

# MSAP Principal Survey (Web-based)

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# MSAP Principal Survey

## (Web-based)

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

**2. Please indicate your program's anticipated progress towards full implementation in Fall 2011 (Please select only one box).**

- Program installation
- Initial implementation
- Full operation

**3. How satisfied are you with your job as a principal in this magnet school?**

- Very dissatisfied
- Somewhat dissatisfied
- Somewhat satisfied
- Very satisfied

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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.

**4. 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).**

<i>Project implementation and management:</i>	What is					What should be				
	1	2	3	4	N/A	1	2	3	4	N/A
a. Providing leadership for the MSAP project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Hiring necessary staff for the MSAP project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Keeping teachers motivated to implement the MSAP project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Obtaining magnet school materials and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Implementing the MSAP project on schedule	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Implementing the critical components of the MSAP project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Assessing the implementation status of your magnet program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Assessing the progress of students in the magnet program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Interpreting assessment results	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>School improvement and reform:</i>	1	2	3	4	N/A	1	2	3	4	N/A
j. Communicating the district’s improvement vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Communicating your school’s improvement vision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Establishing high content and performance standards for all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Aligning magnet curricula and instructional materials with content and performance standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	What is					What should be				
	1	2	3	4	N/A	1	2	3	4	N/A
<b>Capacity-building:</b>										
n. Providing professional development linked to state standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Providing professional development linked to your magnet theme and curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Improving the knowledge and skills of teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Creating opportunities for professional collaboration among magnet teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Engaging magnet families in their student's learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Establishing partnerships with the magnet community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Marketing:</b>										
t. Improving the image of your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. Promoting the magnet program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
v. Developing a marketing plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Assessing the effectiveness of your marketing plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student recruitment:</b>										
x. Developing a recruitment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y. Assessing the effectiveness of your recruitment plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
z. Recruiting diverse students and families from outside traditional school boundaries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aa. Building magnet student enrollment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
bb. Retaining magnet students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Communication:</b>										
cc. Communicating with district administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
dd. Communicating with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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ee. Communicating with magnet teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ff. Communicating with magnet school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
gg. Communicating with students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	What is					What should be				
<b>Promoting diversity and increasing choice:</b>	1	2	3	4	N/A	1	2	3	4	N/A
hh. Promoting diversity and equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ii. Meeting the desegregation plan objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. 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				
<b>Family engagement:</b>	1	2	3	4	N/A	1	2	3	4	N/A
a. Families' engagement in their magnet students' education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Family understanding of the magnet school curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Family support for the magnet school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Family support of your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. 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				
<b>Magnet teachers:</b>	1	2	3	4	N/A	1	2	3	4	N/A
a. To develop magnet curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. To integrate the magnet theme into classroom instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. To teach the magnet school content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. To access supplemental classroom materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. To manage the magnet classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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- |  |                       |                       |                       |                       |                       |                       |                       |                       |                       |                       |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| f. To work with children of diverse backgrounds                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. To promote the magnet program   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. To engage families in supporting their children's magnet school education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Technical assistance:**

**7. What are your top three technical assistance needs or concerns?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**8. Please select your three preferred methods for receiving technical assistance.**

- |  |  |
|--|--|
| <input type="checkbox"/> Conference workshops  | <input type="checkbox"/> Toolkits              |
| <input type="checkbox"/> Emails                | <input type="checkbox"/> Webinars              |
| <input type="checkbox"/> Fact sheets           | <input type="checkbox"/> Website               |
| <input type="checkbox"/> Newsletters           | <input type="checkbox"/> Other, specify: _____ |
| <input type="checkbox"/> Telephone conferences | <input type="checkbox"/> 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](http://www.fpg.unc.edu/~nirn/implementation/06/06d_fullopera.cfm))