

Appendix A

The questions were designed to determine the following: (1) principal interests, needs, concerns, and tasks they considered to be the most important and least important, (2) tasks that consumed most of their time, (3) priorities in their principal training programs, (4) areas they felt best qualified in and least qualified in, and (5) best methods and least effective methods in their principal training program. It was further designed to determine if what we had hypothesized was right – that our leadership does act on the theory of loose coupling and that our current training programs are training them for that system. The following briefly details what we learned. The top three answers have been related here for each questions posed.

Question 1 (Fill-in Response): Most satisfying condition of employment as a principal.

1. Working with the kids.
2. Positively impacting students.
3. Working with staff

Question 2 (Fill-in Response): Least satisfying condition of employment.

1. Data collection and disaggregation
2. Time management
3. Curriculum and changes in state requirements

Questions 3 (Fill-in Response): Learning needed for improving personal performance

1. Less mandates, red tape, compliance issue (Note: not even related to “learning needs)
2. Discipline issues
3. Long hours, fewer demands on time

Question 1: (Selected Response): Which of these tasks consumes most of your time?

The top five responses were:

1. Management of organization, operations, and resources
2. School order, safety, and discipline
3. Creating an environment of student learning

Question 2: (Selected Response): Which of these tasks to you consider to be the most important?

1. Improvement of student achievement
2. Instructional leadership and staff development
3. Creating an environment for student learning

Question 3: (Selected Response): Number these items in order of priority given during your principal training program.

1. Management of organization, operations, and resources
2. School order, safety, and discipline
3. Creating an environment of student learning

Question 4: (Selected Response): Using the following scale, please circle the number that best describes your skill level: (Highest)

1. Comprehensive school improvement and implementation
2. Management of organization, operations, and resources
3. School order, safety, and discipline

(Needs improvement)

1. School-parent-community collaboration
2. Assessment and data disaggregation
3. School mission and vision and school order, safety and discipline (tie)

Question 5: (Selected Response): Indicate the area you feel the best qualified:

1. Creating an environment for student learning
2. Management of organization, operations, and resources
3. School order, safety, and discipline

Question 6: (Selected Response): Indicate the area you feel the least qualified:

1. Assessment and data disaggregation
2. Comprehensive school improvement and planning and implementation
3. School-parent-community collaboration

Question 7: (Fill-in Response): Top priority each day

1. Creating an environment for student learning
2. Management of organization, operations, and resources
3. School order, safety, and discipline

Question 8: (Fill-in Response): On a scale of 1-10, with 10 being highest, how would you rate your district on time spent in staff development?

Average: 6.36

Question 9: (Fill-in Response): How would you rank your school in consistently providing staff development using the research-based model that includes theory, practice, demonstration, monitoring and support?

Average: 6.17

Question 10: (Fill-in Response): If your school needed to show improvement in reading, math, or science how would you determine the best strategy(s) for improvement:

1. Look at the data
2. Work with AEA and look at the research
3. Ask the staff and develop a strategy

Question 11: (Fill-in Response): What was the most effective method used to prepare you for being a principal in your principal preparation program?

1. Collaboration, cohorts
2. Experienced principals teaching the program
3. Hands-on, practicums, field experiences, internships

Question 12: (Fill-in Response): What was the least effective method used to prepare you for being a principal in your principal preparation program?

1. Lecture classes, seat time
2. Textbook theory
3. Reading and research

Question 13: (Fill-in Response): What amount of time do you spend in reflective dialogue with colleagues on improvement learning during a typical school year?

Average: 30%

Question 14: (Fill-in Response): What amount or kind of continuous support have you received from your principal preparation program?

1. None (74 responses)
2. Networking with cohort members
3. (No other answers with any consistency)

Question 15: (Fill-in Response): To improve principal preparation programs in Iowa, what would you do?

1. Strong mentor programs
2. Experienced in-the-field instructors – practicing principals
3. Hands-on experiences in the field