

Introduction

Survey of SFUSD Assistant Principals

Welcome to the 2011 Stanford University Survey of SFUSD Assistant Principals!

This online survey offers you the opportunity to confidentially share your views and insights about your experiences as an assistant principal. You will be asked questions about your role as a leader, your opinions on district-level programs, and your perceptions of the challenges facing your school currently. Your responses will help inform future policy decisions in SFUSD.

CONFIDENTIALITY: Taking this survey is completely voluntary. Your responses are completely confidential. To protect confidentiality, survey results will be reported in aggregate form only and will never identify you.

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

ABOUT THE RESEARCHERS: The Center for Education Policy Analysis at Stanford University (<http://cepa.stanford.edu>) works with school districts across the country. Our mission is to support high quality, multi-disciplinary empirical research that is informed by collaboration with stakeholders and practitioners and that, in turn, informs the improvement of education policy and practice.

Thanks for your participation!

Warm-Up

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

a. in your current school?	0	years
b. in other schools within SFUSD (not your current school)?	0	years
c. in schools outside of SFUSD?	0	years
Total	<u>0</u>	years

2. This year, how much of your effort has been focused in each of the following areas?

	None	Little	Some	About half	Most
a. Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. During all of your years as an Assistant Principal, how much of your effort has been focused in each of the following areas?

	None	Little	Some	About half	Most
a. Instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. For how many years were you a TEACHER ...

a. in your current school?	0	years
b. in other schools within SFUSD (not your current school)?	0	years
c. in schools outside of SFUSD?	0	years
Total	0	years

5. 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"/>

Task Effectiveness of Self

Your School's Leadership

We are interested in what you and your principal do as school leaders.

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

	Ineffective	A Little Effective	Effective	Very Effective
Using data for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dismissing low-performing teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding the best teachers for my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Filling teaching slots in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting the community involved in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Experimenting with new instructional approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting teachers the professional development they need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting school staff to work together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retaining Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing student discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercising control over the budget	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with the district administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting parents involved in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining a safe environment in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering students high-quality instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering students supplemental services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining school facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercising control over the instructional program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Task Effectiveness of Principal

7. How EFFECTIVE do you consider YOUR PRINCIPAL to be in the following leadership tasks?

	Ineffective	A Little Effective	Effective	Very Effective
Retaining Teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering students high-quality instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting teachers the professional development they need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting the community involved in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experimenting with new instructional approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercising control over the instructional program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Filling teaching slots in my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting school staff to work together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting parents involved in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering students supplemental services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing student discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining school facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with the district administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding the best teachers for my school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using data for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintaining a safe environment in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Exercising control over the budget
 Dismissing low-performing teachers

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

8. Please think carefully about how frequently each statement fits YOUR PRINCIPAL.

(Note: The word "others" may mean teachers, staff or other leaders at your school.)

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	Not at All	Once in a While	Sometimes	Fairly Often	Frequently or Always
He or she directs his or her attention toward failures to meet standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she delays responding to urgent questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she goes beyond self-interest for the good of the group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she waits for things to go wrong before taking action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she heightens others' desire to succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she gets involved immediately when issues arise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she suggests new ways of looking at how to complete assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she gets others to look at problems from many different angles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she intervenes before problems become serious.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she re-examines assumptions to question whether they are appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she specifies the importance of having a strong sense of purpose.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she demonstrates that problems must become chronic before I take action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she considers an individual as having different needs, abilities, and aspirations from others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she considers the moral and ethical consequences of decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she articulates a compelling vision of the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she gets others to do more than they expected to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she is effective in meeting others' job-related needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she is effective in representing others to higher authority (e.g., the district office).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she treats others as individuals rather than just as a member of a group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she uses methods of leadership that are satisfying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she talks enthusiastically about what needs to be accomplished.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she leads a group that is effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she acts in ways that build others' respect for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

He or she expresses satisfaction when others meet expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she is effective in meeting organizational requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she is absent when needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she works with others in a satisfactory way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she expresses confidence that goals will be achieved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she talks about his or her most important values and beliefs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she talks optimistically about the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she shows that he or she is a firm believer in "If it ain't broke, don't fix it."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she seeks differing perspectives when solving problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she concentrates his or her full attention on dealing with mistakes, complaints, and failures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she emphasizes the importance of having a collective sense of mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she makes clear what one can expect to receive when performance goals are achieved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she displays a sense of authority and confidence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she discusses in specific terms who is responsible for achieving performance targets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she helps others to develop their strengths.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she focuses attention on irregularities, mistakes, exceptions, and deviations from standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she provides others with assistance when they show effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she avoids making decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she instills pride in others for being associated with me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she keeps track of all mistakes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she spends time teaching and coaching others (not including students).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He or she increases others' willingness to try harder.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now please consider your schools full leadership team. All of your responses are completely confidential. These names will not be shared with the district but used only to get a sense of the size and characteristics of leadership teams across schools in the district.

9. Who do you consider the primary members of your school's leadership team (please list their names)?

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10. What do you consider the strengths of this team?

11. In what areas do you think it is most important for this team to improve?

Instruction

Instruction

We are interested in your school's instructional practices and approaches to improvement.

12. Who in your school is responsible for observing the instruction of individual teachers and giving feedback? (Mark all that apply.)

- Myself
- The Principal
- Other Assistant Principal(s)
- Department Chairs
- Grade/Subject Lead Teachers
- An Instructional Coach
- Other (please specify):

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13. Who in your school is responsible for initiating and coordinating the progress of specific instructional improvement activities? (Mark all that apply.)

- Myself
- The Principal
- Other Assistant Principal(s)
- Department Chairs
- Grade/Subject Lead Teachers
- An Instructional Coach
- Other (please specify):

14. Who in your school is responsible for examining and discussing data on students' academic performance? (Mark all that apply.)

- Myself
- The Principal
- Other Assistant Principal(s)
- Department Chairs
- Grade/Subject Lead Teachers
- An Instructional Coach
- Other (please specify):

15. How often do you meet with your team of instructional leaders as a group? (Check only one.)

- We don't meet as a group
- Once or twice per year
- Quarterly
- Monthly
- About every two weeks
- Weekly or more
- N/A - My school does not have a team of instructional leaders.

16. How frequently do TEACHERS IN YOUR SCHOOL review assessment data (e.g., department-wide common assessments, standardized tests)?

Never	A Few Times a Year	Every 6 to 8 Weeks	Every 3 to 5 Weeks	Weekly
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. When a student performed poorly, you informed his/her parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. When a student performed poorly, you talked with his/her parents about ways they could help their child learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. When a student performed better than usual, you informed his/her parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Support

Supports

This section asks about the supports you have to help you in your job

20. Thinking about the PROFESSIONAL DEVELOPMENT activities you participated in over the last 12 months, how USEFUL did you find the following to improving your effectiveness as an assistant principal?

	Very Useful	Useful	A Little Useful	Not Useful	N/A - Did not participate in this type of PD
University course(s) related to your role as principal that were NOT part of a formal degree program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University course(s) related to your role as principal that were part of a formal degree program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending stand-alone workshops related to specific aspects of your job as principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
Attending conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending a training series related to specific aspects of your job as a principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working AS a mentor/coach to another principal as part of a formal arrangement that is recognized or supported by your school district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visits to other schools designed to improve your own work as principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Please describe the degree of support you receive from SFUSD Central Office in the following areas:

	None, but I do not require this support	None, but I would like this support	A little support	Some support	A lot of support
Selecting professional development for your staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fundraising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging parent involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building a culture of achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing academic and social support for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing school budgets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing school operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving college counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Long-range strategic planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Building a leadership team within your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human resource issues (hiring, removing, or training teachers)	<input type="radio"/>	<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"/>	<input type="radio"/>

Challenges to School Improvement

Challenges to School Improvement

22. Below are several factors that could be considered “roadblocks” for schools. Please indicate the extent to which each of the following was a factor in hindering your school's improvement during the 2010-2011 school year:

	Not a Factor	Somewhat of a Factor	A Factor	A Serious Factor
Teachers lack knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers do not put forth enough effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social problems in the school's community (e.g., poverty, gangs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressure to obtain external funds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Central office expectations unclear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial/ethnic tensions in the school's community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students come to school unprepared to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Pressure to reduce school expenditures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressure to get test scores up quickly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents apathetic about their children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressure to constantly adapt new programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mistrust between teachers and parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from the school's community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negative stereotypes about the schools community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty hiring effective teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressure to comply with state and federal regulations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher turnover	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students apathetic about school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of support from central office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poor relationship between school and central office leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty removing ineffective teachers	<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"/>

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

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

- » Mistrust between teachers and parents
- » Parents apathetic about their children
- » Students come to school unprepared to learn
- » Students apathetic about school
- » Other (please specify):
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Education and Administrative Credential Program

About You

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

24. Describe your educational background.

(Note: If you have more than one of each of these degrees, please describe your MOST RECENT in each area.)

	Name of College/University	Year Degree Conferred (YYYY)	Major
a. Undergraduate Degree			
b. Masters Degree			
c. Other Graduate Degree			

25. Have you completed or are you completing an administration credentialing program?

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

26. In your administrative credentialing program, how much opportunity did/do you have to learn the SKILLS AND KNOWLEDGE specifically related to the following areas?

	None	Touched on it Briefly	Spent Some Time Discussing or Doing	Explored in Some Depth	Extensive Opportunity
Leadership or leadership development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fundraising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiring staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal issues in education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Budgeting and finance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educating for democracy or democratic values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Removing/counseling out staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Multiculturalism or diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading classroom instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing a curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing and using quantitative data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handling interpersonal issues among staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating a safe school environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handling student discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with parents and community members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The history of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What I use on a day-to-day basis in my job as an assistant principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with the teachers' union	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Satisfaction and Future Plans

27. To what extent are you generally SATISFIED with each of the following?

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Being an assistant principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Being an assistant principal at your current school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Your performance as an assistant principal at your current school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Please think back to when you were a teacher. To what extent were you generally SATISFIED with each of the following?

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
a. Being a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Your performance as a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. How likely is it that you will do the following at some point in your FUTURE career?

	Very Unlikely	Unlikely	Likely	Very Likely
a. Be a school principal (or equivalent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Work as a classroom teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Work in a school in another role (e.g., curriculum specialist, instructional coach, counselor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Work in the district office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Work in education, outside of K-12 schools (e.g., educational entrepreneur, researcher, professor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Leave education temporarily (e.g., sabbatical, child-rearing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Pursue a career outside of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Stay in education but not in SFUSD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Remain an assistant principal until I retire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Preferences

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

First Choice School:

Second Choice School:

Third Choice School:

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

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

Yes (please specify):

No