

Introduction

Survey of M-DCPS Assistant Principals

Welcome to the 2010-11 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 this year. Please give your open and honest opinions on the survey.

PLEASE RESPOND TO THE QUESTIONS CONSIDERING YOUR EXPERIENCES DURING THE CURRENT SCHOOL YEAR (2010-11).

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 a ...

An Assistant Principal

A Principal

A Teacher

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

Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Post High-School
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which (if any) of the following school-site LEADERSHIP positions have you held? (Check all that apply.)

Grade level head or department head

Professional development workshop leader/instructor

- School-wide leadership team member
- Educational Excellence School Advisory Councils (EESACs) member
- Committee leader (e.g., Title I District Advisory Council)
- Union representative
- Instructional coach
- Principal
- None of the above
- Other (please specify): _____

AP Duties

Which of the following BEST describes the leadership role you play in your school?

- My primary responsibility is to oversee a specific set of grade levels in my school (e.g., K-3).
- My primary responsibility is to oversee a specific set of subjects in my school (e.g., math, arts programs).
- My primary responsibility is to oversee a specific area of administrative tasks (e.g., instruction, discipline).
- I have a general administrative role (i.e., I handle a broad set of tasks delegated to me by my principal).
- Other

Which grade levels do you oversee? (Check all that apply)

- | | | | | | | | | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Pre-K | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Post High-School |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Which subjects do you oversee?

What specific areas of administrative tasks are you responsible for? (Check all that apply)

- Student discipline
- Curriculum
- Instruction
- Teacher evaluation
- Human Resources
- Other (please specify:)

Among the specific areas you selected, which do you spend THE MOST TIME on?

- » Student discipline
- » Curriculum
- » Instruction
- » Teacher evaluation
- » Human Resources
- » Other (please specify:)

You selected "Other." How would you describe your primary responsibilities in your school?

Are you the only AP in your school?

- Yes
- No

Thinking about all of the APs in your school, to what extent do you agree or disagree with the following?

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
It is clear to me how my roles differ from those of the other AP(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We rely on one another for advice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are in constant contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We work closely together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a good deal of overlap in what we do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our relationship is collegial.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often consult my fellow AP(s) when faced with a problem or challenge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We each have distinct job responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a clear hierarchy among us.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We often collaborate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We view one another as equals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We get along well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Managing Student Discipline

Do you handle ANY student discipline in your school?

- Yes
- No

In the last week, which of the following student discipline issues have YOU had to address? (Check all that apply.)

- | | |
|---|--|
| <input type="checkbox"/> Student disrupting class | <input type="checkbox"/> Fighting |
| <input type="checkbox"/> Student skipping class | <input type="checkbox"/> Assault |
| <input type="checkbox"/> Dress code violation | <input type="checkbox"/> Weapons |
| <input type="checkbox"/> Academic misconduct (e.g., cheating) | <input type="checkbox"/> Alcohol/drugs |
| <input type="checkbox"/> Vandalism | <input type="checkbox"/> Other (please specify): |

During the last week, when you have addressed CLASS DISRUPTION and STUDENTS SKIPPING CLASS, which of the following actions have you taken? (Indicate all that apply)

	Student disrupting class Took this action?	Student skipping class Took this action?
Met formally with a student	<input type="checkbox"/>	<input type="checkbox"/>
Gave a student an informal warning	<input type="checkbox"/>	<input type="checkbox"/>
Detention	<input type="checkbox"/>	<input type="checkbox"/>
In-school suspension	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-school suspension	<input type="checkbox"/>	<input type="checkbox"/>
Called a parent	<input type="checkbox"/>	<input type="checkbox"/>
Wrote a letter or email to a parent	<input type="checkbox"/>	<input type="checkbox"/>
Met with a parent	<input type="checkbox"/>	<input type="checkbox"/>
Peer mediation	<input type="checkbox"/>	<input type="checkbox"/>
Created or initiated a behavior management plan	<input type="checkbox"/>	<input type="checkbox"/>
Referred a student to guidance	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify):	<input type="checkbox"/>	<input type="checkbox"/>

During the last week, when you have addressed CLASS DISRUPTION, which of the following actions have you taken? (Indicate all that apply.)

	Student disrupting class Took this action?
Met formally with a student	<input type="checkbox"/>

Gave a student an informal warning	<input type="checkbox"/>
Detention	<input type="checkbox"/>
In-school suspension	<input type="checkbox"/>
Out-of-school suspension	<input type="checkbox"/>
Called a parent	<input type="checkbox"/>
Wrote a letter or email to a parent	<input type="checkbox"/>
Met with a parent	<input type="checkbox"/>
Peer mediation	<input type="checkbox"/>
Created or initiated a behavior management plan	<input type="checkbox"/>
Referred a student to guidance	<input type="checkbox"/>
Other (please specify:)	<input type="checkbox"/>

During the last week, when you have addressed STUDENTS SKIPPING CLASS, which of the following actions have you taken? (Indicate all that apply.)

	Student skipping class
	Took this action?
Met formally with a student	<input type="checkbox"/>
Gave a student an informal warning	<input type="checkbox"/>
Detention	<input type="checkbox"/>
In-school suspension	<input type="checkbox"/>
Out-of-school suspension	<input type="checkbox"/>
Called a parent	<input type="checkbox"/>
Wrote a letter or email to a parent	<input type="checkbox"/>
Met with a parent	<input type="checkbox"/>
Peer mediation	<input type="checkbox"/>
Created or initiated a behavior management plan	<input type="checkbox"/>
Referred a student to guidance	<input type="checkbox"/>
Other (please specify:)	<input type="checkbox"/>

In the last week, which of the following actions have YOU taken to address student BEHAVIORAL PROBLEMS in your school? (Check all that apply.)

Met formally with a student

Out-of-school suspension

Peer mediation

- | | | |
|---|--|--|
| <input type="checkbox"/> Gave a student an informal warning | <input type="checkbox"/> Called a parent | <input type="checkbox"/> Created or initiated a behavior management plan |
| <input type="checkbox"/> Detention | <input type="checkbox"/> Wrote a letter or email to a parent | <input type="checkbox"/> Referred a student to guidance |
| <input type="checkbox"/> In-school suspension | <input type="checkbox"/> Met with a parent | <input type="checkbox"/> Other (please specify:) |

To what extent do you agree with the following statements about student discipline?

	Strongly Disagree	Disagree	Agree	Strongly Agree
Getting to know students individually is an important part of discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An important part of creating a safe school environment is actively enforcing norms (e.g., not running in hallways, not wearing hats in doors, speaking respectfully).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The primary purpose of discipline is to teach appropriate behavioral skills to the disciplined student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I should spend my time on other things than student discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In this school truancy (skipping classes) is a serious problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have noticed that time spent in developing and implementing prevention programs pays off in terms of decreased disruption and disciplinary incidents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suspension makes students less likely to misbehave in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has adequate staff to support students who have behavioral issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The majority of this school's discipline problems could be solved if we could only remove the most persistent troublemakers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In this school absenteeism (skipping full days of school) is a serious problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The primary responsibility for teaching students how to behave appropriately in school belongs to the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually call home if a student is truant (skipped a class).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents should take more responsibility for their children's behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My job is to support teachers in managing student discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers ought to be able to manage the majority of students' misbehavior in their classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually call home if a student is absent (skipped a full day of school).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Relationship with Principal

Working with Your Principal

Now we would like to ask you a few questions about how you work together with your principal.

How often do you...

	Never	Less than Once a Month	Once a Month	2-3 Times a Month	Once a Week	2-3 Times a Week	Daily
Have a formal, scheduled one-on-one meeting with your principal?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a formal, scheduled meeting with your principal that includes other members of the school's leadership team?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On the average school day, how many times would you say you talk to or confer with your principal, either on a scheduled or unscheduled basis?

None	Once or twice	3-5	6-10	11-20	20+
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

On the average school day, when you talk to or confer with your principal, which of these topics is it MOST LIKELY that you will discuss?

	MOST Likely (Mark only ONE in this column.)	SECOND MOST Likely (Mark only ONE in this column.)
Student discipline	<input type="radio"/>	<input type="radio"/>
Student achievement	<input type="radio"/>	<input type="radio"/>
Student testing	<input type="radio"/>	<input type="radio"/>
School safety	<input type="radio"/>	<input type="radio"/>
The needs of a specific student or students	<input type="radio"/>	<input type="radio"/>
Teacher instruction	<input type="radio"/>	<input type="radio"/>
A curricular issue	<input type="radio"/>	<input type="radio"/>
The needs of a specific teacher or teachers	<input type="radio"/>	<input type="radio"/>
A budget issue	<input type="radio"/>	<input type="radio"/>
Teacher evaluation	<input type="radio"/>	<input type="radio"/>
A facilities issue	<input type="radio"/>	<input type="radio"/>
Student transportation	<input type="radio"/>	<input type="radio"/>

Thinking back over your one-on-one interactions with your principal this year, which of you was more likely to initiate the interaction, that is, which of you sought out the other?

- Almost always initiated by me
- More likely to be initiated by me
- More likely to be initiated by principal

Almost always initiated by principal

Thinking back over your one-on-one interactions with your principal this year, how often would you characterize the TONE OF THE INTERACTION as each of the following?

	Almost never	Sometimes	Often	Almost always
Friendly or Relaxed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unfriendly or Tense	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business-Like or Professional	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thinking about your relationship with your principal, to what extent do you agree or disagree with the following?

	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
My principal monitors me very closely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal gives me a good deal of autonomy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We get along well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal knows what I am doing throughout each day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We view one another as equals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a good deal of overlap in what we do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We each have distinct job responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is clear to me how my roles differ from those of my principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We rely on one another for advice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal trusts me to carry out my job responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We work closely together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often consult with my principal when faced with a problem or challenge.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We often collaborate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our relationship is collegial.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a clear hierarchy between us.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are in constant contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Has your current principal encouraged you to become a principal in the future?

Yes

No

Working with local community members or organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interacting socially with staff about school-related topic (i.e., shop talk)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planning/participating in district office meetings or other communications initiated by the district office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing budgets, resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Tapping of Current Teachers

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

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

Teacher's First and Last Name: _____

From the list below, what is the most important reason and the second most important reason you think this teacher would make a good assistant principal or principal?

	MOST Important (Mark only ONE in this column.)	SECOND MOST Important (Mark only ONE in this column.)
Is a great teacher	<input type="radio"/>	<input type="radio"/>
Has a lot of experience with school leadership responsibilities	<input type="radio"/>	<input type="radio"/>
Has the passion/drive to be a school leader	<input type="radio"/>	<input type="radio"/>
Has strong leadership skills (e.g., ability to motivate others)	<input type="radio"/>	<input type="radio"/>
Gets along well with other teachers	<input type="radio"/>	<input type="radio"/>
Gets along well with students	<input type="radio"/>	<input type="radio"/>
Gets along well with the non-teaching staff at my school	<input type="radio"/>	<input type="radio"/>
Has strong traditional management skills (e.g., hiring, budgeting)	<input type="radio"/>	<input type="radio"/>
Is a very competent administrator (e.g., organized and task-oriented)	<input type="radio"/>	<input type="radio"/>
Can work well with community members	<input type="radio"/>	<input type="radio"/>
Is knowledgeable about curriculum and instructional practices	<input type="radio"/>	<input type="radio"/>

Thinking about the teacher you named, have you personally ever...

	Yes	No
Suggested to him or her that he or she consider becoming an assistant principal or principal?	<input type="radio"/>	<input type="radio"/>
Encouraged him or her to take on a formal or informal leadership role within the school?	<input type="radio"/>	<input type="radio"/>
Recommended him or her for or encouraged him or her to apply to the district's school leader preparation program (i.e., A3P, 3P)?	<input type="radio"/>	<input type="radio"/>
Suggested other professional development opportunities to him or her that you thought would develop his or her capacity to be an assistant	<input type="radio"/>	<input type="radio"/>

principal or principal?

Discussed his or her potential as an assistant principal or principal with someone from your regional office?

Compensation

Compensation

This spring, the governor signed Senate Bill 736, which establishes a system for basing compensation for teachers and administrators on formal job evaluations. SB 736 requires that at least 50% of each person's evaluation be based on student learning growth. The remainder will come from other factors chosen by the district with the approval from the Florida Department of Education.

To what extent would you agree or disagree with each of the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
Paying teachers for performance will result in improved student learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student growth in the FCAT-related subjects is a good indicator of teacher effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Principal ratings of teacher and student behaviors are good indicators of teacher effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Combining student learning outcomes with the results of principal observations is a fair way to evaluate teacher effectiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Education and Background

About You

This is the final section of the survey. We are interested in finding out about you personally - specifically: your educational background and preparation, 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	<input type="text"/>	<input type="text"/>	<input type="text"/>

Degree			
First Masters Degree	<input checked="" type="checkbox"/>		
Second Masters Degree	<input checked="" type="checkbox"/>		
Doctorate	<input checked="" type="checkbox"/>		

Have you ever worked in a career OUTSIDE of education (i.e., prior to becoming a teacher or administrator)?

- Yes
 No

In what field or area was this career or careers? (List more than one if applicable.)

How many years work experience do you have outside education?

Years

In this outside career or careers, did you ever hold a management position?

- Yes (please specify:)
- No

How many years of management experience outside education do you have?

Years

Has your management experience outside education included responsibility for any of the following? (Check all that apply.)

- | | |
|---|---|
| <input type="checkbox"/> Managing a budget | <input type="checkbox"/> Dismissing personnel |
| <input type="checkbox"/> Managing personnel | <input type="checkbox"/> Maintaining facilities |
| <input type="checkbox"/> Hiring personnel | <input type="checkbox"/> Facilitating interpersonal relationships among employees |
| <input type="checkbox"/> Training personnel | <input type="checkbox"/> Dealing with external stakeholders |

Language and Country of Origin

In what country were you born?

- United States
- Other (please specify:)

What country do you consider to be your country of origin? (This need not be the same as birth country. For example, a person born in the U.S. but whose family is primarily of Mexican descent might consider Mexico as his/her country of origin.)

How well do you speak any of the following languages?

	None	Elementary or Basic Proficiency	Working Proficiency	Fluent
Spanish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haitian Creole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
French	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Preparation for AP Job

Did you complete an education leadership program at a college or university as part of becoming certified to be an assistant principal?

- Yes
- No

What college or university provided this program?

What suggestions for improvement would you offer with regard to this program?

Did you complete a district-facilitated administrator preparation program (e.g., A3P) as part of becoming eligible to serve as an assistant principal in M-DCPS?

- Yes
- No

What was this program called?

What suggestions for improvement would you offer with regard to this program?

Have you ever APPLIED TO or SOUGHT TO ENROLL IN the administrator training program that the district runs for prospective PRINCIPALS (i.e., 3P)?

-
- No

Were you accepted to this program?

- Yes, I was accepted the first time I applied.
- Yes, I was accepted, though not the first time I applied.
- No

How many times did you apply before you were accepted, including the time when you were accepted?

After acceptance to the program, did you enroll in the program?

- Yes
- No, I decided not to enroll.
- No, I have not enrolled yet, but I still plan to do so.

Why did you decide not to enroll?

After enrolling, did you COMPLETE the program?

- Yes
- No, because I am still enrolled in the program at this time.
- No, I began the program but decided not to complete it.

Why did you decide not to complete the program?

Are you currently on the Eligible Candidate Roster to fill a principal position?

- Yes
- No

How many years, including this one, have you been on the Eligible Candidate Roster to fill a principal position?

Number of Years

Why are you not on the Eligible Candidate Roster to fill a principal position?

Professional Development and Mentoring

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?

N/A - Did not participate

	Very Useful	Useful	A Little Useful	Not Useful	in this type of PD
University course(s) related to your role as an AP 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 an AP 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 an AP	<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"/>
Working AS a mentor/coach to another administrator 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 an administrator network (e.g., a group of principals and/or 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"/>
Viewing professional development webinars facilitated by the region or district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending a summer institute or academy facilitated by the region or district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in PD modules/activities at monthly regional meetings	<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 an AP	<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 an AP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

You indicated that you work with a formal mentor or coach. Who is this person?

Name of Mentor _____

School _____

Thinking about this mentoring relationship, to what extent do you agree or disagree with each of the following?

	Strongly Disagree	Disagree	Agree	Strongly Agree
My mentor knows a lot about school management.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor and I are in constant contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor and I have similar communication styles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with this mentoring relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor knows a lot about instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor makes time for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor is knowledgeable about what it takes to be a good principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This mentoring relationship has benefited my performance as an assistant principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor and I are interpersonally compatible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My mentor is available when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My mentor and I get along.

My mentor and I have set, standing meeting times.

What about this mentoring relationship would you say makes it particularly effective or ineffective?

You indicated that you serve as a formal mentor or coach to another administrator. Who is this person? (If more than one, give the name of the person you communicate with most frequently.)

Name of Person You Mentor

School

Thinking about the mentoring relationship you have with the administrator you named, to what extent do you agree or disagree with each of the following?

	Strongly Disagree	Disagree	Agree	Strongly Agree
I sometimes have trouble fitting this mentoring relationship into my schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with this mentoring relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district provides me with resources on how to be a mentor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have set, standing meeting times.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make my mentoring responsibilities a priority.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are interpersonally compatible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel adequately prepared to be an effective mentor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I would call this an effective mentoring relationship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My approach to mentoring could be described as "winging it."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We are in constant contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We have similar communication styles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The expectations of me as a mentor are clearly defined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I make myself available to the person I am mentoring when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We get along.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What about this mentoring relationship would you say makes it particularly effective or ineffective?

Attitudes about Job

To what extent do you agree or disagree with each of the following about your job as an assistant principal?

	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel confident as a manager in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate opportunities in my job to reflect on my role and performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes in my job I feel lonely or isolated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding time to think and process can be difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel adequately prepared to be a principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate opportunities to network with other educational leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This job is a collegial one.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported by others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel adequately prepared to be an AP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident as an instructional leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident in my role as an AP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with each of the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
My ability to take initiative in my job is hindered by how I am monitored and evaluated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes in my job are accompanied by appropriate support and training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have difficulty coping with the pace of organizational change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I usually feel secure that my job conditions will not worsen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes feel anxious about the stability of my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel overwhelmed by unrealistic improvement targets or initiatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident that the quality of my work has the reputation it deserves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am often aware of how others are judging the quality of my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often struggle with uncertainty about my role and duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I lack control over important decisions that affect the quality of my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy a reasonable degree of autonomy to do my work as I think best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I cope well with changes in my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 AP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being an AP in 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 AP in 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"/>
The performance of your principal	<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)	<input type="radio"/>	<input type="radio"/>
Work in the district (central or regional) office	<input type="radio"/>	<input type="radio"/>
Work in education, outside of K-12 schools (e.g., educational entrepreneur, researcher, professor)	<input type="radio"/>	<input type="radio"/>
Leave education temporarily (e.g., sabbatical, child-rearing)	<input type="radio"/>	<input type="radio"/>
Pursue a career outside of education	<input type="radio"/>	<input type="radio"/>
Stay in education but not in M-DCPS	<input type="radio"/>	<input type="radio"/>
None of the above - I plan to remain an assistant principal until I retire.	<input type="radio"/>	<input type="radio"/>