



VANDERBILT  Peabody College

MATHEMATICA
Policy Research

National Survey of Principal Supervisors

Sponsored by The Wallace Foundation

2018

Welcome to the

National Survey of Principal Supervisors

Sponsored by

The Wallace Foundation

This survey is being conducted for The Wallace Foundation by the Council of the Greater City Schools, Mathematica Policy Research, and Vanderbilt University. The survey focuses on principal supervisors in urban school districts, including their preparation and professional development, how they interact with other central office departments, and their relationship with the schools and principals they serve. The survey will aim to provide a better understanding of principal supervisors' preparation, deployment, and on-going development. The survey will take 30 minutes or less to complete.

To begin the survey, enter your User Name and Password in the fields below and click the "Continue" button. Please refer to the email or letter you received to find your User Name and Password. If you do not have your User Name and Password, please contact the study team at [REDACTED] or email [REDACTED].

User Name:

Password:

Continue

[Wallace Foundation logo]

Link: [Frequently Asked Questions \(FAQ\)](#)

[Quit](#)

Your participation in this survey is completely voluntary. You can decide not to participate or to discontinue your participation at any time. All information you provide will be treated as strictly private to the full extent allowed by law. Your responses will be known only to the research team and will not be shared with other staff in your district or The Wallace Foundation. Data gathered from the survey will be reported in aggregate form only, and will not identify you or your school. Survey results will not be used to evaluate you or your district. This survey will ask you questions about your work as a district principal supervisor and your experience with the principals you work with.

Please check the box to indicate you have read and understand the above statement, and agree to complete the survey.

Check this box and click Continue to begin the survey

A. START UP

1. Are you currently a principal supervisor working in a school district? Note: Your actual role title in the district may be different, e.g., "director of schools," "associate superintendent," or "network leader."

1

Yes

0

No

GO TO END OF SURVEY

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

YEARS

a. In this district

b. In any other district not including this district:

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

1

Yes

0

No

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

MARK ONE ONLY

1

Principal at an elementary school

2

Principal at a middle school

3

Principal at a K-8 school

4

Principal at a high school

5

Vice/Assistant Principal

6

Other central office administrator

7

Principal supervisor in another district

8

Teacher

9

Other (*specify*)

5.	<p>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.</p>	YEARS
	a. Principal at an elementary school	
	b. Principal at a middle school	
	c. Principal at a K-8 school	
	d. Principal at a high school	
	e. Vice/assistant principal	
	f. Other central office administrator	
	g. Teacher	
	h. Other (<i>specify</i>)	

B. ALLOCATION OF TIME

6.	<p>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."</p>	PERCENT
	a. Visiting schools	
	b. In network/group meetings with principals you supervise (no other central office personnel)	
	c. In meetings with other principal supervisors only	
	d. In meetings with other central office personnel	
	e. Other (<i>specify</i>)	
		100%

7. 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."

	PERCENT
a. Instructional leadership	
b. Operational issues (e.g., transportation, facilities, budget)	
c. Parent/community issues	
d. Human resource issues	
e. Other (<i>specify</i>)	
	100%

8. 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
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9. 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
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10. 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, Liaison to the Office of Academics)?

₁ Yes

₀ No GO TO Q12

11. 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.

Role 2.

Role 3.

C. SPAN OF CONTROL

12. How many principals do you currently supervise?

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PRINCIPALS

13. What do you think is the optimal number of principals you should supervise?

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PRINCIPALS

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

MARK ONE FOR EACH ROW

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
a. I supervise too many principals to provide them with enough support.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
b. I do not have time to visit particular schools as often as I need to.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

15. This year, by what criteria are the majority of your principals assigned to you?

MARK UP TO TWO

- ₁ Grade level (e.g., elementary, K-8)
- ₂ Geography
- ₃ Feeder patterns
- ₄ Theme (e.g., magnet schools, STEM schools)
- ₅ Performance (e.g., schools designated "priority," "low-performing," "turnaround" or something similar)
- ₆ Other (*specify*)

16. Which of the following elements of your experience do you think influenced your placement in your particular network of schools?

MARK ALL THAT APPLY

- ₁ Experience with particular grade level(s)
- ₂ Experience with or special knowledge about low-performing or turnaround schools
- ₃ Experience working in a particular geographic area of the district
- ₄ My experience did not influence my placement in my particular network of schools
- ₅ None of the above
- ₆ I don't know

D. PRACTICES

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

		MARK ONE FOR EACH ROW				
		NEVER	RARELY	SOMETIMES	USUALLY	ALWAYS
a.	Prepared a specific agenda in advance.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
b.	Communicated the goals of our work.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
c.	Modeled effective teaching practices.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
d.	Modeled effective feedback and coaching.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
e.	Used a system for monitoring principals' growth from one visit to the next.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
f.	Documented what each principal and I discussed during a school visit.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
g.	Used a specific protocol for school visits.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

18. 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?

		MARK ONE FOR EACH ROW				
		NEVER	RARELY	SOMETIMES	USUALLY	ALWAYS
a.	I provided principals with actionable feedback.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
b.	I helped principals analyze data to make school decisions.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
c.	I worked with principals to assess teachers' effectiveness.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
d.	I used a specific protocol when discussing data with principals.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
e.	I visited classrooms with principals.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
f.	I supported principals with budgeting.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

g. I supported principals with hiring teachers or other school staff.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
h. I helped principals with facilities or other operational issues.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

19. In your meetings with the principals in your network (the principals you supervise) over the past three months (i.e., network or zone meetings), how often did you discuss the following topics or activities?	MARK ONE FOR EACH ROW				
	NEVER	RARELY	SOMETIMES	USUALLY	ALWAYS
a. District initiatives.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
b. College- and career-readiness standards.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
c. Feedback from classroom walkthroughs.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
d. Effective practices in teaching and learning.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
e. Textbooks or curriculum materials for teachers and schools.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
f. Intervention materials and programs for struggling learners.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
g. The selection or use of assessments designed to measure student growth or progress.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
h. The selection or use of diagnostic assessments.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
i. Student progress data.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
j. Operational, human resource or budget management.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
k. Teacher evaluation	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
l. Equity	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
m. Other (please specify)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
n. Other (please specify)	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

E. EVALUATION

20. 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?

MARK ONE FOR EACH ROW

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
a. The principal evaluation system in this district is too cumbersome.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
b. There are too many indicators attached to the principal evaluation system in this district to be useful.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
c. It is unclear how principal evaluation data are used in this district.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
d. The principal evaluation system in this district provides actionable feedback principals can use to improve their leadership.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
e. The principal evaluation system in this district aligns with the ongoing work I do with my principals.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
f. The principal evaluation system in this district effectively holds principals accountable for improving student achievement.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
g. The principal evaluation system in this district effectively holds principals accountable for retaining high performing teachers.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
h. The principal evaluation system in this district effectively holds principals accountable for improving achievement outcomes of English language learners.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
i. The principal evaluation system in this district effectively holds principals accountable for improving achievement outcomes of students with special needs.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
j. The principal evaluation system in this district effectively holds principals accountable for student attendance	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

20.

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?

MARK ONE FOR EACH ROW

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
k. The principal evaluation system in this district is aligned with the teacher evaluation system.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

21.

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?

MARK ONE FOR EACH ROW

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
a. I have a clear sense of what my evaluation is based on.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
b. Principals provide formal input into my evaluation.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
c. The principal supervisor evaluation system in this district is very general.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
d. I receive actionable and useful feedback from my supervisor's evaluation of my performance.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
e. The principal supervisor evaluation system in this district aligns with my role and the work I do.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
f. The principal supervisor evaluation system in this district holds me accountable for improving student achievement.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
g. The principal supervisor evaluation system in this district holds me accountable for retaining high performing principals.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
h. The principal supervisor evaluation system in this district holds me accountable for improving achievement outcomes of English language learners.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

21.

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?

MARK ONE FOR EACH ROW

STRONGLY DISAGREE DISAGREE NEITHER AGREE NOR DISAGREE AGREE STRONGLY AGREE

i. The principal supervisor evaluation system in this district holds me accountable for improving achievement outcomes of special education students.

₁

₂

₃

₄

₅

F. TRAINING AND DEVELOPING CAPACITY

22. 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?

MARK ONE ONLY

- ₁ Yes, I participated
- ₂ No, district-sponsored training or professional development was offered but I did not participate **GO TO Q24**
- ₃ No, district-sponsored training or professional development was not offered **GO TO Q24**

23. Thinking about the district-sponsored training or professional development you attended pertaining to your role as 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?

MARK ONE ONLY

- ₁ None
- ₂ Some
- ₃ Most
- ₄ All

24.

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 . . .

MARK ONE FOR EACH ROW

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
a. Specifically enhanced my capacity to develop principals' instructional leadership.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
b. Helped build a learning community with my fellow supervisors.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
c. Provided opportunities to share specific practices with other principal supervisors in my district.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
d. Was geared toward implementing district initiatives and programs.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
e. Helped me understand district procedures.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
f. Provided opportunities for me to receive feedback on my practice.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
g. Addressed real challenges I face in my role.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
h. Gave me opportunities to plan my work.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
i. Was based on problems of practice I face in my role.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
j. Provided opportunities for self-assessment of my skills.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
k. Was engaging.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
l. Provided me with actionable tools and/or resources that I can use in my role as a principal supervisor.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
m. Facilitated my overall leadership.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
n. Provided me tools to set goals for my own development.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
o. Was interactive.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
p. Taught me new knowledge and/or skills.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
q. Was part of a sustained, systematic program for my development.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
r. Stimulated my interest.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
s. Allowed me to model practices I learned.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

24.

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 . . .

MARK ONE FOR EACH ROW

STRONGLY DISAGREE DISAGREE NEITHER AGREE NOR DISAGREE AGREE STRONGLY AGREE

t. Helped me align my work with that of other principal supervisors in the district. ₁ ₂ ₃ ₄ ₅

25.

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?

MARK ONE FOR EACH ROW

NO EMPHASIS SOME EMPHASIS A GREAT DEAL OF EMPHASIS

a. Skills for coaching principals	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
b. Modeling practices for principals	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
c. Determining protocols and procedures for school walkthroughs	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
d. Working effectively one-on-one with principals	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
e. Developing principal professional learning communities or other collaborative networks or principal groups	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
f. Helping principals to develop teacher professional learning communities	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
g. Observing classrooms to identify instructional quality	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
h. Supporting principals in planning and conducting faculty meetings and/or trainings	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
i. Supporting principals in providing and managing common planning time for school-based staff	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
j. Improving student growth and achievement	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
k. Using student performance data to improve classroom instruction	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
l. Providing actionable and specific feedback to principals	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
m. Helping principals provide actionable and specific feedback to teachers	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃

25.

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?

MARK ONE FOR EACH ROW

	NO EMPHASIS	SOME EMPHASIS	A GREAT DEAL OF EMPHASIS
n. Developing growth plans for principals	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
o. Using principal evaluation data to identify areas for improvement	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
p. Differentiating support for principals according to their needs	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
q. Understanding the demands of college- and career-readiness standards in mathematics	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
r. Understanding the demands of college- and career-readiness standards in English language arts and literacy	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
s. Conducting difficult conversations	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
t. Using resources (e.g., tools, trackers, and protocols) in my work	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
u. Coaching principals on giving teachers actionable feedback	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
v. Supporting principals in low-performing schools	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃
w. Working with principals on operations, human resources, or budget management	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃

G. CENTRAL OFFICE SUPPORT FOR THE CHANGING ROLE

26. Based on your experiences with this district's central office in the current 2017-2018 school year, how strongly do you agree or disagree with the following statements?

MARK ONE FOR EACH ROW

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
a. Improving teaching and learning in schools is a key focus of the central office's work.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
b. Departments in the central office understand my work.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
c. Instructional staff from the central office (for example, curriculum coaches, content specialist, or special education staff) are deployed to my schools without my knowledge.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
d. The way the central office is organized interferes with my ability to work with principals.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
e. The district central office facilitates my work with principals.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
f. Central office meetings are scheduled so I can maximize my time in schools.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
g. The way the central office is organized interferes with my ability to work with other principal supervisors.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
h. The central office meetings I attend are useful to my practice as a principal supervisor.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
i. The central office is organized to support principals.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
j. Principals lose time focusing on teaching and learning because of requests from the central office.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
k. My principals seek help from me because they do not know who to contact in the central office.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
l. Turnover at the central office interferes with the ability of departments to assist principals.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

26. Based on your experiences with this district’s central office in the current 2017-2018 school year, how strongly do you agree or disagree with the following statements?

MARK ONE FOR EACH ROW

STRONGLY DISAGREE DISAGREE NEITHER AGREE NOR DISAGREE AGREE STRONGLY AGREE

m. I am involved in the deployment of instructional support staff to the schools I supervise.

₁ ₂ ₃ ₄ ₅

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

₁ Yes

₀ No **GO TO Q28**

28. How many personnel directly reported to you?

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NUMBER OF PERSONNEL

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

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

H. IDENTIFYING AND TRAINING NEW SUPERVISORS

31. 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?

MARK ONE FOR EACH ROW

	STRONGLY DISAGREE	DISAGREE	NEITHER AGREE NOR DISAGREE	AGREE	STRONGLY AGREE
a. The district preferred to hire internally for the role of principal supervisor.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
b. The district was easily able to find highly qualified candidates for the principal supervisor position.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅
c. Principal supervisor turnover is a problem in this district.	<input type="radio"/> ₁	<input type="radio"/> ₂	<input type="radio"/> ₃	<input type="radio"/> ₄	<input type="radio"/> ₅

32. 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?

- ₁ Yes
- ₀ No

33. Does your district have a program in place to identify and prepare aspiring principal supervisors?

- ₁ Yes
- ₀ No

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

- ₁ Yes
- ₀ No

I. DEMOGRAPHICS

35. Are you of Hispanic or Latino origin?

₁ Yes

₀ No

36. What is your race?

MARK ALL THAT APPLY

₁ American Indian or Alaska Native

₂ Native Hawaiian or Pacific Islander

₃ Asian

₄ Black or African-American

₅ White

₆ Other (*specify*)

37. What is your gender?

MARK ONE ONLY

₁ Male

₂ Female

₃ Other

THANK YOU FOR COMPLETING THE SURVEY. If you have any questions about the survey, please contact the study team toll-free at [REDACTED] or email us at [REDACTED].