**Public Burden Statement:**

MSAP Principal Survey

(Web-based)

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Grantee Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Telephone: (\_\_ \_\_ \_\_) \_\_ \_\_ \_\_ - \_\_ \_\_ \_\_ \_\_

Thank you for taking the time to participate in this survey. It will take 15 minutes. We are assessing the 2010 Magnet Schools Assistance Program (MSAP) grantees’ current technical assistance needs, and these surveys are part of our initial data collection effort. There are no right or wrong answers. We are interested in identifying your needs in program implementation and management in order to provide you with the most relevant and focused technical assistance.

***Background:***

1. **How many years have you worked in K-12 education? (Please select only one box).**
* 0-2 years
* 3-5 years
* 6-8 years
* 9 or more years
1. **Please indicate your program’s anticipated progress towards full implementation in Fall 2011 (Please select only one box).**
* Program installation
* Initial implementation
* Full operation
1. **How satisfied are you with your job as a principal in this magnet school?**
* Very dissatisfied
* Somewhat dissatisfied
* Somewhat satisfied
* Very satisfied

Each statement has two answers which will be recorded separately on this survey. The first answer for each statement is “What Is” and relates to the current conditions at your magnet school; the second answer for each statement is “What Should Be” and relates to what you believe ought to be the situation for you or your magnet program by May 2012. It is possible that many of your responses to “What Is” and “What Should Be” will be the same.

1. **How would you rate your performance on the following activities and what do you believe your performance should be?** **( 1= Needs improvement; 2= Adequate; 3= Good; 4= Excellent; N/A= Not applicable).**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **What is** |  |  | **What should be** |
| ***Project implementation and management:*** | **1** | **2** | **3** | **4** | **N/A** |  |  | **1** | **2** | **3** | **4** | **N/A** |
| 1. Providing leadership for the MSAP project
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Hiring necessary staff for the MSAP project
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Keeping teachers motivated to implement the MSAP project
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Obtaining magnet school materials and equipment
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Implementing the MSAP project on schedule
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Implementing the critical components of the MSAP project
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Assessing the implementation status of your magnet program
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Assessing the progress of students in the magnet program
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Interpreting assessment results
 | O | O | O | O | O |  |  | O | O | O | O | O |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***School improvement and reform:*** | **1** | **2** | **3** | **4** | **N/A** |  |  | **1** | **2** | **3** | **4** | **N/A** |
| 1. Communicating the district’s improvement vision
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Communicating your school’s improvement vision
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Establishing high content and performance standards for all students
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Aligning magnet curricula and instructional materials with content and performance standards
 | O | O | O | O | O |  |  | O | O | O | O | O |
|  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **What is** |  |  |  | **What should be** |
| ***Capacity-building:*** | **1** | **2** | **3** | **4** | **N/A** |  |  | **1** | **2** | **3** | **4** | **N/A** |
| 1. Providing professional development linked to state standards
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Providing professional development linked to your magnet theme and curriculum
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Improving the knowledge and skills of teachers
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Creating opportunities for professional collaboration among magnet teachers
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Engaging magnet families in their student’s learning
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Establishing partnerships with the magnet community
 | O | O | O | O | O |  |  | O | O | O | O | O |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Marketing:*** | **1** | **2** | **3** | **4** | **N/A** |  |  | **1** | **2** | **3** | **4** | **N/A** |
| 1. Improving the image of your school
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Promoting the magnet program
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Developing a marketing plan
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Assessing the effectiveness of your marketing plan
 | O | O | O | O | O |  |  | O | O | O | O | O |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Student recruitment:*** | **1** | **2** | **3** | **4** | **N/A** |  |  | **1** | **2** | **3** | **4** | **N/A** |
| 1. Developing a recruitment plan
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Assessing the effectiveness of your recruitment plan
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Recruiting diverse students and families from outside traditional school boundaries
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Building magnet student enrollment
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Retaining magnet students
 | O | O | O | O | O |  |  | O | O | O | O | O |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***Communication:*** | **1** | **2** | **3** | **4** | **N/A** |  |  | **1** | **2** | **3** | **4** | **N/A** |
| 1. Communicating with district administrators
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Communicating with parents
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Communicating with magnet teachers
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Communicating with magnet school staff
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Communicating with students
 | O | O | O | O | O |  |  | O | O | O | O | O |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **What is** |  |  | **What should be** |
| ***Promoting diversity and increasing choice:*** | **1** | **2** | **3** | **4** | **N/A** |  |  | **1** | **2** | **3** | **4** | **N/A** |
| 1. Promoting diversity and equity
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Meeting the desegregation plan objectives
 | O | O | O | O | O |  |  | O | O | O | O | O |

1. **In your magnet program, how would you rate the following? (1= needs improvement, 2= adequate, 3= good, 4= excellent, or N/A= not applicable).**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **What is** |  |  | **What should be** |
| ***Family engagement:*** | **1** | **2** | **3** | **4** | **N/A** |  |  | **1** | **2** | **3** | **4** | **N/A** |
| 1. Families’ engagement in their magnet students’ education
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Family understanding of the magnet school curriculum
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Family support for the magnet school
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. Family support of your work
 | O | O | O | O | O |  |  | O | O | O | O | O |

1. **Overall, how prepared are magnet teachers in your school and how prepared do you think they should be? (1= not at all prepared, 2= not very prepared, 3= prepared, 4= very prepared, or N/A= not applicable).**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **What is** |  |  | **What should be** |
| ***Magnet teachers:*** | **1** | **2** | **3** | **4** | **N/A** |  |  | **1** | **2** | **3** | **4** | **N/A** |
| 1. To develop magnet curriculum
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. To integrate the magnet theme into classroom instruction
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. To teach the magnet school content
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. To access supplemental classroom materials
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. To manage the magnet classroom
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. To work with children of diverse backgrounds
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. To promote the magnet program
 | O | O | O | O | O |  |  | O | O | O | O | O |
| 1. To engage families in supporting their children’s magnet school education
 | O | O | O | O | O |  |  | O | O | O | O | O |

***Technical assistance:***

1. **What are your top three technical assistance needs or concerns?**
	1.
	2.
	3.
2. **Please select your three preferred methods for receiving technical assistance.**
* Conference workshops
* Emails
* Fact sheets
* Newsletters
* Telephone conferences
* Toolkits
* Webinars
* Website
* Other, specify:
* Other, specify:

**Glossary of terms**

Full operation- the program becomes integrated into practitioner, organizational, and community practices, policies, and procedures. At this point, the implemented program becomes fully operational with full staffing complements and all of the realities of “doing business” impinging on the newly implemented magnet program. Once fully operational, practitioners carry out the magnet program with proficiency and skill, administrators support and facilitate new practices, and the community has adapted to the presence of the magnet program.

Initial implementation- requires attempts to implement new practices effectively and make changes in the overall magnet environment. Changes in skill levels require education, practice, and time to mature. The program is struggling to begin and confidence in the decision to adopt the program is being tested during this stage of implementation.

Program installation- after a decision is made to begin implementing MSAP, there are tasks that need to be accomplished; these activities define the installation stage of implementation. Resources are being consumed in active preparation for actually doing things differently in keeping with the tenets of MSAP and structural supports necessary to initiate the program are put in place.

(Definitions adapted from The National Implementation Research Network at: http://www.fpg.unc.edu/~nirn/implementation/06/06d\_fullopera.cfm)