring and firing staff	☐	☐	☐	☐	☐
r. Legal issues in education	☐	☐	☐	☐	☐
s. Working with the teachers' union	☐	☐	☐	☐	☐

Support

Think about who you turn to the MOST for help with the following.

	Who is this person?	How do you communicate with this person?	How satisfied are you with the level of information you get?
a. Improving curriculum or instruction			
b. Hiring, retention, or dismissal of teachers			
c. Policies and regulations			

If you could turn to ONE other person in YOUR SCHOOL for advice or assistance in how to handle an on-the-job problem or challenge, who would that person be?

Name of Person:

Person's Position/Role:

WHY is the person particularly helpful to you? (e.g., What personal qualities, experience, resources or knowledge does s/he possess which

you value?)

If you could turn to ONE other person in the DISTRICT (outside your school) for advice or assistance in how to handle an on-the-job problem or challenge, who would that person be?

Name of Person:

Person's Position/Role:

WHY is the person particularly helpful to you? (e.g., What personal qualities, experience, resources or knowledge does s/he possess which you value?)

Preferences

If you could work at ANY SCHOOL IN THE DISTRICT other than the one you are currently in, what would be your top three choices (in order of preference)?

First Choice School:

Second Choice School:

Third Choice School:

Consider your FIRST choice school (not including your own) and describe what about that school is particularly appealing to you.

Is there another district that you would prefer to work in?

☐ Yes (please specify):

☐ No

Satisfaction and Future Plans

To what extent are/were you generally SATISFIED with each of the following?

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	N/A
a. Being an assistant principal	☐	☐	☐	☐	☐	☐	☐
b. Being an assistant principal at your current school	☐	☐	☐	☐	☐	☐	☐
c. Your performance as an assistant principal at your current school	☐	☐	☐	☐	☐	☐	☐
d. Being a teacher	☐	☐	☐	☐	☐	☐	☐
e. Your performance as a teacher	☐	☐	☐	☐	☐	☐	☐

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

	Yes	No
a. Be a principal	☐	☐
b. Be a classroom teacher	☐	☐
c. Work in a school in another role (e.g., curriculum specialist, instructional coach, counselor)	☐	☐
d. Work in the district office	☐	☐
e. Work in education, outside of K-12 schools (e.g., educational entrepreneur, researcher, professor)	☐	☐
f. Leave education temporarily (e.g., sabbatical, child-rearing)	☐	☐
g. Pursue a career outside of education	☐	☐
h. Stay in education but not in MPS	☐	☐
i. None of the above - I plan to remain an assistant principal until I retire	☐	☐