

Introduction

2011 School Leadership Practices Survey
for
Kansas City, Missouri School District (KCMSD)

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

CONFIDENTIALITY: The individual data the researchers gather from this survey will not be provided to the KCMSD central office by the Stanford/University of Missouri research team. Only aggregated summary information will be reported to the district.

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

Completing the survey indicates your consent to participate. 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!

Background

Background

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

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

For how many years were you a VICE PRINCIPAL, INSTRUCTIONAL COACH, or OTHER NON-TEACHING LEADER ...

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

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

Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Post High-School
☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Your Role As a School Leader

Your Role as a School Leader

We are interested in what you do as a school leader. Please think carefully about each of the following.

How EFFECTIVE do you consider yourself to be in the following LEADERSHIP TASKS?

	Not Effective	A Little Effective	Somewhat Effective	Quite Effective	Very Effective	Extremely Effective
Informally coaching teachers to improve their teaching	☐	☐	☐	☐	☐	☐
Using assessment results for program evaluation and development	☐	☐	☐	☐	☐	☐
Managing non-instructional staff	☐	☐	☐	☐	☐	☐
Developing relationships with staff and students	☐	☐	☐	☐	☐	☐
Preparing or conducting classroom visits / walk-throughs	☐	☐	☐	☐	☐	☐
Fulfilling Special Education requirements (e.g., meetings with parents and lawyers)	☐	☐	☐	☐	☐	☐
Working with local community members or organizations	☐	☐	☐	☐	☐	☐
Managing student discipline	☐	☐	☐	☐	☐	☐
Communicating with the district office to obtain resources (initiated by you)	☐	☐	☐	☐	☐	☐
Managing school budgets and resources	☐	☐	☐	☐	☐	☐
Hiring personnel	☐	☐	☐	☐	☐	☐
Planning or facilitating professional development for teachers	☐	☐	☐	☐	☐	☐
Managing schedules for the school (e.g., master schedules, scheduling rooms)	☐	☐	☐	☐	☐	☐
Managing student services (e.g., attendance records, reporting, student activities)	☐	☐	☐	☐	☐	☐
Maintaining campus facilities	☐	☐	☐	☐	☐	☐
Counseling staff and students	☐	☐	☐	☐	☐	☐

Teacher Hiring

Teacher Hiring and Retention

During the current (2010-2011) school year, was **HIRING GOOD TEACHERS** a challenge for the school you work in? (Check only one.)

- ☐ Generally, yes
- ☐ Yes, but only for certain positions (please specify):

- ☐ No, I have no problem hiring teachers

During the current (2010-2011) school year, what level of **DISCRETION** have you had over **HIRING** teachers at your school? (Check only one.)

- ☐ Complete Discretion - I could hire whomever I would like.
- ☐ Complete (but Unofficial) Discretion - I feel that I could hire whomever I would liked because I knew how to work around the official system.
- ☐ Partial Discretion - I could hire whomever I liked from a list of teachers provided by the district office.
- ☐ Limited Discretion - The district office placed teachers at my school but I could object to a placement.
- ☐ No Discretion - I had no say in whom the district office placed at my school.
- ☐ Other (please explain):

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

Yes

No

a. Was this teacher hired after the school year began?	☐	☐
b. Did this teacher transfer from another school in the district	☐	☐
c. Did this teacher have any prior teaching experience?	☐	☐
d. Was there more than one applicant for the vacant position?	☐	☐
e. Did you attend a job fair to recruit for this position?	☐	☐
f. Did you interview the applicant(s)?	☐	☐
g. Did the applicant(s) perform a sample lesson?	☐	☐
h. Did you consider what teacher preparation program the teacher graduated from in making your decision?	☐	☐
i. Were any current teachers officially involved in the hiring process?	☐	☐
j. Do you believe more qualified applicants for this position were available than the person hired?	☐	☐
k. Have you been satisfied with this teacher's performance?	☐	☐

During the current (2010-2011) school year, was RETAINING GOOD TEACHERS a challenge for the school you worked in? (Check only one.)

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

In your efforts to retain teachers at your school, to what extent have you FOCUSED your efforts on SPECIFIC teachers that you really want to keep?

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

Have you used any of the following practices this past year as part of a strategic effort to keep a good teacher at your school? (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): _____ |

During the current (2010-2011) school year, what was the most important obstacle to RETAINING GOOD TEACHERS at your school? (please specify)

Supporting Instruction

Supporting Instruction

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.)

- a. Unscheduled classroom walk-throughs
- b. Targeted observations of specific teachers
- c. Discussions with teacher about what happens in the classroom
- d. Monitoring student performance data
- e. Reviewing student work
- f. Reports from other school leaders (e.g., AP, coach, teacher mentor)
- g. Reports from students
- h. Reports from parents
- i. Reports from other teachers
- j. Formal evaluation process

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

How frequently do TEACHERS IN YOUR SCHOOL review assessment data (e.g., department-wide common assessments, standardized tests)?

	Never	A Few Times a Year	Every 6 to 8 Weeks	Every 3 to 5 Weeks	Weekly
a. Independently	☐	☐	☐	☐	☐
b. With teachers in their grade level	☐	☐	☐	☐	☐
c. With teachers across grade levels	☐	☐	☐	☐	☐
d. With instructional coach	☐	☐	☐	☐	☐
e. With you	☐	☐	☐	☐	☐
f. With a vice principal	☐	☐	☐	☐	☐
g. With someone from the central office	☐	☐	☐	☐	☐

How frequently do YOU review assessment data (e.g., department-wide common assessments, standardized tests)?

	Never	A Few Times a Year	Every 6 to 8 Weeks	Every 3 to 5 Weeks	Weekly
a. Independently	☐	☐	☐	☐	☐
b. With teachers in their grade level	☐	☐	☐	☐	☐
c. With teachers across grade levels	☐	☐	☐	☐	☐
d. With instructional coach	☐	☐	☐	☐	☐
e. With a vice principal	☐	☐	☐	☐	☐
f. With someone from the central office	☐	☐	☐	☐	☐

For how many students have you done the following this school year?

	None	<10 Students	10-20 Students	21-30 Students	31-40 Students	>40 Students
a. Visited the student's home	☐	☐	☐	☐	☐	☐
b. When a student performed poorly, you informed his/her parents.	☐	☐	☐	☐	☐	☐
c. When a student performed poorly, you talked with his/her parents about ways they could help their child learn.	☐	☐	☐	☐	☐	☐
b. When a student performed better than usual, you informed his/her parents.	☐	☐	☐	☐	☐	☐

Who in your school is responsible for observing the instruction of individual teachers and giving feedback? [Please mark all that apply.]

- ☐ Myself
- ☐ Vice Principal(s)
- ☐ Instructional Coach
- ☐ Department Chairs
- ☐ Grade/subject lead teachers
- ☐ Other (please specify):

Who in your school is responsible for initiating and coordinating the progress of specific instructional improvement activities? [Please mark all that apply.]

- ☐ Myself
 - ☐ Vice Principal(s)
 - ☐ Instructional Coach
 - ☐ Department Chairs
 - ☐ Grade/subject lead teachers
 - ☐
-

Who in your school is responsible for examining and discussing data on students' academic performance? [Please mark all that apply.]

- ☐ Myself
 - ☐ Vice Principal(s)
 - ☐ Instructional Coach
 - ☐ Department Chairs
 - ☐ Grade/subject lead teachers
 - ☐
-

How often do you meet with your team of instructional leaders as a group? (Check only one.)

- ☐ We don't meet as a group
- ☐ Once or twice per year
- ☐ Quarterly
- ☐ Monthly
- ☐ About every two weeks
- ☐ Weekly or more
- ☐ N/A - My school does not have a team of instructional leaders

Managing School Resources

Managing School Resources

Do district and state policies allow you enough flexibility over school resources (choosing teachers, choosing support staff, allocating school budgets/ materials) to pursue your goals?

- ☐ No, I need more flexibility to be successful
- ☐ Yes, but more flexibility would help me a lot
- ☐ Yes, but more flexibility would help me a little
- ☐ Yes, I do not need additional flexibility

In what area of school resources would additional flexibility from state/district policies be MOST helpful?

|

Does district and state funding for schools provide your school with enough resources (teaching positions, support service positions, materials) to pursue your goals?

- ☐ No, I need more resources to be successful
- ☐ Yes, but more resources would help me a lot

- ☐ Yes, but more resources would help me a little
- ☐ Yes, I do not need additional resources

In what area would additional resources for your school be MOST helpful?

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In your current position, have you pursued outside funding for your school from any of the following sources? (Check all that apply.)

- ☐ Foundations
- ☐ Competitive state or federal grants
- ☐ Individual benefactors
- ☐ Community organizations
- ☐ Local businesses
- ☐ Corporations

Have you received resources from any of these sources? (Check all that apply.)

- ☐ Foundations
- ☐ Competitive state or federal grants
- ☐ Individual benefactors
- ☐ Community organizations
- ☐ Local businesses
- ☐ Corporations

Please describe these resources you received.

Professional Development and District Support

Supports for Your Work

Thinking about the PROFESSIONAL DEVELOPMENT activities you participated in over the last 12 months, how USEFUL did you find the following to improving your effectiveness as a principal?

	Very Useful	Useful	A Little Useful	Not Useful	N/A - Did not participate in this type of PD
a. University course(s) related to your role as principal that were part of a formal degree program	☐	☐	☐	☐	☐
b. University course(s) related to your role as principal that were NOT part of a formal degree program	☐	☐	☐	☐	☐
c. Visits to other schools designed to improve your own work as principal	☐	☐	☐	☐	☐
d. Working WITH a mentor/coach as part of a formal arrangement that is recognized or supported by your school district	☐	☐	☐	☐	☐
e. Working AS a mentor/coach to another principal as part of a formal arrangement that is recognized or supported by your school district	☐	☐	☐	☐	☐
f. Participating in a principal network (e.g., a group of principals organized by an outside agency or through the Internet)	☐	☐	☐	☐	☐
g. Attending stand-alone workshops related to specific aspects of your job as principal	☐	☐	☐	☐	☐

h. Attending a training series related to specific aspects of your job as a principal	☐	☐	☐	☐	☐
i. Attending conferences	☐	☐	☐	☐	☐

Please describe the degree of support you receive from KCMSD Central Office in the following areas:

	None, but I do not require this support	None, but I would like this support	A little support	Some support	A lot of support
a. Building a leadership team within your school	☐	☐	☐	☐	☐
b. Human resource issues (hiring, removing, or training teachers)	☐	☐	☐	☐	☐
c. Improving instruction	☐	☐	☐	☐	☐
d. Selecting professional development for your staff	☐	☐	☐	☐	☐
e. Long-range strategic planning	☐	☐	☐	☐	☐
f. Managing school budgets	☐	☐	☐	☐	☐
g. Managing school operations	☐	☐	☐	☐	☐
h. Encouraging parent involvement	☐	☐	☐	☐	☐
i. Fundraising	☐	☐	☐	☐	☐
j. Providing academic and social support for students	☐	☐	☐	☐	☐
k. Building a culture of achievement	☐	☐	☐	☐	☐
l. Improving college counseling	☐	☐	☐	☐	☐
m. Other (please specify): _____	☐	☐	☐	☐	☐

Challenges to School Improvement

Challenges to School Improvement

Below are several factors that could be considered “roadblocks” that prevent a school from improving. Please indicate the extent to which each of the following was a factor in preventing your school from improving during the 2010-2011 school year:

	Not a Factor	Somewhat of a Factor	A Factor	A Serious Factor
a. Pressure to constantly adapt new programs	☐	☐	☐	☐
b. Pressure to get test scores up quickly	☐	☐	☐	☐
c. Pressure to obtain external funds	☐	☐	☐	☐
d. Pressure to reduce school expenditures	☐	☐	☐	☐
e. Pressure to comply with state and federal regulations	☐	☐	☐	☐
f. Teachers lack knowledge and skills	☐	☐	☐	☐
g. Teachers do not put forth enough effort	☐	☐	☐	☐
h. Teacher turnover	☐	☐	☐	☐
i. Difficulty hiring effective teachers	☐	☐	☐	☐
j. Difficulty removing ineffective teachers	☐	☐	☐	☐
k. Lack of support from central office	☐	☐	☐	☐
l. Central office expectations unclear	☐	☐	☐	☐
m. Poor relationship between school and central office leadership	☐	☐	☐	☐
n. Lack of support from the school's community	☐	☐	☐	☐
o. Social problems in the school's community (e.g., poverty, gangs)	☐	☐	☐	☐
p. Racial/ethnic tensions in the school's community	☐	☐	☐	☐
q. Negative stereotypes about the school's community	☐	☐	☐	☐
r. Mistrust between teachers and parents	☐	☐	☐	☐
s. Parents apathetic about their children	☐	☐	☐	☐
t. Students come to school unprepared to learn	☐	☐	☐	☐
u. Students apathetic about school	☐	☐	☐	☐

	☐	☐	☐	☐
v. Restrictions created by the union or collective bargaining agreement	☐	☐	☐	☐
w. Other (please specify): _____	☐	☐	☐	☐

Among the factors you chose in the last question, which do your current school need to address **THE MOST** in order to improve?

	Need to address FIRST MOST (choose only one in this column)	Need to address SECOND MOST (choose only one in this column)	Need to address THIRD MOST (choose only one in this column)
a. Pressure to constantly adapt new programs	☐	☐	☐
b. Pressure to get test scores up quickly	☐	☐	☐
c. Pressure to obtain external funds	☐	☐	☐
d. Pressure to reduce school expenditures	☐	☐	☐
e. Pressure to comply with state and federal regulations	☐	☐	☐
f. Teachers lack knowledge and skills	☐	☐	☐
g. Teachers do not put forth enough effort	☐	☐	☐
h. Teacher turnover	☐	☐	☐
i. Difficulty hiring effective teachers	☐	☐	☐
j. Difficulty removing ineffective teachers	☐	☐	☐
k. Lack of support from central office	☐	☐	☐
l. Central office expectations unclear	☐	☐	☐
m. Poor relationship between school and central office leadership	☐	☐	☐
n. Lack of support from the school's community	☐	☐	☐
o. Social problems in the school's community (e.g., poverty, gangs)	☐	☐	☐
p. Racial/ethnic tensions in the school's community	☐	☐	☐
q. Negative stereotypes about the schools community	☐	☐	☐
r. Mistrust between teachers and parents	☐	☐	☐
s. Parents apathetic about their children	☐	☐	☐
t. Students come to school unprepared to learn	☐	☐	☐
u. Students apathetic about school	☐	☐	☐
v. Restrictions created by the union or collective bargaining agreement	☐	☐	☐
w. Other (specified above)	☐	☐	☐

Right-Sizing

KCMSD "Right-Sizing"

The following question asks about the district's "right-sizing" plan, which resulted in the closure of schools prior to this school year.

To what extent do you agree or disagree with each of the following statements about the district's "right-sizing" plan?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Right-sizing was necessary for KCMSD.	☐	☐	☐	☐
b. KCMSD will ultimately be better off as a result of right-sizing.	☐	☐	☐	☐
c. The general sentiment among staff in my current school regarding right-sizing is positive.	☐	☐	☐	☐
d. The general sentiment among parents of students in my current school regarding right-sizing is positive.	☐	☐	☐	☐
e. This school year has been more difficult than previous years because of right-sizing.	☐	☐	☐	☐

Which of the following were important implementation difficulties in this first year following right-sizing FOR YOUR SCHOOL?

Then, how well would you say each one was handled by the leadership team in your school and by the central district administration?

	Important Difficulty?				Handled well by school leadership team ?				Handled well by district administration ?			
	Not Important	Somewhat Important	Important	Very Important	Not Handled Well	Handled Somewhat Well	Handled Well	Handled Very Well	Not Handled Well	Handled Somewhat Well	Handled Well	Handled Very Well
a. Coordinating transportation for students at this school	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
b. Confusion over whether some students should be attending this school or not	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
c. Student or parent dissatisfaction with students being assigned to this school	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
d. Transfers of students INTO this school after the school year started	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
e. Transfers of students OUT OF this school after the school year started	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
f. Transfers of teachers into or out of this school after the school year started	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
g. Teacher dissatisfaction with being assigned to this school	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
h. Shuffling of teachers' class assignments within the school after the school year started	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
i. Overcrowding of classroom space in this school	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
j. Overcrowding of non-classroom space in this school	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
k. Communication with parents in this school	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

In the **SHORT TERM** (i.e., in the next 1-2 years), right-sizing is likely to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Make schools easier to staff with good teachers.	☐	☐	☐	☐
b. Positively impact student discipline.	☐	☐	☐	☐
c. Positively impact student achievement.	☐	☐	☐	☐
d. Increase parent involvement in schools.	☐	☐	☐	☐
e. Help the district target resources where they are needed most.	☐	☐	☐	☐

In the **LONG TERM** (i.e., 5 or more years from now), right-sizing is likely to...

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Make schools easier to staff with good teachers.	☐	☐	☐	☐
b. Positively impact student discipline.	☐	☐	☐	☐
c. Positively impact student achievement.	☐	☐	☐	☐
d. Increase parent involvement in schools.	☐	☐	☐	☐
e. Help the district target resources where they are needed most.	☐	☐	☐	☐

Changes this School Year

Addressing Challenges in Your School This Year

Thinking back on the beginning of this school year, to what extent was each of the following a significant challenge for your school to address to promote school improvement?

	Not a Significant Challenge	Somewhat of a Significant Challenge	A Significant Challenge	A Very Significant Challenge
a. Students lacking basic skills in literacy	☐	☐	☐	☐
b. Students lacking basic skills in mathematics	☐	☐	☐	☐
c. Students lacking critical thinking skills	☐	☐	☐	☐

	☐	☐	☐	☐
d. Students apathetic about school	☐	☐	☐	☐
e. Students exhibiting disruptive behavior	☐	☐	☐	☐
f. Poor student MAP performance in communication arts	☐	☐	☐	☐
g. Poor student MAP performance in mathematics	☐	☐	☐	☐
h. Students often late to school	☐	☐	☐	☐
i. Students often absent from school	☐	☐	☐	☐
j. Teachers lacking instructional knowledge and skills	☐	☐	☐	☐
k. Teachers not putting forth enough effort	☐	☐	☐	☐
l. Teachers having difficulty working together	☐	☐	☐	☐
m. Teachers not buying into school mission	☐	☐	☐	☐
n. Teachers dissatisfied with school working conditions	☐	☐	☐	☐
o. Teachers often absent from school	☐	☐	☐	☐
p. Parents apathetic about school	☐	☐	☐	☐
q. Parents not involved in school	☐	☐	☐	☐
r. Parents having low expectations for student performance	☐	☐	☐	☐
s. Parents unhelpful in addressing student discipline	☐	☐	☐	☐
t. School environment unsafe	☐	☐	☐	☐
u. School facilities in need of maintenance	☐	☐	☐	☐
v. Classrooms overcrowded	☐	☐	☐	☐

Among the challenges listed in the previous question, which three have you MOST focused your attention on addressing during this school year?

	Focused on FIRST MOST (choose only one in this column)	Focused on SECOND MOST (choose only one in this column)	Focused on THIRD MOST (choose only one in this column)
a. Students lacking basic skills in literacy	☐	☐	☐
b. Students lacking basic skills in mathematics	☐	☐	☐
c. Students lacking critical thinking skills	☐	☐	☐
d. Students apathetic about school	☐	☐	☐
e. Students exhibiting disruptive behavior	☐	☐	☐
f. Poor student MAP performance in communication arts	☐	☐	☐
g. Poor student MAP performance in mathematics	☐	☐	☐
h. Students often late to school	☐	☐	☐
i. Students often absent from school	☐	☐	☐
j. Teachers lacking instructional knowledge and skills	☐	☐	☐
k. Teachers not putting forth enough effort	☐	☐	☐
l. Teachers having difficulty working together	☐	☐	☐
m. Teachers not buying into school mission	☐	☐	☐
n. Teachers dissatisfied with school working conditions	☐	☐	☐
o. Teachers often absent from school	☐	☐	☐
p. Parents apathetic about school	☐	☐	☐
q. Parents not involved in school	☐	☐	☐
r. Parents having low expectations for student performance	☐	☐	☐
s. Parents unhelpful in addressing student discipline	☐	☐	☐
t. School environment unsafe	☐	☐	☐
u. School facilities in need of maintenance	☐	☐	☐
v. Classrooms overcrowded	☐	☐	☐

Among the challenges listed in the two previous questions, which three has your school MADE THE MOST PROGRESS in addressing or improving during this school year?

	Focused on FIRST MOST (choose only one in this column)	Focused on SECOND MOST (choose only one in this column)	Focused on THIRD MOST (choose only one in this column)
--	---	--	---

a. Students lacking basic skills in literacy	☐	☐	☐
b. Students lacking basic skills in mathematics	☐	☐	☐
c. Students lacking critical thinking skills	☐	☐	☐
d. Students apathetic about school	☐	☐	☐
e. Students exhibiting disruptive behavior	☐	☐	☐
f. Poor student MAP performance in communication arts	☐	☐	☐
g. Poor student MAP performance in mathematics	☐	☐	☐
h. Students often late to school	☐	☐	☐
i. Students often absent from school	☐	☐	☐
j. Teachers lacking instructional knowledge and skills	☐	☐	☐
k. Teachers not putting forth enough effort	☐	☐	☐
l. Teachers having difficulty working together	☐	☐	☐
m. Teachers not buying into school mission	☐	☐	☐
n. Teachers dissatisfied with school working conditions	☐	☐	☐
o. Teachers often absent from school	☐	☐	☐
p. Parents apathetic about school	☐	☐	☐
q. Parents not involved in school	☐	☐	☐
r. Parents having low expectations for student performance	☐	☐	☐
s. Parents unhelpful in addressing student discipline	☐	☐	☐
t. School environment unsafe	☐	☐	☐
u. School facilities in need of maintenance	☐	☐	☐
v. Classrooms overcrowded	☐	☐	☐

Alternative Compensation

Pay for Performance

In 2010, KCMSD received a federal grant to fund the PIONEER Program, which is a pay-for performance program awarding eligible teachers and principals with differential compensation based on a combination of criteria, including student performance gains, established by the district.

In answering the questions below, we would like you to consider a pay-for-performance plan in which principals can receive a bonus of up to \$10,000 per year for (1) demonstrating student MAP performance gains in their schools and (2) receiving positive formal performance evaluations from the central administration.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The opportunity to participate in this pay-for-performance plan would increase the probability that I would remain a principal in KCMSD.	☐	☐	☐	☐
b. The opportunity to participate in this pay-for-performance plan would increase the number of qualified individuals seeking to become principals in KCMSD.	☐	☐	☐	☐
c. Such a pay-for-performance plan would affect my preferences for WHICH SCHOOL I work in within KCMSD.	☐	☐	☐	☐
d. I think I would change the choices I make in leading my school as a result of such a pay-for-performance plan.	☐	☐	☐	☐
e. I would prefer such a pay-for-performance plan to the current principal compensation system.	☐	☐	☐	☐
f. I think that such a pay-for-performance plan would be fair to me.	☐	☐	☐	☐
g. I think I would change how I allocate my time as a result of such a pay-for-performance plan.	☐	☐	☐	☐
h. I think student performance would improve as the result of such a pay-for-performance plan.	☐	☐	☐	☐
i. I am in favor of moving to such a pay-for-performance plan for principals in KCMSD.	☐	☐	☐	☐

Suppose the above pay-for-performance plan was implemented in KCMSD for the current (2010-2011) school year. Assuming for the moment that you participated in the pay-for-performance plan, of the possible \$10,000 performance bonus, how much do you think you would receive for this year?

Suppose the pay-for-performance plan was implemented for NEXT year (2011-2012) and you got to choose what percentage of the \$10,000 bonus came from student MAP performance gains and what percentage came from your formal performance evaluation from the central administration. What percentage would you allocate to each piece? (Total must sum to 100%).

Percentage allocated to student MAP performance gains in my school	0	%
Percentage allocated to my performance evaluation from the central administration	0	%
Total	0	%

Satisfaction and Future Plans

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

	Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	N/A
a. Being a principal	☐	☐	☐	☐	☐
b. Being a principal at your current school	☐	☐	☐	☐	☐
c. Your performance as a 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 classroom teacher	☐	☐
b. Work in a school in another role (e.g., curriculum specialist, instructional coach, counselor)	☐	☐
c. Work in the district (central) office	☐	☐
d. Work in education, outside of K-12 schools (e.g., educational entrepreneur, researcher, professor)	☐	☐
e. Leave education temporarily (e.g., sabbatical, child-rearing)	☐	☐
f. Pursue a career outside of education	☐	☐
g. Stay in education but not in KCMSD	☐	☐
h. None of the above - I plan to remain a principal until I retire.	☐	☐

MLQ

Your Leadership Style

Please think carefully about how frequently each statement fits YOU.

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

Based on the Multifactor Leadership Questionnaire © 1995 by Bernard Bass and Bruce Avolio. All rights reserved. Mind Garden, Inc. (www.mindgarden.com)

	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.
- 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.

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

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

- 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).

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

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

- 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.

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

For Research Purposes Only

ADDITIONAL QUESTIONS

The purpose of the remainder of this survey is to learn about your support systems and human resource management practices.

We recognize that some of these questions ask for sensitive information (e.g., the names of individuals). Stanford researchers are the only ones who will see your responses. We will not report ANY information on individuals back to the district.

We would appreciate your being as honest as possible in responding to these questions.

Your Supports

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 PRINCIPAL IN YOUR DISTRICT for advice or assistance in how to handle an on-the-job problem or challenge, who would that person be?

Name of Principal:

Principal's School:

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 PERSON IN THE DISTRICT OFFICE 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 Department or Title:

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 PERSON IN THE COMMUNITY 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 Organization and Job Title:

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

Teachers

In answering the following questions, please consider all the teachers in your current school.

In transitioning into the next school year, what percentage of the teaching staff IN YOUR CURRENT SCHOOL would you like to keep with you next year?

- ☐ less than 10%
- ☐ 10% to 25%
- ☐ 25% to 50%
- ☐ 50% to 75%
- ☐ 75% to 90%
- ☐ 90% to 100%

Think about the three teachers IN YOUR CURRENT SCHOOL that you would MOST like to continue working with next year. Who are those people, ranked from first to third?

Name of First Choice _____

Grade level / subject area of First Choice _____

Name of Second Choice _____

Grade level / subject area of Second Choice _____

Name of Third Choice _____

Grade level / subject area of Third Choice _____

Think about the first choice teacher you named in the last question. Which of the following statements describes that teacher?

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
a. Is an excellent instructor	☐	☐	☐	☐	☐	☐
b. Teaches in a grade or subject that I would have a hard time filling	☐	☐	☐	☐	☐	☐
c. Is popular among students	☐	☐	☐	☐	☐	☐
d. Puts forth extra effort	☐	☐	☐	☐	☐	☐
e. Is a "team player"	☐	☐	☐	☐	☐	☐
f. Coordinates his/her instruction with other teachers	☐	☐	☐	☐	☐	☐
g. Is vocal in faculty meetings	☐	☐	☐	☐	☐	☐
h. Is a leader in the school	☐	☐	☐	☐	☐	☐
i. Is someone I consider a friend	☐	☐	☐	☐	☐	☐
j. Graduated from a strong teacher preparation program	☐	☐	☐	☐	☐	☐
k. Consistently arrives early for work	☐	☐	☐	☐	☐	☐
l. Shares his/her instructional knowledge with other teachers	☐	☐	☐	☐	☐	☐
m. Works closely with parents	☐	☐	☐	☐	☐	☐
n. Says "yes" when I ask something extra of him/her	☐	☐	☐	☐	☐	☐
o. Often stays after regular school hours to work with students	☐	☐	☐	☐	☐	☐

Of these characteristics, which are the MOST IMPORTANT considerations in your choice of this teacher to carry over with you to the next school year?

- ☐ a. Is an excellent instructor
- ☐ b. Teaches in a grade or subject that I would have a hard time filling
- ☐ c. Is popular among students
- ☐ d. Puts forth extra effort
- ☐ e. Is a "team player"
- ☐ f. Coordinates his/her instruction with other teachers
- ☐ g. Is vocal in faculty meetings
- ☐ h. Is a leader in the school
- ☐ i. Is someone I consider a friend
- ☐ j. Graduated from a strong teacher preparation program
- ☐ k. Consistently arrives early for work

- ☐ l. Shares his/her instructional knowledge with other teachers
- ☐ m. Works closely with parents
- ☐ n. Says "yes" when I ask something extra of him/her
- ☐ o. Often stays after regular school hours to work with students