

Newly Hired Principal Survey

Principal Policy and Practice (P³) Study

Introduction/Purpose: The purpose of this study is to better understand how candidates for the Principal position are recruited and hired in the Chicago Public Schools (CPS). Additionally, we want to better understand how newly hired Principals are supported during their first two years on the job. You are being asked to participate in this study because you have recently been hired as a Principal of a school in the Chicago Public School system.

Procedures: As a participant in this study, you are being asked to complete an online survey. Completing the survey should take about 25-30 minutes. At any time while completing the survey, you may decide to withdraw from the study. Your decision to participate and your individual responses will not be shared with individuals at the Chicago Public Schools. If you opt to participate, any information you provide will be encrypted to ensure its security and maintain confidentiality. The data will be accessible only to members of the research team. At some point your survey responses may be matched to information provided by CPS, but the information will be de-identified prior to analysis to protect your identity. Results of this study may be used for research, publications, or presentations at scientific meetings. If your individual results are discussed, your identity and the identity of your school will be protected by using pseudonyms rather than actual names or other identifying information.

Contact Persons: Any questions you have about this study may be directed to the Research Investigators, James P. Spillane, Ph.D., at (847) 467-5577 or Michelle Reininger, Ph.D. at (847) 491-4597. Any questions about your rights as a research subject may be directed to the Office for the Protection of Research Subjects of Northwestern University, at (312) 503-9338.

Preparation and Previous Experience

1. What is the name of the school where you have been hired as Principal?

2. When were you notified you were selected to be the Principal?

3. What was your most recent occupation/activity prior to accepting this Principal position?

Previous Teaching Experience

4. How many years were you a teacher... (the sum of these three responses should equal the total number of years you have been a teacher)

...in the school where you have just been hired as Principal?	<input type="text"/>
...in other CPS schools (not your current school)?	<input type="text"/>
...in other schools NOT within CPS?	<input type="text"/>

If you were a teacher within CPS, please indicate the name(s) of the school(s):

5. In which of the following grades have you had teaching experience?
(check all that apply)

<input type="checkbox"/>	Pre-K - Grade 3
<input type="checkbox"/>	Grades 4-6
<input type="checkbox"/>	Grades 7-8
<input type="checkbox"/>	Grades 9-12
<input type="checkbox"/>	Post-Secondary
<input type="checkbox"/>	None of the above

Previous Administrative Experience

6. How many years were you a school administrator... (the sum of these three responses should equal the total number of years you have been a school administrator)

...in the school where you have just been hired as Principal?	_____
...in other CPS schools (not your current school)?	_____
...in other schools NOT within CPS?	_____

If you were a school administrator within CPS, please indicate the name(s) of the school(s):

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7. Which (if any) of the following school-site leadership positions have you held? (check all that apply)

<input type="checkbox"/>	Grade Level Chair or Department Chair
<input type="checkbox"/>	Reading, Literacy or English Program Coordinator/Specialist
<input type="checkbox"/>	Math Program Coordinator/Specialist
<input type="checkbox"/>	Other Subject Area Program Coordinator/Specialist
<input type="checkbox"/>	Committee Leader (e.g., Mathematics Committee)
<input type="checkbox"/>	Union Representative
<input type="checkbox"/>	Whole School Reform Program Coach/Facilitator
<input type="checkbox"/>	School Improvement Coordinator
<input type="checkbox"/>	Special Program Coordinator (e.g., Title I)
<input type="checkbox"/>	Instructional Coach (e.g., Literacy Coach)
<input type="checkbox"/>	Curriculum Specialist
<input type="checkbox"/>	Master/Mentor Teacher
<input type="checkbox"/>	Teacher Consultant
<input type="checkbox"/>	LSC Member
<input type="checkbox"/>	Assistant Principal
<input type="checkbox"/>	None of the above
<input type="checkbox"/>	Other (please specify) _____

8. Please describe any of your other education OR non-education related experiences/jobs/positions that you believe have prepared you for being a Principal.

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9. Who (if any) of the following people approached you to suggest that you become a Principal? (check all that apply)

<input type="checkbox"/>	Principal from your previous school
<input type="checkbox"/>	Assistant Principal from your previous school
<input type="checkbox"/>	Teacher from your previous school
<input type="checkbox"/>	Principal, Assistant Principal, or teacher at another school
<input type="checkbox"/>	Someone in the Area/Regional Office
<input type="checkbox"/>	Someone in the Central Office
<input type="checkbox"/>	Parent at your school
<input type="checkbox"/>	Community member
<input type="checkbox"/>	LSC member
<input type="checkbox"/>	Principal preparation program staff
<input type="checkbox"/>	Your family
<input type="checkbox"/>	Your friends
<input type="checkbox"/>	Former colleague from outside of education
<input type="checkbox"/>	None of the above
<input type="checkbox"/>	Other

10. Degrees: Please list all of the degrees you have earned, institution/program granting degrees, year degrees were awarded, and majors/specialties, beginning with your bachelor's degree.

	Degree	Institution/Program	Year	Major/Specialty
1.				
2.				
3.				
4.				
5.				

11. Certificates: Please list all of the certificates you have earned, institution/program granting certificates, year certificates were awarded, and concentrations (be sure to include teacher certification, Type 75, etc.).

	Certificate	Institution/Program	Year	Concentration
1.				
2.				
3.				
4.				
5.				

About Your New Job

12. During your search for a Principal position for this school year...

...how many schools did you apply to?	_____
...how many schools interviewed you?	_____
...how many schools extended you an offer?	_____

13. Was the school you will be working in your first choice?

yes	_____
no	_____

***14. When you were considering the type of school you wanted to work in as Principal, how important were the following characteristics?**

	Not at all important	Not very important	Important	Very important
a. Elementary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Middle school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. High school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Charter school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Magnet school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. School within close proximity of home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Small school size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Ethnically diverse student population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Socioeconomically diverse student population	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Many English language learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Many low-income students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Collegial school culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Sense of safety on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Availability of resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Good condition of school facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Similar to a school you attended as a student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Similar to a school you taught in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Low performing school in need of reform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. High performing school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Recently demonstrated significant academic improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Many teacher vacancies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Supportive parent participation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. Supportive LSC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. From the list above, please indicate the letter of the characteristic that was the most important to you in your search.

* adapted from SLR item (Loeb, 2009.): <http://www.stanford.edu/group/irepp/slr/docs/M-DCPS%20Principal%20Survey.pdf>

Appeal of the Principal Position

***16. How appealing to you are the following aspects of becoming a Principal?**

	Very unappealing	Unappealing	Neither unappealing nor appealing	Appealing	Very appealing
a. Work hours required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Job security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Autonomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Perceived status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Responsibility for gains in student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Influencing school change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Working with district's area and central offices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Variety of different tasks and responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Administrative leadership tasks (e.g., managing resources or schedules)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Instructional leadership tasks (e.g., coaching teachers, planning PD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Relationship builder tasks (e.g., working with staff or local community members)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Potential to have long-term impact on students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Working with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Respect from family, colleagues, community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* adapted from SLR item (Loeb, 2009.): <http://www.stanford.edu/group/irepp/slr/docs/M-DCPS%20Principal%20Survey.pdf>

17. Are there other aspects of the Principal position that you find appealing that were not listed above? If so, please describe them.

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18. From the list above, please indicate the letters of the three aspects of the Principal position that are most appealing to you.

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Level of Preparedness

***19. How prepared do you feel to be responsible for the following tasks?**

	Under prepared	Somewhat under prepared	Somewhat prepared	Prepared	Very prepared
Managing budgets and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hiring personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with day-to-day concerns from staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing non-instructional staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizing school meetings (e.g., staff meetings) to enhance school goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Utilizing district office meetings or communications to enhance school goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacting/networking with other Principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Engaging in your own self-improvement/PD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fulfilling compliance requirements and paperwork (not including special education)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing school schedules (e.g., school wide instructional schedules)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* adapted from SLR item (Loeb, 2009.): <http://www.stanford.edu/group/irepp/slr/docs/M-DCPS%20Principal%20Survey.pdf>

***19. (cont.) How prepared do you feel to be responsible for the following tasks?**

	Under prepared	Somewhat under prepared	Somewhat prepared	Prepared	Very prepared
Managing your own school-related schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintaining campus facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing and monitoring a safe school environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing student discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing student services (e.g., records, activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing student attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coordinating administration of standardized tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supervising students (e.g., lunch duty)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informally coaching teachers to improve their general instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informally talking to teachers about non-instructional student issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formally evaluating teachers and providing instructional feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fulfilling special education requirements (e.g., meetings with parents and lawyers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conducting classroom visits / walk-throughs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing required PD for yourself, teachers or staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using data to inform instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holding teachers accountable for meeting performance standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Articulating specific steps to help teachers meet the school's performance goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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***19. (cont.) How prepared do you feel to be responsible for the following tasks?**

	Under prepared	Somewhat under prepared	Somewhat prepared	Prepared	Very prepared
Working with school staff members to implement changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjusting to unexpected changes you experience in the Principalship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching students (e.g., tutoring, afterschool)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing a coherent curricular program across the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluating curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using assessment results for program evaluation and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning or facilitating PD for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning or facilitating PD for staff (APs and others) who are interested in pursuing a Principal position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Releasing or counseling out teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning or directing supplementary, after-school or summer school instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing relationships with students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interacting socially with staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling staff about conflicts with other staff members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling students and/or parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attending school activities (e.g., sports events)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with local community members or organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fundraising (e.g., grant writing, candy sales)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicating with the district office to obtain resources for your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Anticipated Challenges

20. In your own words, what do you anticipate will be the three biggest challenges you will face at your school this year?

1.	
2.	
3.	

21. If it turns out you need advice in the three areas you listed in the previous question, who are you likely to approach for that advice?

(check as many or as few boxes that apply)

	Challenge #1	Challenge #2	Challenge #3
a. Peers from your preparation program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Faculty/staff from your preparation program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Coach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. CPS Area Office staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. CPS District Office staff (Central Office)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. CPS OPPD staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teachers at your new school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Administrators at your new school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Administrative assistant or other non-teaching staff at your new school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. LSC members at your new school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Teachers at another school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Administrators at another school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Chicago Principals & Administrators Association	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Former colleagues from previous occupation outside education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Members of the community or community organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. If there are people who you are likely to approach for advice who are NOT listed above, please list their position or role below.
 (up to three individuals per area)

Person's Position/Role	Challenge #1	Challenge #2	Challenge #3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Transition into the Principal's Office

23. As you have been transitioning into the Principal position, who have you approached for advice?
 (check all that apply)

<input type="checkbox"/>	Peers from your preparation program
<input type="checkbox"/>	Faculty/staff from your preparation program
<input type="checkbox"/>	Coach
<input type="checkbox"/>	CPS Area Office staff
<input type="checkbox"/>	CPS District Office staff (Central Office)
<input type="checkbox"/>	CPS OPPD staff
<input type="checkbox"/>	Teachers at your new school
<input type="checkbox"/>	Administrators at your new school
<input type="checkbox"/>	Administrative assistant or other non-teaching staff at your new school
<input type="checkbox"/>	LSC members at your new school
<input type="checkbox"/>	Teachers at another school
<input type="checkbox"/>	Administrators at another school
<input type="checkbox"/>	Chicago Principals & Administrators Association
<input type="checkbox"/>	Former colleagues from previous occupation
<input type="checkbox"/>	Members of the community or community organizations
<input type="checkbox"/>	Family
<input type="checkbox"/>	Friends
<input type="checkbox"/>	Other (please specify) _____

Teacher Hiring

24. How many teachers have you hired for this school year?

25. How many teachers do you have left to hire for this school year?

26. How many non-teaching staff members have you hired for this school year?

27. How many non-teaching staff members do you have left to hire for this school year?

28. How important do you consider each of the following characteristics in hiring a teacher?

	Not at all important	A little important	Moderately important	Very important	Essential
a. Ability to manage a classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Ability to relate well with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Philosophy of learning is a good fit with the school's	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Ability to articulate strategies for raising student test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Belief that they can impact the achievement of every student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Ability to create a stimulating classroom environment for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Prior teaching experience (beyond student teaching)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Ability to relate well with other teachers and administrators in your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Ability to provide a positive role model for students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Holds a master's degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

28. (cont.) How important do you consider each of the following characteristics in hiring a teacher?

	Not at all important	A little important	Moderately important	Very important	Essential
k. Ability to impact students in ways that may not be reflected by standardized test scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Attended a traditional university-based teacher preparation program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Experience working or living in a community similar to that of your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Enthusiasm for teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Letters of recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Quality of the candidate's portfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Holds multiple endorsements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Ability to use multiple teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

29. If you indicated "Other" above, please list the characteristic(s) you consider important:

30. From the list above, please indicate the letters of the three characteristics you consider most important when hiring a teacher.

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31. When hiring a new teacher do you have preferences for any of the following characteristics? Someone who...

	Strongly prefer NOT to have	Prefer NOT to have	Neutral	Prefer to have	Strongly prefer to have
a. ...attended an alternative certification program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ...is a first year teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. ...attended a highly selective university?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Future Career Plans

***32. At some point in your future career, how likely is it that you will...**

	Very unlikely	Unlikely	Likely	Very likely
a. ...remain a Principal in this school until you retire?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ...remain a Principal but in another CPS school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. ...remain a Principal but in a school outside of CPS?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. ...be an Assistant Principal?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. ...be a classroom teacher?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. ...work in a K-12 school in another role (e.g., curriculum specialist, instructional coach)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. ...work in an area/regional center or central district office?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. ...work in education, outside of K-12 schools (e.g., educational entrepreneur, researcher)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. ...leave the labor force temporarily (e.g., sabbatical, child-rearing)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. ...pursue a career outside of education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. ...become a Superintendent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* adapted from SLR item (Loeb, 2009.): <http://www.stanford.edu/group/irepp/slr/docs/M-DCPS%20Principal%20Survey.pdf>

Background

33. What is your gender?

female	<input type="checkbox"/>
male	<input type="checkbox"/>

34. How do you identify yourself in terms of race/ethnicity? (choose one)

<input type="checkbox"/>	Hispanic, regardless of race
<input type="checkbox"/>	Black, not of Hispanic origin
<input type="checkbox"/>	White, not of Hispanic origin
<input type="checkbox"/>	Asian or Pacific Islander
<input type="checkbox"/>	American Indian or Alaskan Native
<input type="checkbox"/>	Biracial/Multiethnic
<input type="checkbox"/>	Other _____

35. In what year were you born?

36. Where did you graduate from high school?

<input type="checkbox"/>	Chicago Public School
<input type="checkbox"/>	Chicago private or parochial school
<input type="checkbox"/>	Suburbs surrounding Chicago
<input type="checkbox"/>	Other urban area in the U.S.
<input type="checkbox"/>	Other suburban area in the U.S.
<input type="checkbox"/>	Rural area in the U.S.
<input type="checkbox"/>	Outside of the U.S.
<input type="checkbox"/>	Obtained GED

37. If you answered Chicago above, what is the name of the high school you graduated from?

38. If you ever attended a school in Chicago, other than the high school you graduated from, at any point in your K-12 education, please list the school(s).

THANK YOU.
We value your participation.