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Consortium for Policy Research in Education
Study of School Leadership

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This questionnaire is for the principal of this school. Findings from this questionnaire will help us gain a better understanding of the role of principal leadership in school improvement efforts.

Your responses are voluntary and confidential. It is up to you whether you complete this survey. If you choose to complete the survey, and if there is a question you do not wish to answer, simply skip it. We hope you will answer as many questions as possible. No principals or their schools will be identified in any published reports.


For questions about your rights as a participant in this research, you may call or write to the Behavioral Sciences Institutional Review Board, Kate Keever, 540 East Liberty St., Ste 202, Ann Arbor, MI 48104-2210, 734-936-0933, email: irbhsbs@umich.edu

Press "Next" to continue.

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Your School

1. Which of the following best describes your school?

☒ a. Charter school (released from some or all district or state requirements)


☐ b. Magnet school (offers enhancements such as special curricular themes or methods of instruction to attract students from outside their normal attendance area)

☐ c. School of choice (open enrollment, but not necessarily a programmatic focus)

☐ d. Regular public school

☐ e. Other

Specify other:

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Your School

2. Does your school offer any of the following kinds of programs?

	Yes	No
a. Title I Targeted Assistance	<input checked="" type="radio"/>	<input type="radio"/>
b. Title I School-Wide Program	<input checked="" type="radio"/>	<input type="radio"/>
c. Other Compensatory Education Program	<input checked="" type="radio"/>	<input type="radio"/>
d. Special Education	<input type="radio"/>	<input checked="" type="radio"/>
e. Bilingual Education	<input checked="" type="radio"/>	<input type="radio"/>
f. English as a Second Language	<input type="radio"/>	<input checked="" type="radio"/>
g. Gifted and Talented Program	<input type="radio"/>	<input checked="" type="radio"/>
h. Medical Health Care Services	<input type="radio"/>	<input checked="" type="radio"/>
i. Mental Health Care Services	<input checked="" type="radio"/>	<input type="radio"/>
j. Before- or After-School Day Care Program	<input type="radio"/>	<input checked="" type="radio"/>
k. Parenting Education Program	<input type="radio"/>	<input checked="" type="radio"/>
l. School Breakfast/Lunch Program	<input type="radio"/>	<input checked="" type="radio"/>
m. GED (General Education Degree)	<input type="radio"/>	<input checked="" type="radio"/>
n. Other	<input type="radio"/>	<input checked="" type="radio"/>

Please specify other in the box below:





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Your School

3. During the current school year (2004-2005), did your school receive funding from any of the following sources to support school improvement?

District, State and Private Sources

	Yes	No
a. Special school improvement funds set aside by your school district	<input type="radio"/>	<input checked="" type="radio"/>
b. Special school improvement funds set aside by your state	<input type="radio"/>	<input checked="" type="radio"/>
c. State Compensatory Education funds	<input type="radio"/>	<input checked="" type="radio"/>
d. Private sources (foundations, community, parents)	<input checked="" type="radio"/>	<input type="radio"/>

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Your School

3. During the current school year (2004-2005), did your school receive funding from any of the following sources to support school improvement?

Federal Grants

	Yes	No
a. 21st Century Community Learning Center	<input type="radio"/>	<input checked="" type="radio"/>
b. Class Size Reduction	<input type="radio"/>	<input checked="" type="radio"/>
c. Comprehensive School Reform Demonstration Program	<input checked="" type="radio"/>	<input type="radio"/>
d. Eisenhower Professional Development Grants	<input type="radio"/>	<input checked="" type="radio"/>
e. Elementary School Counseling Demonstration Program	<input type="radio"/>	<input checked="" type="radio"/>
f. Freely Associated State Education Grant Program	<input type="radio"/>	<input checked="" type="radio"/>
g. Fund for the Improvement of Education	<input checked="" type="radio"/>	<input type="radio"/>
h. Innovative Education Program Strategies	<input checked="" type="radio"/>	<input type="radio"/>
i. Innovative Programs	<input type="radio"/>	<input checked="" type="radio"/>
j. Magnet School Assistance	<input type="radio"/>	<input checked="" type="radio"/>

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Your School

3. During the current school year (2004-2005), did your school receive funding from any of the following sources to support school improvement?

Federal Grants

	Yes	No
k. Native Hawaiian Curriculum Development Teacher Training and Recruitment Program	<input type="radio"/>	<input checked="" type="radio"/>
l. Partnerships in Character Education	<input type="radio"/>	<input checked="" type="radio"/>
m. Smaller Learning Communities Program	<input type="radio"/>	<input checked="" type="radio"/>
n. State and Local Education Systematic Improvement	<input checked="" type="radio"/>	<input type="radio"/>
o. Technology Literacy Challenge Fund	<input type="radio"/>	<input checked="" type="radio"/>
p. Title 1, part C (migrant) funds	<input type="radio"/>	<input checked="" type="radio"/>
q. Title 7 bilingual education funds	<input checked="" type="radio"/>	<input type="radio"/>
r. Title 9 funds for Indian Education services	<input type="radio"/>	<input checked="" type="radio"/>
s. Training and Advisory Services	<input type="radio"/>	<input checked="" type="radio"/>
t. Other	<input type="radio"/>	<input checked="" type="radio"/>

Please specify other in the box below:





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Your School

4. During the current school year, was this school *formally* identified as “in need of improvement” or placed in a formal status requiring school improvement by any of the following agencies or programs?

	Yes	No
a. The state education agency	<input type="radio"/>	<input checked="" type="radio"/>
b. The federal Title I program	<input type="radio"/>	<input checked="" type="radio"/>
c. The NCLB program	<input type="radio"/>	<input checked="" type="radio"/>
d. The school district	<input type="radio"/>	<input checked="" type="radio"/>
e. Other agency	<input type="radio"/>	<input checked="" type="radio"/>

Please specify other agency below:

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Your School

5. Does your school have a written school improvement plan?

☒ Yes

☐ No, but we are in the process of developing one

☐ No, and we are not currently developing one

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Your School

6. Please indicate the extent to which each of the following was an important priority in your school's improvement plan this year.

	Not in our plan	In the plan but not top priority	A top priority
a. Improving the school's facilities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
b. Improving school climate (e.g., making school safer, fostering respect for others)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
c. Improving parent participation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
d. Improving student attendance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
e. Improving the health and welfare of students	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
f. Improving the reading/language arts program	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
g. Improving the mathematics program	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
h. Improving the school's library, technology, or media	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
i. Improving another academic program or programs	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>





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Your School

7. To what extent do you agree or disagree with the following statements about your school?

	Does not apply	Strongly Disagree	Disagree	Agree	Strongly Agree
a. The school district's curriculum frameworks are specific and clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
b. The school district's assessment program provides specific and clear information about what students should know and be able to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
c. The school district's instructional policies give teachers clear information about what and how to teach.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. District standards for student learning drive much of our improvement agenda in this school.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The school district is an important source of funding for our school improvement agenda.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The school district provides flexibility in how resources are allocated at this school (e.g., time, materials, personnel).	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Your School

7. To what extent do you agree or disagree with the following statements about your school?

	Does not apply	Strongly Disagree	Disagree	Agree	Strongly Agree
g. The school district's staff provides important information and expertise that support our school improvement efforts.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. There is a great deal of turnover in the central office in the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
i. There is a strong consensus among district leaders about priorities for school improvement.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Central office policies and procedures change frequently in this district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
k. The school district's improvement agenda makes it difficult for us to create a school improvement plan tailored to the specific needs of this school.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. The district's personnel policies and practices make it difficult to hire staff with the expertise and interest we need for school improvement.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>



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Your School


8. Please enter the names of any comprehensive school reform models or research-based reform programs in which your school participated this school year.

Program 1:

Program 2:

Program 3:

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School Leadership

9. To what extent do you use data for each of the following purposes?

	Data not used in this way	Used Minimally	Used Moderately	Used Extensively
a. Identifying individual students who need remedial assistance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Setting learning goals for individual students	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Tailoring instruction to individual students' needs	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Developing recommendations for tutoring or other educational services for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
e. Assigning or reassigning students to classes or groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
f. Identifying and correcting gaps in the curriculum for all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
g. Encouraging parent involvement in student learning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Identifying areas where teachers need to strengthen their content knowledge or teaching skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
i. Determining topics for professional development	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Setting school improvement goals	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
k. Celebrating the achievement of school goals	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>



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School Leadership

10. This school year, how often do you have scheduled meetings with other teachers in this school to discuss and plan curriculum or teaching approaches?

☐ Never

☐ Once or twice a year

☒ Once every other month

☐ Once a month

☐ 2-3 times a month

☐ Once a week

☐ More than once a week

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School Leadership


For the next set of questions, we would like you to refer to staff in your school who are responsible for overseeing, managing, or coordinating instruction in the school. We refer to these staff as the "leadership team."

11. Does this school have a team of staff members that has responsibility for overseeing, managing, or coordinating instruction in the school?

☒ Yes

☐ No

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School Leadership

12. Please indicate which of the following staff are members of the leadership team.

	Yes	No
a. Yourself	<input checked="" type="radio"/>	<input type="radio"/>
b. Assistant principal	<input checked="" type="radio"/>	<input type="radio"/>
c. Regular classroom teachers	<input checked="" type="radio"/>	<input type="radio"/>
d. Reading/language or English specialist teachers	<input checked="" type="radio"/>	<input type="radio"/>
e. Math specialist teachers	<input checked="" type="radio"/>	<input type="radio"/>
f. Specialist teachers (Please specify)	<input type="radio"/>	<input checked="" type="radio"/>
g. Other staff (counselors, social workers, attendance officers, etc.) (Please specify)	<input type="radio"/>	<input checked="" type="radio"/>
h. Parents or community members	<input checked="" type="radio"/>	<input type="radio"/>

Please specify specialist teachers (f)

Please specify other staff (g)





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School Leadership

13. How often do you interact with other members of the leadership team in the following settings?

	Never	A few times throughout the year	A few times per month	1-2 days per week	More than 2 days per week
a. In formally scheduled meetings	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. In informal meetings (for example, stopping by each other's classrooms or catching each other in the hallway between classes)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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School Leadership

14. Please indicate the extent to which you agree or disagree with the following statements about the leadership team in your school.

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Members of the leadership team openly express their professional views during meetings	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
b. Members of the leadership team are willing to question one another's views	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
c. We do a good job of talking through views, opinions, and values	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Members of the team work together closely to lead this school	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
e. Power to make decisions is equally shared among members of the leadership team	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The team usually tries to come to consensus when making decisions	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
g. A few people in the team seem to dominate the decision-making progress	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
h. I am not usually involved in the decision-making process	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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School Leadership

15. During the current school year, how often did you do any of the following?

	Never	A few times throughout the year	A few times per month	1-2 days per week	More than 2 days per week
a. Supervise clerical, cafeteria, and maintenance staff	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Monitor public spaces, such as the cafeteria, hallways, playgrounds, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
c. Deal with emergencies and other unplanned circumstances	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Work with students and their parents on discipline/attendance issues	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Complete routine paperwork (such as reports and record keeping)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
f. Attend district- and board-organized meetings	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Work with local community members or community organizations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Demonstrate instructional practices and/or the use of curricular materials in a classroom	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>





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School Leadership

15. During the current school year, how often did you do any of the following?

	Never	A few times throughout the year	A few times per month	1-2 days per week	More than 2 days per week
i. Observe a teacher who was trying new instructional practices or using new curricular materials	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Examine and discuss what students were working on during a teacher's lesson	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Examine and discuss standardized test results of students from a teacher's class	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Frame and communicate broad goals for school improvement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Examine the school's overall progress toward its school improvement goals	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Set explicit timelines for instructional improvement	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Clarify expectations or standards for students' academic performance	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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School Leadership

15. During the current school year, how often did you do any of the following?

	Never	A few times throughout the year	A few times per month	1-2 days per week	More than 2 days per week
p. Develop the staff development program in the school	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Personally provide staff development	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Troubleshoot or support the implementation of school improvement efforts	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Work on plans to improve the teaching of specific curricular units or objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Monitor the curriculum used in classrooms to see that it reflects the school's improvement efforts	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Monitor classroom instructional practices to see if they reflect the school's improvement efforts	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Maintain programs for special education students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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16. This question asks about your knowledge in a variety of areas of school leadership. For each area, please indicate the degree to which you believe *your current* knowledge reflects personal mastery (*knowledge and understanding*) of the area. Your choices are "a little", "some", "quite a bit", or "a great deal" of mastery. Please read the description of each area carefully.

To what extent do you currently have *personal mastery (knowledge & understanding)* of the following:

	A Little	Some	Sufficient	Quite a Bit	A Great Deal
a. Developing and implementing strategic plans	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Different types of assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
c. Applied motivational theories	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Effective communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
e. Procedures for forming and using teams in school	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Curriculum design, implementation, evaluation, and refinement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
g. Procedures for coaching teachers	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Models and strategies of change and conflict resolution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>





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School Leadership

16. To what extent do you currently have *personal mastery (knowledge & understanding)* of the following:

	A Little	Some	Sufficient	Quite a Bit	A Great Deal
i. Methods for creating learning cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
j. What students should know and be able to do at each grade level in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
k. Effective consensus-building and negotiation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
l. What students should know and be able to do at each grade level in reading and writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
m. Elements of school design	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Adult learning and professional development models	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. The change process for systems, organizations, and individuals	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Community relations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>





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School Leadership

16. To what extent do you currently have *personal mastery (knowledge & understanding)* of the following:

	A Little	Some	Sufficient	Quite a Bit	A Great Deal
q. Emerging issues and trends that potentially impact the school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
r. Applied learning theories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
s. The conditions and dynamics of the diverse school community	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. School cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
u. Successful models of school, family, business, community, government, and higher education partnerships	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Student growth and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
w. The role of public education in modern society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
x. Effective instructional practices in mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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School Leadership

16. To what extent do you currently have *personal mastery (knowledge & understanding)* of the following:

	A Little	Some	Sufficient	Quite a Bit	A Great Deal
y. The role of public education in an economically productive nation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
z. Benchmarking	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
aa. Systems theory	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
ab. The values of the diverse school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
ac. Evaluation and assessment strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
ad. Various ethical frameworks and perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
ae. The political, social, cultural, and economic systems and processes that impact schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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School Leadership

16. To what extent do you currently have *personal mastery (knowledge & understanding)* of the following:

	A Little	Some	Sufficient	Quite a Bit	A Great Deal
af. Evidence-based procedures for assessing struggling students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
ag. Information sources, data collection, and data analysis strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
ah. Aligning instruction, assessments and materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
ai. Evidence-based practices for intervening with struggling students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
aj. Effective decision-making processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
ak. Effective instructional practices in English/Language Arts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
al. Procedures for monitoring teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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Professional Development and School Change

17. During the current school year (2004-2005) how much time did you spend in organized professional development activities (e.g., workshops, seminars, institutes, courses) planned and organized by the following kinds of organizations?

	Less than 8 hours	1-2 days	3-5 days	6-9 days	10 or more days
a. Your school district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
b. The state education agency	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. A professional association	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. A university/college	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. A school reform program	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Your school	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please specify other in the box below:

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Professional Development and School Change

17. During the summer of 2004 how much time did you spend in organized professional development activities (e.g., workshops, seminars, institutes, courses) planned and organized by the following kinds of organizations?

	Less than 8 hours	1-2 days	3-5 days	6-9 days	10 or more days
a. Your school district	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The state education agency	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. A professional association	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. A university/college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. A school reform program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Professional Development and School Change

18. Please mark whether any of the following topics were a focus of your professional development activities this year.

	Yes	No
a. Developing a school mission or shared vision	<input type="radio"/>	<input checked="" type="radio"/>
b. Planning strategies	<input checked="" type="radio"/>	<input type="radio"/>
c. Working productively with groups or teams	<input checked="" type="radio"/>	<input type="radio"/>
d. Promoting shared decision making	<input type="radio"/>	<input checked="" type="radio"/>
e. Improving parent involvement	<input checked="" type="radio"/>	<input type="radio"/>
f. Improving school-community relations	<input checked="" type="radio"/>	<input type="radio"/>
g. Fund raising/grant writing	<input type="radio"/>	<input checked="" type="radio"/>
h. Organizing the school's instructional program	<input checked="" type="radio"/>	<input type="radio"/>
i. Your school's reading/language arts curriculum and materials	<input checked="" type="radio"/>	<input type="radio"/>
j. Your school's mathematics curriculum and materials	<input checked="" type="radio"/>	<input type="radio"/>

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complete it, please click on save.

Professional Development and School Change

18. Please mark whether any of the following topics were a focus of your professional development activities this year.

	Yes	No
k. Specific methods for improving reading/language arts instruction	<input checked="" type="radio"/>	<input type="radio"/>
l. Specific methods for improving mathematics instruction	<input checked="" type="radio"/>	<input type="radio"/>
m. How to adapt or individualize instruction	<input checked="" type="radio"/>	<input type="radio"/>
n. Your knowledge of reading/language arts	<input checked="" type="radio"/>	<input type="radio"/>
o. Your knowledge of mathematics	<input checked="" type="radio"/>	<input type="radio"/>
p. How to observe and monitor classroom instruction	<input checked="" type="radio"/>	<input type="radio"/>
q. How to promote standards-based learning	<input type="radio"/>	<input checked="" type="radio"/>
r. New procedures to assess student learning	<input type="radio"/>	<input checked="" type="radio"/>

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Professional Development and School Change

19. To what extent do you agree or disagree with the following statements about your professional development experiences this year?

My professional development experiences this year . . .

	Strongly Disagree	Disagree	Agree	Strongly Agree
a. Gave me many opportunities to improve aspects of my work	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
b. Provided me with knowledge or information that is very useful to me in my work	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
c. Were coherently related to each other	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Allowed me to focus on a problem over an extended period of time	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Focused on too many topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
f. Provided me with useful feedback about my practice or work	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
g. Made me pay closer attention to particular things I was doing in my work	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
h. Led me to seek out additional information from another school leader, teacher, or some other source	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Led me to think about an aspect of my work in a new way	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
j. Led me to try new things in my practice or work	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>





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Professional Development and School Change

20. Please indicate whether you do each of the following:

	Yes	No
a. Maintain regular contact with other principals	<input checked="" type="radio"/>	<input type="radio"/>
b. Attend meetings of local principals	<input checked="" type="radio"/>	<input type="radio"/>
c. Attend professional meetings and seminars outside the district	<input checked="" type="radio"/>	<input type="radio"/>
d. Respond to requests from other principals for assistance and mentoring/coaching	<input type="radio"/>	<input checked="" type="radio"/>

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Professional Development and School Change

21. To what extent do you agree or disagree with the following statements?

	Does not apply	Strongly Disagree	Disagree	Agree	Strongly Agree
a. I feel capable of making the kinds of changes I am learning about in my professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
b. I feel capable of making the kinds of changes that are required by the district	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
c. The changes I am learning about in my professional development will definitely help improve student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
d. The changes required by the district will definitely help improve student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
e. The changes I'm learning about in my professional development are definitely worthwhile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
f. Changes required by the district are definitely worthwhile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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Professional Development and School Change

22. Did you attend one of the following NISL Training Units?

- a. Unit 1 The Educational Challenge - June, 2005
- b. Unit 2 Standards-Based Instructional Systems - June, 2005
- c. Unit 3 The Principal as Strategic Thinker - September, 2005
- d. Unit 4 The Principal as School Designer - October/November, 2005
- e. Unit 5 Foundations of Effective Learning - October/November, 2005
- f. Unit 8 Promoting Professional Knowledge - February, 2006
- g. Coaching Institute - March, 2006

☒ Yes
☐ No

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Professional Development and School Change

22. Which of the following NISL Training Units did you attend?

	Yes	No
a. Unit 1 The Educational Challenge - June, 2005	<input checked="" type="radio"/>	<input type="radio"/>
b. Unit 2 Standards-Based Instructional Systems - June, 2005	<input checked="" type="radio"/>	<input type="radio"/>
c. Unit 3 The Principal as Strategic Thinker - September, 2005	<input checked="" type="radio"/>	<input type="radio"/>
d. Unit 4 The Principal as School Designer - October/November, 2005	<input checked="" type="radio"/>	<input type="radio"/>
e. Unit 5 Foundations of Effective Learning - October/November, 2005	<input checked="" type="radio"/>	<input type="radio"/>
f. Unit 8 Promoting Professional Knowledge - February, 2006	<input checked="" type="radio"/>	<input type="radio"/>
g. Coaching Institute - March, 2006	<input checked="" type="radio"/>	<input type="radio"/>

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Background

23. Are You:

☐ Male ☒ Female

24. Are You:

☐ Hispanic, regardless of race
☐ Black, not of Hispanic origin
☒ White, not of Hispanic origin
☐ Asian or Pacific Islander
☐ American Indian or Alaskan Native
☐ Biracial/Multiethnic
☐ Other

Specify other:

25. How many years have you worked as an administrator? Record whole years, not fractions or months. Round up to the nearest whole number, including current school year.

20 ▼

26. How many years have you worked as a teacher? Record whole years, not fractions or months. Round up to the nearest whole number, including current school year.

13 ▼

27. How many years have you been a principal at this school? Record whole years, not fractions or months. Round up to the nearest whole number, including current school year.


9 ▼

28. How many years have you worked as a principal in this district? Record whole years, not fractions or months. Round up to the nearest whole number, including current school year.

9 ▼

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Background

29. What is the highest degree that you have earned?

☐ Bachelors
☒ Masters
☐ Educational Specialist/Professional Diploma
☐ Doctorate

30. About how many college/university classes have you taken in the following areas? (Include both undergraduate and graduate classes.)

	None	1-3	4-6	7-9	10-15	16 or more
a. English or a related language arts field	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Methods of teaching reading, English, and/or language arts	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Methods of teaching mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

31. What type of administrative certification do you hold?

☒ a. Regular or standard certification
☐ b. Advanced
☐ c. Temporary, provisional, probationary
☐ d. I am not certified

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