

**IPLA Graduate Survey Questions
Cohort I and Cohort II**

1. What is your gender?
2. At what level is your position?
(*elementary, middle school, middle and high school, or high school*)
3. Are you currently working as a principal?
If not, do you plan to pursue a principalship or other administrative position?
4. How many students are in your district?
(*250-399, 600-999, 1,000-2,499, 2,500- 4,999, 5,000-7,399, over 7,400*)
5. What is the degree of satisfaction with your current position? (*low, satisfied, high*)
6. What is your intent to remain in your current position?
(*none, not sure, most likely, full intent*)
7. What is the most satisfying condition of your current position? (*open-ended*)
8. What is the least satisfying condition of your current position? (*open-ended*)
9. What is your greatest learning need to improve your personal performance? (*open-ended*)
10. Which single task consumes most of your time? (*select*)
 - management of organization, operations, and resources
 - school order, safety, and discipline
 - school mission and vision
 - instructional leadership and staff development
 - improvement of student achievement
 - evaluation of program and staff
 - school-parent-community collaboration
 - assessment and data disaggregation
 - comprehensive school improvement planning and implementation
 - creating an environment for student learning
11. Of the following, which single task do you consider the most important? (*select*)
 - management of organization, operations, and resources
 - school order, safety, and discipline
 - school mission and vision
 - instructional leadership and staff development
 - improvement of student achievement
 - evaluation of program and staff
 - school-parent-community collaboration
 - assessment and data disaggregation
 - comprehensive school improvement planning and implementation
 - creating an environment for student learning
12. Please rank in order the priority given during IPLA training. (*rank*)
 - management of organization, operations, and resources
 - school order, safety, and discipline
 - school mission and vision
 - instructional leadership and staff development
 - improvement of student achievement
 - evaluation of program and staff
 - school-parent-community collaboration
 - assessment and data disaggregation
 - comprehensive school improvement planning and implementation
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13. Rank your perceived qualification (one is most qualified, ten is least qualified) in the following areas. (*rank*)
- management of organization, operations, and resources
 - school order, safety, and discipline
 - school mission and vision
 - instructional leadership and staff development
 - improvement of student achievement
 - evaluation of program and staff
 - school-parent-community collaboration
 - assessment and data disaggregation
 - comprehensive school improvement planning and implementation
 - creating an environment for student learning
14. In your current position, what is your top priority every day? (*open-ended*)
15. On a scale of 1-10 (1 as the highest), rate your district on time spent for professional development. (*rank*)
16. On a scale of 1-10 (1 as the highest), rate your district in consistency in providing professional development using the research-based model that includes theory, best practice, demonstration, monitoring, and support. (*rank*)
17. If your school building needed improvement in reading, mathematics, or science, how would you determine the best strategy(ies) to use for improvement? (*open-ended*)
18. During the IPLA program, what was the most effective method(s) used to prepare you for the principalship? (*open-ended*)
19. During the IPLA program, what was the least effective method(s) used to prepare you for the principalship? (*open-ended*)
20. What amount of time do you spend each week in reflective dialogue with colleagues to improve learning? (*open-ended*)
21. What support is (was) provided or made available to you from IPLA since you graduated? (*open-ended*)
22. In 2002, principals in NW Iowa identified the following needs for principals:
- training in data, student achievement, etc., in a real world setting
 - shadow practicing principals
 - internship/practicum
 - mentoring opportunities of two or more years
 - support groups
 - forms of discipline
 - research
 - school finance
 - networking at regional level
 - educate public regarding the role of the principal
 - dealing with people
 - voice in decision-making and planning
 - practicing administrators teach courses
 - Franklin/Daytimer” training
 - curriculum and staff development training
 - skills in facilitation of on-the-job experiences
 - more practical (hands-on) experiences
 - conflict resolution
 - working with variety of personalities
 - scheduling

- evaluation
- completion of state and other reporting documents
- need for "principal professional development"
- learning community development
- working with the DE
- increase "in-box" experiences during training
- standards/benchmarks
- best practice

In which of the above did you receive training during IPLA?

Which of the above did you experience since IPLA?

Which of the above do you believe are important?

23. What was the most beneficial component of the IPLA process? (*open-ended*)
24. What was the least beneficial component of the IPLA process? (*open-ended*)
25. What must occur to improve principal preparation programs in Iowa? (*open-ended*)
26. Suggestions to improve the IPLA program. (*open-ended*)
27. Other information important for us to know. (*open-ended*)
28. How did the program prepare you for an administrative position? (*open-ended*)
29. Are you a stronger teacher/leader/principal as a result of the program? (*open-ended*)

