Vanderbilt Wallace PSI Principal Supervisor Survey 2018

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Start of Block: Informed Consent Block

Q.1. **Welcome to the 2018 survey for principal supervisors in all districts participating in the Wallace Principal Supervisor Initiative (PSI). This survey is conducted by Vanderbilt University. Please read through the following consent form before indicating your consent at the bottom of the page.**

Purpose of the Study. Your district is participating in the Wallace Foundation's Principal Supervisor Initiative (PSI). The survey gathers information on principal supervisors' experiences. Information from this survey will be used by Vanderbilt to study of the PSI. **Survey results will *not* be used to evaluate you or your district.**

Procedures. Online completion of the survey should take approximately 30 minutes. By using your personal survey link provided in the invitation email, you will be able to complete the survey in multiple sessions; responses you have already entered will be saved. However, once you click "submit" at the very end of the survey, you will no longer be able to return.

Confidentiality. The team of researchers from Vanderbilt will keep all of the information you provide **completely confidential** and will only use it for the purposes of the study. Responses will be statistically compiled into summaries and will never be presented in any way that would permit readers to identify you or your district. No one at your district or the Wallace Foundation will have access to survey responses that include respondents' names, school names, or any other information that could potentially be used to identify you or the schools you supervise.

Participants. All principal supervisors in each of the six PSI districts have been invited to participate in the survey.

Benefits of Participation. Your completion of this survey gives you the opportunity to reflect on your knowledge and experience in the role of principal supervisor. You will be providing valuable information that may help the Wallace Foundation, other school districts, and your district understand how districts are transforming the role of the principal supervisor and how these improvements affect principal performance.

Risks of Participation. The risks associated with your participation in this study are minimal.

Voluntary Participation. Your participation in this survey is completely voluntary. You can decide not to participate or to discontinue your participation at any time. A few survey questions, marked with a red asterisk (*) are required for routing to later questions, but aside from those, you may skip any questions you do not want to answer.

Contact Information. If you should have any questions about this research study, please feel free to contact Dr. Ellen Goldring at ███████████ or at ██████████████████████ in the Department of Leadership, Policy, and Organizations at Vanderbilt University. For additional information about this study, giving consent, or your rights as a participant in this study, please feel free to contact the Vanderbilt University Institutional Review Board Office at ███████████ or toll free at ███████████.

Do you consent to participation in this survey?

○ **YES, I have read the above information and consent to participation in this survey.** (1)

○ **NO, I do NOT consent to participation in this survey. (Choosing this option will end the survey).** (2)

Skip To: End of Survey If Welcome to the 2018 survey for principal supervisors in all districts participating in the Wallac... = NO, I do NOT consent to participation in this survey. (Choosing this option will end the survey).

End of Block: Informed Consent Block

Start of Block: Position Background Information

Q3 **Are you currently a principal supervisor working in a school district?**

Note: Your actual role title in the district may be different, e.g., "ILED," "director of schools," "associate superintendent," or "network leader."

○ Yes (1)

○ No (2)

Skip To: End of Survey If Are you currently a principal supervisor working in a school district? Note: Your actual role ti... = No

Page Break

Q4 Including this 2017-18 school year, how many **school years** have you served as a principal supervisor in the following areas? Round up to the nearest full school year. **If 2017-18 is your first year as a principal supervisor, enter "1".**

In this district? : _____ (1)

In any other district not including this district? : _____ (2)

Total : _____

Page Break ———————————————————————————————

Q5 Were you employed in another district immediately before becoming a principal supervisor in this district?

○ Yes (1)

○ No (2)

Q6 What position did you hold immediately before becoming a principal supervisor in this district?

○ Principal at an elementary school (1)

○ Principal at a middle school (2)

○ Principal at a K-8 school (3)

○ Principal at a high school (4)

○ Other principal type, e.g., alternative school (please specify): (5)
_____

○ Vice/assistant principal (10)

○ Other central office administrator (6)

○ Principal supervisor in another district (7)

○ Teacher (8)

○ Other (please specify): (9) _____

Q7 Prior to the 2017-18 school year, how many school years did you hold each of the following positions in this or any other district? If you never held the position, leave "0." Otherwise, round up to the nearest full school year.
Principal at an elementary school : _____ (1)
Principal at a middle school : _____ (2)
Principal at a K-8 school : _____ (3)
Principal at a high school : _____ (4)
Other principal type, e.g., alternative school (please specify): : _____ (5)
Vice/assistant principal : _____ (9)
Other central office administrator : _____ (6)
Teacher : _____ (7)
Other (please specify): : _____ (8)
Total : _____

End of Block: Position Background Information

Start of Block: Differentiation 1 - HIGH PERFORMING PRINCIPAL/SCHOOL

Q72 **The support you provide to principals may vary for a number of reasons, including differences in principals' individual needs. The following questions ask about the different supports you provide to your principals.   In responding to these items, please only report about your ONE-ON-ONE work during the last three months with the principals in the specific schools noted in the questions—that is, <u>not</u> work that takes place in network or principals' meetings.**

Page Break

Q73 First, we want to ask you about your work with the principal in **${e://Field/diff1}**.
Is **${e://Field/diff1}** a school you have supervised or supported this year?

○ Yes (25)

○ No (26)

Q74 How many times have you visited **${e://Field/diff1}** in the last three months?
_____ TIMES IN THE LAST 3 MONTHS (1)

Q75 How often would you say you are in contact with the principal in **${e://Field/diff1}**, not including in-person visits or meetings (for example: via phone, text message, or individual email)?

○ More than once per day (1)

○ Once per day (2)

○ 2-3 times per week (3)

○ Once per week (4)

○ About once every two weeks (5)

○ Once per month (7)

○ Less than once per month (8)

Q102 Over the past three months, what percentage of the total time you spent working with the principal in **${e://Field/diff1}** was spent on the following? The total must equal 100 percent. If you did not spend any time on a particular activity with this principal, please enter 0.

Instructional leadership : _____ (1)

Operational issues : _____ (2)

Parent/community issues : _____ (3)

Human resource issues : _____ (4)

Other (specify): : _____ (5)

Total : _____

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Q81 DATA USE

Q77 Thinking about your visits to the principal at **${e://Field/diff1}**, how much emphasis do you place on the following practices?:

	No emphasis						Maximum emphasis				
	0	1	2	3	4	5	6	7	8	9	10
1. Reminding the principal to look at their school's data frequently. ()						▮					
2. Helping the principal think through their school's data and what the data say about school needs. ()						▮					
3. Challenging the principal to plan specific actions or next steps for their school based on data. ()						▮					
4. Supporting the principal's ongoing use of data to make continuous adjustments to school practices in pursuit of long-term goals. ()						▮					

Page Break ───

Q80 CLASSROOM VISITS

Q78 Thinking about your visits to the principal at **${e://Field/diff1}**, how much emphasis do you place on the following practices?:

	No emphasis	Maximum emphasis
	0 1 2 3 4 5 6 7 8 9 10	

1. Reminding the principal to conduct informal classroom visits. ()	
2. Helping the principal fit informal classroom visits into their schedule. ()	
3. Helping the principal focus on specific "look-fors" or specific instructional indicators when they make informal classroom visits. ()	
4. Working with the principal to translate what they see in classroom visits into specific feedback for teachers. ()	

Page Break

Q82 FEEDBACK

Q79 Thinking about your visits to the principal at **${e://Field/diff1}**, how much emphasis do you place on the following practices?:

	No emphasis 0 1 2 3 4	5	Maximum emphasis 6 7 8 9 10
1. Discussing with the principal the importance of providing timely and frequent feedback to teachers (beyond what is required for formal observations). ()		⬤	
2. Modeling or role-playing teacher feedback with the principal. ()		⬤	
3. Observing the principal giving feedback to teachers to help the principal make adjustments or refinements to improve the effectiveness of their feedback. ()		⬤	
4. Coaching the principal in having difficult or "courageous" conversations with teachers. ()		⬤	

Page Break ───────────────────────────────────────

Q84 INSTRUCTION

Q83 Thinking about your visits to the principal at **${e://Field/diff1}**, how much emphasis do you place on the following practices?:

	No emphasis						Maximum emphasis				
	0	1	2	3	4	5	6	7	8	9	10
1. Developing the principal's understanding of effective instructional practices. ()						●					
2. Guiding the principal in planning school wide professional development program that is appropriate for the specific needs of the school. ()						●					
3. Helping the principal refine and differentiate professional learning opportunities for teachers according to each teacher's instructional improvement needs. ()						●					

Page Break ──────────────────────────

Q85 YOUR COACHING APPROACH

Q86 Thinking about your visits to the principal at **${e://Field/diff1}**, how much emphasis do you place on the following practices?:

	No emphasis Maximum emphasis										
	0	1	2	3	4	5	6	7	8	9	10
Providing direct input or suggestions to the principal about how to improve, serving as the primary driver of discussion and ideas for the principal's improvement. ()						●					
Working with the principal to solve problems and develop strategies through "thought partnership", probing questions, and reflection, while also allowing the principal to be the primary driver of discussion and ideas for their improvement. ()						●					

End of Block: Differentiation 1 - HIGH PERFORMING PRINCIPAL/SCHOOL

Start of Block: Differentiation 2 - LOW PERFORMING PRINCIPAL/SCHOOL

Q159 Next, we want to ask you about your work with the principal in **${e://Field/diff2}**. Is **${e://Field/diff2}** a school you have supervised or supported this year?

    ○ Yes (25)

    ○ No (26)

Q160 How many times have you visited **${e://Field/diff2}** in the last three months?
 _____ TIMES IN THE LAST 3 MONTHS (1)

Q161 How often would you say you are in contact with the principal in **${e://Field/diff2}**, not including in-person visits or meetings (for example: via phone, text message, or individual email)?

○ More than once per day (1)

○ Once per day (2)

○ 2-3 times per week (3)

○ Once per week (4)

○ About once every two weeks (5)

○ Once per month (7)

○ Less than once per month (8)

✳

Q103 Over the past three months, what percentage of the total time you spent working with the principal in **${e://Field/diff2}** was spent on the following? The total must equal 100 percent. If you did not spend any time on a particular activity with this principal, please enter 0.
Instructional leadership : _____ (1)
Operational issues : _____ (2)
Parent/community issues : _____ (3)
Human resource issues : _____ (4)
Other (specify): : _____ (5)
Total : _____

Page Break ────────────────────────────

Q162 DATA USE

Q163 Thinking about your visits to the principal at **${e://Field/diff2}**, how much emphasis do you place on the following practices?:

	No emphasis						Maximum emphasis				
	0	1	2	3	4	5	6	7	8	9	10
1. Reminding the principal to look at their school's data frequently. ()						●					
2. Helping the principal think through their school's data and what the data say about school needs. ()						●					
3. Challenging the principal to plan specific actions or next steps for their school based on data. ()						●					
4. Supporting the principal's ongoing use of data to make continuous adjustments to school practices in pursuit of long-term goals. ()						●					

Page Break

Q164 CLASSROOM VISITS

Q165 Thinking about your visits to the principal at **${e://Field/diff2}**, how much emphasis do you place on the following practices?:

	No emphasis						Maximum emphasis				
	0	1	2	3	4	5	6	7	8	9	10
1. Reminding the principal to conduct informal classroom visits. ()						●					
2. Helping the principal fit informal classroom visits into their schedule. ()						●					
3. Helping the principal focus on specific "look-fors" or specific instructional indicators when they make informal classroom visits. ()						●					
4. Working with the principal to translate what they see in classroom visits into specific feedback for teachers. ()						●					

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Q166 FEEDBACK

Q167 Thinking about your visits to the principal at **${e://Field/diff2}**, how much emphasis do you place on the following practices?:

	No emphasis	Maximum emphasis
	0 1 2 3 4 5 6 7 8 9 10	

1. Discussing with the principal the importance of providing timely and frequent feedback to teachers (beyond what is required for formal observations). ()	(slider at 5)
2. Modeling or role-playing teacher feedback with the principal. ()	(slider at 5)
3. Observing the principal giving feedback to teachers to help the principal make adjustments or refinements to improve the effectiveness of their feedback. ()	(slider at 5)
4. Coaching the principal in having difficult or "courageous" conversations with teachers. ()	(slider at 5)

Page Break ——————————————————————————

Q168 INSTRUCTION

Q169 Thinking about your visits to the principal at **${e://Field/diff2}**, how much emphasis do you place on the following practices?:

	No emphasis						Maximum emphasis				
	0	1	2	3	4	5	6	7	8	9	10
1. Developing the principal's understanding of effective instructional practices. ()						●					
2. Guiding the principal in planning school wide professional development program that is appropriate for the specific needs of the school. ()						●					
3. Helping the principal refine and differentiate professional learning opportunities for teachers according to each teacher's instructional improvement needs. ()						●					

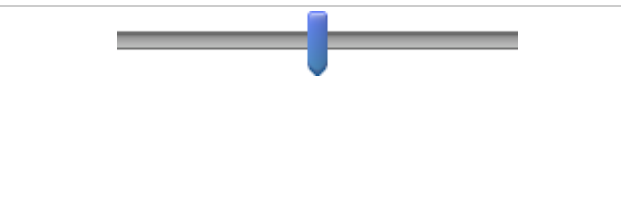Page Break

Q170 YOUR COACHING APPROACH

Q171 Thinking about your visits to the principal at **${e://Field/diff2}**, how much emphasis do you place on the following practices?:

	No emphasis	Maximum emphasis
	0 1 2 3 4 5 6 7 8 9 10	

Providing direct input or suggestions to the principal about how to improve, serving as the primary driver of discussion and ideas for the principal's improvement. ()	
Working with the principal to solve problems and develop strategies through "thought partnership", probing questions, and reflection, while also allowing the principal to be the primary driver of discussion and ideas for their improvement. ()	

End of Block: Differentiation 2 - LOW PERFORMING PRINCIPAL/SCHOOL

Start of Block: Differentiation - COMPARISON

Q101 Think about the differences in the supports you provide to the principals in **${e://Field/diff1}** and **${e://Field/diff2}**. What would you say are the main reasons for why these supports differ? If you do not provide different supports for these principals, say why.

Type your response in the box below.

_____

_____

_____

_____

_____

Q50 **The following questions ask about your general work as a principal supervisor during this school year. Please limit your responses ONLY to what has been true of the current 2017-18 school year excluding school breaks and holidays.**

✳

Q54 Over the past three months, what percentage of time did you spend on each of the following activities in a typical week, excluding travel time? Total must equal 100%. If you did not spend any time on an activity, please leave "0."
Visiting schools : _____ (1)
In network/group meetings with principals you supervise (no other central office personnel) : _____ (4)
In meetings with other principal supervisors only : _____ (3)
In meetings with other central office personnel : _____ (2)
Other (specify): : _____ (5)
Total : _____

✳

Q55 Over the past three months, what percentage of time did you spend working with principals on each of the following in a typical week, excluding travel time? Total must equal 100%. If you did not spend any time on an activity, please leave "0."
Instructional leadership : _____ (1)
Operational issues (e.g., transportation, facilities, budget) : _____ (2)
Parent/community issues : _____ (3)
Human resource issues : _____ (4)
Other (specify): : _____ (5)
Total : _____

Page Break ─────────────────────────────────

Q56 Please think about the school you visited MOST frequently over the past three months among the schools that you supervise. How many times did you visit this school?
　　＿＿＿＿＿＿ TIMES IN THE PAST 3 MONTHS (1)

Q57 Please think about the school you visited LEAST frequently over the past three months among the schools that you supervise. How many times did you visit this school?
　　＿＿＿＿＿＿ TIMES IN THE PAST 3 MONTHS (1)

Q58 This school year, how much time would you say you spend on average traveling among district sites during regular work hours in a typical week (e.g., from school to school or to the central office)? Do not include time spent traveling to or from your residence.
　　＿＿＿＿＿＿ MINUTES PER WEEK (1)

Q22 In addition to your role as a principal supervisor, did you have any other *formal* role(s) in the district during the 2017-18 school year (e.g., Director of After-School Programming, Director of Low-Performing or Turnaround Schools)?

○ Yes (1)

○ No (2)

Page Break ────────────────────────────────────

Q23 You have indicated that you had another formal role or roles in the district during the 2017-18 school year.

Please specify your other role(s).

○ Role 1: (1) _____

○ Role 2: (2) _____

○ Role 3: (3) _____

Page Break

Q67 **The following questions ask about the schools you oversee. Please limit your answers to what has been true of the current 2017-18 school year excluding school breaks and holidays.**

Q68 How many principals do you currently supervise?
_____ PRINCIPALS (1)

Q71 What do you think is the optimal number of principals should supervise?
_____ PRINCIPALS (1)

Q70 Thinking about the current school year, to what extent do you agree or disagree with each of the following statements?

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I supervise too many principals to provide them with enough support. (2)	○	○	○	○	○
I do not have time to visit particular schools as often as I need to. (3)	○	○	○	○	○

Page Break ——

Q69 This year, by what criteria are the majority of your principals assigned to you? *Check up to two.*

☐ Grade level (e.g., elementary, K-8) (1)

☐ Geography (2)

☐ Feeder patterns (3)

☐ Theme (e.g., magnet schools, STEM schools) (4)

☐ Performance (e.g., schools designated "priority," "low-performing," "turnaround" or something similar) (5)

☐ Other (specify): (6) _____

Q106 Which of the following elements of your experience do you think influenced your placement in your particular network of schools? *Check all that apply.*

☐ Experience with particular grade levels (1)

☐ Experience with or special knowledge about low-performing or turnaround schools (2)

☐ Experience working in a particular geographic area of the district (3)

☐ My experience did not influence my placement in my particular network of schools (4)

☐ I don't know (6)

☐ None of the above (5)

Page Break ——————————————————————————————————————

Q61 **The following questions ask about your work with principals. Please limit your responses only to what has been true of your experience since the beginning of the 2017-18 school year excluding school breaks and holidays.**

Q63 Over the past three months, when you visited a principal at his/her school, how often did you do each of the following?

	Never (1)	Rarely (2)	Sometimes (3)	Usually (4)	Always (5)
Prepared a specific agenda in advance (1)	○	○	○	○	○
Communicated the goals of our work (2)	○	○	○	○	○
Modeled effective teaching practices (3)	○	○	○	○	○
Modeled effective feedback and coaching (4)	○	○	○	○	○
Used a system for monitoring principals' growth from one visit to the next (5)	○	○	○	○	○
Documented what each principal and I discussed during a school visit (6)	○	○	○	○	○
Used a specific protocol for school visits (7)	○	○	○	○	○

Page Break ————————————————————————————————

Q64 Thinking about all the time you spent working with principals over the past three months, how often would you say each of the following were true?

	Never (1)	Rarely (2)	Sometimes (3)	Usually (4)	Always (5)
I provided principals with actionable feedback. (1)	○	○	○	○	○
I helped principals analyze data to make school decisions. (2)	○	○	○	○	○
I worked with principals to assess teachers' effectiveness. (3)	○	○	○	○	○
I used a specific protocol when discussing data with principals. (4)	○	○	○	○	○
I visited classrooms with principals. (9)	○	○	○	○	○
I supported principals with budgeting. (5)	○	○	○	○	○
I supported principals with hiring teachers or other school staff. (6)	○	○	○	○	○
I helped principals with facilities	○	○	○	○	○

or other operational issues. (7)					
I worked with other school leaders (e.g., assistant principals). (8)	○	○	○	○	○

🔀

Q107 In your **group** meetings (i.e., network, zone, horizontal, or PLC meetings) with the principals you supervise over the last three months, how often did you discuss the following topics of activities?

	Never (1)	Rarely (2)	Sometimes (3)	Usually (4)	Always (5)
District initiatives (1)	○	○	○	○	○
College and career-readiness standards (2)	○	○	○	○	○
Feedback from classroom walkthroughs (3)	○	○	○	○	○
Effective practices in teaching and learning (4)	○	○	○	○	○
Textbooks or curricular materials for teachers and schools (5)	○	○	○	○	○
Intervention materials and programs for struggling learners (6)	○	○	○	○	○
The selection or use of assessments designed to measure student growth of progress (7)	○	○	○	○	○
The selection or use of diagnostic assessments (8)	○	○	○	○	○

Student progress data (9)	○	○	○	○	○
Operational, human resource, or budgetary management (10)	○	○	○	○	○
Teacher evaluation (12)	○	○	○	○	○
Equity (13)	○	○	○	○	○
Parent complaints (11)	○	○	○	○	○

Q117 Are there any other topics you discussed during principal group meetings?

○ Other 1: (1) _____

○ Other 2: (2) _____

Page Break ———————————————————————————————

Q71 Based on your experiences in the current 2017-18 school year, how strongly do you agree or disagree with the following statements about the *principal* evaluation system in this district?

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
The principal evaluation system in this district Is too cumbersome (4)	○	○	○	○	○
There are too many indicators attached to the principal evaluation system to be useful. (5)	○	○	○	○	○
It is unclear how principal evaluation data are used in this district. (6)	○	○	○	○	○
The principal evaluation system provides actionable feedback principals can use to improve their leadership. (7)	○	○	○	○	○
The principal evaluation system in this district aligns with the ongoing work I do with my principals. (8)	○	○	○	○	○
The principal evaluation	○	○	○	○	○

system in this district is aligned with the teacher evaluation system. (9)

The principal evaluation system in this district is consistent with expectations for the principal role. (12)

◯   ◯   ◯   ◯   ◯

Q110

The principal evaluation system in this district effectively holds principals accountable for . . .

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Improving student achievement. (1)	○	○	○	○	○
Retaining high performing teachers. (2)	○	○	○	○	○
Improving achievement outcomes of English language learners. (3)	○	○	○	○	○
Improving achievement outcomes of students with special needs. (4)	○	○	○	○	○
Student attendance. (5)	○	○	○	○	○

Page Break

Q105 Based on your experiences in the current 2017-18 school year, how strongly do you agree or disagree with the following statements about the *principal supervisor* evaluation system in this district?

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I have a clear sense of what my evaluation is based on. (1)	○	○	○	○	○
Principals provide input into my evaluation. (2)	○	○	○	○	○
The principal supervisor evaluation system in this district is very general. (3)	○	○	○	○	○
I receive actionable and useful feedback from my supervisor's evaluation of my performance. (4)	○	○	○	○	○
The principal supervisor evaluation system in this district aligns with my role and the work I do. (5)	○	○	○	○	○

Q111

The principal supervisor evaluation system in this district holds me accountable for . . .

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Improving student achievement. (1)	○	○	○	○	○
Retaining high performing principals. (2)	○	○	○	○	○
Improving achievement outcomes of English language learners. (3)	○	○	○	○	○
Improving achievement outcomes of students with special needs. (4)	○	○	○	○	○

Page Break

Q31 **The next questions ask about the 2017-18 school year AND the summer that preceded it. Please limit your responses to this time period.**

Q32 During the 2017-18 school year and the summer that preceded it, did you participate in district-sponsored training or professional development pertaining to your specific role as a principal supervisor?

○ Yes, I participated (3)

○ No, district-sponsored training or professional development was offered but I did not participate (2)

○ No, district-sponsored training or professional development was not offered (1)

Page Break ───────────────────────────────────────

Q33 Thinking about the district-sponsored training or professional development you attended pertaining to your role as a principal supervisor during the 2017-18 school year and the summer before, how much of the training you participated in was **only** for principal supervisors?

○ None (1)

○ Some (2)

○ Most (3)

○ All (4)

Page Break ───────────────────────────────────────

Q34 Thinking about the district-sponsored training or professional development for principal supervisors you attended during the 2017-18 school year and the summer before, to what extent do you agree or disagree with each of the following statements?

The professional development or training I attended . . .

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Specifically enhanced my capacity to develop principals' instructional leadership. (1)	○	○	○	○	○
Helped build a learning community with my fellow supervisors. (2)	○	○	○	○	○
Provided opportunities to share specific practices with other principal supervisors in my district. (3)	○	○	○	○	○
Was geared toward implementing district initiatives and programs. (4)	○	○	○	○	○

Helped me understand district procedures. (5)	○	○	○	○	○
Provided opportunities for me to receive feedback on my practice. (6)	○	○	○	○	○
Addressed real challenges I face in my role. (7)	○	○	○	○	○
Gave me opportunities to plan my work. (8)	○	○	○	○	○
Was based on problems of practice I face in my role. (9)	○	○	○	○	○
Provided opportunities for self-assessment of my skills. (10)	○	○	○	○	○
Was engaging. (11)	○	○	○	○	○
Provided me with actionable tools and/or resources that I can use in my role as a principal supervisor. (12)	○	○	○	○	○

Facilitated my overall leadership. (13)	○	○	○	○	○
Provided me tools to set goals for my own development. (14)	○	○	○	○	○
Was interactive. (15)	○	○	○	○	○
Taught me new knowledge and/or skills. (16)	○	○	○	○	○
Was part of a sustained, systematic program for my development. (17)	○	○	○	○	○
Stimulated my interest. (18)	○	○	○	○	○
Allowed me to model practices I learned. (19)	○	○	○	○	○
Helped me align my work with that of the other principal supervisors in my district. (20)	○	○	○	○	○

Page Break

Q36 Thinking about the district-sponsored training or professional development for principal supervisors you attended during the 2017-18 school year and the summer before, how much emphasis was placed on the following areas?

	No emphasis (1)	Some emphasis (2)	A great deal of emphasis (3)
Skills for coaching principals (1)	○	○	○
Modeling practices for principals (2)	○	○	○
Determining protocols and procedures for school walkthroughs (3)	○	○	○
Working effectively one-on-one with principals (4)	○	○	○
Developing principal professional learning communities and/or other collaborative principal groups (5)	○	○	○
Helping principals to develop teacher professional learning communities (17)	○	○	○
Observing classrooms to identify instructional quality (6)	○	○	○
Supporting principals in planning and conducting faculty meetings and/or trainings (7)	○	○	○
Supporting principals in providing and managing common planning time for	○	○	○

school-based staff (18)			
Improving student growth and achievement (8)	○	○	○
Using student performance data to improve classroom instruction (9)	○	○	○
Providing actionable and specific feedback to principals (10)	○	○	○
Helping principals provide actionable and specific feedback to teachers (21)	○	○	○
Developing growth plans for principals (11)	○	○	○
Using principal evaluation data to identify areas for improvement (12)	○	○	○
Differentiating support for principals according to their needs (13)	○	○	○
Understanding the demands of college- and career-readiness standards in mathematics (22)	○	○	○
Understanding the demands of college- and career-readiness standards in English language arts (23)	○	○	○
Conducting difficult conversations (14)	○	○	○
Using resources (e.g., tools and protocols) in my work (15)	○	○	○

Coaching principals on giving teachers actionable feedback (16)	○	○	○
Supporting principals in low-performing schools (19)	○	○	○
Working with principals on operations, human resources, or budget management (20)	○	○	○

Page Break ————————————————————————————

Q65 **The following questions ask about your experience with this district's central office. Please limit your answers to what has been true of the current 2017-18 school year excluding breaks and holidays.**

⤭

Q66 Please indicate how strongly you agree with each of the following statements about the central office in this district.

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Improving teaching and learning in schools is a key focus of the central office's work. (1)	○	○	○	○	○
Departments in the central office understand my work. (2)	○	○	○	○	○
Instructional staff from the central office (e.g., curriculum coaches, content specialists, or special education staff) are deployed to my schools without my knowledge. (12)	○	○	○	○	○
The way the central office is organized interferes with my ability to work with principals. (3)	○	○	○	○	○
The district central office facilitates my work with principals. (4)	○	○	○	○	○

Central office meetings are scheduled so I can maximize my time in schools. (5)	○	○	○	○	○
The way the central office is organized interferes with my ability to work with other principal supervisors. (6)	○	○	○	○	○
The central office meetings I attend are useful to my practice as a principal supervisor. (7)	○	○	○	○	○
The central office is organized to support principals. (8)	○	○	○	○	○
Principals lose time focusing on teaching and learning because of requests from the central office. (9)	○	○	○	○	○
My principals seek help from me because they do not know who to contact in the	○	○	○	○	○

central office. (10)					
Turnover at the central office interferes with the ability of departments to assist principals. (11)	○	○	○	○	○
I am involved in the deployment of instructional support staff to the schools I supervise. (22)	○	○	○	○	○

Page Break

Q73 How effective would you say you are at each of the following?

	Not at all effective (1)	Not very effective (2)	Somewhat effective (3)	Effective (4)	Very effective (5)
Assisting principals with setting goals (1)	○	○	○	○	○
Helping principals meet the needs of diverse learners (3)	○	○	○	○	○
Providing actionable feedback to principals (5)	○	○	○	○	○
Advocating for my principals' needs with district leadership (6)	○	○	○	○	○
Buffering my principals from outside interference (7)	○	○	○	○	○
Helping principals implement challenging curriculum and assessments (10)	○	○	○	○	○
Connecting principals with other central office personnel when needed (13)	○	○	○	○	○
Helping principals	○	○	○	○	○

improve their teachers' instruction (14)					
Helping principals focus their time on instruction and teaching (17)	○	○	○	○	○
Improving the quality of feedback my principals give their teachers (19)	○	○	○	○	○
Helping principals understand and use their school's data (20)	○	○	○	○	○
Creating a professional learning community among my principals (18)	○	○	○	○	○
Conducting difficult conversations with principals (11)	○	○	○	○	○
Helping principals raise student achievement in their schools (21)	○	○	○	○	○
Addressing parent or community member	○	○	○	○	○

concerns (9)					
Assisting principals with school budgeting (12)	○	○	○	○	○
Assisting principals with school facilities issues (15)	○	○	○	○	○
Assisting principals with school personnel issues (8)	○	○	○	○	○
Helping principals develop professional development plans for teachers (2)	○	○	○	○	○
Helping principals identify high-quality instruction (16)	○	○	○	○	○
Helping principals build skills to coach their teachers (4)	○	○	○	○	○

Page Break

Q76 To what extent do you agree or disagree with each of the following statements?

I feel confident in my ability to . . .

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
Handle the time demands of the job. (1)	○	○	○	○	○
Prioritize among the competing demands of the job. (2)	○	○	○	○	○
Cope with the stress of the job. (3)	○	○	○	○	○
Motivate the principals I work with. (4)	○	○	○	○	○
Facilitate change in the schools I support. (5)	○	○	○	○	○

Page Break

Q20 **The following questions ask about your role as a principal supervisor. Please limit your response only to what was true of your experience during the 2017-18 school year.**

Q21 Were you responsible for doing any of the following during the 2017-18 school year? Check all that apply. If none apply, leave blank and go on to the next question.

☐   Hiring principals (1)

☐   Formally evaluating school principals (2)

☐   Mentoring and/or teaching aspiring principals or vice principals (3)

☐   Principal succession planning (4)

Q24 *Not including principals*, during the 2017-18 school year, did other school or district personnel report directly to you?

○ Yes (1)

○ No (2)

Q26 During the 2017-18 school year, did other personnel, such as administrative support staff or instructional facilitators, assist you in your role as a principal supervisor?

○ Yes (1)

○ No (2)

Q25 You have indicated that other school or district personnel not including principals reported directly to you during the 2017-18 school year.

Please specify, how many personnel directly reported to you?

_____ PERSONNEL (1)

Q27 You have indicated that other personnel assisted you in your role as a principal supervisor in the 2017-18 school year.

 Please specify, how many personnel assisted you?

_____ PERSONNEL (1)

Q113 As a leader of principals, what additional support do you need that would improve principal effectiveness and student achievement?

_____

_____

_____

_____

_____

Q114 What, if any, additional support do your principals need that would result in improved principal effectiveness and student achievement?

_____

_____

_____

_____

_____

Page Break

Q39 Thinking about this 2017-18 school year, to what extent would you agree with the following statements about the district's selection process for principal supervisors?

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
The district preferred to hire internally for the role of principal supervisor. (1)	○	○	○	○	○
The district was easily able to find highly qualified candidates for the principal supervisor position (2)	○	○	○	○	○
Principal supervisor turnover is a problem in this district (3)	○	○	○	○	○

Page Break

Q116 Does your district have a mentoring or induction program for new principal supervisors?

○ Yes (4)

○ No (5)

Q100 Did the district have a program in place to identify and prepare **aspiring** principal supervisors during the 2017-18 school year?

○ Yes (4)

○ No (5)

Page Break ———

Q11 Thinking back to your own experience being hired as a principal supervisor in this district, did you learn of the opening for your current position through your participation in a program for aspiring principal supervisors?

○ Yes (1)

○ No (2)

Page Break ———

Q115 Thinking the training for aspiring principal supervisors you have received, to what extent do you agree or disagree with each of the following statements?

The aspiring supervisor training I received . . .

	Strongly disagree (1)	Disagree (3)	Neither agree nor disagree (4)	Agree (5)	Strongly Agree (6)
Specifically enhanced my capacity to develop principals' instructional leadership. (1)	○	○	○	○	○
Provided opportunities to share specific practices with other aspiring principal supervisors in my district. (2)	○	○	○	○	○
Helped me understand district procedures. (3)	○	○	○	○	○
Provided opportunities for me to receive feedback on my practice. (4)	○	○	○	○	○
Addressed real challenges I	○	○	○	○	○

would face in the role. (5)					
Provided me with actionable tools and/or resources that I could use in the role of principal supervisor. (6)	○	○	○	○	○
Was part of a sustained, systematic program for my development. (7)	○	○	○	○	○
Allowed me to model practices I learned. (8)	○	○	○	○	○
Adequately prepared me to take on the role of principal supervisor in my district. (9)	○	○	○	○	○

End of Block: Role, Selection

Start of Block: Demographics

Q107 **The final section asks you to provide details about yourself.**

Q108 Are you of Hispanic or Latino origin?

○ Yes (1)

○ No (2)

Q109 What is your race? *Check all that apply.*

☐   American Indian or Alaska Native (1)

☐   Native Hawaiian or Pacific Islander (2)

☐   Asian (3)

☐   Black or African-American (4)

☐   White (5)

☐   Other (specify): (6) _____

Q110 What is your gender?

○ Male (1)

○ Female (2)

○ Other (3)

End of Block: Demographics