

**Appendix C**  
**Principal Survey**

OMB#: XXXX-XXXX

Expiration Date: XX/XX/20XX

School Name:	
City:	State:

# Implementation of Title I/II Program Initiatives

---

## Principal Survey

Spring 2014



### Paperwork Reduction Act of 1995

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Your response to this collection is voluntary. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number XXXX-XXXX. Note: Please do not return the completed survey or teacher roster to this address.

### Notice of Confidentiality

Information collected for this study comes under the confidentiality and data protection requirements of the Institute of Education Sciences (The Education Sciences Reform Act of 2002, Title I, Part E, Section 183). Responses to this data collection will be used for statistical purposes only. The reports prepared for the study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law.

## **Introduction**

The **Implementation of Title I/II Program Initiatives** study will examine the implementation of policies promoted through the Elementary and Secondary Education Act (ESEA) at the state, district, and school levels, in four core areas: state content standards, assessments, school accountability, and teacher and principal evaluation. The study will serve as an update on implementation of the Title I and Title II provisions since the last national assessment that concluded in 2006. The study includes surveys of officials from all state education agencies and district officials, school principals, and core academic and special education teachers from nationally representative samples. The United States (U.S.) Department of Education, Institute of Education Sciences (IES) is sponsoring this study.

- Your responses are critical to drawing lessons about the implementation of ESEA.
- All survey results will be presented as aggregate findings and no individual schools or principals will be named or otherwise identified in any study reports or other communications that use survey data.
- We will survey your school again at a later date to examine changes over time.

The study, including this survey, is being conducted by Westat and its partners, Mathematica Policy Research and edCount.

**DIRECTIONS:** In this survey, when a question refers to “you” or “your,” it is asking about the school principal.

**DEFINITIONS FOR USE THROUGHOUT THIS SURVEY:**

**Summative assessments** are state- or district-mandated tests that are intended to measure students' knowledge and skills at (or near) the end of a school year or course relative to grade-level content standards.

**Diagnostic assessments** are assessments that measure students' knowledge and skills at interim points during the school year to provide timely feedback on their progress toward grade-level content standards so that instruction can be adjusted or other support can be provided.

**Student achievement growth** is the change in student achievement for an individual student between two or more points in time. Two types of student achievement growth measures are common:

1. **Value added measures (VAMs)** or **student growth percentiles (SGPs)** apply complex statistical methods to calculate achievement growth for a teacher's own students based on districtwide or statewide standardized assessments. VAMs and SGPs can also be calculated for teacher teams, for grades, or for schools.
2. **Student learning objectives (SLOs)** or **student growth objectives (SGOs)** are achievement targets for a teacher's own students, determined by each individual teacher at the beginning of the school year (often in consultation with the school principal) based on the teacher's assessment of the students' starting achievement levels. SLOs/SGOs may relate to students' scores on standardized assessments, or to teacher-developed tests, performance tasks, or other customized assessments of student learning.

**Standardized assessments** are assessments consistently administered and scored for all students in the same grades and subjects, districtwide. These might include required state summative assessments, assessments purchased from testing companies, or district-developed assessments that are administered districtwide.

- **Arts Education** is defined as visual arts, music, dance, and drama or theatre.

**[WEB PROGRAMMING NOTE: SOME TEXT IN THIS SURVEY WILL BE CUSTOMIZED AS FOLLOWS DEPENDING ON WHETHER THE SCHOOL IS IN A STATE THAT ADOPTED THE COMMON CORE STATE STANDARDS (CCSS) FOR ENGLISH LANGUAGE ARTS (ELA) OR MATH.**

**IF THE SCHOOL IS IN A STATE THAT ADOPTED THE CCSS IN ELA OR MATH, DISPLAY “COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH” OR “CCSS” WHERE NOTED.**

**IF THE SCHOOL IS IN A STATE THAT DID NOT ADOPTED THE CCSS IN ELA OR MATH, DISPLAY “CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH” OR “CURRENT STATE CONTENT STANDARDS” WHERE NOTED.**

## Section 1. State Content Standards

**[WEB PROGRAMMING NOTE: IF THE SCHOOL IS IN A STATE THAT ADOPTED THE COMMON CORE STATE STANDARDS (CCSS) IN ENGLISH LANGUAGE ARTS (ELA) OR MATH, DISPLAY THE FOLLOWING TEXT:**

Many states have recently adopted the Common Core State Standards (CCSS) —that is, content standards for English language arts (ELA) and math that are shared across these states. The CCSS also may be known as your state’s recently revised college and career ready standards in ELA and math, core academic standards in ELA and math, or something similar. Since your state may have its own name for the CCSS, in this survey we refer to these standards simply as the Common Core State Standards or CCSS. Other states have substantially revised their own state content standards for ELA and math in recent years. This section includes questions about materials, professional development, and resources your district has used to support the implementation of the Common Core State Standards (CCSS) for English language arts (ELA) or math.

**[WEB PROGRAMMING NOTE: IF THE SCHOOL IS IN A STATE THAT DID NOT ADOPT THE CCSS IN ELA OR MATH, DISPLAY THE FOLLOWING TEXT:**

Many states have recently adopted the Common Core State Standards (CCSS) —that is, content standards for English language arts (ELA) and math that are shared across these states. Other states have substantially revised their own state content standards for ELA and math in recent years. This section includes questions about materials, professional development, and resources your district has used to support the implementation of the current state content standards for English language arts (ELA) or math.

**Principal Survey**

**1-1. During this school year (2013-14), which grade levels in your school are fully implementing the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH]?**

SELECT ALL GRADES THAT APPLY IN EACH ROW

		GRADE													
a.	English language arts (ELA).....	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12
b.	Math.....	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12

1-2. During this school year (2013-14), which of the following materials has your school used to revise curriculum to align with the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH] and/or plan lessons based on these standards?

(Select NA (not applicable), where available, if your school does not enroll any English learners or students with disabilities.)

SELECT ONE RESPONSE  
IN EACH ROW

YES	NO	NA
-----	----	----

**Materials to help align curriculum and instruction with the content standards**

a. Documents showing alignment between the previous state standards and the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0	
b. Documents showing alignment between required state summative assessments and the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0	
c. Tools or guidance on providing instruction aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS] such as scope and sequence, curriculum maps, or frameworks.....	1	0	
d. A state-developed model curriculum for ELA or math instruction for each grade or course.....	1	0	
e. Sample lesson plans consistent with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0	
f. Examples or videos of instruction consistent with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0	
g. Sample student work.....	1	0	
h. Sample performance tasks for formative assessment purposes including rubrics or scoring guides.....	1	0	
i. Diagnostic assessment tests (or banks of diagnostic assessment items) aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS] .....	1	0	
j. Textbooks or other instructional materials aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0	

**Materials to facilitate instruction for special populations**

k. Documents showing alignment between the [CCSS/ CURRENT STATE CONTENT STANDARDS] and the state’s English Language Proficiency standards (standards for the progression of English language development for English learners).....	1	0	na
l. Materials for understanding how to adapt instruction to help English learners meet the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0	na
m. Materials for understanding how to adapt instruction to help students with disabilities meet the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0	na

**Other materials**

n. Walk-through or observation protocols to aid in monitoring alignment of instruction with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0	
o. Student report cards aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0	

<p>IF YES IS SELECTED FOR ANY OF ROWS A THROUGH M ABOVE, PROCEED TO QUESTION 1-3. OTHERWISE, SKIP TO QUESTION 1-4.</p>
--

**Principal Survey**

**1-3. Indicate to what extent your school found the materials described in the previous question (by category) useful to help revise curriculum to align with the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH] and/or plan lessons based on these standards.**

*(Select NA if your school did not use that type of material.)*

SELECT ONE RESPONSE IN EACH ROW

	NOT USEFUL AT ALL	SOMEWHAT USEFUL	MODERATELY USEFUL	VERY USEFUL	NA
a. Materials to help align curriculum and instruction with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	0	1	2	3	na
b. Materials to facilitate instruction for special populations.....	0	1	2	3	na

**1-4. During this school year (2013-14) and including last summer (2013), which of the following topics related to the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH] have been covered in professional development offered to your school's leaders and/or teachers?**

SELECT ONE RESPONSE IN EACH ROW

YES	NO
-----	----

**Professional development topics**

a. Information about the [CCSS/ CURRENT STATE CONTENT STANDARDS], such as content covered at each grade level and instructional changes or shifts required.....	1	0
b. Instructional strategies consistent with the [CCSS/ CURRENT STATE CONTENT STANDARDS], such as model lessons or designing student work.....	1	0
c. Adapting instruction to help English learners meet the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
d. Adapting instruction to help students with disabilities meet the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
e. Using student assessment data to improve instruction.....	1	0
f. Monitoring alignment of instruction with the [CCSS/ CURRENT STATE CONTENT STANDARDS], such as the use of observation protocols.....	1	0

**IF YES IS SELECTED FOR ANY ROW IN 1-4 PROCEED TO QUESTIONS 1-5, 1-6, AND 1-7. OTHERWISE, SKIP TO QUESTION 1-8.**



1-5. Through which methods did your school’s leaders and/or teachers receive professional development on the topics listed above?

SELECT ONE  
RESPONSE IN EACH  
ROW

YES	NO
-----	----

**Method of delivery of professional development**

a. Statewide or regional/county conference(s) on these topics.....	1	0
b. Presentation(s) via webinar or video recording(s) on these topics.....	1	0
c. Instructional coaches worked with teachers or teams of teachers on these topics.....	1	0
d. Required in-service professional development on these topics.....	1	0
e. Teachers worked in teams to develop curriculum and lessons aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
f. Teachers worked with a content area coordinator, a team leader, or a specialist on these topics.....	1	0
g. Some other mode.....	1	0

1-6. Which one of these methods was the most useful source of professional development related to the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH]?

SELECT ONE ONLY

- Statewide or regional/county conference(s) on these topics.....1
- Presentation(s) via webinar or video recording(s) on these topics.....2
- Instructional coaches worked with teachers or teams of teachers on these topics.....3
- Required in-service professional development on these topics.....4
- Teachers worked in teams to develop curriculum and lessons aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....5
- Teachers worked with a content area coordinator, a team leader, or a specialist on these topics.....6
- Some other mode.....7

**Principal Survey**

**1-7. Indicate to what extent the professional development was useful to support implementation of lessons and teaching strategies aligned with the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH] in your school.**

SELECT ONE ONLY

- Not useful at all.....0
- Somewhat useful.....1
- Moderately useful.....2
- Very useful.....3

**1-8. During this school year (2013-14), have any of the following occurred in your school to align instruction with the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH]?**

SELECT ONE RESPONSE  
IN EACH ROW

	YES	NO
a. District staff have used walk-throughs or school visits to monitor alignment of instruction with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
b. I monitor alignment of instruction to the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
c. Performance evaluations for teachers in your school include evidence of teaching approaches consistent with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0
d. Performance evaluations for school leaders include evidence that the [CCSS/ CURRENT STATE CONTENT STANDARDS] have been implemented .....	1	0

**Principal Survey**

**1-9. To what extent would you describe the following as challenges to implementing the [COMMON CORE STATE STANDARDS (CCSS) FOR ELA OR MATH/ CURRENT STATE CONTENT STANDARDS FOR ELA OR MATH] in your school?**

SELECT ONE RESPONSE IN EACH ROW

	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Insufficient time for professional development.....	1	2	3
b. Insufficient information available about how to revise lessons and instructional materials to meet the [CCSS/ CURRENT STATE CONTENT STANDARDS] .....	1	2	3
c. Lack of school staff who can mentor or serve as a resource to teachers about the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	2	3
d. Lack of guidance or support from the district.....	1	2	3
e. Lack of instructional materials aligned with the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	2	3
f. The additional work required to modify curriculum and lesson plans within tight timeframes.....	1	2	3
g. Community concerns or opposition to the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	2	3

**Section 2. Assessments**

In this section of the survey, we will ask about materials or professional development that you have received to help with assessment activities, and how your school uses information from assessments.

2-1. During this school year (2013-14), has your school done any of the following to prepare students for required state summative assessments in English language arts (ELA) and/or math?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Strengthened coursework in areas with statewide assessments.....	1	0
b. Provided targeted assistance to struggling students outside school hours.....	1	0
c. Provided targeted assistance to struggling students in place of a class during the school day (e.g., pull-out programs).....	1	0
d. Reduced class sizes for ELA or math.....	1	0
e. Assigned struggling students to high-performing teachers.....	1	0
f. Encouraged high-performing teachers to teach grades and subjects tested for state accountability purposes.....	1	0
g. Taught test taking skills to students.....	1	0
h. Provided opportunities for students to take practice statewide assessments on paper.....	1	0
i. Provided opportunities for students to take practice statewide assessments online.....	1	0
j. Identified students likely to score below state proficiency levels for additional help.....	1	0

Next we will ask about the use of a student-level data system. By student-level data system, we mean any technology-based tool that provides school leaders and teachers with data that can be used to monitor the achievement of individual students.

2-2. During this school year (2013-14), do you have electronic access to a student-level data system that includes any of the following types of data for students in your school?

Check box if you do not have electronic access to a student-level data system and skip to 2-4

Data System Includes:	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Past achievement of currently enrolled individual students on state or districtwide summative assessments.....	1	0
b. Achievement of individual students on districtwide diagnostic assessments.....	1	0
c. Achievement growth for individual students on state or districtwide summative assessments.....	1	0
d. Achievement growth associated with individual teachers measured using value added measures (VAMs) or student growth percentiles (SGPs).....	1	0
e. Past course grades for currently enrolled individual students.....	1	0
f. Attendance of individual students.....	1	0
g. Behavior/discipline information on individual students.....	1	0
h. Readiness of individual students for grade promotion or graduation ("on track" measures).....	1	0
i. Indicator of whether individual students graduated or dropped out prior to graduation [WEB PROGRAMMING NOTE: ROW SHOULD APPEAR ONLY FOR PRINCIPALS OF HIGH SCHOOLS OR COMBINED SCHOOLS THAT INCLUDE HIGH SCHOOL GRADES].....	1	0

**Principal Survey**

**2-3. During this school year (2013-14), has your school used a student-level data system for any of the following purposes?  
(Select NA, where available, if your school does not enroll any English learners or students with disabilities.)**

SELECT ONE RESPONSE IN EACH ROW			
	YES	NO	NA
a. To set goals for school performance.....	1	0	
b. To set goals for individual teachers or classes.....	1	0	
c. To monitor student progress toward performance targets or learning goals.....	1	0	
d. To monitor the progress of English learners.....	1	0	na
e. To monitor the progress of students with disabilities.....	1	0	na
f. To identify individual students who are struggling academically.....	1	0	
g. To monitor the progress of students who are struggling academically.....	1	0	
h. To assign students to teachers.....	1	0	
i. To identify teachers for additional support or oversight.....	1	0	
j. To evaluate the effectiveness of instructional interventions or initiatives.....	1	0	
k. To plan schoolwide professional development, such as identifying specific content or skills where teachers need assistance or support.....	1	0	
l. To evaluate the effectiveness of professional development programs.....	1	0	

**Principal Survey**

**2-4. To what extent would you describe the following as challenges to using assessment data to inform instruction in your school?**

SELECT ONE RESPONSE IN EACH ROW

	<b>NOT A CHALLENGE</b>	<b>MINOR CHALLENGE</b>	<b>MAJOR CHALLENGE</b>
	<b>E</b>	<b>E</b>	<b>E</b>
a. Limited access to data from prior years on this year's students.....	1	2	3
b. Timeliness of the data on student achievement from prior years.....	1	2	3
c. Teachers' level of understanding of how to analyze information from diagnostic assessments to inform instruction .....	1	2	3
d. Providing enough training so teachers can analyze student assessment data to inform instruction.....	1	2	3
e. Lack of district or school staff who can assist teachers with questions about analyzing student data.....	1	2	3
f. Teachers having regularly-scheduled time to meet in teams to discuss student achievement data and instruction.....	1	2	3
g. Assessments are not well aligned with the curriculum.....	1	2	3
h. Available assessment data do not accurately measure students' knowledge and skills.....	1	2	3

Section 3. School Accountability

[WEB PROGRAMMING NOTE: DISPLAY QUESTION 3-1a FOR SCHOOLS IN A STATE THAT HAS AN ESEA FLEXIBILITY WAIVER. DISPLAY QUESTION 3-1b FOR SCHOOLS IN ALL OTHER STATES]

3-1a. During this school year (2013-14), has your school been identified by the state as a “Reward” school (i.e., “highest-performing” or “high-progress” school), based on student outcomes measured by required state summative assessments and other data collected through the end of the 2012-13 school year?

SELECT ONE RESPONSE  
IN EACH ROW

	YES	NO
a. Reward school.....	1	0
b. Highest-performing school.....	1	0
c. High-progress school.....	1	0

3-1b. During this school year (2013-14), has your school been identified by the state as a high-performing or high-progress (i.e., substantially improving) school based on student outcomes measured through the end of the 2012-13 school year?

*High-performing schools may be identified as Schools of Excellence, Distinguished Performance or Progress Schools, High Achievement Schools, or some other state-defined high-performing school (such as a school that earned an “A” in an A through F statewide school grading system).*

*Do not select “yes” if your school is a Blue Ribbon School (as designated by the U.S. Department of Education) unless your school has also been designated as high-performing or high-progress school as part of a state program.)*

Yes.....1

No.....0

[WEB PROGRAMMING NOTE: FOR SCHOOLS IN A STATE THAT HAS AN ESEA FLEXIBILITY WAIVER USE 3-2a WORDING. FOR SCHOOLS IN ALL OTHER STATES USE 3-2b WORDING.]

3-2a. Did your school meet all Annual Measurable Objectives (AMOs, or state-defined benchmarks for proficiency, growth, graduation rates, and other outcomes for all students and subgroups of students in your school) for last year (2012-13)?

Yes.....1

No.....0

3-2b. Did your school make Adequate Yearly Progress (AYP) last year (2012-13)?

Yes.....1

No.....0

[WEB PROGRAMMING NOTE: IF 3-2a OR 3-2b IS YES, SKIP TO 3-5.]



**Achievement of Subgroups**

3-3. Which student subgroups in your school met their Annual Measurable Objectives (AMOs) for 2012-13?

*(Select NA (not applicable), if your school does not have a sufficient number of students in a subgroup (e.g., American Indian or Alaska Natives, English learners, or students with disabilities).)*

SELECT ONE RESPONSE IN EACH ROW

	MET AMO	DID NOT MEET AMO	NA
a. White.....	1	0	na
b. Black or African American.....	1	0	na
c. Hispanic.....	1	0	na
d. Asian.....	1	0	na
e. American Indian or Alaska Native.....	1	0	na
f. Native Hawaiian or Other Pacific Islander.....	1	0	na
g. Multiracial/two or more races.....	1	0	na
h. Other individual racial/ethnic subgroup (specify)..... .....	1	0	na
i. Economically disadvantaged.....	1	0	na
j. English learners.....	1	0	na
k. Students with disabilities.....	1	0	na
l. Low academic performance (for example, lowest 25 percent based on proficiency).....	1	0	na
m. A combined subgroup (specify)..... .....	1	0	na
n. Another combined subgroup (specify)..... .....	1	0	na

**[WEB PROGRAMMING: IF 3-3m IS DID NOT MEET AMO (0) ASK 3-4, ALL OTHERS SKIP TO 3-5.]**

3-4. What actions did you take to address the needs of students in the combined subgroup(s) that did not meet AMOs?

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Developed a school improvement plan.....	1	0
b. Examined the reasons for low achievement of that combined subgroup.....	1	0
c. Implemented interventions to address the reasons for low achievement of the combined subgroup.....	1	0
d. Reported on the interim progress of the combined subgroup to the district or state more than once during this school year (2013-14).....	1	0
e. Examined the reasons for low achievement of <u>each constituent subgroup</u> within that combined subgroup.....	1	0
f. Implemented interventions to address the reasons for low achievement of <u>each constituent subgroup</u> within that combined subgroup.....	1	0
g. Reported on the interim progress of <u>each constituent subgroup</u> within that combined subgroup to the district or state more than once during this school year (2013-14).....	1	0

Low-Performing Schools

3-5. During this school year (2013-14), has your school been identified by the state as any of the following based on the achievement of the school's students (or other student outcomes)?

[WEB PROGRAMMING NOTE: FOR SCHOOLS IN A STATE THAT HAS AN ESEA WAIVER STATES DISPLAY ITEMS a, b, AND d. FOR SCHOOLS IN ALL OTHER STATES DISPLAY ITEMS c, d, e, and f.]

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Priority school.....	1	0
b. Focus school.....	1	0
c. School in Need of Improvement.....	1	0
d. School with federal School Improvement Grant (SIG) funding.....	1	0
e. School in Restructuring.....	1	0
f. School in Corrective Action.....	1	0

**IF NO IS SELECTED FOR ALL RESPONSES ABOVE, SKIP TO QUESTION 3-7.**

**Principal Survey**

**3-6. During this school year (2013-14), has your school’s progress been monitored by the state (or an organization designated by the state) in any of the following ways, and if so, how frequently?**

SELECT YES OR NO IN EACH ROW. IF YES, SELECT ONE OPTION FOR HOW OFTEN USED

	USED FOR MONITORING YOUR SCHOOL?		IF USED, HOW OFTEN?				
	YES	NO	ONCE PER SCHOOL YEAR	TWICE PER SCHOOL YEAR	QUARTERLY	MONTHLY	OTHER (specify)
a. Site visits.....	1	0	1	2	3	4	_____
b. Telephone conferences.....	1	0	1	2	3	4	_____
c. Collection of student data.....	1	0	1	2	3	4	_____

**3-7. Have you developed a school improvement plan for this school year (2013-14)?**

Yes.....1  
 No.....0 → Skip to 3-9

**3-8. What type of assistance did you receive in developing the school improvement plan, if any?**

SELECT ONE RESPONSE IN EACH ROW

	YES	NO
a. Assistance in analyzing and interpreting data to understand student achievement issues.....	1	0
b. Assistance identifying interventions to improve student performance.....	1	0
c. Assistance planning for implementation of interventions to improve student performance.....	1	0

3-9. During this school year (2013-14), is your school implementing any of the following initiatives?

School Initiatives	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Implementing a “restart” model as defined in U.S. Department of Education regulations.....	1	0
b. Implementing a “transformation” model as defined in U.S. Department of Education regulations.....	1	0
c. Implementing a “turnaround” model as defined in U.S. Department of Education regulations.....	1	0

3-10. During this school year (2013-14), is your school implementing any of the following academic initiatives?

Academic Initiatives	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Implementing a new curriculum.....	1	0
b. Implementing a comprehensive schoolwide reform model.....	1	0
c. Providing intensive intervention to struggling students during the school day (for example, response to intervention).....	1	0

3-11. And is your school implementing any of the following structural changes during this school year (2013-14)?

School Structural Changes	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. Adjusting the school schedule without changing the overall number of school hours.....	1	0
b. Operating an extended school day, week, or year.....	1	0
c. Making class sizes smaller than typical in other schools.....	1	0
d. Providing extra academic services for struggling students outside of the school day (for example, supplemental educational services).....	1	0
e. Offering students the option to attend a different school (school choice).....	1	0

3-12. During this school year (2013-14), does your school have staffing authority of the following types?

		SELECT ONE RESPONSE IN EACH ROW	
<b>Staffing Authority</b>		<b>YES</b>	<b>NO</b>
a.	School has more flexibility in, or exemptions from, collective bargaining agreements or district policies/regulations that guide teacher staffing decisions compared to other schools in the district.....	1	0
b.	School has the authority to make final decisions on teacher hiring.....	1	0

3-13. During this school year (2013-14), is your school implementing new programs in any of the following areas?

		SELECT ONE RESPONSE IN EACH ROW	
<b>School is implementing new programs:</b>		<b>YES</b>	<b>NO</b>
a.	To provide ongoing mechanisms for family and community engagement.....	1	0
b.	To address students' social, emotional, or health needs.....	1	0
c.	To improve student behavior, discipline, or safety.....	1	0

3-14. Before the start of this school year (2013-14), did any of the following personnel changes occur in your school?

		SELECT ONE RESPONSE IN EACH ROW	
		<b>YES</b>	<b>NO</b>
a.	You were hired as a new principal for the school.....	1	0
b.	Half or more of the teaching staff was replaced.....	1	0

3-15. During this school year (2013-14) and including last summer (2013), which of the following topics have been covered in the professional development and assistance that you received?

SELECT ONE RESPONSE IN EACH ROW

YES	NO
-----	----

**Professional development topics**

a. Professional development on developing and implementing a school improvement plan.....	1	0
b. Assistance on analyzing and reviewing budgets to use resources more effectively.....	1	0
c. Assistance on developing strategies to recruit or retain more effective teachers.....	1	0
d. Professional development on teacher observation and instructional improvement.....	1	0
e. Assistance on improving the quality of teacher professional development.....	1	0
f. Professional development on identifying and implementing effective curricula, instructional strategies, or school intervention models.....	1	0
g. Help aligning school curricula to the [CCSS/ CURRENT STATE CONTENT STANDARDS].....	1	0

**IF YES IS SELECTED FOR ANY ROW IN 3-15 PROCEED TO QUESTIONS 3-16 AND 3-17. OTHERWISE, SKIP TO QUESTION 3-18.**

3-16. Through which methods did you receive professional development on the topics listed above?

SELECT ONE RESPONSE IN EACH ROW

YES	NO
-----	----

**Method of delivery of professional development**

a. Statewide or regional/county conference(s) on these topics.....	1	0
b. Presentation(s) via webinar or video recording(s) on these topics.....	1	0
c. Worked with an instructional coach on these topics.....	1	0
d. Required in-service professional development on these topics.....	1	0
e. Worked with content area coordinator, a team leader, or a specialist on these topics.....	1	0
f. Some other mode.....	1	0

**Principal Survey**

**3-17. Which one of these methods was the most useful source of professional development on these topics?**

SELECT ONE ONLY

- Statewide or regional/county conference(s) on these topics.....1
- Presentation(s) via webinar or video recording(s) on these topics.....2
- Worked with an instructional coach on these topics.....3
- Required in-service professional development on these topics.....4
- Worked with content area coordinator, a team leader, or a specialist on these topics...5
- Some other mode.....6

**3-18. During this school year (2013-14), does your school offer after-school academic services (e.g., supplemental educational services) specifically intended to improve students' proficiency on state assessments?**

- Yes.....1
- No.....0

**3-19. To what extent would you describe the following as challenges to improving the performance of your school?**

SELECT ONE RESPONSE IN EACH ROW

	NOT A CHALLENGE	MINOR CHALLENGE	MAJOR CHALLENGE
a. Difficulty finding, hiring, or retaining teachers with the skills needed.....	1	2	3
b. Lack of staff who can mentor or serve as a resource to teachers about instructional strategies for struggling students.....	1	2	3
c. Lack of guidance or support from the district.....	1	2	3
d. Insufficient resources for personnel and/or materials.....	1	2	3
e. Lack of effective methods/interventions to improve student achievement.....	1	2	3
f. Curricula not aligned with the required state summative assessments.....	1	2	3
g. Teacher concerns or opposition to implementing school interventions.....	1	2	3
h. Community concerns or opposition to implementing school interventions.....	1	2	3
i. Lack of parent involvement/participation in children's education.....	1	2	3





## Section 4. Teacher and Principal Evaluation

### Teacher Evaluation

We would like to ask about your school's teacher evaluation practices. We are interested in the practices in your school during this school year (2013-14), even if some parts of the teacher evaluation system may be changing in future years.

4-1. During this school year (2013-14), is your school participating in a pilot or test of a new teacher evaluation system?

- Yes.....1
- No.....0
- DON'T KNOW.....d

This question and the next several questions ask about the use of student achievement growth in teacher evaluations.

**As a reminder, student achievement growth** is the change in student achievement for an individual student between two or more points in time. Two types of student achievement growth measures are common:

1. **Value added measures (VAMs) or student growth percentiles (SGPs)** apply complex statistical methods to calculate achievement growth for a teacher's own students based on districtwide or statewide standardized assessments. VAMs and SGPs can also be calculated for teacher teams, for grades, or for schools.
2. **Student learning objectives (SLOs) or student growth objectives (SGOs)** are achievement targets for a teacher's own students, determined by each individual teacher at the beginning of the school year (often in consultation with the school principal) based on the teacher's assessment of the students' starting achievement levels. SLOs/SGOs may relate to students' scores on standardized assessments, or to teacher-developed tests, performance tasks, or other customized assessments of student learning.

4-2. During this school year (2013-14), is student achievement growth used as one component of the performance evaluation of all, some, or no teachers in this school? This can include student achievement growth for the teacher’s own students and/or teamwide, gradewide, or schoolwide student achievement growth.

(Note: In order to report “all teachers,” student achievement growth would need to be used with all teachers, including teachers of art, music, physical education, and special populations such as English learners or students with disabilities.)

SELECT ONE ONLY

Student achievement growth is used in the evaluation of all teachers in the school, across all grades (K-12), all subjects, and special education.....1

Student achievement growth is used in the evaluation of some but not all teachers in the school.....2

Student achievement growth is not used in the evaluation of any teachers in the school.....3 → Skip to 4-4

4-3. During this school year (2013-14), is student achievement growth used in the evaluations of any of the following types of teachers at your school?

(Select “yes” for the row if any teachers in that category have measures of student achievement growth such as VAMs, SGPs, SLOs, or SGOs in their evaluations. Select NA if your school does not have any teachers in the grades or grade level specified.)

.SELECT ONE RESPONSE IN EACH ROW

Student achievement growth is used to evaluate:	YES	NO	NA
a.... Kindergarten teachers.....	1	0	na
b.... Teachers of grades 1, 2, or 3.....	1	0	na
c.... Teachers of ELA and/or math in grades 4-8.....	1	0	na
d.... Teachers of science in grades 6, 7, or 8.....	1	0	na
e.... Teachers of social studies in grades 6, 7, or 8.....	1	0	na
f.... High school ELA teachers.....	1	0	na
g.... High school math teachers.....	1	0	na
h.... High school science teachers.....	1	0	na
i.... High school social studies teachers.....	1	0	na
j.... Any teachers of other subjects, such as art, music, or physical education.....	1	0	

**Principal Survey**

**4-4. During this school year (2013-14), which of the following sources of information on teacher performance does your school use in teacher evaluations?**

SELECT ONE RESPONSE  
IN EACH ROW

	USED IN EVALUATING TEACHERS	NOT USED IN EVALUATING TEACHERS
a. Classroom observations using a teacher professional practice rubric, conducted by the principal or other school administrator .....	1	0
b. Classroom observations using a teacher professional practice rubric, conducted by someone other than a school administrator (such as a peer or mentor teacher, instructional coach, central office staff member, or an observer from outside the school or district).....	1	0
c. Teacher self-assessment.....	1	0
d. Portfolios or other artifacts of teacher professional practice.....	1	0
e. Assessments by a peer or mentor teacher that are not based on a teacher professional practice rubric.....	1	0
f. Student work samples.....	1	0
g. Student surveys or other student feedback.....	1	0
h. Parent surveys or other parent feedback.....	1	0

4-5. How frequently must non-probationary or tenured teachers be evaluated?

SELECT ONE RESPONSE IN EACH ROW

Non-probationary or tenured teacher whose previous performance was:	FREQUENCY OF EVALUATIONS				
	EVERY YEAR	EVERY 2 YEARS	EVERY 3 YEARS	EVERY 4 YEARS	EVERY 5 YEARS
a. Rated effective, satisfactory, proficient, or better.....	1	2	3	4	5
b. Rated unsatisfactory (or the equivalent).....	1	2	3	4	5

4-6. For the evaluation of a non-probationary or tenured teacher, how many formal observations must be completed during the evaluation period or cycle?

*(Enter the number in each row. Please consider only instances of formal observations conducted in the classroom. Formal observations are standardized using an instrument, rubric, or checklist.)*

Non-probationary or tenured teacher whose previous performance was:	NUMBER OF FORMAL OBSERVATIONS REQUIRED
a. Rated effective, satisfactory, proficient, or better.....	_____
b. Rated unsatisfactory (or the equivalent).....	_____

4-7. Thinking now about first-year teachers, for the evaluation of a first-year teacher, how many formal observations must be completed (at a minimum) during this school year (2013-14)?

*(Please consider only instances of formal observations conducted in the classroom. Formal observations are standardized using an instrument, rubric, or checklist.)*

\_\_\_\_\_ NUMBER OF REQUIRED FORMAL OBSERVATIONS OF FIRST-YEAR TEACHERS

Principal Survey

4-8. Based on the most recent evaluations completed (for example, 2012-13), please indicate the percentage of teachers at your school who fell into the highest and lowest performance evaluation rating categories.

(Write in the percentage of teachers in each category. If no teachers fell into the highest or lowest category, please enter a "0" on that line. If you don't know the percentage, select "d" for Don't Know. Your best estimate for percentages is fine.)

	PERCENTAGE OF ALL TEACHERS	DON'T KNOW
a. Highest evaluation rating or category.....	_____	d
b. Lowest evaluation rating or category.....	_____	d

IF DON'T KNOW IS SELECTED FOR BOTH 4-8a AND 4-8b, SKIP TO QUESTION 4-10.

4-9. When answering the rating question above, were the teacher evaluation policies and practices in that year:

SELECT ONE ONLY

A pilot of new teacher evaluation policies and practices based on new laws or regulations since 2009.....1

Teacher evaluation policies and practices implemented schoolwide that were the same as or very similar to those in place during this school year (2013-14).....2

Older teacher evaluation practices that were in effect schoolwide during the most recent evaluation year and are not the same as or similar to current practices in your school?.....3

**Principal Survey**

**4-10. Will the performance evaluation results for teachers for this school year (2013-14) be used to inform any of the following decisions?**

*(Select NA, where available, if tenure is not offered in your district or school.)*

	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	NA
<b>Teacher evaluation results will be used to inform decisions about teacher professional development:</b>			
a. Feedback given to teachers on their professional practice.....	1	0	
b. Planning professional development for individual teachers.....	1	0	
c. Development of performance improvement plans for low-performing teachers.....	1	0	
d. Setting goals with teachers for student achievement growth for the next school year.....	1	0	
e. Identifying low-performing teachers for coaching, mentoring, or peer assistance.....	1	0	
<b>Teacher evaluation results will be used to inform decisions about teacher career advancement:</b>			
f. Recognizing high-performing teachers.....	1	0	
g. Determining annual salary increases.....	1	0	
h. Determining bonuses or performance-based compensation other than salary increases.....	1	0	
i. Granting tenure or similar job protection.....	1	0	na
j. Career advancement opportunities, such as teacher leadership roles.....	1	0	
<b>For low-performing teachers, evaluation results will be used to inform decisions about:</b>			
k. Loss of tenure or similar job protection.....	1	0	na
l. Sequencing potential layoffs to reduce staff.....	1	0	
m. Dismissing or terminating employment for cause.....	1	0	

**Principal Evaluation**

We would like to ask about the practices used to evaluate you as a principal. We are interested in the policies currently in place at your school even if some parts of the principal evaluation system may be changing in future years.

**4-11. During this school year (2013-14), is your school participating in a pilot or test of a new evaluation system for principals?**

- Yes.....1
- No.....0
- DON'T KNOW.....d

**4-12. Is your performance being evaluated during this school year (2013-14)?**

- Yes.....1 → Skip to 4-14
- No.....0
- DON'T KNOW.....d

**4-13. Was your performance evaluated during the last school year (2012-13)?**

- Yes.....1
- No.....0 → Skip to 4-20
- DON'T KNOW.....d → Skip to 4-20

**[WEB PROGRAMMING NOTE: FOR THOSE EVALUATED THIS YEAR (4-12=1) DISPLAY THE FIRST PHRASING INSIDE OF BRACKETS FOR QUESTIONS 4-14THROUGH 4-19. FOR THOSE EVALUATED LAST YEAR (4-13=1) DISPLAY THE SECOND PHRASING INSIDE OF BRACKETS.]**

**4-14. [During this school year (2013-14), will any student outcomes be included/During last school year (2012-13) were any student outcomes included] as part of your own performance evaluation?**

SELECT ONE  
RESPONSE IN EACH  
ROW

	YES	NO
a. Schoolwide proficiency rates on standardized assessments.....	1	0
b. Schoolwide year-to-year changes in proficiency rates on standardized assessments.....	1	0
c. Achievement growth of students schoolwide using a value added measure (VAM) or student growth percentiles (SGP).....	1	0
d. Student promotion/graduation rate.....	1	0
e. Student dropout rate.....	1	0
f. Gaps in achievement or low student achievement growth for English learners.....	1	0
g. Gaps in achievement or low student achievement growth for students with disabilities.....	1	0
h. Gaps in achievement or low student achievement growth for other subgroups.....	1	0
i. Student attendance.....	1	0
j. Student behavior/discipline/safety.....	1	0

**Principal Survey**

**4-15. [During this school year (2013-14)/During last school year (2012-13)], which of the following sources of information on your own performance (other than student outcome measures) [are/were] used in your evaluation?**

SELECT ONE RESPONSE IN EACH ROW

	USED IN YOUR EVALUATION	NOT USED IN YOUR EVALUATION
a. Ratings based on a principal professional practice rubric.....	1	0
b. Self-assessment.....	1	0
c. Input from district administrators that is not based on a principal professional practice rubric.....	1	0
d. Staff surveys or other staff feedback.....	1	0
e. Student surveys or other student feedback.....	1	0
f. Parent surveys or other parent feedback.....	1	0

**4-16. Please indicate to what extent you agree or disagree with each of the following statements about your performance evaluation for [this school year (2013-14)/last school year (2012-13)].**

*(Select NA, where available, if student achievement growth is not used in your performance evaluation.)*

SELECT ONE RESPONSE IN EACH ROW

	DISAGREE STRONGLY	DISAGREE SOMEWHAT	AGREE SOMEWHAT	AGREE STRONGLY	NA
a. Schoolwide student achievement growth is a fair measure of my performance.....	1	2	3	4	na
b. My overall evaluation covers all important aspects of my performance as a school leader.....	1	2	3	4	
c. In the long run, students will benefit from including measures of student achievement growth in the evaluations of principals.....	1	2	3	4	na



**Principal Survey**

**4-17. [So far this school year (2013-14), have you experienced/During last school year (2012-13) did you experience] any of the following evaluation-related activities?**

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. A district administrator, evaluator, mentor, or coach has observed your performance.....	1	0
b. A district administrator, evaluator, mentor, or coach has conducted a “walk through” in your school.....	1	0
c. You received feedback on your performance from a district administrator, evaluator, mentor, or coach.....	1	0
d. You received coaching or suggestions on how you could improve the achievement growth of students at your school.....	1	0

**4-18. [Will/Were] your performance evaluation results for [this school year (2013-14) be/last school year (2012-13)] used to inform any of the following decisions about your career?**

	SELECT ONE RESPONSE IN EACH ROW		
	YES	NO	DON'T KNOW
<b>Evaluation results will be used to inform decisions about:</b>			
a. Feedback provided on your professional practice.....	1	0	d
b. Planning your professional development.....	1	0	d
c. Developing a performance improvement plan.....	1	0	d
d. Determining whether you should receive coaching or mentoring.....	1	0	d
e. Determining your annual salary increase.....	1	0	d
f. Determining whether you receive a bonus or performance-based compensation <u>other than a salary increase</u> .....	1	0	d

**Principal Survey**

**4-19. [Could/Were] principal evaluation results for [this school year (2013-14) be/last school year (2012-13)] used to inform any of the following decisions?**

*(Select NA, where available, if tenure is not available to principals.)*

Evaluation results could be used to inform decisions about:	SELECT ONE RESPONSE IN EACH ROW			
	YES	NO	DON'T KNOW	NA
a. Recognizing high-performing principals.....	1	0	d	
b. Granting tenure or similar job protection.....	1	0	d	na
c. Career advancement opportunities, such as additional leadership roles.....	1	0	d	
d. Determining whether a principal's contract is renewed.....	1	0	d	
e. Assigning a principal to a school.....	1	0	d	
f. Loss of tenure or similar job protection.....	1	0	d	na
g. Sequencing potential layoffs if the district needs to reduce staff.....	1	0	d	
h. Demotion.....	1	0	d	
i. Dismissal or terminating employment for cause.....	1	0	d	

**4-20. During this school year (2013-14) and including last summer (2013), did you receive any of the following supports to help you improve your performance as a principal?**

	SELECT ONE RESPONSE IN EACH ROW	
	YES	NO
a. An individualized professional development plan linked to your previous performance evaluation results.....	1	0
b. Professional development related to strategies for improving student achievement growth.....	1	0
c. Opportunities to learn from principals who have a record of leading schools with high student achievement growth.....	1	0
d. Advice or consultation from district, state, university, or other experts on improving student achievement.....	1	0
e. Staff to relieve you of routine administrative work so that you could spend more time on instructional leadership in your school.....	1	0

4-21. Thinking now about how decisions about professional development are made, to what extent were you able to choose the content or focus of the professional development in which you participated during this school year (2013-14) and including last summer (2013)?

*(Select only one response that best describes the amount of choice you had in selecting professional development content/focus.)*

SELECT ONE ONLY

All professional development content/focus was assigned by others (e.g. district leaders).....1

I was able to choose the content/focus of a small part of the professional development in which I participated.....2

I was able to choose the content/focus of a large part of the professional development in which I participated.....3

I was able to choose the content/focus of all the professional development in which I participated.....4

**Support for Understanding Teacher and Principal Evaluation Systems**

**4-22. During this school year (2013-14) and including last summer (2013), did you receive professional development on any of the following topics related to teacher evaluation?**

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. The components of the teacher evaluation system in your district.....	1	0
b. The teacher professional practice rubric, including specific examples of performance at various rating levels for each item in the rubric.....	1	0
c. Practice applying the teacher professional practice rubric by watching videotaped clips of teaching or observing teachers in classrooms.....	1	0
d. Assessment of the consistency of your rating of classroom instruction with that of another observer rating the same example of teaching.....	1	0
e. Formal certification to rate teacher practice using the teacher professional practice rubric.....	1	0
f. How a teacher's contribution to student achievement growth is defined and measured.....	1	0
g. Creating student learning objectives and/or measures of student achievement growth.....	1	0
h. Communicating evaluation results to teachers.....	1	0
i. How to provide feedback to teachers based on the ratings of professional practice.....	1	0
j. Refresher training and re-certification on the teacher observation rubric.....	1	0

**4-23. During this school year (2013-14) and including last summer (2013), did you receive professional development on any of the following topics related to principal evaluation?**

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. Components of the principal evaluation system in your district.....	1	0
b. The principal professional practice rubric, including specific examples of performance at various rating levels for each item in the rubric.....	1	0
c. How student achievement growth is defined and measured at the school level .....	1	0

**Principal Survey**

**4-24. During this school year (2013-14) and including last summer (2013), about how many hours of professional development on the principal evaluation system did you participate in?**

*(If you did not participate in any professional development on the principal evaluation system during this period, please enter "0" below. Your best estimate is fine.)*

\_\_\_\_\_ HOURS

**4-25. During this school year (2013-14), have you received or had access to any of the following materials or events to help you understand and use the teacher and principal performance evaluation systems?**

SELECT ONE RESPONSE FOR TEACHERS AND  
ONE RESPONSE FOR PRINCIPALS  
FOR EACH ROW

	FOR THE TEACHER EVALUATION SYSTEM		FOR THE PRINCIPAL EVALUATION SYSTEM	
	YES	NO	YES	NO
a. A website or page dedicated to providing information on the evaluation system.....	1	0	1	0
b. An information session at your school or in your district.....	1	0	1	0
c. A hot line, email address, or web form for questions about the evaluation system.....	1	0	1	0
d. Regular reports on the progress of planning or implementing the system.....	1	0	1	0
e. Central office staff assigned to help evaluators understand and use the evaluation system.....	1	0	1	0
f. A manual or handbook describing how the evaluation system is intended to operate.....	1	0	1	0
g. Examples of what different levels of performance as defined by the system look like in practice.....	1	0	1	0

**Principal Survey**

**4-26. Please indicate to what extent you agree or disagree with each of the following statements about your understanding of the teacher performance evaluation system you will be using this school year (2013-14).**

SELECT ONE RESPONSE IN EACH ROW

	DISAGREE STRONGLY	DISAGREE SOMEWHAT	AGREE SOMEWHAT	AGREE STRONGLY
a. I have a good understanding of the procedures involved in the teacher evaluation system.....	1	2	3	4
b. I have a good understanding of how the teacher performance levels are defined.....	1	2	3	4
c. Overall, I have a good understanding of the teacher evaluation system.....	1	2	3	4

[WEB PROGRAMMING NOTE: IF PRINCIPAL NOT EVALUATED THIS YEAR (4-12=0 OR d) SKIP QUESTION 4-27.]

**4-27. Please indicate to what extent you agree or disagree with each of the following statements about your understanding of the system that will be used to evaluate your performance this school year (2013-14).**

SELECT ONE RESPONSE IN EACH ROW

	DISAGREE STRONGLY	DISAGREE SOMEWHAT	AGREE SOMEWHAT	AGREE STRONGLY
a. I have a good understanding of the procedures involved in the principal evaluation system.....	1	2	3	4
b. I have a good understanding of how the performance levels in the principal evaluation system are defined.....	1	2	3	4
c. It is clear to me what I need to do to get the performance rating I want.....	1	2	3	4
d. Overall, I have a good understanding of the principal evaluation system.....	1	2	3	4

**4-28. During this school year (2013-14) or last summer (2013), did you receive any of the following information about teacher preparation programs in your state?**

SELECT ONE RESPONSE

IN EACH ROW

	YES	NO
a. Information on the effectiveness of teachers prepared by the programs.....	1	0

SELECT ONE RESPONSE

IN EACH ROW

YES	NO
-----	----

b. An overall rating of the quality or performance of the programs..... 1 0

**Section 5. Arts Education**

**5-1. How would you describe the number of minutes per week a typical student in your school spends in arts education instruction during this school year (2013-14) as compared to last school year (2012-13)?**

SELECT ONE ONLY

- Minutes per week have increased since last year.....1 → Skip to 5-3
- Minutes per week have remained the same since last year.....2 → Skip to 5-3
- Minutes per week have decreased since last year.....3
- DON'T KNOW.....d → Skip to 5-3

**5-2. To what extent would you describe the following as reasons for the decreased time in arts education in this school?**

SELECT ONE RESPONSE IN EACH ROW

	NOT A REASON	MINOR REASON	MAJOR REASON	DON'T KNOW
a. Reduced funding.....	0	1	2	d
b. Reduced state requirements for arts education.....	0	1	2	d
c. Reduced district requirements for arts education.....	0	1	2	d
d. Inadequate equipment, materials, tools and/or instruments.....	0	1	2	d
e. Inadequate facilities.....	0	1	2	d
f. Lack of arts education teachers/specialists.....	0	1	2	d
g. Lack of student interest or demand.....	0	1	2	d
h. Lack of parent or community support.....	0	1	2	d

5-3. During this school year (2013-14), are any of the following initiatives underway in your school?

SELECT ONE RESPONSE  
IN EACH ROW

	YES	NO	DON'T KNOW
a. Expansion of arts education curriculum/offerings.....	1	0	d
b. Integration of arts with other academic subjects (e.g., ELA, math, social studies).....	1	0	d
c. Integration of technology into arts education instruction/learning.....	1	0	d
d. Expansion/improvement of arts facilities and materials (e.g., rooms, equipment).....	1	0	d
e. Hiring of additional arts education teachers/specialists.....	1	0	d
f. New/expanded partnerships with community organizations for support in arts education instruction.....	1	0	d



**Section 6. Background**

**6-1. During this school year (2013-14), do any of these describe the management of your school?**

SELECT ONE RESPONSE IN EACH ROW		
	YES	NO
a. The school is part of a special statewide accountability district.....	1	0
b. The school is a charter school.....	1	0
c. The school is managed by a school management organization, either for-profit or nonprofit.....	1	0

**6-2. Did the school receive Title I funds for this school year (2013-14)?**

Yes.....1  
 No.....0  
 DON'T KNOW.....d

**6-3. Including the current school year, how many years have you served as the principal of this or any other school?  
 (Count part of a year as one year; do not give fractions or months)**

\_\_\_\_\_ TOTAL NUMBER OF YEARS SERVING AS PRINCIPAL OF THIS OR ANOTHER SCHOOL

**6-4. Including the current year, how many years have you served as the principal of this school?  
 (Count part of a year as one year; do not give fractions or months)**

\_\_\_\_\_ TOTAL NUMBER OF YEARS SERVING AS PRINCIPAL OF THIS SCHOOL

**6-5. Before you became a principal, how many years of elementary or secondary teaching experience did you have?  
 (Count part of a year as one year; do not give fractions or months)**

\_\_\_\_\_ TOTAL NUMBER OF YEARS TEACHING BEFORE BECOMING A PRINCIPAL

**6-6. Before you became a principal, did you participate in any training or development program for aspiring school principals?**

Yes.....1  
 No.....0

**6-7. What is the highest degree you have earned?**

SELECT ONE ONLY

- Do not have a degree.....0
- Associate's degree.....1
- Bachelor's degree (B.A., B.S., etc.).....2
- Master's degree (M.A., M.A.T., M.Ed., M.S., etc.).....3
- Educational specialist or professional diploma (at least one year beyond master's level).....4
- Doctorate or first professional degree (Ph.D., Ed.D., M.D., L.L.B., J.D., D.D.S., M.B.A.)....5

**6-8. Are you male or female?**

- Male.....1
- Female.....2

**6-9. Are you of Hispanic or Latino origin?**

- Yes.....1
- No.....0

**6-10. What is your race?**

SELECT ALL THAT APPLY

- American Indian or Alaska Native.....1
- Asian.....2
- Black or African American.....3
- Native Hawaiian or Other Pacific Islander.....4
- White.....5

**Thank you for completing this survey.**