

Introduction

2010 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 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—anonymously, if you wish—the Administrative Panels Office, Stanford University, Stanford, CA (USA) 94305-5401, or by phone: (650) 723-2480 (you may call collect).

Thanks for your participation!

Background

Background

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

- | | |
|---|--------------------------------------|
| a. in your current school? | <input type="text" value="0"/> years |
| b. in other schools within KCMSD (not your current school)? | <input type="text" value="0"/> years |
| c. in schools outside of KCMSD? | <input type="text" value="0"/> years |
| Total Years as a Principal | <input type="text" value="0"/> years |

For how many years were you a TEACHER ...

- | | |
|---|--------------------------------------|
| a. in your current school? | <input type="text" value="0"/> years |
| b. in other schools within KCMSD (not your current school)? | <input type="text" value="0"/> years |
| | <input type="text" value="0"/> years |

Hiring personnel

Managing schedules for the school (e.g., master schedules, scheduling rooms)

Teacher Hiring

Teacher Hiring and Retention

During the current (2009-2010) 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 (2009-2010) 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?	<input type="radio"/>	<input type="radio"/>
b. Did this teacher transfer from another school in the district	<input type="radio"/>	<input type="radio"/>
c. Did this teacher have any prior teaching experience?	<input type="radio"/>	<input type="radio"/>
d. Was there more than one applicant for the vacant position?	<input type="radio"/>	<input type="radio"/>

- | | | |
|--|-----------------------|-----------------------|
| e. Did you attend a job fair to recruit for this position? | <input type="radio"/> | <input type="radio"/> |
| f. Did you interview the applicant(s)? | <input type="radio"/> | <input type="radio"/> |
| g. Did the applicant(s) perform a sample lesson? | <input type="radio"/> | <input type="radio"/> |
| h. Did you consider what teacher preparation program the teacher graduated from in making your decision? | <input type="radio"/> | <input type="radio"/> |
| i. Were any current teachers officially involved in the hiring process? | <input type="radio"/> | <input type="radio"/> |
| j. Do you believe more qualified applicants for this position were available than the person hired? | <input type="radio"/> | <input type="radio"/> |
| k. Have you been satisfied with this teacher's performance? | <input type="radio"/> | <input type="radio"/> |

During the current (2009-2010) 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.)

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

During the current (2009-2010) 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	<input type="radio"/>	<input type="radio"/>
b. Targeted observations of specific teachers	<input type="radio"/>	<input type="radio"/>
c. Discussions with teacher about what happens in the classroom	<input type="radio"/>	<input type="radio"/>
d. Monitoring student performance data	<input type="radio"/>	<input type="radio"/>
e. Reviewing student work	<input type="radio"/>	<input type="radio"/>
f. Reports from other school leaders (e.g., AP, coach, teacher mentor)	<input type="radio"/>	<input type="radio"/>
g. Reports from students	<input type="radio"/>	<input type="radio"/>
h. Reports from parents	<input type="radio"/>	<input type="radio"/>
i. Reports from other teachers	<input type="radio"/>	<input type="radio"/>
j. Formal evaluation process	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. With teachers in their grade level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. With teachers across grade levels	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. With you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. With someone from the central office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. With other members of your leadership team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. With a group of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. With individual teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. With someone from the central office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. When a student performed poorly, you informed his/her parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. When a student performed poorly, you talked with his/her parents about ways they could help their child learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. When a student performed better than usual, you informed his/her parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Myself
- Assistant Principal(s)
- Department Chairs
- Grade/subject lead teachers

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

- Myself
- Assistant Principal(s)

- 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
- Assistant Principal(s)
- 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

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 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. University course(s) related to your role as principal that were NOT part of a formal degree program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Visits to other schools designed to improve your own work as principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Working WITH a mentor/coach as part of a formal arrangement that is recognized or supported by your school district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Working AS a mentor/coach to another principal as part of a formal arrangement that is recognized or supported by your school district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Participating in a principal network (e.g., a group of principals organized by an outside agency or through the Internet)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Attending stand-alone workshops related to specific aspects of your job as principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Attending a training series related to specific aspects of your job as a principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Attending conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Human resource issues (hiring, removing, or training teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Improving instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Selecting professional development for your staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

e. Long-range strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Managing school budgets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Managing school operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Encouraging parent involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Fundraising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Providing academic and social support for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Building a culture of achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Improving college counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 (as of the 2009-2010 school year) from improving:

	Not a Factor	Somewhat of a Factor	A Factor	A Serious Factor
a. Pressure to constantly adapt new programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Pressure to get test scores up quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pressure to obtain external funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Pressure to reduce school expenditures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Pressure to comply with state and federal regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teachers lack knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers do not put forth enough effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Teacher turnover	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Difficulty hiring effective teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Difficulty removing ineffective teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Lack of support from central office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Central office expectations unclear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Poor relationship between school and central office leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Lack of support from the school's community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Social problems in the school's community (e.g.,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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. Other (please specify):

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

- Pressure to constantly adapt new programs
- Pressure to get test scores up quickly
- Pressure to obtain external funds
- Pressure to reduce school expenditures
- Pressure to comply with state and federal regulations
- Teachers lack knowledge and skills
- Teachers do not put forth enough effort
- Teacher turnover
- Difficulty hiring effective teachers
- Difficulty removing ineffective teachers
- Lack of support from central office
- Central office expectations unclear
- Poor relationship between school and central office leadership
- Lack of support from the school's community
- Social problems in the school's community (e.g., poverty, gangs)
- Racial/ethnic tensions in the school's community
- Negative stereotypes about the schools community
- Mistrust between teachers and parents
- Parents apathetic about their children
- Students come to school unprepared to learn
- Students apathetic about school
- Other (please specify):

Right-Sizing

KCMSD "Right-Sizing"

The following question asks about the district's "right-sizing" plan, which will result in the closure of schools next 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. I believe that right-sizing was necessary for KCMSD.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I believe that there were viable alternatives to right-sizing that were not considered by the district administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I believe that KCMSD will ultimately be better off as a result of right-sizing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I was behind the superintendent's right-sizing vision from the beginning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The district administration solicited my input on how right-sizing would affect my current school during the development of the right-sizing plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I communicated concerns about right-sizing to the district administration during the plan's development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The general sentiment among staff in my current school is supportive of the right-sizing plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The general sentiment among parents of students in my current school is supportive of the right-sizing plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Right-sizing is likely to make schools easier to staff with good teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Right-sizing is likely to positively impact student discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Right-sizing is likely to positively impact student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Preferences

Preferences and Future Plans

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?

	Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	N/A
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. Your performance as a principal at your current school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Being a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Your performance as a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Yes	No
a. Be a classroom teacher	<input type="radio"/>	<input type="radio"/>
b. Work in a school in another role (e.g., curriculum specialist, instructional coach, counselor)	<input type="radio"/>	<input type="radio"/>
c. Work in the district (central) office	<input type="radio"/>	<input type="radio"/>
d. Work in education, outside of K-12 schools (e.g., educational entrepreneur, researcher, professor)	<input type="radio"/>	<input type="radio"/>

- 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.

<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>

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.)

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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.	<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"/>
	Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

performance goals are achieved.

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.

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.

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.

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

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

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

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

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	<input type="text"/>	<input type="text"/>	<input type="text"/>
b. Hiring, retention, or dismissal of teachers	<input type="text"/>	<input type="text"/>	<input type="text"/>
c. Policies and regulations	<input type="text"/>	<input type="text"/>	<input type="text"/>

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	<input type="text"/>
Grade level / subject area of First Choice	<input type="text"/>
Name of Second Choice	<input type="text"/>
Grade level / subject area of Second Choice	<input type="text"/>
Name of Third Choice	<input type="text"/>
Grade level / subject area of Third Choice	<input type="text"/>

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

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