APPENDIX A

PHASE I ONLINE SURVEY

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PRINCIPALS AS ROLE MAKERS: A STUDY OF ILLINOIS PRINCIPALS' PERCEPTIONS OF INSTRUCTIONAL LEADERSHIP

A printed copy of this survey and the definitions below will be mailed to participants who consent to a follow up phone interview. We will refer to these definitions several times during the course of this online survey and any follow up interviews. These definitions are also hyperlinked throughout the online version to allow you to easily refer to them, and then return to your question. Thank you for your time!

If you prefer not to complete this online version, or the form doesn't work properly from your computer, you can also **click here to print a copy of this form in Adobe .PDF format.**

Or, Click Here to Print this Page for Faxing or Mailing

Please fax the completed form TOLL FREE to: 1 (800) 286-1870
or mail it to:
Michael Smith

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Definitions – these definitions are designed to identify different dimensions of leadership behavior:

> **Role makers** – Principals who are role makers create a leadership role focused on learning and instruction. Taking cues from the needs of the students and staff, these principals move beyond the traditional operational maintenance role. They delegate the more traditional roles to others so that they can focus on improving learning and instruction. These principals function in their managerial capacity to deal with situations that are defined by their own behaviors, preferences and how they act out the role demands (Hart & Bredeson, 1996, p. 134).

> **Role takers** – Principals who are role takers tend to operate within the traditional role of building level administrators. These principals work within the roles defined by the demands of their work environment. Principals function in their managerial capacity to deal with situations that are defined by the specific demands and role expectations (Hart & Bredeson, 1996, p. 134).

> **Instructional leadership** – Principals who are instructional leaders strive to define and promote innovation and improvement of the instructional program. This includes curriculum development, instruction, assessment, and data analysis. These are principals who are very much engaged in promoting new teaching methods and working to improve teaching, learning and instruction across the

curriculum. Maintaining an active role in supporting, guiding, evaluating, and nurturing teaching practices is a common definition of instructional leadership throughout the research literature (e.g., Lashway, 2002; Blase & Blase, 2004).

Click the link to return to <u>Part III – Dimensions of Leadership Practices</u>

<u>Part I - Contact Information</u>

	Full Name		
	School		
	School RCDS Number		
	School Zip Code		
	E-mail		
	Gender	☐ Male ☐	Female
	Years in Principalship		
	Grade Level	*Elementary (Pre-K - 8)* ☐ *Elementary (Pre-K - 4)* ☐ *Middle* ☐ *Secondary* ☐	
I am willing to participate in follow up interviews by phone: *Yes* ☐ *No* ☐			

<u>Part II – Perceptions of the Principal's Roles and Instructional Leadership</u>

1. I am most inclined to stick to the traditional roles defined by my job description, or the local demands imposed by the community.

   ☐ Strongly Disagree

   ☐ Disagree

   ☐ No Opinion

   ☐ Agree

   ☐ Strongly Agree

2. I put instructional leadership at the top of my leadership priorities and delegate other more traditional roles or duties to my office staff.

    ☐ Strongly Disagree

    ☐ Disagree

    ☐ No Opinion

    ☐ Agree

    ☐ Strongly Agree

3. Improving learning and instruction are duties best left to the teaching staff alone.

    ☐ Strongly Disagree

    ☐ Disagree

    ☐ No Opinion

    ☐ Agree

    ☐ Strongly Agree

4. As a principal, my role is often defined by the learning needs of students as opposed to the operational maintenance of the school.

    ☐ Strongly Disagree

    ☐ Disagree

    ☐ No Opinion

    ☐ Agree

    ☐ Strongly Agree

5. The importance of the principal's role as an instructional leader is determined by the grade level of the school (i.e. elementary, middle, high school).

    ☐ Strongly Disagree

    ☐ Disagree

    ☐ No Opinion

    ☐ Agree

    ☐ Strongly Agree

6. It is important that the principal asks for and seems to seriously consider the input of teachers when making instructional decisions.

   ☐ Strongly Disagree

   ☐ Disagree

   ☐ No Opinion

   ☐ Agree

   ☐ Strongly Agree

7. Gender is a key factor in determining if a principal is more effective as an instructional leader.

   ☐ Strongly Disagree

   ☐ Disagree

   ☐ No Opinion

   ☐ Agree

   ☐ Strongly Agree

8. More years of experience as a principal make a significant difference in success as an instructional leader.

   ☐ Strongly Disagree

   ☐ Disagree

   ☐ No Opinion

   ☐ Agree

   ☐ Strongly Agree

9. The longer I work as a principal, the more removed I become from teaching practices.

   ☐ Strongly Disagree

   ☐ Disagree

   ☐ No Opinion

   ☐ Agree

   ☐ Strongly Agree

Part III – Dimensions of Leadership Practices

Please assess your perceptions and experiences for the items below honestly. Please mark the response that most nearly describes your perceptions of each item based on the following four criteria:

A. I have little understanding of this dimension of the principalship and little or no practical experience.

B. I have some understanding of this dimension of the principalship but have little or no practical experience.

C. I have a good understanding of this dimension of the principalship but have little or no practical experience.

D. I have some practical experience and a good understanding of this dimension of the principalship.

In the following questions after you have made your choice of the four answers above, for any question which you choose "D. Practical Experience," indicate if you perceive this dimension to be an important component of 1. role making, 2. role taking or if it is more likely to be part of 3. common instructional leadership practices.

10. For a principal to allow more time for instructional leadership, he or she must work to change the traditional roles stated in the job description.			
☐ A. little understanding	☐ B. some understanding	☐ C. good understanding	☐ D. practical experience
If you chose D for this question, is this dimension of leadership an important component of:			
☐ role making - innovative leadership that goes beyond traditional role expectations,			
☐ role taking - assuming a more traditional leadership role, or			
☐ common instructional leadership practices - striving to improve teaching, learning and instruction?			

11. My approach to the principal's role permits me to facilitate the collection, organization and analysis of a variety of information, including student performance data, to assess progress toward the district's vision of educational excellence.

☐ A. <u>little</u> <u>understanding</u>	☐ B. <u>some</u> <u>understanding</u>	☐ C. <u>good</u> <u>understanding</u>	☐ D. <u>practical experience</u>

If you chose D for this question, is this dimension of leadership an important component of:

☐ <u>role making</u>, - innovative leadership that goes beyond traditional role expectations,

☐ <u>role taking</u> - assuming a more traditional leadership role, or

☐ <u>common instructional leadership practices</u> - striving to improve teaching, learning and instruction?

12. My approach to the principal's role permits me to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

☐ A. <u>little</u> <u>understanding</u>	☐ B. <u>some</u> <u>understanding</u>	☐ C. <u>good</u> <u>understanding</u>	☐ D. <u>practical experience</u>

If you chose D for this question, is this dimension of leadership an important component of:

☐ <u>role making</u> - innovative leadership that goes beyond traditional role expectations,

☐ <u>role taking</u> - assuming a more traditional leadership role, or

☐ <u>common instructional leadership practices</u> - striving to improve teaching, learning and instruction?

13. My approach to the principal's role permits me to systematically support staff growth and development to enhance the learning environment and the instructional program.

☐ A. <u>little</u> <u>understanding</u>	☐ B. <u>some</u> <u>understanding</u>	☐ C. <u>good</u> <u>understanding</u>	☐ D. <u>practical experience</u>

If you chose D for this question, is this dimension of leadership an important component of:

☐ <u>role making</u> - innovative leadership that goes beyond traditional role expectations,

☐ <u>role taking</u> - assuming a more traditional leadership role, or

☐ <u>common instructional leadership practices</u> - striving to improve teaching, learning and instruction?

14. My approach to the principal's role permits me to promote the appropriate use of technology to enhance student learning and professional growth.

☐ A. little understanding	☐ B. some understanding	☐ C. good understanding	☐ D. practical experience

If you chose D for this question, is this dimension of leadership an important component of:

☐ role making - innovative leadership that goes beyond traditional role expectations,

☐ role taking - assuming a more traditional leadership role, or

☐ common instructional leadership practices - striving to improve teaching, learning and instruction?

15. My approach to the principal's role permits me to connect best practices, sound educational research, and educational standards to changes in instructional practices and curricular materials.

☐ A. little understanding	☐ B. some understanding	☐ C. good understanding	☐ D. practical experience

If you chose D for this question, is this dimension of leadership an important component of:

☐ role making - innovative leadership that goes beyond traditional role expectations,

☐ role taking - assuming a more traditional leadership role, or

☐ common instructional leadership practices - striving to improve teaching, learning and instruction?

16. It is impossible to change the traditional roles from my job description in order to allow more time for instructional leadership.

☐ A. little understanding	☐ B. some understanding	☐ C. good understanding	☐ D. practical experience

If you chose D for this question, is this dimension of leadership an important component of:

☐ role making - innovative leadership that goes beyond traditional role expectations,

☐ role taking - assuming a more traditional leadership role, or

☐ common instructional leadership practices - striving to improve teaching, learning and instruction?