

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

- My primary responsibility is to oversee a specific set of grade levels in my school (e.g., K-3 or 9&10).
- My primary responsibility is to oversee a specific set of subjects in my school (e.g., math, arts programs).
- My primary responsibility is to oversee a specific area of administrative tasks (e.g., instruction, discipline).
- I have a general administrative role (i.e., I handle a broad set of tasks delegated to me by my principal).
- Other

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

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

Which subjects do you oversee?

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

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

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

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

classroom that just happened to be close by)

Total:

In a typical work week, what percentage of the informal classroom visits or walkthroughs you conduct are:

0 10 20 30 40 50 60 70 80 90 100

Targeted to classrooms where you have concerns about a teacher's instruction, classroom management, or other area of job performance

When conducting informal classroom visits or walkthroughs, which of the following are you typically looking for?

	Never or Rarely	Sometimes	Usually	Almost always
Teacher's communication with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional delivery and engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher's knowledge of their students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appropriate instructional strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher's professionalism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Of the ones you said you were "almost always" looking for, which would you say you are most focused on in conducting an informal classroom visit or walkthrough?

- » Teacher's knowledge of their students
- » Appropriate instructional strategies
- » Instructional delivery and engagement
- » Effective assessment

A high-performing veteran teacher

A low-performing veteran teacher

To what extent do you agree or disagree about each of the following statements about informal classroom visits or walkthroughs?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I have the skills necessary to conduct effective walkthroughs in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what to look for in a walkthrough.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I typically provide useful feedback to teachers following a walkthrough.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding time to follow up with teachers following a walkthrough can be difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the skills to provide useful feedback to teachers about what I observe in walkthroughs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing feedback to teachers about what I observe in walkthroughs can be uncomfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demands on my time are a significant barrier to conducting walkthroughs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkthroughs are part of an overall strategy for improving student learning in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkthroughs are important for teachers' professional development in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in my school see walkthroughs as part of their professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers in my school find walkthroughs useful for their practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal provides me with guidance concerning how to conduct walkthroughs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My principal and I coordinate on which classrooms to visit for informal walkthroughs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Relationship with Principal

Working with Your Principal

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

How often do you...

Less than	2-3	2-3
Once a	Once a	Once a
Once a	Times a	Times a

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

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

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

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

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

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

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

Thinking back over your one-on-one interactions with your principal this year, how often would

Managing budgets, resources	<input type="radio"/>					
Maintaining campus facilities	<input type="radio"/>					
Managing student attendance-related activities	<input type="radio"/>					
Formally evaluating teachers and providing instructional feedback to support their improvement	<input type="radio"/>					
Fulfilling compliance requirements (not including Special Ed)	<input type="radio"/>					
Interacting socially with staff about school-related topic (i.e., shop talk)	<input type="radio"/>					
Releasing or counseling out teachers	<input type="radio"/>					
	Very Ineffective	Ineffective	Somewhat Ineffective	Somewhat Effective	Effective	Very Effective
Fundraising	<input type="radio"/>					
Using assessment results for program evaluation and development	<input type="radio"/>					
Managing student discipline	<input type="radio"/>					
Recruiting school volunteers from the community	<input type="radio"/>					
Planning or facilitating professional development for prospective principals	<input type="radio"/>					
Planning to conduct or conducting classroom observations / walk-throughs	<input type="radio"/>					
Teaching students	<input type="radio"/>					
Implementing required professional development	<input type="radio"/>					

Facilities

Your School's Facilities

Now we have a few questions about the physical environment in your school.

Thinking about your school during the 2012-13 school year, to what extent would you agree with each of the following?

	Strongly Disagree	Disagree	Agree	Strongly Agree
Some interior walls have scarring, peeling, or holes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Air in the school is fresh.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Air in the school sometimes has a displeasing smell or odor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has adequate space to conduct its activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The exterior of the school generally is well-maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lighting in classrooms is adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ambient noise is a problem for the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The school has adequate ventilation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms get a lot of natural daylight.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some ceilings have leaks or evidence of leaks (e.g., stains).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During the day, I often feel too hot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While inside the building, I sometimes notice outside noise (e.g., traffic).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flooring throughout the school generally is in good condition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
While inside classrooms, I sometimes notice noise from hallways or outside.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school is air-conditioned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some classrooms feel cramped.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is enough space for students to move easily in common areas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lighting in hallways and common areas is bright.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bathrooms (staff or student) are clean and well-maintained.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Furniture in the school generally is in good condition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The temperature in my school is sometimes uncomfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, what grade would you give this school's facilities?

A	B	C	D	F
<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, including your preparation for and attitudes about your work as an AP.

Please describe your education:

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

Masters
Degree
Doctorate

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- Yes
 No

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

How many years work experience do you have outside education?

Years

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

- Yes (please specify: _____)
 No

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

Years

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

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

Language and Country of Origin

In what country were you born?

- United States
 Other (please specify:)

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

How well do you speak any of the following languages?

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

Preparation for AP Job

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

- Yes
 No

What college or university provided this program?

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

- Yes

No

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

Number of Years

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

Satisfaction and Future Plans

To what extent are (or were) you generally SATISFIED with each of the following?

	Very Dissatisfied	Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied	N/A
Being an AP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being an AP in your current school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your performance as an AP in your current school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your performance as a teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance of your principal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Attitudes about Job

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
I have adequate opportunities to network with other educational leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel supported by others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel adequately prepared to be a principal.	<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"/>
Finding time to think and process can be difficult.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I feel confident in my role as an AP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel adequately prepared to be an AP.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident as an instructional leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This job is a collegial one.	<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 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"/>

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
I have difficulty coping with the pace of organizational change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I sometimes feel anxious about the stability of my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am often aware of how others are judging the quality of my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I cope well with changes in my job.	<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 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"/>
My ability to take initiative in my job is hindered by how I am monitored and evaluated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changes in my job are accompanied by appropriate support and training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel overwhelmed by unrealistic improvement targets or initiatives.	<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 often struggle with uncertainty about my role and duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>