

Annual Surveys of Principals and Principal Supervisors: A Guide for District Leaders



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Overview

This guide was designed to help school district leaders administer the University of Washington’s District Leadership Design Lab’s (DL2) Annual Survey of Principals (ASP) and Annual Survey of Principal Supervisors (ASPS).

DL2 developed and validated these surveys to provide districts with information important to supporting the success of their principal supervisors. The surveys can give principal supervisors formative feedback on their work with school principals—and other district leaders can use the findings to better understand if principal supervisors are receiving necessary supports.

This guide contains:

- Background on the surveys to help you explain their importance to your principals and their supervisors;
- Initial planning steps to ensure high response rates and reliable data;
- Full text of both surveys, including a customizable introductory letter and all survey items and scales;
- A suggested analysis plan.

If you have questions about the surveys or would like to have DL2 run the surveys in your district, please contact dl2uw@uw.edu.

Why use the DL2 surveys?

“I would highly recommend embracing the surveys as one component of an overall transition of the role of principal supervisor.”

— Director of Research & Evaluation, Large Urban School District

The design, focus, and format of the ASP and ASPS promise to provide principal supervisors and other district leaders with high-quality information important to principal supervisors’ success in helping their school principals grow as instructional leaders. When districts use these surveys, they increase the chances that the information they generate will be highly relevant to their principal supervisors’ work and positive outcomes for schools. Specifically, the surveys are uniquely design to provide districts with:

- **Research-based, reliable, and valid data**

The ASP and ASPS have been through a rigorous development process. First, DL2 identified key research-based practices successful principal supervisors follow that contribute to positive school outcomes. We then consulted with experts and practitioners to develop survey items for each practice. Next, we piloted the surveys in 19 districts over three years. Using these data, we conducted various statistical tests to confirm item and index reliability and validity.

- **Data to anchor standards-based feedback**

Research suggests that timely feedback linked to clear standards of practice can help principal supervisors in their critical principal support roles.¹ The ASP and ASPS aim to generate that feedback with a focus on tapping principals’ experiences with their supervisors, and supervisors’ own reflections on their work—specifically around practices addressed in DL2’s [“Principal Supervisor Performance Standards v. 2.0,”](#) the Council of Chief State

School Officers’ (CCSSO) [“Model Principal Supervisor Professional Standards,”](#) and other standards that emphasize the principal supervisors’ central role in helping principals lead for excellent teaching and learning for each and every student.

- **Data to track progress**

Professionals accelerate their own growth when they have tools and data to help them track their progress. Principal supervisors may use the findings to lead their own learning.

- **Data to support principal supervisors**

Survey findings can help chief academic officers and other supervisors of principal supervisors understand the current state of principal supervision in their districts. The ASPS specifically asks principal supervisors to report if they are receiving the types of supports that research shows are important.²

¹ See for example,

Alvero, A., Bucklin, B., & Austin, J. (2001). An objective review of the effectiveness and essential characteristics of performance feedback in organizational settings. *Journal of Organizational Behavior Management*, 21, 3–29.

Balcazar, F., Hopkins, B., & Suarez, Y. A critical objective review of performance feedback. *Journal of Organizational Behavior Management* 7, 65–89.

Ericsson, K. (Ed.) (2009). *Development of professional expertise: Toward measurement of expert performance and design of optimal learning environments*. Cambridge, U.K.: Cambridge University Press.

Ericsson K., Krampe R., Tesch-Romer C. (1993). The role of deliberate practice in the acquisition of expert performance. *Psychological Review*, 100, 363–406.

² Rainey, L. & Honig, M. (2015). *From procedures to partnership: Redesigning principal supervision to help principals lead for high-quality teaching and learning*. Seattle, WA: Center for Educational Leadership/ District Leadership Design Lab.

Before your district administers the surveys, DL2 recommends taking the following steps with appropriate stakeholders:

- **Decide which items to include**

We strongly encourage districts to use the surveys or indices in their entirety to ensure maximum validity and reliability. However, you may want to administer only part of the survey or add items. To help your decision-making, consider administering the surveys as-is for the first year. Then engage principal supervisors and others in a discussion of the usefulness of the findings to their growth and implications for future survey design.

- **Clarify who will take the surveys**

Because both surveys were designed as population surveys, districts should invite all principals and principal supervisors to participate in the surveys. Many districts ask if other school leaders (e.g. vice or assistant principals) or deputy principal supervisors should participate. We suggest that these leaders take the surveys only if principal supervisors are similarly charged with developing their instructional leadership capacity. Please note that the surveys are validated for principal supervisors and principals, not other leaders.

- **Choose your timing**

Both surveys are designed and validated for administration at the end of the school year. Providing about 30 minutes during an end-of-year principals' meeting for principals to complete the ASP dramatically increases survey response rates and reduces the amount of follow-up with non-respondents.

- **Customize**

Tailor the following elements of each survey.

Introductory letters: Each survey opens with a sample letter. Amend the letters as necessary.

Pay special attention to ensure the letter you use accurately captures how you will handle confidentiality of responses.

Definition of instructional leadership: Because the survey frequently uses the phrase “instructional leadership,” which is not universally defined, both surveys include a definition to help orient respondents to a specific meaning. If your district uses an alternate definition, replace our definition with yours.

District titles, meeting names, and dates:

To ensure reliability of responses, go through each survey instrument and look for placeholders for your district's specific principal supervisor title and principal meeting names, as well as the current school year. In the attached surveys, such places for customizations are bracketed and in all caps, for example [PRINCIPAL SUPERVISOR TITLE], for easy identification.

When it comes to strategies for analyzing the data these surveys generate, you have many options. As you develop your analysis plan, please consider the following suggestions.

- **Data cleaning**

When cleaning the data prior to analysis, assign numerical values to each five-point scale with “1” equaling lower or negative options (e.g. strongly disagree, never) and “5” equaling higher or positive options (e.g. strongly agree, always).

- **Disaggregate data by principal supervisor**

The first question in the ASP asks principals to select their principal supervisor by name. We included this item for two reasons. First, since principals interact with many central office administrators, asking principals to select their principal supervisor by name confirms the individual for whom they are responding important to reliability. Second, this question facilitates the disaggregation of data by principal supervisor important to your ability to compare result across principal supervisors.

- **Use individual and multiple item analyses**

Most survey items convey important information when displayed using standard descriptive statistics (e.g. mean, standard deviation). To simplify reporting and amplify their relevance to principal supervisors, consider analyzing and arraying data by DL2’s suggested six indices (see Appendix A).

- **Compare principal and principal supervisor responses**

Both surveys include many comparable items to allow districts to assess the extent to which their principal supervisors and principals are on the same page about their work and interactions. Please see Appendix B for an array of comparable items between the ASP and ASPS.

Annual Survey of Principals

A message from [SUPERINTENDENT/SURVEY SPONSOR NAME]

Dear Principals,

Thank you for participating in this survey about your work with your [PRINCIPAL SUPERVISOR TITLE]. The survey takes about 20 minutes to complete. Your opinions are extremely valuable to us, so please be candid in your responses.

This survey was developed by the District Leadership Design Lab (DL2) at the University of Washington. We will use results from this survey to help us reflect on this year and inform our planning for next year, especially regarding how the central office supports you and your [PRINCIPAL SUPERVISOR TITLE]. Our improvement depends on your feedback, and we greatly appreciate your honest and explicit answers.

[INSERT ANY CONFIDENTIALITY OR CONSENT INFORMATION: Your participation is entirely voluntary and you may decide to skip specific questions. Our district research office will aggregate survey results and remove any identifying information to protect your confidentiality.]

Thank you for your participation,

[SUPERINTENDENT/SURVEY SPONSOR NAME]

[TITLE]

This survey asks questions about your work as an instructional leader. We define this broadly:
your active engagement in supporting effective teaching—both directly and indirectly—in your school.

Please use this definition of instructional leadership throughout the three sections of this survey.

Section One: Instructions

The questions in this section ask about your **one-on-one work** with your [PRINCIPAL SUPERVISOR TITLE], including the work you did with your [PRINCIPAL SUPERVISOR TITLE] in your school building, during the [YEARS] school year.

Later questions will ask about your interactions with your [PRINCIPAL SUPERVISOR TITLE] during [PRINCIPAL MEETING NAME].

Q1

Who is your [PRINCIPAL SUPERVISOR TITLE]?

- ☐ [PRINCIPAL SUPERVISOR #1 NAME] ☐ [PRINCIPAL SUPERVISOR #3 NAME]
☐ [PRINCIPAL SUPERVISOR #2 NAME] ☐ [ADD MORE OPTIONS AS NEEDED]

Q2

During **August to December** of the [YEARS] school year, approximately **how many times per month** did your [PRINCIPAL SUPERVISOR TITLE] visit your school?

- 0 1 2 3 4 5 6 7 8
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
or more

Q3

During January to June of the [YEARS] school year, approximately **how many times per month** did your [PRINCIPAL SUPERVISOR TITLE] visit your school?

- 0 1 2 3 4 5 6 7 8
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
or more

Q4

Thinking about the [YEARS] school year, to what extent do you agree or disagree with the following statements about your one-on-one work with your [PRINCIPAL SUPERVISOR TITLE]?

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Q4_1	My [PRINCIPAL SUPERVISOR TITLE] knew my strengths as an instructional leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q4_2	My [PRINCIPAL SUPERVISOR TITLE] knew my weaknesses as an instructional leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q4_3	My [PRINCIPAL SUPERVISOR TITLE] personalized their support for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q4_4	My [PRINCIPAL SUPERVISOR TITLE] and I set shared goals together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q4_5	My [PRINCIPAL SUPERVISOR TITLE] and I learned together .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5

Thinking about the [YEARS] school year, to what extent do you agree or disagree with the following statements about your one-on-one work with your [PRINCIPAL SUPERVISOR TITLE]?

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Q5_1	My [PRINCIPAL SUPERVISOR TITLE] demonstrated that their main priority is my growth as an instructional leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q5_2	My [PRINCIPAL SUPERVISOR TITLE] and I spent more than 75% of our time on my growth as an instructional leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q5_3	My [PRINCIPAL SUPERVISOR TITLE] values my growth as an instructional leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q5_4	My [PRINCIPAL SUPERVISOR TITLE] helped me value my own growth as an instructional leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q5_5	My [PRINCIPAL SUPERVISOR TITLE] and I agree on our definition of instructional leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6

Thinking about the [YEARS] school year, to what extent do you agree or disagree with the following statements about your one-on-one work with your [PRINCIPAL SUPERVISOR]?

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Q6_1	My [PRINCIPAL SUPERVISOR TITLE] collected evidence related to my instructional leadership practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6_2	My [PRINCIPAL SUPERVISOR TITLE] helped me maximize the amount of time I spent on instructional leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6_3	My [PRINCIPAL SUPERVISOR TITLE] helped me use my calendar to protect time for instructional leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6_4	My [PRINCIPAL SUPERVISOR TITLE] helped me deal with non-instructional demands so they took less of my time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6_5	My [PRINCIPAL SUPERVISOR TITLE] was very effective in how they minimized interference in my instructional leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7

During the [YEARS] school year, did your [PRINCIPAL SUPERVISOR TITLE] conduct your annual performance evaluation?

YES

☐

If "YES" go
to Q8_1



NO

☐

If "NO" go
to Q9



Q8

To what extent do you agree or disagree with the following statements about your annual performance evaluation?

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Q8_1	The district's principal evaluation process is designed to help me grow as an instructional leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q8_2	My [PRINCIPAL SUPERVISOR TITLE] used the district's principal evaluation process to help me grow as an instructional leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9

When working with you one-on-one during the [YEARS] school year, did your [PRINCIPAL SUPERVISOR TITLE] ever observe you while you were working in your school?

YES
☐
If "YES" go
to Q10_1
↓

NO
☐
If "NO" go
to Q11
→


Q10


How frequently did your [PRINCIPAL SUPERVISOR TITLE] observe you as you engaged in the following instructional leadership tasks?

		Never	Rarely	Occasionally	Regularly	Always
Q10_1	Assessing the quality of teaching in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q10_2	Providing feedback to teachers to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q10_3	Leading teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q10_4	Leading school improvement planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q10_5	Analyzing data/evidence for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q10_6	Developing teacher leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11

When working with you one-on-one during the [YEARS] school year, did your [PRINCIPAL SUPERVISOR TITLE] ever give you feedback on your instructional leadership?

YES
☐
 If "YES" go to Q12_1


NO
☐
 If "NO" go to Q14


Q12

How frequently did your [PRINCIPAL SUPERVISOR TITLE] use the following forms of data and/or evidence when providing you with feedback?

		Never	Rarely	Occasionally	Regularly	Always
Q12_1	Student test scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q12_2	Student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q12_3	Staff/community surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q12_4	Notes from their observations of teachers in your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q12_5	Notes from their observations of you working in your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13

Overall, when working with you one-on-one, how effective was your [PRINCIPAL SUPERVISOR TITLE]'s feedback in helping you grow as an instructional leader?

Not at all effective
☐

Slightly effective
☐


Moderately Effective
☐


Very Effective
☐

Extremely Effective
☐

Q14

When working with you one-on-one during the [YEARS] school year, did your [PRINCIPAL SUPERVISOR TITLE] ever model, or show you, how to act as an instructional leader?

☐ **YES**
 If "YES" go to Q15_1


☐ **NO**
 If "NO" go to Q17


Q15

How frequently did your [PRINCIPAL SUPERVISOR TITLE] **model** the following activities in your one-on-one work?

		Never	Rarely	Occasionally	Regularly	Always
Q15_1	Assessing the quality of teaching in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q15_2	Providing feedback to teachers to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q15_3	Leading teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q15_4	Leading school improvement planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q15_5	Analyzing data/evidence for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q15_6	Developing teacher leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16

Overall, when working with you one-on-one, how effective was your [PRINCIPAL SUPERVISOR TITLE]'s modeling in helping you grow as an instructional leader?

☐ **Not at all effective**
☐ **Slightly effective**
☐ **Moderately Effective**
☐ **Very Effective**
☐ **Extremely Effective**

Q17

When working with you one-on-one during the [YEARS] school year, did your [PRINCIPAL SUPERVISOR TITLE] ever use materials, such as protocols, rubrics, forms and/or worksheets?

☐ **YES**
 If "YES" go to Q18_1

☐ **NO**
 If "NO" go to Q20

Q18

How frequently did your [PRINCIPAL SUPERVISOR TITLE] use these **materials** in your one-on-one work to help you with the following activities?

		Never	Rarely	Occasionally	Regularly	Always
Q18_1	Assessing the quality of teaching in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q18_2	Providing feedback to teachers to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q18_3	Leading teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q18_4	Leading school improvement planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q18_5	Analyzing data/evidence for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q18_6	Developing teacher leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19

Overall, when working with you one-on-one, how effective was your [PRINCIPAL SUPERVISOR TITLE]'s use of materials in helping you grow as an instructional leader?

☐ **Not at all effective**
☐ **Slightly effective**
☐ **Moderately Effective**
☐ **Very Effective**
☐ **Extremely Effective**

Q20

When working with you one-on-one during the [YEARS] school year, did your [PRINCIPAL SUPERVISOR TITLE] ever connect you to resources, such as other central office staff, principals, coaches, experts, and/or funding?

YES
☐
 If "YES" go to Q21_1

NO
☐
 If "NO" go to Q23

Q21

How frequently did your [PRINCIPAL SUPERVISOR TITLE] **connect you to resources** in your one-on-one work to help you with the following activities?

		Never	Rarely	Occasionally	Regularly	Always
Q21_1	Assessing the quality of teaching in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q21_2	Providing feedback to teachers to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q21_3	Leading teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q21_4	Leading school improvement planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q21_5	Analyzing data/evidence for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q21_6	Developing teacher leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22

Overall, when working with you one-on-one, how effective was your [PRINCIPAL SUPERVISOR TITLE] in connecting you to resources that helped you grow as an instructional leader?

Not at all effective
☐

Slightly effective
☐

Moderately Effective
☐

Very Effective
☐

Extremely Effective
☐

Q23

Thinking about the [YEARS] school year, how effective or not effective to your development in the following areas was your one-on-one work overall with your [PRINCIPAL SUPERVISOR TITLE]?

		Not at all effective	Slightly effective	Moderately effective	Very effective	Extremely effective
Q23_1	Assessing the quality of teaching in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q23_2	Providing feedback to teachers to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q23_3	Leading teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q23_4	Leading school improvement planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q23_5	Analyzing data/evidence for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q23_6	Developing teacher leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section Two: Instructions

The questions in this section ask about your interactions with your [PRINCIPAL SUPERVISOR TITLE] **during [PRINCIPAL MEETING NAME]**.

[PRINCIPAL MEETING NAME] are the meetings between you and your principal colleagues that your [PRINCIPAL SUPERVISOR TITLE] convened during the [YEARS] school year. The questions in this section are **not** asking about the interactions you may have had with your [PRINCIPAL SUPERVISOR TITLE] during other meetings, such as [OTHER DISTRICT MEETING NAME(S)].

Q24

During the 2016-17 school year, approximately how many [PRINCIPAL MEETING NAME] **did you attend?**

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
															or more

Q25

During the 2016-17 school year, approximately how many [PRINCIPAL MEETING NAME] did **your [PRINCIPAL SUPERVISOR TITLE] act as the main facilitator?**

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
															or more

Q26

During the 2016-17 school year, approximately how many [PRINCIPAL MEETING NAME] **took place at a school site?**

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
															or more

Q27

During [PRINCIPAL MEETING NAME] in the [YEARS] school year, how frequently did the following occur?

		Never	Rarely	Occasionally	Regularly	Always
Q27_1	I was fully engaged in meeting activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q27_2	We worked on topics important to me .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q27_3	My [PRINCIPAL SUPERVISOR TITLE] highlighted my strengths as an instructional leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q27_4	My [PRINCIPAL SUPERVISOR TITLE] organized me and other principals into small groups in ways that helped me learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q28

During [PRINCIPAL MEETING NAME] in the [YEARS] school year, how frequently did the following occur?

		Never	Rarely	Occasionally	Regularly	Always
Q28_1	I planned part of a meeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q28_2	I led part of a meeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q28_3	Other central office administrators participated in our meetings for reasons not related to instructional leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q29

Thinking about the [PRINCIPAL MEETING NAME] during [YEARS] school year, to what extent do you agree or disagree with the following statements?

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Q29_1	My [PRINCIPAL SUPERVISOR TITLE] demonstrated during meetings that our growth as instructional leaders is a priority for them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q29_2	My [PRINCIPAL SUPERVISOR TITLE], other principals, and I set shared goals for our meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q29_3	My [PRINCIPAL SUPERVISOR TITLE] provided time for me to teach other principals during our meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q29_4	My [PRINCIPAL SUPERVISOR TITLE] provided time for me to give feedback to other principals during meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q30

Thinking about the [PRINCIPAL MEETING NAME] during [YEARS] school year, to what extent do you agree or disagree with the following statements?

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Q30_1	The work we did during meetings helped me value instructional leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q30_2	We spent at least 75% of our meeting time focused on helping principals grow as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q30_3	Other central office administrators participated in our meetings in ways that helped principals grow as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q30_4	My [PRINCIPAL SUPERVISOR TITLE] was very effective in minimizing the number of distractions we experienced during our meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q30_5	My [PRINCIPAL SUPERVISOR TITLE] was very effective in ensuring I learned from every principal during our meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q30_6	My [PRINCIPAL SUPERVISOR TITLE] was very effective in ensuring that every principal learned from each other during our meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q31

During [PRINCIPAL MEETING NAME] in the [YEARS] school year, did your [PRINCIPAL SUPERVISOR TITLE] ever model, or show you, how to act as an instructional leader?

☐ **YES**
 If "YES" go to Q32_1

☐ **NO**
 If "NO" go to Q34

Q32

During [PRINCIPAL MEETING NAME], how frequently did your [PRINCIPAL SUPERVISOR TITLE] **model** the following activities?

		Never	Rarely	Occasionally	Regularly	Always
Q32_1	Assessing the quality of teaching in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q32_2	Providing feedback to teachers to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q32_3	Leading teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q32_4	Leading school improvement planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q32_5	Analyzing data/evidence for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q32_6	Developing teacher leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


Q33


Overall, during [PRINCIPAL MEETING NAME], how effective was your [PRINCIPAL SUPERVISOR TITLE]'s modeling in helping you grow as an instructional leader?

☐ **Not at all effective**
☐ **Slightly effective**
☐ **Moderately Effective**
☐ **Very Effective**
☐ **Extremely Effective**

Q34

During [PRINCIPAL MEETING NAME] in the [YEARS] school year, did your [PRINCIPAL SUPERVISOR TITLE] use materials, such as protocols, rubrics, forms, and/or worksheets?

☐ **YES**
 If "YES" go to Q35_1


☐ **NO**
 If "NO" go to Q37


Q35

During [PRINCIPAL MEETING NAME], how frequently did your [PRINCIPAL SUPERVISOR TITLE] use these **materials** to help you and other principals with the following activities?

		Never	Rarely	Occasionally	Regularly	Always
Q35_1	Assessing the quality of teaching in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q35_2	Providing feedback to teachers to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q35_3	Leading teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q35_4	Leading school improvement planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q35_5	Analyzing data/evidence for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q35_6	Developing teacher leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q36

Overall, during [PRINCIPAL MEETING NAME], how effective was your [PRINCIPAL SUPERVISOR TITLE]'s use of materials in helping you grow as an instructional leader?

☐ **Not at all effective**
☐ **Slightly effective**
☐ **Moderately Effective**
☐ **Very Effective**
☐ **Extremely Effective**

Q37

During [PRINCIPAL MEETING NAME] in the [YEARS] school year, did your [PRINCIPAL SUPERVISOR TITLE] connect you to resources, such as other central office staff, conferences, books, and/or experts?

☐ **YES**
 If "YES" go to Q38_1

☐ **NO**
 If "NO" go to Q40

Q38

During [PRINCIPAL MEETING NAME], how frequently did your [PRINCIPAL SUPERVISOR TITLE] **connect you to resources** to help you and other principals with the following activities?

		Never	Rarely	Occasionally	Regularly	Always
Q38_1	Assessing the quality of teaching in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q38_2	Providing feedback to teachers to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q38_3	Leading teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q38_4	Leading school improvement planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q38_5	Analyzing data/evidence for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q38_6	Developing teacher leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q39

Overall, during [PRINCIPAL MEETING NAME], how effective was your [PRINCIPAL SUPERVISOR TITLE] in connecting you and other principals to resources that helped you grow as an instructional leader?

☐ **Not at all effective**
☐ **Slightly effective**
☐ **Moderately Effective**
☐ **Very Effective**
☐ **Extremely Effective**

Q40

Thinking about the [YEARS] school year, how effective or not effective to your development in the following areas was your work with your [PRINCIPAL SUPERVISOR] in [PRINCIPAL MEETING NAME]?

		Not at all effective	Slightly effective	Moderately effective	Very effective	Extremely effective
Q40_1	Assessing the quality of teaching in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q40_2	Providing feedback to teachers to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q40_3	Leading teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q40_4	Leading school improvement planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q40_5	Analyzing data/evidence for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q40_6	Developing teacher leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section Three: Instructions

The questions in the last section ask about how you spent your time as your school's principal and your perceptions of your growth as an instructional leader during the [YEARS] school year.

Q41

During an average week in **August to December** of this school year, approximately what percentage of your work time did you spend on activities related to instructional leadership?

Percent of time

0	05	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q42

During an average week in **January to June** of this school year, approximately what percentage of your work time did you spend on activities related to instructional leadership?

Percent of time

0	05	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q43

What percentage of your work time **do you believe you should spend** on activities related to instructional leadership?

Percent of time

0	05	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q44

Thinking about your leadership over the course of the [YEARS] school year, how would you describe the **improvement in the quality of your work as an instructional leader?**

No improvement	Little improvement	Some improvement	Considerable improvement	Major improvement
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q45

Thinking about your leadership **today**, how would you rate the overall quality of your instructional leadership?

Very low quality	Low quality	Medium	High quality	Very high quality
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q46

Thinking about your leadership **today**, how would you rate the quality of your work in the specific instructional leadership activities listed below?

		Very low quality	Low quality	Medium	High quality	Very high quality
Q46_1	Assessing the quality of teaching in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q46_2	Providing feedback to teachers to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q46_3	Leading teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q46_4	Leading school improvement planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q46_5	Analyzing data/evidence for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q46_6	Developing teacher leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Annual Survey of Principal Supervisors

A message from [SUPERINTENDENT/SURVEY SPONSOR NAME]

Dear [PRINCIPAL SUPERVISOR TITLE]s,

Thank you for participating in this survey about your work with your principals. This survey takes about 30 minutes to complete. Your opinions are extremely valuable to us so please be candid in your responses.

This survey was developed by the District Leadership Design Lab (DL2) at the University of Washington and we will use results from this survey to help us reflect on this year and inform our planning for next year, especially regarding how the central office supports you and your work with principals. Our improvement depends on your feedback, and we greatly appreciate your honest and explicit answers.

[INSERT ANY CONFIDENTIALITY OR CONSENT INFORMATION: Your participation is entirely voluntary and you may decide to skip specific questions. Our district research office will aggregate survey results and remove any identifying information to protect your confidentiality.]

Thank you for your participation,

[SUPERINTENDENT/SURVEY SPONSOR NAME]

[TITLE]

This survey asks questions about your work supporting principals' growth as **instructional leaders**. We define this broadly: **school leaders being actively engaged in supporting effective teaching — both directly and indirectly — in their schools.**

Please use this definition of instructional leadership throughout the survey.

Section One: Instructions

The questions in this section ask about the principals assigned to work with you during the [YEARS] school year.

Q1

During the [YEARS] school year, how many principals were assigned to you?

Q2

How many of the principals assigned to you **did you work with for the first time** starting in the [YEARS] school year?

Q3

How many of the principals assigned to you **were first-year principals** during the [YEARS] school year?

Q4

How were your principals assigned to you? Mark all that apply.

- | | |
|---|--|
| <input type="radio"/> Grade level | <input type="radio"/> Similarities in student/community population |
| <input type="radio"/> Geography | <input type="radio"/> Principal choice |
| <input type="radio"/> Performance level | <input type="radio"/> Other: _____ |

Before you begin the following questions, please take a moment to think about:

- 1. The school(s) you visited **most frequently** during the first and second halves of the school year, and
- 2. The school(s) you visited **least frequently** during the first and second halves of the school year.

Q5

During **August to December** of the [YEARS] school year, approximately **how many times per month** did you visit the school you visited **most frequently**?

0

1

2

3

4

5

6

7

8

☐

☐

☐

☐

☐

☐

☐

☐

☐

or more

Q6

During **January to June** of the [YEARS] school year, approximately **how many times per month** did you visit the school you visited **most frequently**?

0

1

2

3

4

5

6

7

8

☐

☐

☐

☐

☐

☐

☐

☐

☐

or more

Q7

During **August to December** of the [YEARS] school year, approximately **how many times per month** did you visit the school you visited **least frequently**?

0

1

2

3

4

5

6

7

8

☐

☐

☐

☐

☐

☐

☐

☐

☐

or more

Q8

During **January to June** of the [YEARS] school year, approximately **how many times per month** did you visit the school you visited **least frequently**?

0

1

2

3

4

5

6

7

8

☐

☐

☐

☐

☐

☐

☐

☐

☐

or more

Q9

Thinking about the [YEARS] school year, to what extent do you agree or disagree with the following statements about your principals?

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Q9_1	All of my principals understood that their main job was instructional leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9_2	All of my principals saw themselves as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9_3	My principals and I agreed on our definition of instructional leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9_4	My principals and I agreed on our definition of instructional leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9_5	The district's formal evaluation system for principals emphasized that their main job was instructional leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9_6	The district's hiring and selection process for principals screened for strong instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9_7	The superintendent or other executive staff communicated to principals that their main job was instructional leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9_8	Staff throughout the central office understood that the main job of principals was instructional leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10

Thinking about the [YEARS] school year, to what extent do you agree or disagree with the following statements about your work with principals?

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Q10_1	I had enough time to meet with all of my principals as often I as I felt necessary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q10_2	A small number of principals took up most of my time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q10_3	I had the right skill set to help my principals grow as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q10_4	I used the district's principal evaluation process to help my principals grow as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q10_5	Being my principals' evaluator impeded my ability to support their growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q10_6	The district's principal evaluation process is designed to help principals grow as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section Two: Instructions

The questions in this section ask about your one-on-one work with your principals, including the work you did with your principals in their schools, during the [YEARS] school year.

Later questions will ask about your interactions with your principals during [PRINCIPAL MEETING NAMES].

Q11

Thinking about the [YEARS] school year, to what extent do you agree or disagree with the following statements about your one-on-one work with your principals?

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Q11_1	I set shared goals with each of my principals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q11_2	Working with my principals helped me grow professionally .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q11_3	I spent more than 75% of my time with principals working on their growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q11_4	I knew each of my principal's strengths as an instructional leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q11_5	I knew each of my principal's weaknesses as an instructional leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q11_6	I personalized the supports I provided to each of my principals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q11_7	I was very effective in minimizing interference in my principals' instructional leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q11_8	I was very effective in helping my principals value their own growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12

During the [YEARS] school year, how frequently did the following occur while working with your principals one-on-one?

		Never	Rarely	Occasionally	Regularly	Always
Q12_1	My principals asked me to help them with matters related to instructional leadership .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q12_2	My principals asked me to help them with matters related to school operations .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q12_3	I handled parent or community complaints for my principals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q12_4	I helped my principals maximize the amount of time they spent on instructional leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q12_5	I helped my principals use their calendars to protect their time for instructional leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q12_6	I helped my principals deal with non-instructional demands so those demands took less of their time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13

During the [YEARS] school year, did you conduct observations of your principals in their schools?

YES

☐

If "YES" go
to Q14_1



NO

☐

If "NO" go
to Q15



Q14

How frequently did you **observe** principals while they engaged in the following activities?

		Never	Rarely	Occasionally	Regularly	Always
Q14_1	I observed as my principals observed classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q14_2	I observed as my principals provided feedback to teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q14_3	I observed as my principals led teacher professional development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q14_4	I observed as my principals led school improvement planning processes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q14_5	I observed as my principals analyzed data/evidence for school improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q14_6	I observed as my principals worked with teacher leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q15

Did you take notes when you observed principals?

YES

☐

If "YES" go
to Q16_1



NO

☐

If "NO" go
to Q17




Q16


How frequently did the following occur when you took notes while observing principals in their schools?

		Never	Rarely	Occasionally	Regularly	Always
Q16_1	I used an explicit definition of the principalship to guide my note-taking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q16_2	I took notes by hand/with pen and paper.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q16_3	I took notes electronically/on a laptop or tablet computer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q16_4	I took notes to use as part of principal evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17

While working with your principals one-on-one during the [YEARS] school year, did you ever give them feedback on their instructional leadership?

YES
☐
 If "YES" go to Q18_1


NO
☐
 If "NO" go to Q20


Q18

How frequently did you use the following forms of data and/or evidence when providing your principals with feedback?

		Never	Rarely	Occasionally	Regularly	Always
Q18_1	Student test scores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q18_2	Student work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q18_3	Staff/community surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q18_4	Notes from observations of teachers/classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q18_5	Notes from observations of principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19

Overall, how effective was your feedback in helping your principals grow as instructional leaders?

Not at all effective
☐

Slightly effective
☐

Moderately Effective
☐

Very Effective
☐

Extremely Effective
☐

Q20

While working with your principals one-on-one during the [YEARS] school year, did you ever model, or show your principals, how to act like an instructional leader?

YES
☐
 If "YES" go to Q21_1
 ↓

NO
☐
 If "NO" go to Q23
 →

Q21

How frequently did you use the following forms of data and/or evidence when providing your principals with feedback?

		Never	Rarely	Occasionally	Regularly	Always
Q21_1	Assessing the quality of teaching in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q21_2	Providing feedback to teachers to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q21_3	Leading teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q21_4	Leading school improvement planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q21_5	Analyzing data/evidence for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q21_6	Developing teacher leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q22

Overall, when working with your principals one-on-one, how effectively did you model?

Not at all effectively
☐

Slightly effectively
☐

Moderately effectively
☐

Very effectively
☐

Extremely effectively
☐

Q23

While working with your principals one-on-one during the [YEARS] school year, did you ever model, or show your principals, how to act like an instructional leader?

☐ **YES**
 If "YES" go to Q24_1

☐ **NO**
 If "NO" go to Q26

Q24

How frequently did you use **materials** to help your principals with the following activities?

		Never	Rarely	Occasionally	Regularly	Always
Q24_1	Assessing the quality of teaching in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q24_2	Providing feedback to teachers to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q24_3	Leading teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q24_4	Leading school improvement planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q24_5	Analyzing data/evidence for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q24_6	Developing teacher leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


Q25


Overall, when working with your principals one-on-one, how effectively did you use materials?

☐ **Not at all effectively**
☐ **Slightly effectively**
☐ **Moderately effectively**
☐ **Very effectively**
☐ **Extremely effectively**

Q26

While working with your principals one-on-one during the [YEARS] school year, did you ever connect your principals to resources, such as central office staff, other principals, coaches, experts, and/or funding?

YES
☐
 If "YES" go to Q27_1


NO
☐
 If "NO" go to Q29


Q27

How frequently did you **connect your principals to resources** to help them with the following activities?

		Never	Rarely	Occasionally	Regularly	Always
Q27_1	Assessing the quality of teaching in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q27_2	Providing feedback to teachers to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q27_3	Leading teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q27_4	Leading school improvement planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q27_5	Analyzing data/evidence for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q27_6	Developing teacher leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q28

Overall, when working with your principals one-on-one, how effectively did you connect your principals to resources?

Not at all effectively
☐

Slightly effectively
☐

Moderately effectively
☐

Very effectively
☐

Extremely effectively
☐

Section Three: Instructions

The questions in this section ask about your interactions with your principals during [PRINCIPAL MEETING NAME]s.

[PRINCIPAL MEETING NAME]s are the meetings of you and all your principals that you convened during the [YEARS] school year. The questions in this section are not asking about the interactions you may have had with your principals during other meetings, such as [OTHER DISTRICT MEETING NAME(S)].

Q29

During the [YEARS] school year, how many [PRINCIPAL MEETING NAME]s did **you convene**?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
															or more

Q30

During the [YEARS] school year, how many [PRINCIPAL MEETING NAME]s did **you lead**?

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
															or more

Q31

During the [YEARS] school year, how many [PRINCIPAL MEETING NAME]s were **held at a school site**?

0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
															or more

Q32

Thinking about the [PRINCIPAL MEETING NAME]s during the [YEARS] school year, to what extent do you agree or disagree with the following statements?

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Q32_1	I started the year with a plan for how all of the [PRINCIPAL MEETING NAME]s would support principal learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q32_2	I planned the content for each [PRINCIPAL MEETING NAME] at least one week in advance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q32_3	My principals and I set shared goals for the [PRINCIPAL MEETING NAME]s.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q32_4	My principals contributed to the planning of the [PRINCIPAL MEETING NAME]s.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q32_5	My principals led part of the [PRINCIPAL MEETING NAME]s.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q32_6	We spent at least 75% of our [PRINCIPAL MEETING NAME] time focused on helping principals grow as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q32_7	I was very effective in minimizing the number of distractions we experienced during our meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q32_8	I was very effective in helping my principals value their own growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


Q33


During [PRINCIPAL MEETING NAMES] in the [YEARS] school year, how frequently did the following occur?

		Never	Rarely	Occasionally	Regularly	Always
Q33_1	I organized principals into small groups to help them learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q33_2	I created opportunities for principals to teach each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q33_3	I created opportunities for principals to provide feedback to each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q33_4	I was very effective in ensuring that every principal learned from each other during our meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q33_5	Other central office staff participated in our [PRINCIPAL MEETING NAME]s in ways that helped principals grow as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q33_6	Other central office staff participated in our [PRINCIPAL MEETING NAME]s for reasons not related to instructional leadership.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q34

During [PRINCIPAL MEETING NAME]s in the [YEARS] school year, did you ever model, or show your principals, how to act like an instructional leader?

YES
☐
 If "YES" go to Q35_1


NO
☐
 If "NO" go to Q37


Q35

How frequently did you **model** the following activities during [PRINCIPAL MEETING NAME]s?

		Never	Rarely	Occasionally	Regularly	Always
Q35_1	Assessing the quality of teaching in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q35_2	Providing feedback to teachers to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q35_3	Leading teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q35_4	Leading school improvement planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q35_5	Analyzing data/evidence for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q35_6	Developing teacher leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q36

Overall, during [PRINCIPAL MEETING NAME]s, how effectively did you model?

Not at all effectively
☐

Slightly effectively
☐

Moderately effectively
☐

Very effectively
☐



Extremely effectively
☐

Q37

During [PRINCIPAL MEETING NAME]s in the [YEARS] school year, did you ever use materials, such as protocols, rubrics, forms, and frameworks?

☐ **YES**
 If "YES" go to Q38_1

☐ **NO**
 If "NO" go to Q40

Q38

How frequently did you use **materials** to help your principals with following activities during [PRINCIPAL MEETING NAME]s?

		Never	Rarely	Occasionally	Regularly	Always
Q38_1	Assessing the quality of teaching in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q38_2	Providing feedback to teachers to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q38_3	Leading teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q38_4	Leading school improvement planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q38_5	Analyzing data/evidence for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q38_6	Developing teacher leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


Q39


Overall, during [PRINCIPAL MEETING NAME]s, how effectively did you use materials?

☐ **Not at all effectively**
☐ **Slightly effectively**
☐ **Moderately effectively**
☐ **Very effectively**
☐ **Extremely effectively**

Q40

During [PRINCIPAL MEETING NAME]s in the [YEARS] school year, did you ever connect your principals to resources, such as other central office staff, conferences, books, and/or experts?

YES
☐
 If "YES" go to Q41_1


NO
☐
 If "NO" go to Q43


Q41

How frequently did you **connect your principals to resources** to help them with following activities during [PRINCIPAL MEETING NAME]s?

		Never	Rarely	Occasionally	Regularly	Always
Q41_1	Assessing the quality of teaching in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q41_2	Providing feedback to teachers to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q41_3	Leading teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q41_4	Leading school improvement planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q41_5	Analyzing data/evidence for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q41_6	Developing teacher leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q42

Overall, during [PRINCIPAL MEETING NAME]s, how effectively did you connect your principals to resources?

Not at all effectively
☐

Slightly effectively
☐

Moderately effectively
☐

Very effectively
☐

Extremely effectively
☐

Section Four: Instructions

The questions in this section ask about your interactions with other central office staff during the [YEARS] school year.

Q43

During the 2016-17 school year, how frequently did the following occur?

		Never	Rarely	Occasionally	Regularly	Always
Q43_1	The superintendent or other executive staff took my time away from supporting principals' growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q43_2	My supervisor took my time away from supporting principals' growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q43_3	Other central office staff took my time away from supporting principals' growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q43_4	I limited my attendance to central office meetings so that I could focus on my principals' growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q44

Thinking about the [YEARS] school year, to what extent do you agree or disagree that the staff in the following central office departments **worked in ways that helped you support principals' growth** as instructional leaders?

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Q44_1	Curriculum and Instruction/Teaching and Learning/Academics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q44_2	Human Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q44_3	Budget/Finance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q44_4	Facilities/Maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q44_5	Research/Evaluation/Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q44_6	Student Services/Special Services (e.g. Special Education, Talented, ELL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q44_7	Family and Community Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q44_8	Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q44_9	Nutrition Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q44_10	Safety/Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q45

Thinking about the [YEARS] school year, to what extent do you agree or disagree that the staff in the following central office departments **effectively met your principals' needs**?

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Q45_1	Curriculum and Instruction/Teaching and Learning/Academics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q45_2	Human Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q45_3	Budget/Finance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q45_4	Facilities/Maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q45_5	Research/Evaluation/Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q45_6	Student Services/Special Services (e.g. Special Education, Talented, ELL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q45_7	Family and Community Engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q45_8	Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q45_9	Nutrition Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q45_10	Safety/Security	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section Five: Instructions

The questions in this section ask about the context of your work as a [PRINCIPAL SUPERVISOR] during the [YEARS] school year.

Q46

Please choose one of the following:

- ☐ I was my district's superintendent or chief academic officer.
- ☐ I reported directly to my district's superintendent.
- ☐ I reported directly an executive/cabinet level administrator.
- ☐ Other

Q47

Thinking about the [YEARS] school year, to what extent do you agree or disagree with the following statements about your job responsibilities?

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Q47_1	My primary responsibility was to support principals' growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q47_2	My formal job description emphasized that my main job was to support principals' growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q47_3	The superintendent and other executive staff communicated to me that my main job was to support principals' growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q47_4	The superintendent and other executive staff communicated throughout the district that my main job was to support principals' growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q47_5	My principals understood that my main job was to support their growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q47_6	Other central office staff understood that my main job was to support principals' growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q48

Thinking about the [YEARS] school year, to what extent do you agree or disagree with the following statements about your time?

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Q48_1	I had to actively protect my time to work on principals' growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q48_2	My supervisor helped me maximize my time to work on principals' growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q48_3	My supervisor took issues off my plate so I could spend time working on principals' growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q48_4	My supervisor helped me solve problems involving other central office departments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q48_5	My supervisor evaluated me on the extent to which I spent my time working on principals' growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q49

Thinking about the [YEARS] school year, to what extent do you agree or disagree that you had or had access to the following resources?

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Q49_1	I had the financial resources I needed to support my principals' growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q49_2	I had the staff I needed to support my principals' growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q49_3	I had the autonomy I needed to support my principals' growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q49_4	I had the authority I needed to support my principals' growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q49_5	I had the help from my supervisor I needed to support my principals' growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q49_6	I had the help from other [PRINCIPAL SUPERVISOR TITLE] I needed to support my principals' growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q49_7	I had the help from other central office staff I needed to support my principals' growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q49_8	I had the data I needed to make evidence-based decisions about how to support my principals' growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section Six: Instructions

The questions in this section ask about the professional development for [PRINCIPAL SUPERVISOR]s you may have received during the [YEARS] school year.

Q50

During the [YEARS] school year, did you receive any professional development?

YES

☐

If "YES" go
to Q51

NO

☐

If "NO" go
to Q60



Q51

During the [YEARS] school year, how often did you engage in formal professional development?

Weekly

☐

Bi-weekly

☐

Monthly

☐

Quarterly

☐

Annually

☐

Q52

In which ways did you receive your professional development? (Check all that apply).

☐

One-on-one coaching

☐

Sessions with other central office staff

☐

Mentoring

☐

Visits to other districts

☐

Small group coaching

☐

Conferences

☐

Sessions with my [PRINCIPALS SUPERVISOR] colleagues

☐

Other

☐

Sessions with my principals

Q53

Who decided what professional development you received? (Check all that apply).

☐

Yourself

☐

A central office administrator from another department

☐

Your peers

☐

A coach from an outside organization

☐

Your supervisor

☐

Other

Q54

During the [YEARS] school year, who was the main provider of your professional development?

☐

Yourself

☐

A central office administrator from another department

☐

Your peers

☐

A coach from an outside organization

☐

Your supervisor

☐

Other

Q55

During the [YEARS] school year, how involved in your professional development was your supervisor?

**Not at all
involved**

☐

Slightly involved

☐

**Moderately
involved**

☐

**Very
Involved**

☐

**Extremely
involved**

☐

Q56

During the [YEARS] school year, how frequently did your professional development focus on the following topics?

		Never	Rarely	Occasionally	Regularly	Always
Q56_1	Providing information about specific district initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q56_2	How to coach or teach principals to become stronger instructional leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q56_3	How to lead principal communities of practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q56_4	How to gather and use evidence about principals' instructional leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q56_5	How to differentiate my supports to principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q56_6	How to evaluate principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q56_7	How to use district's principal evaluation process as a tool to support principals' growth as instructional leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q56_8	How to connect principals to other resources in the central office that can support their growth as instructional leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q56_9	How to manage my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q56_10	How to dedicate my time to principals' growth as instructional leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q56_11	How to minimize distractions from the rest of the central office for principals so they can focus on instructional leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q57

In the future, I would like to receive professional development on the following topics:

Topic 1: _____

Topic 2: _____

Topic 3: _____

Q58

Thinking about the [YEARS] school year, to what extent do you agree or disagree with the following statements about the professional development you received?

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Q49_1	Overall, the professional development I received helped me strengthen how I support principals' growth as instructional leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q49_2	Overall, the professional development I received was relevant to my work with principals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q49_3	Overall, the professional development I received was high-quality.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q49_4	Overall, the professional development I received was focused on my own growth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q49_5	Overall, the professional development I received helped me strengthen my ability to identify high-quality instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q59

Thinking about the [YEARS] school year, to what extent do you agree or disagree that the following helped you support principals' growth as instructional leaders?

		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Q59_1	Learning from my own experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q59_2	Feedback from my principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q59_3	Working with other [PRINCIPAL SUPERVISOR TITLE]s	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section Seven: Instructions

The questions in this section ask about both your principals' growth and your own professional growth during the [YEARS] school year.

Q60

Thinking about your principals over the course of the [YEARS] school year, how would you describe the **improvement in the quality of their work as instructional leaders?**

No improvement	Little improvement	Some improvement	Considerable improvement	Major improvement
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q61

Thinking about your principals today, how would you rate the **overall quality of their instructional leadership?**

Very low quality	Low quality	Medium quality	High quality	Very high quality
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q62

Thinking about your principals today, how would you rate the **overall quality of their work in the specific instructional leadership** activities listed below?

		Very low quality	Low quality	Neutral	High quality	Very high quality
Q62_1	Assessing the quality of teaching in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q62_2	Providing feedback to teachers to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q62_3	Leading teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q62_4	Leading school improvement planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q62_5	Analyzing data/evidence for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q62_6	Developing teacher leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q63

During an average week in the [YEARS] school year, approximately how many hours did you work?

Q64

During an average week in **August to December** of the [YEARS] school year, approximately what percentage of your time did you spend working with principals on their development as instructional leaders?

Percent of time

0	05	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q65

During an average week in **January to June** of the [YEARS] school year, approximately what percentage of your time did you spend working with principals on their development as instructional leaders?

Percent of time

0	05	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q66

What percentage of time do you **believe you should** spend working with principals on their development as instructional leaders?

Percent of time

0	05	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q67

Over the course of the [YEARS] school year, how would you describe the **improvement in the quality of your work** to help principals grow as instructional leaders?

No improvement	Little improvement	Some improvement	Considerable improvement	Major improvement
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q68

Thinking about yourself today, how would you rate the **overall quality of your work** in helping principals grow as instructional leaders?

Very low quality	Low quality	Medium quality	High quality	Very high quality
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q69

Overall, how would you rate the quality of your work in the specific activities listed below?

		Very low quality	Low quality	Neutral	High quality	Very high quality
Q69_1	Helping principals deepen how much they value their own growth as instructional leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q69_2	Modeling for your principals how to act like an instructional leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q69_3	Using materials to help your principals grow as instructional leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q69_4	Connecting your principals to resources to help them grow as instructional leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q69_5	Minimizing conditions that interfere with principals' instructional leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q69_6	Leading [PRINCIPAL MEETING NAMES] to help your principals grow as instructional leaders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q69_7	Using evidence to differentiate your supports to principals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q70

Overall, **while working with your principals one-on-one**, how effective or not effective were you to principals' development in the following areas?

		Not at all effective	Slightly effective	Moderately effective	Very effective	Extremely effective
Q70_1	Assessing the quality of teaching in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q70_2	Providing feedback to teachers to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q70_3	Leading teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q70_4	Leading school improvement planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q70_5	Analyzing data/evidence for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q70_6	Developing teacher leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q71

Overall, **during [PRINCIPAL MEETING NAME]s**, how effective or not effective were you to principals' development in the following areas?

		Not at all effective	Slightly effective	Moderately effective	Very effective	Extremely effective
Q71_1	Assessing the quality of teaching in classrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q71_2	Providing feedback to teachers to improve their teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q71_3	Leading teacher professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q71_4	Leading school improvement planning processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q71_5	Analyzing data/evidence for school improvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q71_6	Developing teacher leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix A: Indices

Some ASP and ASPS items can be combined into indices to reliably measure specific elements of principal supervisors' practice as described in the 2017 DL2 Principal Supervisor Performance Standards v 2.0 or the Council of Chief State School Officers' 2015 Model Principal Supervisor Standards. The items for each index are listed in the tables below.

These indices may be especially meaningful to principal supervisors since they reflect key findings from research about practices consistent with helping principals grow as instructional leaders with research.

For the ASPS indices, calculate a principal supervisor's score by averaging their numerical responses on all items in the index. For example, the Differentiation Index is the average of the responses to items Q11_4, Q11_5, and Q11_6.

For the ASP indices, a principal supervisor's score is calculated in two steps. First, find the average of each principal's responses on all of the items in the index, then calculate the average index score across principals for each principal supervisor. For example, to calculate the Buffering Index for an individual principal supervisor's principals,

1. Find the average of Principal 1's responses to items Q5_2, Q6_2, Q6_3, and Q6_4. Repeat for Principals 2-5.
2. Average the five numbers from step 1 to obtain an overall average.

ASP Indices

Index	Number of items	Items
Focus on instructional leadership: the extent to which principal supervisors' work with their principals focused on their instructional leadership	3	<ul style="list-style-type: none">• Q5_2: My [PRINCIPAL SUPERVISOR TITLE] and I spent more than 75% of our time on my growth as an instructional leader.• Q5_3: My [PRINCIPAL SUPERVISOR TITLE] values my growth as an instructional leader.• Q30_2: We spent at least 75% of our meeting time focused on helping principals grow as instructional leaders.
Differentiation: the extent to which principal supervisors effectively used evidence to differentiate and address particular strengths and areas for growth for their principals	5	<ul style="list-style-type: none">• Q4_1: My [PRINCIPAL SUPERVISOR TITLE] knew my strengths as an instructional leader.• Q4_2: My [PRINCIPAL SUPERVISOR TITLE] knew my weaknesses as an instructional leader.• Q4_3: My [PRINCIPAL SUPERVISOR TITLE] personalized his/her support for me.• Q6_1: My [PRINCIPAL SUPERVISOR TITLE] collected evidence related to my instructional leadership practice.• Q27_3: My [PRINCIPAL SUPERVISOR TITLE] highlighted my strengths as an instructional leader.

ASP Indices

Index	Number of items	Items
Joint work (one-on-one): the extent to which principals reported that their principal supervisor made moves to help them deepen how much they value their growth as instructional leaders	6	<ul style="list-style-type: none"> • Q4_4: My [PRINCIPAL SUPERVISOR TITLE] and I set shared goals together. • Q4_5: My [PRINCIPAL SUPERVISOR TITLE] and I learned together. • Q5_1: My [PRINCIPAL SUPERVISOR TITLE] demonstrated that their main priority is my growth as an instructional leader. • Q5_2: My [PRINCIPAL SUPERVISOR TITLE] and I spent more than 75% of our time on my growth as an instructional leader. • Q5_3: My [PRINCIPAL SUPERVISOR TITLE] values my growth as an instructional leader. • Q5_5: My [PRINCIPAL SUPERVISOR TITLE] and I agree on our definition of instructional leadership.
Buffering (one-on-one): the extent to which principals saw their principal supervisor minimize conditions that interfere with their engagement in instructional leadership	4	<ul style="list-style-type: none"> • Q5_2: My [PRINCIPAL SUPERVISOR TITLE] and I spent more than 75% of our time on my growth as an instructional leader. • Q6_2: My [PRINCIPAL SUPERVISOR TITLE] helped me maximize the amount of time I spent on instructional leadership. • Q6_3: My [PRINCIPAL SUPERVISOR TITLE] helped me use my calendar to protect time for instructional leadership. • Q6_4: My [PRINCIPAL SUPERVISOR TITLE] helped me deal with non-instructional demands so they took less of my time.
Joint work (community of practice meetings) the extent to which principal supervisors' work with their principals focused on their instructional leadership during community of practice meetings	6	<ul style="list-style-type: none"> • Q27_1: I was fully engaged in meeting activities. • Q27_2: We worked on topics important to me. • Q29_1: My [PRINCIPAL SUPERVISOR TITLE] demonstrated during meetings that our growth as instructional leaders is a priority for them. • Q29_2: My [PRINCIPAL SUPERVISOR TITLE], other principals, and I set shared goals for our meetings. • Q30_1: The work we did during meetings helped me value instructional leadership. • Q30_2: We spent at least 75% of our meeting time focused on helping principals grow as instructional leaders.

ASP Indices

Index	Number of items	Items
Engagement of principals as learning resources: the extent to which principals report that their principal supervisor actively engaged them as a learning resource	6	<ul style="list-style-type: none"> • Q27_3: My [PRINCIPAL SUPERVISOR TITLE] highlighted my strengths as an instructional leader. • Q27_4: My [PRINCIPAL SUPERVISOR TITLE] organized me and other principals into small groups in ways that helped me learn. • Q28_1: I planned part of a meeting. • Q28_2: I led part of a meeting. • Q29_3: My [PRINCIPAL SUPERVISOR TITLE] provided time for me to teach other principals during our meetings. • Q29_4: My [PRINCIPAL SUPERVISOR TITLE] provided time for me to give feedback to other principals during meetings.

ASPS Indices

Index	Number of items	Items
Focus on instructional leadership	7	<ul style="list-style-type: none"> • Q10_4: I used the district's principal evaluation process to help my principals grow as instructional leaders. • Q11_3: I spent more than 75% of my time with principals working on their growth as instructional leaders. • Q12_4: I helped my principals maximize the amount of time they spent on instructional leadership. • Q12_5: I helped my principals use their calendars to protect their time for instructional leadership. • Q32_6: We spent at least 75% of our [PRINCIPAL MEETING NAME] time focused on helping principals grow as instructional leaders. • Q43_4: I limited my attendance to central office meetings so that I could focus on principals' growth as instructional leaders. • Q48_1: I had to actively protect my time to work on principals' growth as instructional leaders.
Differentiation	3	<ul style="list-style-type: none"> • Q11_4: I knew each of my principals' strengths as an instructional leader. • Q11_5: I knew each of my principals' weaknesses as an instructional leader. • Q11_6: I personalized the supports I provided to each of my principals.

ASPS Indices

Index	Number of items	Items
Joint work (one-on-one)	5	<ul style="list-style-type: none"> • Q9_3: My principals and I agreed on our definition of instructional leadership. • Q11_1: I set shared goals with each of my principals. • Q11_2: Working with my principals helped me grow professionally. • Q11_3: I spent more than 75% of my time with principals working on their growth as instructional leaders. • Q12_1: My principals asked me to help them with matters related to instructional leadership.
Buffering (one-on-one)	4	<ul style="list-style-type: none"> • Q11_3: I spent more than 75% of my time with principals working on their growth as instructional leaders. • Q12_4: I helped my principals maximize the amount of time they spent on instructional leadership. • Q12_5: I helped my principals use their calendars to protect their time for instructional leadership. • Q12_6: I helped my principals deal with non-instructional demands so they took less of their time.
Joint work (community of practice meetings)	6	<ul style="list-style-type: none"> • Q11_1: I set shared goals with each of my principals. • Q12_1: My principals asked me to help them with matters related to instructional leadership. • Q32_4: My principals contributed to the planning of the [PRINCIPAL MEETING NAME]. • Q32_5: My principals led part of the [PRINCIPAL MEETING NAME]. • Q32_6: We spent at least 75% of our [PRINCIPAL MEETING NAME] time focused on helping principals grow as instructional leaders. • Q32_3: My principals and I set shared goals for the PCOP meetings.
EPLR	5	<ul style="list-style-type: none"> • Q32_4: My principals contributed to the planning of the [PRINCIPAL MEETING NAME]. • Q32_5: My principals led part of the [PRINCIPAL MEETING NAME]. • Q33_1: I organized principals into small groups to help them learn. • Q33_2: I created opportunities for principals to teach each other. • Q33_3: I created opportunities for principals to provide feedback to each other.

Appendix B: ASP and ASPS Crosswalk

To facilitate comparisons between principal and principal supervisor reports on their individual surveys, below is a table of comparable items across surveys.

Item Text	ASP Item Number	ASPS Item Number
During August to December of the [YEARS] school year, approximately how many times per month did your [PRINCIPAL SUPERVISOR TITLE] visit your school?	Q2	Q5 (school visited most often), Q7 (school visited least often)
During January to June of the [YEARS] school year, approximately how many times per month did your [PRINCIPAL SUPERVISOR TITLE] visit your school?	Q3	Q6 (school visited most often), Q8 (school visited least often)
My [PRINCIPAL SUPERVISOR TITLE] knew my strengths as an instructional leader.	Q4_1	Q11_4
My [PRINCIPAL SUPERVISOR TITLE] knew my weaknesses as an instructional leader.	Q4_2	Q11_5
My [PRINCIPAL SUPERVISOR TITLE] personalized his/her support for me.	Q4_3	Q11_6
My [PRINCIPAL SUPERVISOR TITLE] and I set shared goals together.	Q4_4	Q11_1
My [PRINCIPAL SUPERVISOR TITLE] and I learned together.	Q4_5	Q11_2
My [PRINCIPAL SUPERVISOR TITLE] and I spent more than 75% of our time on my growth as an instructional leader.	Q5_2	Q11_3
My [PRINCIPAL SUPERVISOR TITLE] helped me maximize the amount of time I spent on instructional leadership.	Q6_2	Q12_4
My [PRINCIPAL SUPERVISOR TITLE] helped me use my calendar to protect time for instructional leadership.	Q6_3	Q12_5
My [PRINCIPAL SUPERVISOR TITLE] helped me deal with non-instructional demands so they took less of my time.	Q6_4	Q12_6
The district's principal evaluation process is designed to help me grow as an instructional leader.	Q8_1	Q10_6
My [PRINCIPAL SUPERVISOR TITLE] used the district's principal evaluation process to help me grow as an instructional leader.	Q8_2	Q10_4
How frequently did your [PRINCIPAL SUPERVISOR TITLE] observe you as you engaged in the following instructional leadership tasks?:	Q10_1-6	Q14_1-6
<ul style="list-style-type: none"> • Assessing the quality of teaching in classrooms • Providing feedback to teachers to improve their teaching • Leading teacher professional development • Leading school improvement planning processes • Analyzing data/evidence for school improvement • Developing teacher leadership 		

Item Text	ASP Item Number	ASPS Item Number
<p>How frequently did your [PRINCIPAL SUPERVISOR TITLE] use the following forms of data and/or evidence when providing you with feedback?:</p> <ul style="list-style-type: none"> • Student test scores • Student work • Staff/community surveys • Teacher observations • Principal observations 	Q12_1-5	Q18_1-5
Overall, when working with you one-on-one, how effective was your [PRINCIPAL SUPERVISOR TITLE]'s feedback in helping you grow as an instructional leader?	Q13	Q19
<p>How frequently did your [PRINCIPAL SUPERVISOR TITLE] model the following activities in your one-on-one work?</p> <ul style="list-style-type: none"> • Assessing the quality of teaching in classrooms • Providing feedback to teachers to improve their teaching • Leading teacher professional development • Leading school improvement planning processes • Analyzing data/evidence for school improvement • Developing teacher leadership 	Q15_1-6	Q21_1-6
Overall, when working with you one-on-one, how effective was your [PRINCIPAL SUPERVISOR TITLE]'s modeling in helping you grow as an instructional leader?	Q16	Q22
<p>How frequently did your [PRINCIPAL SUPERVISOR TITLE] use these materials in your one-on-one work to help you with the following activities?</p> <ul style="list-style-type: none"> • Assessing the quality of teaching in classrooms • Providing feedback to teachers to improve their teaching • Leading teacher professional development • Leading school improvement planning processes • Analyzing data/evidence for school improvement • Developing teacher leadership 	Q18_1-6	Q24_1-6
Overall, when working with you one-on-one, how effective was your [PRINCIPAL SUPERVISOR TITLE]'s use of materials in helping you grow as an instructional leader?	Q19	Q25

Item Text	ASP Item Number	ASPS Item Number
How frequently did your [PRINCIPAL SUPERVISOR TITLE] connect you to resources in your one-on-one work to help you with the following activities?	Q21_1-6	Q27_1-6
<ul style="list-style-type: none"> • Assessing the quality of teaching in classrooms • Providing feedback to teachers to improve their teaching • Leading teacher professional development • Leading school improvement planning processes • Analyzing data/evidence for school improvement • Developing teacher leadership 		
Overall, when working with you one-on-one, how effective was your [PRINCIPAL SUPERVISOR TITLE] in connecting you to resources that helped you grow as an instructional leader?	Q22	Q28
During the [YEARS] school year, approximately how many [PRINCIPAL MEETING NAME] did you attend?	Q24	Q29
During the [YEARS] school year, approximately how many [PRINCIPAL MEETING NAME] did your [PRINCIPAL SUPERVISOR TITLE] act as the main facilitator?	Q25	Q30
During the [YEARS] school year, approximately how many [PRINCIPAL MEETING NAME] took place at a school site?	Q26	Q31
My [PRINCIPAL SUPERVISOR TITLE] organized me and other principals into small groups in ways that helped me learn.	Q27_4	Q33_1
I planned part of a meeting.	Q28_1	Q32_4
I led part of a meeting.	Q28_2	Q32_5
My [PRINCIPAL SUPERVISOR TITLE], other principals, and I set shared goals for our meetings.	Q29_2	Q32_3
My [PRINCIPAL SUPERVISOR TITLE] provided time for me to teach other principals during our meetings.	Q29_3	Q33_2
My [PRINCIPAL SUPERVISOR TITLE] provided time for me to give feedback to other principals during meetings.	Q29_4	Q33_3
We spent at least 75% of our meeting time focused on helping principals grow as instructional leaders.	Q30_2	Q32_6
During [PRINCIPAL MEETING NAME], how frequently did your [PRINCIPAL SUPERVISOR TITLE] model the following activities?	Q32_1-6	Q35_1-6
<ul style="list-style-type: none"> • Assessing the quality of teaching in classrooms • Providing feedback to teachers to improve their teaching • Leading teacher professional development • Leading school improvement planning processes • Analyzing data/evidence for school improvement • Developing teacher leadership 		

Item Text	ASP Item Number	ASPS Item Number
Overall, during [PRINCIPAL MEETING NAME], how effective was your [PRINCIPAL SUPERVISOR TITLE]'s modeling in helping you grow as an instructional leader?	Q33	Q36
<p>During [PRINCIPAL MEETING NAME], how frequently did your [PRINCIPAL SUPERVISOR TITLE] use these materials to help you and other principals with the following activities?</p> <ul style="list-style-type: none"> • Assessing the quality of teaching in classrooms • Providing feedback to teachers to improve their teaching • Leading teacher professional development • Leading school improvement planning processes • Analyzing data/evidence for school improvement • Developing teacher leadership 	Q35_1-6	Q38_1-6
Overall, during [PRINCIPAL MEETING NAME], how effective was your [PRINCIPAL SUPERVISOR TITLE]'s use of materials in helping you grow as an instructional leader?	Q36	Q39
<ul style="list-style-type: none"> • During [PRINCIPAL MEETING NAME], how frequently did your [PRINCIPAL SUPERVISOR TITLE] connect you to resources to help you and other principals with the following activities? • Assessing the quality of teaching in classrooms • Providing feedback to teachers to improve their teaching • Leading teacher professional development • Leading school improvement planning processes • Analyzing data/evidence for school improvement • Developing teacher leadership 	Q38_1-6	Q41_1-6
Overall, during [PRINCIPAL MEETING NAME], how effective was your [PRINCIPAL SUPERVISOR TITLE] in connecting you and other principals to resources that helped you grow as an instructional leader?	Q39	Q42
Thinking about your leadership over the course of the [YEARS] school year, how would you describe the improvement in the quality of your work as an instructional leader?	Q44	Q60
Thinking about your leadership today, how would you rate the overall quality of your instructional leadership?	Q45	Q61
<p>Thinking about your leadership today, how would you rate the quality of your work in the specific instructional leadership activities listed below?</p> <ul style="list-style-type: none"> • Assessing the quality of teaching in classrooms • Providing feedback to teachers to improve their teaching • Leading teacher professional development • Leading school improvement planning processes • Analyzing data/evidence for school improvement • Developing teacher leadership 	Q46_1-6	Q62_1-6