

# Survey of M-DCPS Principals

## Survey of M-DCPS Principals

### About the Survey

This survey of M-DCPS principals is part of a joint effort by M-DCPS and researchers from Stanford University to better understand school and district leadership, particularly the responsibilities and preferences of school principals. This questionnaire asks about your school, how leadership responsibilities are distributed at your school, how effective you believe you are at particular tasks, how you use informal classroom observations, and your preferences for different types of schools.

### Protecting Your Privacy

Filling out this survey will take about 10-15 minutes (thirty-nine questions) 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).

**NOTES ABOUT SURVEY:** The progress bar at the top of each pages tells you what percentage of the survey you have completed. You can interrupt the survey part-way through (by closing the window) and restart it later using the same link provided in the invitation email. The survey will pick up where it was last left off. Your responses will not be submitted until you click "Done" on the last page of the survey after the open-ended question.

Thanks for your participation!

## Your School

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## 1. How much do you agree or disagree with the following statements as they pertain to your school?

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I have the skills and knowledge to work with teachers on instruction.	100	100	100	100
b. I have time to work with teachers on instruction.	100	100	100	100
c. Other leaders at this school (e.g., AP, department heads) have the skills and knowledge to work with teachers on instruction.	100	100	100	100
d. Other leaders at this school have time to work with teachers on instruction.	100	100	100	100
e. Teachers at this school have the skills and knowledge for effective instruction.	100	100	100	100
f. Teachers at this school have time to work on instructional improvement.	100	100	100	100
g. Teachers at this school are willing to work with each other on instructional improvement.	100	100	100	100
h. Teachers at this school feel free to share the instructional problems they face in the classroom with me.	100	100	100	100
i. Teachers at this school feel free to share the instructional problems they face in the classroom with each other.	100	100	100	100
j. Teachers at this school demonstrate a willingness to implement change in their classrooms.	100	100	100	100
k. There are teachers at this school who actively resist instructional change.	100	100	100	100
l. There are sufficient materials available to support instruction (e.g., textbooks, computers) at this school.	100	100	100	100
m. I am given sufficient autonomy by the regional center.	100	100	100	100
n. I am given sufficient autonomy by the central office.	100	100	100	100
o. The regional center provides support for improvements at this school (e.g., materials, professional development).	100	100	100	100
p. The central office provides support for improvements at this school (e.g., materials, professional development).	100	100	100	100
q. The regional center distracts me from pursuing my goals for this school.	100	100	100	100
r. The central office distracts me from pursuing my goals for this school.	100	100	100	100

## Your Role as the Principal

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## 2. To what extent do you do the following in your role as a principal of your current school?

	Not at All	To a Little Extent	To Some Extent	To a Great Extent
a. I initiate bold changes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I encourage creativity in my staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I closely manage the workings of the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I model an intensive work effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I employ participative decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I insist on a focus on improving student outcomes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I ensure that all teachers know the rules and expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I freely share my own mistakes with teachers at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 3. Rank the following four roles based upon how much emphasis you put on them in your job as a principal.

	1st (Most Emphasis)	2nd	3rd	4th (Least Emphasis)
COMMUNITY BUILDER - Focuses on creating a positive community within the school by emphasizing human interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
INTERNAL STABILIZER - Focuses on stabilizing internal school operations so the school functions well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EXTERNAL GOAL MEDIATOR - Focuses on student outcomes and external accountability in a structured, well-organized manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CHANGE FACILITATOR - Focuses on envisioning and facilitating innovation and change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 4. To what extent are you able to influence school change? (Choose one.)

- Not at all
- A little
- Somewhat
- A lot

## Job Appeal

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## 5. How appealing are the following aspects of your current job as a principal?

	Very Unappealing	Unappealing	Neither Unappealing Nor Appealing	Appealing	Very Appealing
a. Work hours required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Job security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Autonomy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Perceived status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Responsibility for student achievement gains	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Influencing school change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Working with district regional and central offices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Number of different tasks and responsibilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Tasks related to being an Administrative Leader (e.g., managing resources, managing schedules)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Tasks related to being an Instructional Leader (e.g., coaching teachers to improve instruction, planning or facilitating professional development)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Tasks related to being a Relationship Builder (e.g., developing relationships with students, working with local community members or organizations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Informal Classroom Observations

### 6. On average, how often do you INFORMALLY observe classrooms? (Choose one.)

**[Note: Informal observations are non-required visits to classrooms – they do not include formal observations such as those required for the IPEGS or PACES.]**

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

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## 7. How long do you usually spend in a classroom for these INFORMAL observations? (Choose one.)

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

## 8. How often do the following statements characterize your INFORMAL classroom observations? (Skip this question if you never informally observe classrooms.)

	Never or Rarely	Sometimes	Usually	Always
a. When I conduct informal classroom observations, students continue with their work as if I were not there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. When I conduct informal classroom observations, teachers continue with their work as if I were not there.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I conduct informal classroom observations to help monitor student discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I conduct informal classroom observations 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 observations to learn about teacher behaviors.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I conduct informal classroom observations to learn about student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I conduct informal classroom observations to learn about teacher and student interactions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I conduct informal classroom observations 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 observations, 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 observations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Teachers view informal classroom observations as opportunities for professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Your Job as a Principal

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

- Your principal
- Your assistant principal when (if) you were a teacher
- Another assistant principal at your school when (if) you were an AP
- Teacher at your school
- Principal, AP, or teacher at another school
- Someone in your Regional Center
- Someone in the Central Office
- Parent at your school
- Community member who is not a parent
- None of the above

Other (please specify)

## 10. In the 2007-08 school year...

- a. How many teachers have you worked with intensively to improve their instructional practice?
- b. How many teachers have you encouraged or asked to leave your school?
- c. Of the teachers that you have encouraged or asked to leave, how many do you anticipate will not return to your school next year?
- d. How many teachers have you encouraged to become an assistant principal or principal?

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

## 12. How does the number of hours you typically work as a principal compare to when you were a teacher? (Choose one.)

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

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**13. How does the number of hours you typically work as a principal compare to when you were an assistant principal? (Choose one.)**

- Substantially More
- More
- About the Same
- Less
- N/A (I have never been an assistant principal.)

**14. How many assistant principal(s) do you have? (Choose one.)**

- None
- 1
- 2
- 3
- 4
- 5

### Job Tasks - A (Distribution of Responsibility)

This is the first of two sets of questions about the same list of job tasks.

In A (Questions 15-20), we are interested in the distribution of the responsibility for job tasks between you and other leaders in your school.

In B (Questions 21-26), we are interested in how effective you think you are (or would be) at completing these same tasks.

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**15. Of what goes on in your school, how much of the following tasks are your responsibility as opposed to the responsibility of other leaders in your school?**

**[Note: If you have a co-principal or assistant principal(s), please answer this question with them in mind as the other school leaders. If you have neither a co-principal nor an AP, please answer this question with teacher leaders in mind as the other school leaders.]**

## MANAGEMENT

	Completed Solely by Other Leaders	Completed Mostly by Other Leaders	Shared Between Other Leaders and Myself	Completed Mostly by Me	Completed Solely by Me
a. Managing budgets, resources	jñ	jñ	jñ	jñ	jñ
b. Hiring personnel	jñ	jñ	jñ	jñ	jñ
c. Dealing with concerns from staff	jñ	jñ	jñ	jñ	jñ
d. Managing non-instructional staff	jñ	jñ	jñ	jñ	jñ
e. Utilizing school meetings (e.g., School Site Council, committees, staff meetings) to enhance school goals	jñ	jñ	jñ	jñ	jñ
f. Utilizing district office meetings or other communications initiated by the district office to enhance school goals	jñ	jñ	jñ	jñ	jñ



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**16. Of what goes on in your school, how much of the following tasks are your responsibility as opposed to the responsibility of other leaders in your school?**

## OPERATIONS

	Completed Solely by Other Leaders	Completed Mostly by Other Leaders	Shared Between Other Leaders and Myself	Completed Mostly by Me	Completed Solely by Me
a. Fulfilling compliance requirements and paperwork (not including special education)	jq	jq	jq	jq	jq
b. Managing schedules for the school (e.g., master schedules, scheduling use of rooms)	jq	jq	jq	jq	jq
c. Maintaining campus facilities	jq	jq	jq	jq	jq
d. Developing and monitoring a safe school environment	jq	jq	jq	jq	jq
e. Managing student discipline	jq	jq	jq	jq	jq
f. Managing student services (e.g., records, reporting, activities)	jq	jq	jq	jq	jq
g. Managing student attendance-related activities	jq	jq	jq	jq	jq
h. Preparing, implementing and administering standardized tests	jq	jq	jq	jq	jq
i. Supervising students (e.g. lunch duty)	jq	jq	jq	jq	jq

**17. Of what goes on in your school, how much of the following tasks are your responsibility as opposed to the responsibility of other leaders in your school?**

## DAY-TO-DAY INSTRUCTION

	Completed Solely by Other Leaders	Completed Mostly by Other Leaders	Shared Between Other Leaders and Myself	Completed Mostly by Me	Completed Solely by Me
a. Informally coaching teachers to improve instruction or their teaching in general	jq	jq	jq	jq	jq
b. Informally talking to teachers about students not related to instruction	jq	jq	jq	jq	jq
c. Formally evaluating teachers and providing instructional feedback to support their improvement	jq	jq	jq	jq	jq
d. Fulfilling Special Education requirements (e.g., meetings with parents & lawyers, compliance)	jq	jq	jq	jq	jq
e. Preparing or conducting classroom observations / walk-throughs	jq	jq	jq	jq	jq
f. Implementing required professional development	jq	jq	jq	jq	jq
g. Using data to inform instruction	jq	jq	jq	jq	jq

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**18. Of what goes on in your school, how much of the following tasks are your responsibility as opposed to the responsibility of other leaders in your school?**

## INSTRUCTIONAL PROGRAM

	Completed Solely by Other Leaders	Completed Mostly by Other Leaders	Shared Between Other Leaders and Myself	Completed Mostly by Me	Completed Solely by Me
a. Developing a coherent educational program across the school	jn	jn	jn	jn	jn
b. Evaluating curriculum	jn	jn	jn	jn	jn
c. Using assessment results for program evaluation and development	jn	jn	jn	jn	jn
d. Planning or facilitating professional development for teachers	jn	jn	jn	jn	jn
e. Planning or facilitating professional development for prospective principals	jn	jn	jn	jn	jn
f. Releasing or counseling out teachers	jn	jn	jn	jn	jn
g. Planning or directing supplementary, after-school or summer school instruction	jn	jn	jn	jn	jn

**19. Of what goes on in your school, how much of the following tasks are your responsibility as opposed to the responsibility of other leaders in your school?**

## FOSTERING INTERNAL RELATIONSHIPS

	Completed Solely by Other Leaders	Completed Mostly by Other Leaders	Shared Between Other Leaders and Myself	Completed Mostly by Me	Completed Solely by Me
a. Developing relationships with students	jn	jn	jn	jn	jn
b. Communicating with parents	jn	jn	jn	jn	jn
c. Interacting socially with staff	jn	jn	jn	jn	jn
d. Attending school activities (sports events, plays, celebrations)	jn	jn	jn	jn	jn
e. Counseling staff about conflicts with other staff members	jn	jn	jn	jn	jn
f. Counseling students and/or parents	jn	jn	jn	jn	jn

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**20. Of what goes on in your school, how much of the following tasks are your responsibility as opposed to the responsibility of other leaders in your school?**

## BROKERING / BUILDING SUPPORT AND OBTAINING EXTERNAL RESOURCES

	Completed Solely by Other Leaders	Completed Mostly by Other Leaders	Shared Between Other Leaders and Myself	Completed Mostly by Me	Completed Solely by Me
a. Working with local community members or organizations	jñ	jñ	jñ	jñ	jñ
b. Fundraising (e.g., grant writing, bake sales)	jñ	jñ	jñ	jñ	jñ
c. Communicating with the district office to obtain resources for your school (initiated by the principal)	jñ	jñ	jñ	jñ	jñ

## Job Tasks - B (Effectiveness)

This is the same list of job tasks that you saw in A. We are now interested in how effective you think you are at being responsible for each of these (whether or not you are actually responsible for these tasks at your current school).

**21. How effective do you consider yourself to be in the following tasks?**

## MANAGEMENT

	Ineffective	A Little Effective	Effective	Very Effective
a. Managing budgets, resources	jñ	jñ	jñ	jñ
b. Hiring personnel	jñ	jñ	jñ	jñ
c. Dealing with concerns from staff	jñ	jñ	jñ	jñ
d. Managing non-instructional staff	jñ	jñ	jñ	jñ
e. Utilizing school meetings (e.g., School Site Council, committees, staff meetings) to enhance school goals	jñ	jñ	jñ	jñ
f. Utilizing district office meetings or other communications initiated by the district office to enhance school goals	jñ	jñ	jñ	jñ
g. Interacting / networking with other principals	jñ	jñ	jñ	jñ
h. Engaging in my own self-improvement / professional development	jñ	jñ	jñ	jñ

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## 22. How effective do you consider yourself to be in the following tasks?

### OPERATIONS

	Ineffective	A Little Effective	Effective	Very Effective
a. Fulfilling compliance requirements and paperwork (not including special education)	jn	jn	jn	jn
b. Managing schedules for the school (e.g., master schedules, scheduling use of rooms)	jn	jn	jn	jn
c. Managing my own personal, school-related schedule	jn	jn	jn	jn
d. Maintaining campus facilities	jn	jn	jn	jn
e. Developing and monitoring a safe school environment	jn	jn	jn	jn
f. Managing student discipline	jn	jn	jn	jn
g. Managing student services (e.g., records, reporting, activities)	jn	jn	jn	jn
h. Managing student attendance-related activities	jn	jn	jn	jn
i. Preparing, implementing and administering standardized tests	jn	jn	jn	jn
j. Supervising students (e.g. lunch duty)	jn	jn	jn	jn

## 23. How effective do you consider yourself to be in the following tasks?

### DAY-TO-DAY INSTRUCTION

	Ineffective	A Little Effective	Effective	Very Effective
a. Informally coaching teachers to improve instruction or their teaching in general	jn	jn	jn	jn
b. Informally talking to teachers about students not related to instruction	jn	jn	jn	jn
c. Formally evaluating teachers and providing instructional feedback to support their improvement	jn	jn	jn	jn
d. Fulfilling Special Education requirements (e.g., meetings with parents & lawyers, compliance)	jn	jn	jn	jn
e. Preparing or conducting classroom observations / walk-throughs	jn	jn	jn	jn
f. Implementing required professional development	jn	jn	jn	jn
g. Using data to inform instruction	jn	jn	jn	jn
h. Teaching students (e.g., tutoring, after-school)	jn	jn	jn	jn

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## 24. How effective do you consider yourself to be in the following tasks?

### INSTRUCTIONAL PROGRAM

	Ineffective	A Little Effective	Effective	Very Effective
a. Developing a coherent educational program across the school	jn	jn	jn	jn
b. Evaluating curriculum	jn	jn	jn	jn
c. Using assessment results for program evaluation and development	jn	jn	jn	jn
d. Planning or facilitating professional development for teachers	jn	jn	jn	jn
e. Planning or facilitating professional development for prospective principals	jn	jn	jn	jn
f. Releasing or counseling out teachers	jn	jn	jn	jn
g. Planning or directing supplementary, after-school or summer school instruction	jn	jn	jn	jn

## 25. How effective do you consider yourself to be in the following tasks?

### FOSTERING INTERNAL RELATIONSHIPS

	Ineffective	A Little Effective	Effective	Very Effective
a. Developing relationships with students	jn	jn	jn	jn
b. Communicating with parents	jn	jn	jn	jn
c. Interacting socially with staff	jn	jn	jn	jn
d. Attending school activities (sports events, plays, celebrations)	jn	jn	jn	jn
e. Counseling staff about conflicts with other staff members	jn	jn	jn	jn
f. Counseling students and/or parents	jn	jn	jn	jn

## 26. How effective do you consider yourself to be in the following tasks?

### BROKERING / BUILDING SUPPORT AND OBTAINING EXTERNAL RESOURCES

	Ineffective	A Little Effective	Effective	Very Effective
a. Working with local community members or organizations	jn	jn	jn	jn
b. Fundraising (e.g., grant writing, bake sales)	jn	jn	jn	jn
c. Communicating with the district office to obtain resources for your school (initiated by the principal)	jn	jn	jn	jn

## Satisfaction, Future Plans and Support

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

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

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

	Yes	No
a. Remain a school principal until I retire	jn	jn
b. Be a school assistant principal	jn	jn
c. Be a classroom teacher	jn	jn
d. Work in a K-12 school in another role (e.g., bilingual coordinator, curriculum specialist, instructional coach, counselor)	jn	jn
e. Work in a regional center or central district office	jn	jn
f. Work in education, outside of K-12 schools (e.g., educational entrepreneur, researcher, professor)	jn	jn
g. Leave education temporarily (e.g., sabbatical, child-rearing)	jn	jn
h. Pursue a career outside of education	jn	jn

## 29. During the 2007-08 school year, how much have the following people helped you in performing your job more effectively?

	No Help	A Little Help	Some Help	A Lot of Help	Not Applicable
a. District or region assigned mentor	jn	jn	jn	jn	jn
b. Other principals	jn	jn	jn	jn	jn
c. Central district office personnel	jn	jn	jn	jn	jn
d. Regional center personnel	jn	jn	jn	jn	jn
e. Staff from professional development opportunities you participated in	jn	jn	jn	jn	jn
f. University staff	jn	jn	jn	jn	jn
Other (please specify)					
<input style="width: 500px; height: 20px;" type="text"/>					

## School Characteristic Preferences

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## 30. 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 of All (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. Magnet 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. Collegial school culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. A sense of safety on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Availability of resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Good condition of school facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. School similar to one I attended as a student	<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 "failing" 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"/>

## Background

### 31. In what year were you born?

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

# Survey of M-DCPS Principals

33. What was your major(s)?

34. From where did you earn your administrative credential?

35. Do you have any advanced degrees; and, if so, what degrees and fields?

36. What is your gender?

Female

Male

37. Are you of Hispanic or Latino origin?

Yes

No

38. How do you identify yourself in terms of race/ethnicity? (Choose one.)

White

Native Hawaiian or Other Pacific Islander

Black or African American

American Indian or Alaska Native

Asian

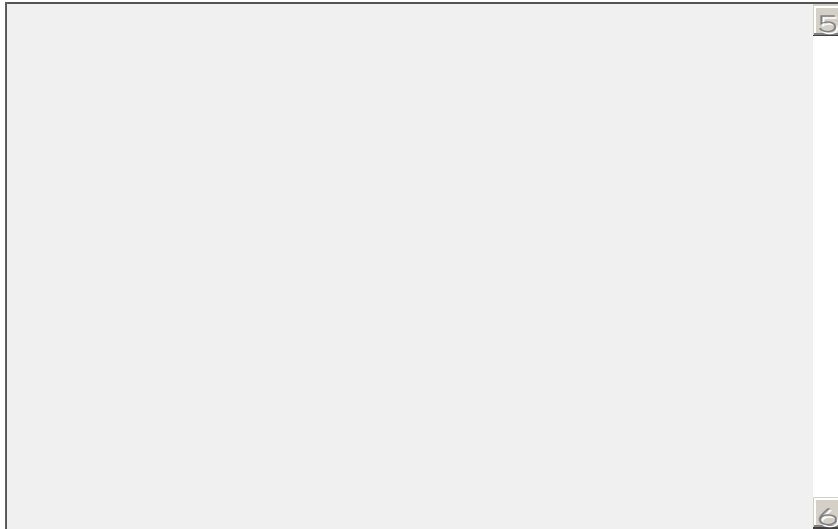
Other (please specify)

## Open-Ended Response



## Survey of M-DCPS Principals

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



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

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

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