

Introduction

Survey of M-DCPS Principals

Welcome to the 2010-11 Stanford University Survey of M-DCPS Principals!

This online survey offers you the opportunity to confidentially share your views and insights about your experiences as a 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 ...

- A Principal
 An Assistant 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

Teacher Hiring

Teacher Hiring and Retention

We are interested in your personnel management practices - particularly how you hire and retain good teachers.

During the current (2010-11) 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

During the current (2010-11) 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 liked.
 Complete (but Unofficial) Discretion - I feel that I could hire whomever I 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 |
|-------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| 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 attend a job fair to recruit for this position? | <input type="radio"/> | <input type="radio"/> |
| Did you interview the applicant(s)? | <input type="radio"/> | <input type="radio"/> |
| Did the applicant(s) perform a sample lesson? | <input type="radio"/> | <input type="radio"/> |
| Did you consider what teacher preparation program the teacher graduated from in making your 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"/> |

Teacher Strategic Retention

During the current (2010-11) school year, was RETAINING GOOD TEACHERS a challenge for your school? (Check only one.)

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

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

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

Have you used any of the following practices this past year as part of a strategic effort to keep a good teacher at your school? (Check all that apply.)

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

During the current (2010-11) school year, what was the most important obstacle to RETAINING GOOD TEACHERS at your school?

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"/> |

How many of the following types of teachers do NOT meet your expectations?

| | None | 1-2 | A Few | Half | Most | All |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Probationary teachers | <input type="radio"/> |
| Tenured teachers | <input type="radio"/> |

Managing Student Discipline

Student Discipline

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

- Student disrupting class
- Fighting
- Student skipping class
- Assault
- Dress code violation
- Weapons
- Academic misconduct (e.g., cheating)
- Alcohol/drugs
- Vandalism
- 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
- Gave a student an informal warning
- Called a parent
- Created or initiated a behavior management plan
- Detention
- Wrote a letter or email to a parent
- Referred a student to guidance
- In-school suspension
- Met with a parent
- Other (please specify):

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

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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"/> |
| An important part of creating a safe school environment is actively enforcing norms (e.g., not running in hallways, not wearing hats indoors, speaking respectfully). | <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"/> |
| 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"/> |
| The primary purpose of discipline is to teach appropriate behavioral skills to the student being disciplined. | <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"/> |
| 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"/> |
| The school has adequate staff to support students who have behavioral issues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Getting to know students individually is an important part of 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 should spend my time on other things than student discipline. | <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"/> |
| I usually call home if a student is truant (skipped a class). | <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"/> |
| Suspension makes students less likely to misbehave in the future. | <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"/> |

Task Effectiveness - Long

About Your Role as a School Leader

For this section, we would like you to think carefully about your strengths and weaknesses as a school leader. 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 really appreciate your filling it out.

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

| | Very Ineffective | Ineffective | Somewhat Ineffective | Somewhat Effective | Effective | Very Effective |
|-------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Informally coaching teachers to improve instruction or their teaching in general | <input type="radio"/> |
| Interacting/networking with other principals | <input type="radio"/> |
| Hiring personnel | <input type="radio"/> |
| Fulfilling Special Education requirements | <input type="radio"/> |
| Implementing required professional development | <input type="radio"/> |
| Recruiting students to attend school | <input type="radio"/> |
| Managing the school's image in local media (e.g., newspapers) | <input type="radio"/> |
| Formally evaluating teachers and providing instructional feedback to support their improvement | <input type="radio"/> |
| Managing school schedules (e.g., master calendar) | <input type="radio"/> |
| Counseling or in-depth conversations with students | <input type="radio"/> |
| Maintaining campus facilities | <input type="radio"/> |
| Securing external, non-school resources for students (e.g., social services) | <input type="radio"/> |
| Using data to inform instruction | <input type="radio"/> |
| Interacting socially with staff about non-school related topics | <input type="radio"/> |
| Publicizing school events and achievements | <input type="radio"/> |
| Managing non-instructional staff | <input type="radio"/> |
| Developing an educational program across the school | <input type="radio"/> |
| Working with local community members or organizations | <input type="radio"/> |
| Recruiting school volunteers from the community | <input type="radio"/> |
| Attending school activities | <input type="radio"/> |
| Communicating with the district office to obtain resources for school | <input type="radio"/> |
| Interacting socially with staff about school-related topic (i.e., shop talk) | <input type="radio"/> |
| Increasing parent involvement | <input type="radio"/> |
| Planning or facilitating professional development for teachers | <input type="radio"/> |
| Planning or directing supplementary, after-school or summer school instruction | <input type="radio"/> |
| Managing student discipline | <input type="radio"/> |
| Developing and monitoring a safe and orderly school environment | <input type="radio"/> |
| Fundraising | <input type="radio"/> |
| Managing student services (records, reporting, activities) | <input type="radio"/> |
| Counseling staff about conflicts with other staff members | <input type="radio"/> |
| Teaching students | <input type="radio"/> |
| Fulfilling compliance requirements (not including Special Ed) | <input type="radio"/> |
| Supervising students (e.g., lunch duty, monitoring pick-up/drop-off) | <input type="radio"/> |
| Communicating with parents | <input type="radio"/> |
| Using assessment results for program evaluation and development | <input type="radio"/> |
| Preparing, implementing, and administering standardized tests | <input type="radio"/> |
| Evaluating curriculum | <input type="radio"/> |
| Planning/participating in school meetings | <input type="radio"/> |
| Managing budgets, resources | <input type="radio"/> |
| Managing instructional staff | <input type="radio"/> |
| Planning/participating in district office meetings or other communications initiated by the district office | <input type="radio"/> |
| Developing relationships with students | <input type="radio"/> |
| Releasing or counseling out teachers | <input type="radio"/> |
| Engaging in self-improvement/ professional development | <input type="radio"/> |
| Managing student attendance-related activities | <input type="radio"/> |
| Planning to conduct or conducting classroom observations / walk-throughs | <input type="radio"/> |
| Managing personal, school-related schedule | <input type="radio"/> |
| Planning or facilitating professional development for prospective principals | <input type="radio"/> |

Time Management

How frequently would you say you do each of the following?

| | Never | Sometimes | Frequently | Always |
|-----------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Find yourself spending a lot of time transitioning from place to place | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Have a clear idea of what you want to accomplish during the next week | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Rely on an administrative assistant to screen out less important issues before they reach your desk | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Have an explicit set of goals for the current month | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Set and honor priorities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Find yourself working on assignments or reports the night before they are due | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Plan your day before you start it | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Write a set of daily goals for yourself | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ask your assistant principal to handle a situation so you can direct your attention elsewhere | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Keep your desk clear of everything other than what you are currently working on | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Find yourself continuing in unproductive routines or activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Find yourself being late for a meeting or event | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Try to limit the amount of time you spend on routine paperwork | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Make a schedule of the activities you have to do on work days | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Believe there is room for improvement in how you manage your time | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Spend time each day planning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Find yourself getting diverted from the task at hand | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Make the most constructive use of your time | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Feel you are in charge of your own time, by and large | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Delegate minor issues to an administrative assistant or other staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Make a list of the things you have to do each day | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Now we would like to ask you about your interactions with the assistant principal in your school. Please rate the extent to which you agree or disagree with the following about the listed AP.

| | \$(e://Field/AP1) | | | |
|---------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Strongly Disagree | Disagree | Agree | Strongly Agree |
| This AP needs a good deal of guidance from me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I think this AP will make a good principal in the future. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I get along well with this AP. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would describe this AP's primary job as handling student discipline. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would describe this AP's primary job as handling instructional issues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This AP has a great deal of autonomy in his or her job. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am pleased with this AP's job performance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| When I am absent from school, I am likely to leave this person in charge. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I would say I play a mentoring role with this AP. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I speak to this AP constantly throughout the school day. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Now we would like to ask you about your interactions with the assistant principals in your school. For each AP shown below, please rate the extent to which you agree or disagree with the following.

| | \$(e://Field/AP1) | | | | \$(e://Field/AP2) | | | |
|---------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Strongly Disagree | Disagree | Agree | Strongly Agree | Strongly Disagree | Disagree | Agree | Strongly Agree |
| This AP has a great deal of autonomy in his or her job. | <input type="radio"/> |
| I am pleased with this AP's job performance. | <input type="radio"/> |
| I speak to this AP constantly throughout the school day. | <input type="radio"/> |
| When I am absent from school, I am likely to leave this person in charge. | <input type="radio"/> |
| I would say I play a mentoring role with this AP. | <input type="radio"/> |
| I think this AP will make a good principal in the future. | <input type="radio"/> |
| I get along well with this AP. | <input type="radio"/> |
| I would describe this AP's primary job as handling instructional issues. | <input type="radio"/> |
| I would describe this AP's primary job as handling student discipline. | <input type="radio"/> |
| This AP needs a good deal of guidance from me. | <input type="radio"/> |

Now we would like to ask you about your interactions with the assistant principals in your school. For each AP shown below, please rate the extent to which you agree or disagree with the following.

| | \$(e://Field/AP1) | | | | \$(e://Field/AP2) | | | | \$(e://Field/AP3) | | | |
|---------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Strongly Disagree | Disagree | Agree | Strongly Agree | Strongly Disagree | Disagree | Agree | Strongly Agree | Strongly Disagree | Disagree | Agree | Strongly Agree |
| I speak to this AP constantly throughout the school day. | <input type="radio"/> |
| When I am absent from school, I am likely to leave this person in charge. | <input type="radio"/> |
| I would describe this AP's primary job as handling student discipline. | <input type="radio"/> |
| I am pleased with this AP's job performance. | <input type="radio"/> |
| I get along well with this AP. | <input type="radio"/> |
| I would say I play a mentoring role with this AP. | <input type="radio"/> |
| I think this AP will make a good principal in the future. | <input type="radio"/> |
| This AP has a great deal of autonomy in his or her job. | <input type="radio"/> |
| This AP needs a good deal of guidance from me. | <input type="radio"/> |
| I would describe this AP's primary job as handling instructional issues. | <input type="radio"/> |

Now we would like to ask you about your interactions with the assistant principals in your school. For each AP shown below, please rate the extent to which you agree or disagree with the following.

| | \$(e://Field/AP1) | | | | \$(e://Field/AP2) | | | | \$(e://Field/AP3) | | | | \$(e://Field/AP4) | | | |
|---------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Strongly Disagree | Disagree | Agree | Strongly Agree | Strongly Disagree | Disagree | Agree | Strongly Agree | Strongly Disagree | Disagree | Agree | Strongly Agree | Strongly Disagree | Disagree | Agree | Strongly Agree |
| This AP needs a good deal of guidance from me. | <input type="radio"/> |
| When I am absent from school, I am likely to leave this person in charge. | <input type="radio"/> |
| I would describe this AP's primary job as handling instructional issues. | <input type="radio"/> |
| This AP has a great deal of autonomy in his or her job. | <input type="radio"/> |
| I think this AP will make a good principal in the future. | <input type="radio"/> |
| I would say I play a mentoring role with this AP. | <input type="radio"/> |
| I get along well with this AP. | <input type="radio"/> |
| I would describe this AP's primary job as handling student discipline. | <input type="radio"/> |
| I am pleased with this AP's job performance. | <input type="radio"/> |
| I speak to this AP constantly throughout the school day. | <input type="radio"/> |

Now we would like to ask you about your interactions with the assistant principals in your school. For each AP shown below, please rate the extent to which you agree or disagree with the following.

| | \$(e://Field/AP1) | | | | \$(e://Field/AP2) | | | | \$(e://Field/AP3) | | | | \$(e://Field/AP4) | | | | \$(e://Field/AP5) | | | |
|---------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Strongly Disagree | Disagree | Agree | Strongly Agree | Strongly Disagree | Disagree | Agree | Strongly Agree | Strongly Disagree | Disagree | Agree | Strongly Agree | Strongly Disagree | Disagree | Agree | Strongly Agree | Strongly Disagree | Disagree | Agree | Strongly Agree |
| I speak to this AP constantly throughout the school day. | <input type="radio"/> |
| I would describe this AP's primary job as handling instructional issues. | <input type="radio"/> |
| When I am absent from school, I am likely to leave this person in charge. | <input type="radio"/> |
| This AP has a great deal of autonomy in his or her job. | <input type="radio"/> |
| I am pleased with this AP's job performance. | <input type="radio"/> |
| I think this AP will make a good principal in the future. | <input type="radio"/> |
| I would say I play a mentoring role with this AP. | <input type="radio"/> |
| I get along well with this AP. | <input type="radio"/> |
| This AP needs a good deal of guidance from me. | <input type="radio"/> |
| I would describe this AP's primary job as handling student discipline. | <input type="radio"/> |

Now we would like to ask you about your interactions with the assistant principals in your school. For each AP shown below, please rate the extent to which you agree or disagree with the following.

| | \$(e://Field/AP1) | | | | \$(e://Field/AP2) | | | | \$(e://Field/AP3) | | | | \$(e://Field/AP4) | | | | \$(e://Field/AP5) | | | | \$(e://Field/AP6) | | | | \$(e://Field/AP7) | | | | | | | |
|---------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Strongly Disagree | Disagree | Agree | Strongly Agree | Strongly Disagree | Disagree | Agree | Strongly Agree | Strongly Disagree | Disagree | Agree | Strongly Agree | Strongly Disagree | Disagree | Agree | Strongly Agree | Strongly Disagree | Disagree | Agree | Strongly Agree | Strongly Disagree | Disagree | Agree | Strongly Agree | Strongly Disagree | Disagree | Agree | Strongly Agree | | | | |
| I would say I play a mentoring role with this AP. | <input type="radio"/> |
| I would describe this AP's primary job as handling student discipline. | <input type="radio"/> |
| This AP needs a good deal of guidance from me. | <input type="radio"/> |
| I get along well with this AP. | <input type="radio"/> |
| This AP has a great deal of autonomy in his or her job. | <input type="radio"/> |
| I speak to this AP constantly throughout the school day. | <input type="radio"/> |
| I am pleased with this AP's job performance. | <input type="radio"/> |
| I would describe this AP's primary job as handling instructional issues. | <input type="radio"/> |
| I think this AP will make a good principal in the future. | <input type="radio"/> |
| When I am absent from school, I am likely to leave this person in charge. | <input type="radio"/> |

Support

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?

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

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 REGIONAL OR 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?)

Performance Assessment and Compensation (SB 736)

Performance Evaluation and Compensation

We'd like to ask you a few questions about how the district or region evaluates you, which includes completion of the Performance Management Assessment for Administrators (PMAA) each year.

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

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Under a performance pay system, I would feel comfortable with my assessment via the PMAA tool being used to determine a portion of my compensation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The PMAA tool accurately identifies my strengths and weaknesses as a principal. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My evaluation by the PMAA tool accurately reflects my job performance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| If I was evaluated using the PMAA by a different evaluator, I feel confident that the outcome would be the same. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The evaluation process is worth the time and effort required to complete it. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This evaluation process is fair to me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| This evaluation process is useful for improving my performance as a principal. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In my most recent evaluation, I felt confident in my evaluator's ability to observe and describe my performance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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 approval from the Department of Education. SB 736 says that evaluations will be conducted by an individual's direct supervisor.

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"/> |

How much weight would you give to each of the following factors in the evaluation-based portion of the district's compensation plan FOR YOU? [Your weights must sum to 100. You may assign an item a weight of zero.]

| | |
|--------------------------------------------------------------------------------------------------------------------|----------|
| Average student growth on the FCAT in your school | 0 |
| Effectiveness of classroom teachers in your school | 0 |
| Your appropriate use of evaluation criteria and procedures | 0 |
| How well you recruit effective classroom teachers to your school | 0 |
| How well you retain effective classroom teachers in your school | 0 |
| Improvement in the percentage of instructional personnel in your school evaluated as effective or highly effective | 0 |
| How well you target faculty professional development needs | 0 |
| How well you identify and develop potential school leaders | 0 |
| Your own professional learning | 0 |
| Other leadership practices that result in student learning growth | 0 |
| Total | 0 |

In determining your evaluation and compensation, do you agree or disagree that each of the following should be a factor the district considers?

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| A survey of parents in your school that asks about your performance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A survey of teachers in your school that asks about your performance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The number of professional development opportunities you engage in in a year | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Tapping of Current Teachers

Identifying Future School Leaders

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: _____

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

| | SECOND MOST Important (Mark only ONE in this column.) | 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 knowledge 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. ASP, 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 principal or principal? | <input type="radio"/> | <input type="radio"/> |
| Discussed his or her potential as an assistant principal or principal with someone from your regional office? | <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, who encouraged you to become a principal, 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 | _____ | _____ | _____ |
| Second Undergraduate Degree | _____ | _____ | _____ |
| First Masters Degree | _____ | _____ | _____ |
| Second Masters Degree | _____ | _____ | _____ |
| Doctorate | _____ | _____ | _____ |

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.)

- Managing a budget
- Managing personnel
- Hiring personnel
- Training personnel
- Dismissing personnel
- Maintaining facilities
- Facilitating interpersonal relationships among employees
- Dealing with external stakeholders

Language and Country of Origin

In what country were you born?

- United States
- Other (please specify)

What country to 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 Principal Job

Did you complete an education leadership program at a college or university as part of becoming certified to be a 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., 3P) as part of becoming eligible to serve as a principal in M-DCPS?

- Yes
- No

What was this program called?

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

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 a 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 principal that were part of a formal degree program | <input type="radio"/> |
| University course(s) related to your role as principal that were NOT part of a formal degree program | <input type="radio"/> |
| Visits to other schools designed to improve your own work as principal | <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"/> |
| Working AS a mentor/coach to <u>another principal</u> as part of a formal arrangement that is recognized or supported by your school district | <input type="radio"/> |
| Working AS a mentor/coach to <u>an assistant principal</u> as part of a formal arrangement that is recognized or supported by your school district | <input type="radio"/> |
| Participating in a principal network (e.g., a group of principals organized by an outside agency or through the Internet) | <input type="radio"/> |
| Viewing professional development webinars facilitated by the region or district | <input type="radio"/> |
| Attending a summer institute or academy facilitated by the region or district | <input type="radio"/> |
| Participating in PD modules/activities at monthly regional meetings | <input type="radio"/> |
| Attending stand-alone workshops related to specific aspects of your job as principal | <input type="radio"/> |
| Attending a training series related to specific aspects of your job as a principal | <input type="radio"/> |
| Attending conferences | <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 |
|--------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Mentor knows a lot about instruction. | <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"/> |
| This mentoring relationship has benefited my performance as a principal. | <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"/> |
| My mentor makes time for me. | <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"/> |
| I am satisfied with this mentoring relationship. | <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. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mentor is knowledgeable about what it takes to be a good principal. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My mentor and I have set, standing meeting times. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mentor knows a lot about school management. | <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?

You indicated that you serve as a formal mentor or coach to another principal. 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 principal you named, to what extent do you agree or disagree with each of the following?

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| We are in constant contact. | <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"/> |
| I make my mentoring responsibilities a priority. | <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 expectations of me as a mentor are clearly defined. | <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"/> |
| We get along. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I sometimes have trouble fitting this mentoring relationship into my schedule. | <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"/> |
| My approach to mentoring could be described as "winging it." | <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"/> |
| Overall, I would call this an effective mentoring relationship. | <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"/> |
| The district provides me with resources on how to be a mentor. | <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?

You indicated that you serve as a formal mentor or coach to an assistant principal. 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 assistant principal you named, to what extent do you agree or disagree with each of the following?

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Overall, I would call this an effective mentoring relationship. | <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"/> |
| The district provides me with resources on how to be a mentor. | <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"/> |
| The expectations of me as a mentor are clearly defined. | <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"/> |
| I sometimes have trouble fitting this mentoring relationship into my schedule. | <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 set, standing meeting times. | <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 are interpersonally compatible. | <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"/> |
| We get along. | <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"/> |

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 a principal?

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|--------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Finding time to think and process can be difficult. | <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"/> |
| I feel confident as a manager in my school. | <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"/> |
| I feel confident in my role as 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 confident as an instructional leader. | <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 |
|------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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 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 have difficulty coping with the pace of organizational change. | <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 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"/> |
| 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"/> |
| I usually feel secure that my job conditions will not worsen. | <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"/> |
| Changes in my job are accompanied by appropriate support and training. | <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"/> |
| I sometimes feel anxious about the stability of 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 a principal | <input type="radio"/> |
| Being a principal at your current school | <input type="radio"/> |
| Your performance as a principal at your current school | <input type="radio"/> |
| Being a teacher | <input type="radio"/> |
| Your performance as a teacher | <input type="radio"/> |

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

| | Yes | No |
|----------------------------------------------------------------------------------------------------|-----------------------|-----------------------|
| 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 a principal until I retire. | <input type="radio"/> | <input type="radio"/> |