

Introduction

Survey of M-DCPS Assistant Principals

Welcome to the 2010 Stanford University Survey of M-DCPS Assistant Principals!

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

PLEASE RESPOND TO THE QUESTIONS CONSIDERING YOUR EXPERIENCES DURING THE PAST SCHOOL YEAR (2009-10).

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

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

Completing the survey indicates your consent to participate. This study's confidentiality protections have been reviewed and approved by the Institutional Review Board (IRB) at Stanford University. If you have questions about your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact—anonously, if you wish—the Administrative Panels Office, Stanford University, Stanford, CA (USA) 94305-5401, or by phone: (650) 723-2480 (you may call collect).

Thanks for your participation!

Warm-Up

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

a. in your current school?	<input type="text" value="0"/>	years
b. in other schools within M-DCPS (not your current school)?	<input type="text" value="0"/>	years
c. in schools outside M-DCPS?	<input type="text" value="0"/>	years
Total	<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 M-DCPS (not your current school)?	<input type="text" value="0"/>	years
c. in schools outside M-DCPS?	<input type="text" value="0"/>	years
Total	<input type="text" value="0"/>	years

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

Post
High-

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

Task Preparation of Self - Long

Your School's Leadership

We are interested in what you and your principal do as school leaders. We realize there are many items, but it is important for us to understand the different aspects of your role as a school leader. We appreciate your filling this out.

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

	Ineffective	A Little Effective	Effective	Very Effective
Managing budgets, resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiring personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dealing with concerns from staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing non-instructional staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing school meetings to enhance school goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing communications or meetings with the district office to enhance school goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfilling compliance requirements and paperwork (excluding special education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Ineffective	A Little Effective	Effective	Very Effective
Managing schedules for the school (e.g., master schedules, scheduling rooms)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining campus facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing and monitoring a safe school environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing student discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing student services (e.g., records, reporting, activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing student attendance-related activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing, implementing and administering standardized tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Ineffective	A Little Effective	Effective	Very Effective
Supervising students (e.g., lunch duty)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informally coaching teachers to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informally talking to teachers about students not related to instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formally evaluating teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfilling Special Education requirements (e.g., meetings with parents and lawyers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing or conducting classroom visits / walk-throughs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Implementing required professional development

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ineffective	A Little Effective	Effective	Very Effective

Using data to inform instruction

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Developing a coherent educational program across the school

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

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Using assessment results for program evaluation and development

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Planning or facilitating professional development for teachers

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Planning or facilitating professional growth opportunities for teacher leaders

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Counseling out teachers

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	A Little Effective	Effective	Very Effective
Ineffective			

Planning or directing supplementary, after-school, or summer school instruction

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Developing relationships with students

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Communicating with parents

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Interacting socially with staff

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Attending school activities (e.g., sports events, plays, celebrations)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Counseling staff about conflicts with other staff members

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Counseling students and/or parents

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	A Little Effective	Effective	Very Effective
Ineffective			

Working with local community members or organizations

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Fundraising (e.g., grant writing, bake sales)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Communicating with the district office to obtain resources (initiated by you)

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Recruiting students to attend your school

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Publicizing school events and achievements

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Recruiting school volunteers from the community

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Managing the school's image in local media (e.g., newspapers)

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

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

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

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

Name of Person:

Person's Position/Role:

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

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

Name of Person:

Person's Position/Role:

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

Professional Development

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 an assistant principal?

	Very Useful	Useful	A Little Useful	Not Useful	N/A - Did not participate in this type of PD
University course(s) related to your role as assistant principal that were part of a formal degree program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University course(s) related to your role as assistant 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"/>
Visits to other schools designed to improve your own work as assistant principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
Participating in a school leadership network (e.g., a group of principals/APs organized by an outside agency or through the Internet)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending stand-alone workshops related to specific aspects of your job as assistant principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending a training series related to specific aspects of your job as assistant principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Attending conferences



Task Effectiveness of Principal - Long

Now we'd like you to think carefully about **YOUR PRINCIPAL**'s strengths and weaknesses as a school leader. Again, we recognize that the question is lengthy and appreciate your filling it out.

How **EFFECTIVE** do you consider **YOUR PRINCIPAL** to be in the following tasks?

	Ineffective	A Little Effective	Effective	Very Effective
Managing budgets, resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiring personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dealing with concerns from staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing non-instructional staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing school meetings to enhance school goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing communications or meetings with the district office to enhance school goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfilling compliance requirements and paperwork (excluding special education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Ineffective	A Little Effective	Effective	Very Effective
Managing schedules for the school (e.g., master schedules, scheduling rooms)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining campus facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing and monitoring a safe school environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing student discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing student services (e.g., records, reporting, activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing student attendance-related activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing, implementing and administering standardized tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Ineffective	A Little Effective	Effective	Very Effective
Supervising students (e.g., lunch duty)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informally coaching teachers to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informally talking to teachers about students not related to instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formally evaluating teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fulfilling Special Education requirements (e.g., meetings with parents and lawyers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing or conducting classroom visits / walk-throughs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing required professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Ineffective	A Little Effective	Effective	Very Effective
Using data to inform instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Developing a coherent educational program across the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using assessment results for program evaluation and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning or facilitating professional development for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning or facilitating professional growth opportunities for teacher leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling out teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		A Little		Very
	Ineffective	Effective	Effective	Effective
Planning or directing supplementary, after-school, or summer school instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing relationships with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting socially with staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending school activities (e.g., sports events, plays, celebrations)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling staff about conflicts with other staff members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling students and/or parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		A Little		Very
	Ineffective	Effective	Effective	Effective
Working with local community members or organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fundraising (e.g., grant writing, bake sales)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with the district office to obtain resources (initiated by you)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruiting students to attend your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publicizing school events and achievements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recruiting school volunteers from the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing the school's image in local media (e.g., newspapers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teacher Hiring

Teacher Hiring

During the current (2009-2010) school year, was HIRING GOOD TEACHERS a challenge for your school? (Check only one.)

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

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

	Yes	No
Was this teacher hired after the school year began?	<input type="radio"/>	<input type="radio"/>
Did this teacher transfer from another school in the district?	<input type="radio"/>	<input type="radio"/>
Did this teacher have any prior teaching experience?	<input type="radio"/>	<input type="radio"/>
Was there more than one applicant for the vacant position?	<input type="radio"/>	<input type="radio"/>
Did you personally attend a job fair to recruit for this position?	<input type="radio"/>	<input type="radio"/>
Did you personally interview the applicant(s)?	<input type="radio"/>	<input type="radio"/>
Did the applicant(s) perform a sample lesson?	<input type="radio"/>	<input type="radio"/>
Were you personally involved in the hiring decision?	<input type="radio"/>	<input type="radio"/>
Were any current teachers officially involved in the hiring process?	<input type="radio"/>	<input type="radio"/>
Do you believe more qualified applicants for this position were available than the person hired?	<input type="radio"/>	<input type="radio"/>
Have you been satisfied with this teacher's performance?	<input type="radio"/>	<input type="radio"/>

Instruction

Who do you consider the instructional leaders in your school? Please list the names and positions of up to four leaders of instruction.

Name and Position: _____

Name and Position: _____

Name and Position: _____

Name and Position: _____

Are you responsible for monitoring teachers' instructional practices?

- Yes
- No

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

	MOST (Check only ONE in this column).	SECOND MOST (Check only ONE in this column.)
Unscheduled classroom walk-throughs	<input type="radio"/>	<input type="radio"/>
Targeted observations of specific teachers	<input type="radio"/>	<input type="radio"/>
Discussions with teacher about what happens in the classroom	<input type="radio"/>	<input type="radio"/>

Monitoring student performance data	<input type="radio"/>	<input type="radio"/>
Reviewing student work	<input type="radio"/>	<input type="radio"/>
Reports from other school leaders (e.g., AP, coach, teacher mentor)	<input type="radio"/>	<input type="radio"/>
Reports from students	<input type="radio"/>	<input type="radio"/>
Reports from parents	<input type="radio"/>	<input type="radio"/>
Reports from other teachers	<input type="radio"/>	<input type="radio"/>
Formal evaluation process	<input type="radio"/>	<input type="radio"/>

Tapping of Current Teachers

Which of your current teachers do you think would make the BEST principal?

[Note that all responses on this survey are completely confidential.]

Teacher's First and Last Name:

To what extent do you agree with the following statements about this person?

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
This person has exceptional teaching skills (e.g., knowledgeable about instructional practices and curricula).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person has strong interpersonal skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider this person a friend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person has a lot of experience with school leadership responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person has the passion/drive to be a school leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person has strong leadership skills (e.g., ability to motivate others).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have spent a lot of time with this person outside of school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person gets along well with other teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person gets along well with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person gets along well with my principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person gets along well with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This person is one of the best teachers I have seen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Education and Administrative Credentialing Program

About You

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

Please describe your education:

	Major	Name of College or University Name	Year Degree Conferred (YYYY)
First Undergraduate Degree	<input type="text"/>	<input type="text"/>	<input type="text"/>
Second Undergraduate Degree	<input type="text"/>	<input type="text"/>	<input type="text"/>
First Masters Degree	<input type="text"/>	<input type="text"/>	<input type="text"/>
Second Masters Degree	<input type="text"/>	<input type="text"/>	<input type="text"/>
Doctorate	<input type="text"/>	<input type="text"/>	<input type="text"/>

Have you completed or are you completing a program to earn your Certification in Educational Leadership?

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

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

	None	Touched on it Briefly	Spent Some Time Discussing or Doing	Explored in Some Depth	Extensive Opportunity
What I use on a day-to-day basis in my job as a principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budgeting and finance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing and using quantitative data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership or leadership development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing a curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Multiculturalism or diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handling student discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading classroom instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The history of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educating for democracy or democratic values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating a safe school environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handling interpersonal issues among staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with parents and community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fundraising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Removing/counseling out staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal issues in education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with the teachers' union	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Experiences with Being Tapped

Who (if any) of the following people approached you to suggest that you become an ASSISTANT PRINCIPAL? (Check all that apply.)

- | | |
|--|---|
| <input type="checkbox"/> Your principal | <input type="checkbox"/> Parent at your school |
| <input type="checkbox"/> Your assistant principal | <input type="checkbox"/> Community member who is not a parent |
| <input type="checkbox"/> Teacher at your school | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> Principal, AP, or teacher at another school | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Someone in the central office | |

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

- | | |
|--|---|
| <input type="checkbox"/> Your principal | <input type="checkbox"/> Parent at your school |
| <input type="checkbox"/> Your assistant principal | <input type="checkbox"/> Community member who is not a parent |
| <input type="checkbox"/> Teacher at your school | <input type="checkbox"/> None of the above |
| <input type="checkbox"/> Principal, AP, or teacher at another school | <input type="checkbox"/> Other (please specify): |
| <input type="checkbox"/> Someone in the central office | |

Preferences

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

First Choice School:

Second Choice School:

Third Choice School:

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

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

Yes (please specify):

No

Satisfaction and Future Plans

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

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	N/A
Being an assistant principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being an assistant principal at your current school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your performance as an assistant principal at your current school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your performance as a teacher	<input type="radio"/>	<input type="radio"/>	<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
Be a principal	<input type="radio"/>	<input type="radio"/>
Be a classroom teacher	<input type="radio"/>	<input type="radio"/>

Work in a school in another role (e.g., curriculum specialist, instructional coach, counselor)

Work in the district (central or regional) office

Work in education, outside of K-12 schools (e.g., educational entrepreneur, researcher, professor)

Leave education temporarily (e.g., sabbatical, child-rearing)

Pursue a career outside of education

Stay in education but not in M-DCPS

None of the above - I plan to remain an assistant principal until I retire