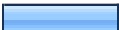

















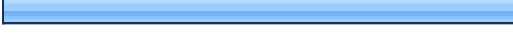


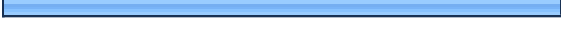
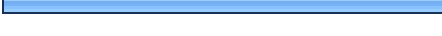

1. Do you support a federal definition of “effective” and/or “highly effective” principals that could be used as part of your local evaluation and might be required in order for your district to compete for federal education dollars?








		Response Percent	Response Count
Yes		17.2%	244
No		58.6%	832
Unsure		8.9%	127
Don't have enough information to comment		15.3%	218
		answered question	1,421
		skipped question	0

2. Do you believe that defining principal effectiveness in significant measure as “at least one grade level in an academic year” of student growth overall and across all subgroups is appropriate?

		Response Percent	Response Count
Yes		13.9%	198
No		70.0%	995
Unsure		7.0%	100
Don't have enough information to comment		9.0%	128
		answered question	1,421
		skipped question	0





3. Please select the school leadership practices or benchmarks that should be considered among the multiple measures as part of a principal evaluation process (check all that apply):

		Response Percent	Response Count
a. Building a shared vision		81.8%	1,162
b. Strengthening school culture		81.7%	1,161
c. Focusing on goals for student achievement		92.5%	1,314
d. Matching leadership knowledge and skills to the school situation		59.8%	850
e. Establishing high performance expectations		83.4%	1,185
f. Providing individualized teacher support and professional development		80.9%	1,150
g. Evaluating and developing teachers		89.7%	1,274
h. Providing instructional guidance (curriculum, pedagogy, and practice)		79.7%	1,133
i. Providing and implementing models of best practice		77.5%	1,101
j. Creating structures and opportunities for teachers to collaborate		83.5%	1,187
k. Developing and implementing strategic school improvement plans		75.9%	1,078
l. Establishing productive relationships with families and communities		84.7%	1,203
m. Empowering others to make significant decisions		66.6%	947
o. Aligning resources to support the instructional program		76.4%	1,085






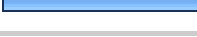

p. Managing data and knowledge to make good decisions		88.5%	1,258
q. Providing organizational management skills (including personnel and budgetary matters)		72.2%	1,026
r. Providing supportive working conditions in the school building		76.0%	1,080
s. Exhibiting resiliency and adaptability		64.3%	914
t. Recruiting and retaining quality teachers		71.0%	1,009
u. Improving high school graduation rates		37.5%	533
v. Improving college enrollment rates		23.2%	330
		answered question	1,421
		skipped question	0

4. Please indicate other leadership practices you think should be among the multiple measures considered as part of a principal evaluation process:	
	Response Count
	317
	answered question 317
	skipped question 1,104

5. Please indicate your title:

		Response Percent	Response Count
Principal		81.2%	1,154
Assistant Principal		8.6%	122
Central Office Staff		4.2%	59
Other		6.1%	86
		answered question	1,421
		skipped question	0

6. Please indicate the grade level of your school:

		Response Percent	Response Count
Pre-K to Grade 2		3.7%	53
Pre-K to Grade 6		11.3%	160
K to Grade 5		31.2%	444
K to Grade 6		9.6%	136
K to Grade 8		5.2%	74
Grade 6 to Grade 8		4.2%	60
Other (specify below)		29.6%	421
Not in a school setting		5.1%	73
		answered question	1,421
		skipped question	0

7. If Other, please specify:

		Response Count
		482
answered question		482
skipped question		939

4. Please indicate other leadership practices you think should be among the

Response Text		
1	test	Aug 27, 2010 8:15 PM
2	Community outreach -- working collaboratively and effectively with parents and community members to promote student learning.	Aug 27, 2010 8:42 PM
3	How many suport staff are available to help with managerial duties	Aug 27, 2010 8:44 PM
4	I do NOT want the Federal Government dictating what makes me successful in my individual, unique situation. The needs change year to year and what makes someone successful does NOT always look the same. Bottom line is that we all want kids to achieve but to mandate that achievement is not always appropriate or an accurate reflection of the achievement made by a student and/or school.	Aug 27, 2010 8:45 PM
5	Written responses to how the principal met the yearly and building goals with evidence.	Aug 27, 2010 8:45 PM
6	progress on goals/ state assessments	Aug 27, 2010 8:47 PM
7	Identifying the norms of the community and working with them to provide students the skills to become 21st Century learners. (Sometimes they don't work well together and a principal needs skills to make it all work.)	Aug 27, 2010 8:48 PM
8	Effective Problem Solving & Conflict resolution	Aug 27, 2010 8:49 PM
9	I do not think student outcomes over which principals have only loose and indirect influence should be part of principal evaluations, except at the discretion of the principal's immediate supervisor, who might have the information necessary to make such judgments. I don't think federal formulas can usefully evaluate principals on the basis of such criteria as graduation rate - too many factors other than the principal are involved.	Aug 27, 2010 8:51 PM
10	Being a community "ambassador" for education, promoting your school and school district at various public events.	Aug 27, 2010 8:52 PM
11	NA	Aug 27, 2010 8:53 PM
12	professional development for self	Aug 27, 2010 8:55 PM
13	Knowledge and support of programs and instruction for special needs students	Aug 27, 2010 8:56 PM
14	It is concerning as a single grade level building we would be evaluated on multiple grade level data. PLEASE give us multiple criteria.	Aug 27, 2010 8:56 PM
15	Because early childhood (age 3 to Grade 3) is very different than older learners, principals of these grades need to have specialized training in child development and learning--especially developing literacy.	Aug 27, 2010 8:57 PM
16	leadership outside of your school- teaching college classes, serving on system level committees, etc.	Aug 27, 2010 9:03 PM
17	discipline rates, budgetary responsibility	Aug 27, 2010 9:03 PM
18	evidence of student learning improvement	Aug 27, 2010 9:04 PM

4. Please indicate other leadership practices you think should be among the

	Response Text	
19	1. Advocates with central office staff for changes in policies and practices. 2. Shows strength and creativity in dealing with difficult families and situations. Other comment: It is extremely difficult to get rid of low performing teachers; we have little control over this issue. Not reasonable to hold me accountable when I have a lousy teacher(s).	Aug 27, 2010 9:04 PM
20	Developing teacher competency	Aug 27, 2010 9:05 PM
21	The list above covers the many areas we are responsible for.	Aug 27, 2010 9:11 PM
22	I believe it is shortsighted to create some sort of federal oversight that does not allow for individual needs of schools and districts to be considered.	Aug 27, 2010 9:12 PM
23	Note addresses the above...while all of the goals are applicable to positive school settings, one must also remain reasonable and practical. How much should one person be expected to DO Well? We can and should do a lot, granted...but what is reasonable??? Thanks, Sheila Floyd	Aug 27, 2010 9:15 PM
24	Accommodating local goals and needs is important because as a principal you are serving the desires of the local community as well as making sure students have a broad base of skills and qualities to adapt to the unknown 21st century lives our students will lead.	Aug 27, 2010 9:20 PM
25	Participation in profession development experiences that enhance leadership skills.	Aug 27, 2010 9:20 PM
26	Partnerships with agencies that can provide school-based support to students and families.	Aug 27, 2010 9:20 PM
27	This is a pretty comprehensive list and it looks like "d and n" repeat. Letters "u and v" are important but hard to measure at the Elem. level. Again, very comprehensive list.	Aug 27, 2010 9:24 PM
28	Collaborating with central office effectively and with other educational leaders	Aug 27, 2010 9:26 PM
29	Grants, awards, leadership positions, sustaining change (I have no idea how that would be measured!)	Aug 27, 2010 9:28 PM
30	Providing for the social emotional growth of all students	Aug 27, 2010 9:29 PM
31	I think student growth and closing the gap are important to include. High school completion is important but it's not right to come before the other measures in opening statement,esp for elementary principals.	Aug 27, 2010 9:29 PM
32	Data just from test scores should be considered, but perceptive data should be included as well. Stakeholder survey data should be included from staff, students, community, etc.	Aug 27, 2010 9:30 PM
33	Not sure there are any more!	Aug 27, 2010 9:33 PM
34	Demonstrating continuous professional growth and maintaining currency in educational theory and practice.	Aug 27, 2010 9:34 PM
35	kid, parent, teacher, parent survey...climate, saftey, leadership	Aug 27, 2010 9:35 PM
36	g. & n. are duplicates, d. & s. need clarification, and u. & v. may not apply to elementary and middle school principals	Aug 27, 2010 9:38 PM
37	Academic improvement/achievement, just not to the strict levels described above. Maybe one year growth in a certain number of sub-groups.	Aug 27, 2010 9:42 PM
38	We have/need to do it all, and there just isn't enough time or help to get it all done.	Aug 27, 2010 9:43 PM
39	Progress goals for individual students.	Aug 27, 2010 9:43 PM
40	wow; the list was pretty extensive and I can't think of any now...ethics, integrity, financial knowledge, student mgt. tenets	Aug 27, 2010 9:45 PM

4. Please indicate other leadership practices you think should be among the

	Response Text	
41	Any of Douglas Reeves' areas are great! Assessing Educational Leaders: Evaluating Performance for Improved Individual and Organizational Results When we can pick and choose the raw ingredients to make our learners learn like business owners can with their selection of iron, plastic, apples, or whatever they use to make the things they sell ...then we can be graded and held accountable on the outcome we produce.	Aug 27, 2010 10:01 PM
42	Communication with the community.	Aug 27, 2010 10:03 PM
43	Student engagement, community feedback, meeting learner needs, peer relationships	Aug 27, 2010 10:06 PM
44	Continued professional development	Aug 27, 2010 10:07 PM
45	Connections with children and families Continued connection with past students and their progress Volunteerism in the school	Aug 27, 2010 10:08 PM
46	Innovative, Consistent, Fair	Aug 27, 2010 10:15 PM
47	Collaborating with building and district staff to improve student learning Establishing a cohesive unit that is dedicated to learning for all Creating a positive and safe school environment	Aug 27, 2010 10:19 PM
48	All of the qualities above are part of a Principal's job. I believe that in my situation K-4 building and only 35 in 3rd and 4th basing my abilities as a Principal on how each of these groups may be a bit skewed because of the small population and the differences that each group of students presents.	Aug 27, 2010 10:24 PM
49	It should follow the ISLLC standards	Aug 27, 2010 10:31 PM
50	Developing teacher leaders Demonstrating courageous leadership when needed	Aug 27, 2010 10:33 PM
51	Being a change agent: "taking others to a place they would not go by themselves."	Aug 27, 2010 10:37 PM
52	High School diploma students can enroll in college level classes without having to spend a year in community college remediation...make our diplomas really mean something.	Aug 27, 2010 10:40 PM
53	supporting parent involvement	Aug 27, 2010 10:44 PM
54	Collaborative skills Consensus builder Team building skills	Aug 27, 2010 10:52 PM
55	Building effective groups of learning communities Parent Education programs	Aug 27, 2010 10:58 PM
56	Highly effective = 1.5 years of growth?? That would mean that students entering 12th grade would be well into the graduate level of college!	Aug 27, 2010 11:11 PM
57	Creating a safe and positive environment for students.	Aug 27, 2010 11:36 PM
58	Measure of student achievement (growth) over time.	Aug 27, 2010 11:43 PM
59	Many of the indicators above are impacted by resource availability and therefore should not be considered. Also- small schools < 150 kids may not have sub-group numbers that are statistically significant. Definitions and/criteria need to consider rural America.	Aug 27, 2010 11:52 PM
60	Demonstrating effective advocacy skills with community stakeholders, including political bodies.	Aug 28, 2010 12:13 AM

4. Please indicate other leadership practices you think should be among the

	Response Text	
61	Principals need access to observe best practice models. Just as we have IEP's, we need individual plans for every school to ensure growth and progress is consistent. Because we measure different students each year, the test scores cannot be the only means used to measure achievement. The school districts must be accountable for quality, centralized professional development for principals and for giving individual attention to principals/schools to support the development plans before standards should be put into place. Measuring principals BEFORE expecting districts to provide evidence of quality professional development for principals puts all the responsibility at the building level. I run a high-achieving school, but the top-down changes that take place all too quickly are worrisome to me. Also, principals should have administrative help to manage data and building level professional development when they are the only administrator expected to also run the school and do all the observations and evaluations. Perhaps a quasi-administrative assistant could become an acceptable position for such schools. The local associations run great workshops, but often the expense comes out of the individual's pocket, especially in tight budget times when such benefits are being cut everywhere.	Aug 28, 2010 12:30 AM
62	providing a safe environment continuing professional development for self	Aug 28, 2010 12:35 AM
63	21st century preparation social emotional growth of students/staff collaborative administrative partnerships	Aug 28, 2010 12:38 AM
64	valid license	Aug 28, 2010 1:21 AM
65	Developing a positive climate in which teachers, students, and parents are valued through positive feedback and interactions	Aug 28, 2010 2:32 AM
66	practicing subsidiarity	Aug 28, 2010 2:45 AM
67	Data that reflects high growth patterns for student achievement	Aug 28, 2010 2:48 AM
68	I have concerns about looking at turn over rates with staff alone. Sometimes it is necessary for a principal to have turn over to correct staffing issues. This is an issue that should be considered for the area of retaining teachers. Improving college enrollment rates should be something that should be something that is done comparative to community standards and then look at community standards. I believe this can be an unfair measure for high schools and can take years to change for some populations. Levels of professional development can vary as there is the concern of proration. We do inhouse professional development but that becomes difficult when budgets become strapped for book studies, speakers and years of listening to "inhouse experts". There is no money to send individuals to training during proration. I think team building, leadership, development of continuous improvement plans, student gains, supporting teachers and encouraging student involvement in paramount.	Aug 28, 2010 3:19 AM
69	Something along the lines of diversity; managing it in a healthy manner.	Aug 28, 2010 4:28 AM
70	ability to relate to the local community	Aug 28, 2010 7:54 AM
71	Active engagement in all aspects of the school day visible, available, supportive, strong knowledge base	Aug 28, 2010 12:02 PM
72	Evidence of courage and integrity in leadership: Cultivation and sustaining a high level of relational trust in the school. See Bryk and Schneider's "Trust in Schools" (2003) or Tschannen-Moran's "Trust Matters" (2007) for explicit information that ties trust to student achievement.	Aug 28, 2010 12:33 PM
73	That's already a list that is way too long. Good work but complex work. Not enough hours in the day to do this work the way it needs to be done.	Aug 28, 2010 12:38 PM
74	N/A	Aug 28, 2010 12:39 PM

4. Please indicate other leadership practices you think should be among the

Response Text		
75	A year's growth may not be appropriate. However, I believe that some measure of academic achievement must be factored in. Improvement is the key word.	Aug 28, 2010 2:17 PM
76	Providing a safe and secure environment for students and employees	Aug 28, 2010 2:34 PM
77	flexibility regarding staff and building issues creating a collaborative culture among all stakeholders	Aug 28, 2010 2:45 PM
78	I believe in accountability and the areas above are all important to the work of an effective principal, an enormous task. I think the issue is HOW will those areas be evaluated and by whom. I certainly believe in student growth each year but I do not believe that standardized test scores should be the primary manner of evaluating a principal.	Aug 28, 2010 3:00 PM
79	If we have evaluation that is based on an assessment, then we all need to use the same assessment.	Aug 28, 2010 3:00 PM
80	It is such a comprehensive position. Hard to "silo" the characteristics.	Aug 28, 2010 3:15 PM
81	The definition of student achievement needs to be clearer, especially for disadvantaged students. Highly impacted schools need to show substantial growth but may not make it to "grade level". Would this type of improvement be considered? Principals also need more support in helping the underperforming teacher become successful, or removing said teacher if improvement does not occur if such high restrictions are placed on the principal evaluation.	Aug 28, 2010 3:29 PM
82	How do we deal with students who come to us with no language, have a variety of behavioral issues, without parental support?	Aug 28, 2010 3:40 PM
83	Creates and maintains a joyful learning environment for children despite absurd federal expectations and highly diverse home/parent expectations.	Aug 28, 2010 3:48 PM
84	I think there should be an opportunity for the principal to work with his/her immediate supervisor to set goals for the year, and then the principal through observation and the presentation of data and artifacts should be evaluated, based on the documented progress on the goals.	Aug 28, 2010 3:50 PM
85	conflict management skills effective communication skills	Aug 28, 2010 4:15 PM
86	cultural competence incorporating Social, Emotional, Learning into all aspects of student achievement support of the arts--all of them	Aug 28, 2010 6:33 PM
87	Develops highly effective teachers Effectively uses central office & community resources	Aug 28, 2010 6:41 PM
88	Participates in peer collaborative learning group and demonstrates continued learning and application of that learning.	Aug 28, 2010 7:42 PM
89	One year of growth based upon each students' individual level at the beginning of the school year. Based upon available funds designatd by Central Based upon meeting the needs of students as defined by many different things, ie. readiness for school, environmental constraints, etc.	Aug 28, 2010 8:15 PM
90	Other comments: if 1 1/2 years f growth equals highly effective then school attendance can end years earlier. Not all students will attend college but will pursue career paths. There should not be a penalty for this. Growth needs to be measured in multiple ways, not solely one test on one day. Developmental and life situations should also be a factor before drawing conclusions from the test results.	Aug 28, 2010 11:44 PM
91	Supporting and fostering a well-rounded education for students, including the arts, citizenship, and physical education.	Aug 29, 2010 12:23 AM

4. Please indicate other leadership practices you think should be among the

	Response Text	
92	Expecting and motivating staff to effectively use technology and be evaluated as 21st century teachers.	Aug 29, 2010 12:35 AM
93	Developing supportive parental and community relationships.	Aug 29, 2010 1:08 AM
94	Demonstrating personal professional growth	Aug 29, 2010 2:22 AM
95	Complince with district and state policies	Aug 29, 2010 2:26 AM
96	Encouraging and supporting innovative ideas for promoting student success at every level. (thinking outside the box to close the gap and raise performance)	Aug 29, 2010 1:10 PM
97	1) Providing teacher training on data analysis. 2) Providing and supporting a framework for data-driven instruction. 3) Providing staff support and professional development.	Aug 29, 2010 1:16 PM
98	Managing students in the public school with mental health issues when there is a lack of funding to properly support the needs of these students and programs.	Aug 29, 2010 1:24 PM
99	All items checked are part of the principal position---MANY of these items depend on the adm. structure of thwe dtrict and control that a principal has---(i.e selection of personnel---some districts assign their teachers from central office). Some districts allow principals a large role in budgeting and allocation of funds--- in other districts the principal has no control of the building finances.	Aug 29, 2010 1:40 PM
100	Team with parents in community activities	Aug 29, 2010 1:42 PM
101	The list above is reflective. (Some items are redundand or subjective, so I did not choose all.)	Aug 29, 2010 1:57 PM
102	-administrators engaged in personal professional growth activities -	Aug 29, 2010 2:08 PM
103	The list you have provided is well done and comprehensive.	Aug 29, 2010 2:32 PM
104	Some consideration needs to be given to the school community's population to address needs specifically in support of student learning	Aug 29, 2010 2:43 PM
105	Data should be a part of the principal evaluation, but it should be multiple measures over time--like the teacher value added scores. Other examples could be curriculum based measurements, strategic monitoring, etc. Principals and teachers should have the opportunity to provide evidence of student growth as measured in any type of scientifically research based instruction, rather than basing it all on a state assessment given annually. The state assessment is just a snapshot of how students do in one setting, and should be just a small piece in the big picture.	Aug 29, 2010 3:35 PM
106	The demographic make up of students and socio-econimic status.	Aug 29, 2010 3:37 PM
107	n and g are the same.....	Aug 29, 2010 3:58 PM
108	NA	Aug 29, 2010 4:52 PM
109	Development of a positive invitational school climate - both within building and in the community it serves.	Aug 29, 2010 5:18 PM
110	Continuous Improvement, collaboration	Aug 29, 2010 6:19 PM
111	Providing yearly institute to demonstrates best practices on following areas: Classroom management and disciplines, teacher to teacher mentoring, School wide or city wide testing preparations and leadership ad programs management trainings to principals, assistant principals and Deans.	Aug 29, 2010 6:35 PM
112	G & N are the same. As for U & V, I believe that elementary princiapls contribute to HS grad & college enrollment rates, but the span of years between our direct influence and the occurrence of those events is too great for us to be held directly accountable.	Aug 29, 2010 6:40 PM
113	Providing inclusive and effective programs for students with diverse needs.	Aug 29, 2010 7:27 PM
114	Showing growth with our most challenging learners using value added measures.	Aug 29, 2010 7:55 PM

4. Please indicate other leadership practices you think should be among the

	Response Text	
115	Extensive knowledge and implementation of effective change processes. You have "evaluating and developing teachers" listed twice.	Aug 29, 2010 8:05 PM
116	Teacher evaluation is so important! Without the district's backing, principals are unable to have poor teachers fired or have them required to take additional training. Sometimes, we are given all the responsibility and no power to move ineffective teachers out of their position. We often know where our weak links lie and are powerless to do much of anything.	Aug 29, 2010 8:19 PM
117	students are productive and well behaved; level of parent involvement	Aug 29, 2010 8:22 PM
118	Working with all components of the school. (Ex custodians, nurse, conselor, cafeteria manager.)	Aug 29, 2010 8:30 PM
119	Sometimes a principal's hands are tied as to what they may feel is best for their school situation, but they are not allowed to do because of administration in control of district or curriculum and not supportive of what teachers and principal are seeing is needed.	Aug 29, 2010 8:45 PM
120	integrated learning structures personal professional development of the principal	Aug 29, 2010 9:29 PM
121	inclusive practices and programs the number of special needs students being serviced open enrollment that is truly open to all students	Aug 29, 2010 9:41 PM
122	The level of student supports present within your school as a result of district's fiscal efforts to support such services.	Aug 29, 2010 9:41 PM
123	Providing differentiated professional development according to staff needs	Aug 29, 2010 10:31 PM
124	Effective communication	Aug 29, 2010 10:42 PM
125	Principal's who further their education with advanced degrees.	Aug 29, 2010 11:22 PM
126	Establishing productive relationships with students	Aug 29, 2010 11:56 PM
127	District level leadership roles	Aug 30, 2010 12:00 AM
128	Building teacher capacity and a sense of teacher efficacy	Aug 30, 2010 12:25 AM
129	Mentoring program for new teachers (new to the school and new to the profession)	Aug 30, 2010 12:34 AM
130	Contributing to district initiatives in support of the overall educational program; developing skills and knowledge through personal professional development through coursework.	Aug 30, 2010 12:41 AM
131	Establishing opportunities to build strong relationships between students and adults in the building.	Aug 30, 2010 1:46 AM
132	The ISLLC standards are a good place to start.	Aug 30, 2010 4:55 AM
133	1) Concern for image 2) Staying focused on gaols and objectives	Aug 30, 2010 10:38 AM
134	We should be held to a standard for student growth but as with the teachers, the goal needs to be realistic as we work with children not machines.	Aug 30, 2010 11:04 AM
135	I challenge those who believe that scores are the only or even the majority method by which to measure a principal to do as I have and watch a child die, to lead a school through the death of that child, and to lead a school through the deaths of staff members to say to those involved that the most important thing that year was test scores. While scores are important, the job is too large to be contained by narrow measures.	Aug 30, 2010 11:45 AM
136	Local Community Activism Grant Writing Continuing Education	Aug 30, 2010 12:02 PM

4. Please indicate other leadership practices you think should be among the

Response Text		
137	There must be consideration based on the student population. Some of the most effective principals, working in the lowest performing schools, will never meet the growth and parent participation objectives simply due to the attitude the community have toward education. Likewise, some ineffective principals, working in communities that highly value and support education, will meet the growth and parent participation objectives simply due to the attitude the community have toward education. If you want your best principals to work with your most needy schools, there must be some means of including the attitude the community have toward education in the evaluation process.	Aug 30, 2010 12:03 PM
138	"g" and "n" are the same..."u" should say improving.	Aug 30, 2010 12:12 PM
139	Student growth and achievement should be a factor. However, sp. ed. and emotional students may not be able to make 1 year to 1 1/2 years growth in 1 school year. There are too many factors and variables. However, showing that the student has a plan for individualized instruction whether sp. ed. or response to intervention and that teachers and administrators are developing, monitoring etc. struggling students with measurable student growth seems reasonable. Not all students can show 1 year to 1 1/2 growth in one school year.	Aug 30, 2010 12:13 PM
140	you have a pretty comprehensive list - I do think it is much for one manager and maybe even two	Aug 30, 2010 12:18 PM
141	Principals jobs are to help develop students into good people not just good test takers.	Aug 30, 2010 12:35 PM
142	Student achievement in terms of growth should be used as one measure ONLY if the principal has the ability to replace under-performing teachers after significant mentoring and assistance, whether the teacher is tenured or not.	Aug 30, 2010 12:36 PM
143	Growth of special education students even if they don't reach the 41% they should make yearly growth.	Aug 30, 2010 12:39 PM
144	creating a trusting atmosphere providing extra-curricular and supplementary opportunities for students who need them	Aug 30, 2010 12:48 PM
145	The principal; is manager of people, and thus should have good people skills and be able to motivate those that he/she supervises daily. At the elementary level it is more than being about just academics. It is important to help to mold the character of children and have them learn how to work together to achieve common goals in school and in life. Success in life can not always be measured by a test score. While I support the need to improve academics, and to have a measuring stick to go by, I do not believe it is fair to try to measure the success of any school simply based on a standardized test. All schools and school populations are not created equal, and it is ludicrous and non-educated to expect 100% of all students to be proficient at one given time. I have been in education for 40 years, and an elementary school Principal for 30 years in 3 schools and two states. (You duplicated one of the selections above in g. and n.)	Aug 30, 2010 1:13 PM
146	personal professional development	Aug 30, 2010 1:16 PM
147	Urban verses Rural setting of the school should be taken into account, some urban school with a high SES will easily send more students to higher education than a rural school with a lower SES and high free/reduced lunch rate; test scores should be tight to the students grades, promotion and retention if they are going to be used a guide to teacher or principal evaluations.	Aug 30, 2010 1:17 PM
148	Increasing Parent Involvement in the school. Working with community leaders to improve the schhol.	Aug 30, 2010 1:22 PM
149	Developing a system for intervention Have a student support system to identify and help students with specific needs Building synergy and positive climate for staff,students and parents Parental involvement	Aug 30, 2010 1:24 PM

4. Please indicate other leadership practices you think should be among the

	Response Text	
150	Teacher perception surveys like the Audit of Principal Effectiveness.	Aug 30, 2010 1:40 PM
151	A principal's effectiveness in understanding the needs of special education/gifted students. The principal must understand the law and follow regulations.	Aug 30, 2010 1:41 PM
152	Establishing positive, supportive relationships with students. Targeting individual learning plans for students.	Aug 30, 2010 1:45 PM
153	I am willing to look to standardized testing but recognize the many factors beyond the school relate to this success. That an over reliance on this single factor can distort a perception of a school, can stifle school plans and reduce the initiatives necessary to meet the needs of ALL students. We are not producing widgets here! We are educating children for success in life; that is more than success on a standardized test.	Aug 30, 2010 2:09 PM
154	Creating a culture of collaboration Establishing a mentor teacher program with peer support DATA Quality Management training/use	Aug 30, 2010 2:12 PM
155	Commitment to Differentiation and meeting the needs of all students through professional development and support	Aug 30, 2010 2:13 PM
156	Creating structures for customized learning for students (i.e. RtI) Creating structures and opportunities for student engagement	Aug 30, 2010 2:20 PM
157	Before I answer "yes" to question #2, I think it would be important to know what percentage of students would be required to make this gain each year. Would it be similar to NCLB where 100% need to be proficient or above by 2014? If so, then I think I would have to answer "no" on that question. If it were a reasonable percentage, then I could consider answering "yes" to that question.	Aug 30, 2010 2:34 PM
158	Building the practice of professional learning communiites in all schools	Aug 30, 2010 2:48 PM
159	Results Which Demonstrate a Pattern of Making Good Decisions Resolving Problems Prior to them Becoming Major Hurdles Sustained Student Achievement Improvement Over Time	Aug 30, 2010 2:57 PM
160	I believe the scores and growth measures of ESE students should certainly be used as a measure to be improved upon. I don't think that EBD populations should be used to determine the effectiveness of a principal. These children have significant emotional issues and offer refuse to test.	Aug 30, 2010 3:06 PM
161	An effective administrator must not only direct his staff and building in areas of curriculum, teaching, practices, climate..., but must also empower teachers and establish positive relationships to influence their practices.	Aug 30, 2010 3:06 PM
162	Monitoring strategies and programs put in place to improve student achievement	Aug 30, 2010 3:07 PM
163	Ability to assist with differentiation of instruction for potential low performing and potentially higher performing students.	Aug 30, 2010 3:08 PM
164	Building relationships with students, and guiding teachers' ability to do the same.	Aug 30, 2010 3:18 PM
165	Punitive measures do not improve leadership in a school. The government is not acting as a partner but as a policeman. At what point do parents accept responsibility?	Aug 30, 2010 3:31 PM
166	Servant leadership. I also think it is important for principals of low performing schools to be recognized for what call "Improvement quotient (IQ)" If there are multiple measures that show students are making progress, yet they are not at standard at a particular point in time, those principals need to be recognized for the good work they have been doing.	Aug 30, 2010 3:36 PM
167	Communication with parents, teachers and community	Aug 30, 2010 3:39 PM
168	Building a collaborative school community that includes teachers, support staff, parents, community members and business partners.	Aug 30, 2010 3:39 PM

4. Please indicate other leadership practices you think should be among the

	Response Text	
169	Whatever the evaluation tool that is selected, it needs to be "doable". By this I mean realistic and measurable. The criteria need to be defined clearly enough that a person can understand and be able to achieve them. Lastly, the assessment and evaluation need to be done in a straight forward and objective manner by a professional trained to do such evaluations. Often times, the definition of the principal is so broad that it becomes a study in and of itself. If it is that big, may be it should be done in components that are routinely reviewed on a rotational basis. In the end, it looks that student achievement is the net effect of whatever a principal or a teacher does. If that is the case, then a test score is definitely relevant. HOWEVER, the score and the assessment need to measure what is intended to be measured and CONTINUAL / SUSTAINED GROWTH of a student or group of students needs to be the goal.	Aug 30, 2010 4:00 PM
170	increasing student achievement over time, using an individual measure to determine student progress	Aug 30, 2010 4:28 PM
171	Motivating and empowering teachers to reach their potential creating a climate that encourages a love of learning as well as developing the whole child	Aug 30, 2010 4:29 PM
172	Good Technology Skills	Aug 30, 2010 4:31 PM
173	None additional.	Aug 30, 2010 4:31 PM
174	There needs to be multiple measures. Student achievement is why we are here, but a lot goes into making sure this happens. Also, the political climate is so negative and educators feel as if they are under attack. If you want things to improve let us have more ability to ensure that the people working in our schools are dedicated to achievement and if they are not we can more easily remove them-teachers and principals. A good principal may be removed because there isn't the ability to make changes with staff members who are holding things back. This also can hold back the great teachers because of the pressure they feel from the negative teachers.	Aug 30, 2010 4:41 PM
175	Consideration of experience in other levels of education (using " steps" to the Principalship/educational background..to determine readiness to lead; selection process activities	Aug 30, 2010 4:55 PM
176	implementation of IDEA	Aug 30, 2010 5:10 PM
177	Being able to recruit quality teachers and redirecting weaker teachers to other careers would need to be part of the leadership practice. This would require some teacher contract changes but also some strong skills in leadership communication.	Aug 30, 2010 5:14 PM
178	Progress should be measured for students more than once per year and include a comparison of pre and psot instruction - beginning and end of year.	Aug 30, 2010 5:50 PM
179	The trick of course will be to measure the all of the above list, and do so fairly.	Aug 30, 2010 6:02 PM
180	Continuing Education, time outside of school day, effectiveness of school/community relationships, handling of escalated matters, districtwide initiative leadership/compliance. Value added skills should also be recognized such as being bi-lingual, management experience outside of the field of education, educational leadership outside of the district (college, professional associations, etc) as well as fundraising, school construction oversight, etc. Also, urban educational challenges, size of school / student body, as well as measurement of student growth regardless of threshold attainment.	Aug 30, 2010 6:17 PM
181	caring about students, have a business sense, know how to be an effective teacher and be able to model it, accentuate the positives, market education, think outside the box, invest own time, effort and if necessary money	Aug 30, 2010 7:11 PM
182	Encouraging Student/ Staff Community Service Building/Encouraging Teacher Leaders	Aug 30, 2010 7:21 PM

4. Please indicate other leadership practices you think should be among the

Response Text		
183	exhibiting outstanding professional demeanor in all actions	Aug 30, 2010 7:36 PM
184	Providing a support mechanism/system for new teachers	Aug 30, 2010 8:22 PM
185	All of the above are important. The challenge is that one size does not fit all. Flexibility in any evaluative process is important. Student achievement is one very important measure but variables must be considered.	Aug 30, 2010 8:40 PM
186	Strategic Planning, Vision, Facilitation of work among a variety of groups and individuals, conflict resolution/mediation skills	Aug 30, 2010 9:21 PM
187	Advocacy of the whole child through practices	Aug 30, 2010 9:22 PM
188	I think it was well stated in the choices from the list above.	Aug 31, 2010 12:01 AM
189	I think if we get those done, it will be pretty amazing. (g and n are the same.)	Aug 31, 2010 12:04 AM
190	How fair is it to hold accountable "achieve high rates (e.g., one and one-half grade levels in an academic year) of student growth" for all principals especially those who are in a high need community? Is there anything that guarantees that supports will be put in place? The system works against a principal in a high needs area and the demands given the high needs are stressful. I believe in accountability. How can we level the playing field?	Aug 31, 2010 1:56 AM
191	Using staff efficiently to meet the needs of all learners, especially struggling learners.	Aug 31, 2010 2:11 AM
192	Obtaining monetary support for professional development.	Aug 31, 2010 2:35 AM
193	Demonstrating knowledge of English Language Learners	Aug 31, 2010 12:51 PM
194	Communication Skills Sound judgement in decision-making Empowering others toward leadership roles	Aug 31, 2010 2:26 PM
195	It may not be as measurable as other issues, but I think that we need to look at how a principal relates to staff and employees.	Aug 31, 2010 2:38 PM
196	Individual student growth	Aug 31, 2010 3:08 PM
197	Helping teachers learning about and apply the principles of child development as it relates to effective educational practice and student learning.	Aug 31, 2010 3:11 PM
198	All of the above with n being replaced with g.	Aug 31, 2010 4:51 PM
199	A principal's responsibility in an elementary school and a middle school/high school are extremely diverse in nature.	Aug 31, 2010 5:24 PM
200	Ensuring formative and summative assessment activities are used to help teachers plan effective instructional strategies for student learning.	Aug 31, 2010 7:30 PM
201	Principals need more authority in who they hire to teach and what teachers are dismissed. Don't hold principals responsible for student achievement if you will not give them the tools to hire and dismiss without a lot of red tape.	Aug 31, 2010 7:44 PM
202	Student achievement needs to be viewed in conjunction with the changing economic and demographic composition of a school. If free/reduced lunch increase for example yet scores remain the same is different from scores that remain the same with no demographic changes. Same for increases in ESOL of one demographic getting smaller and therefore fewer students that skew percentages.	Aug 31, 2010 8:49 PM
203	It is important to focus on what the principal has done to move a staff forward. If the principal is doing all the right things but the student test scores are not there, that doesn't mean the principal has been failing his/her students or community. Evaluating a principal on what actions and evidence they have for following through on a clear and measurable personal and building strategic plan would be reasonable.	Aug 31, 2010 9:46 PM
204	reduction in school-wide behavioral referrals; or an increase in students being in class, in attendance, and making gains towards standards.	Aug 31, 2010 11:32 PM

4. Please indicate other leadership practices you think should be among the

	Response Text	
205	If the above indicators are in place, students will make academic growth each year, not necessarily one year's growth, but adequate gains will be visible.	Sep 1, 2010 3:59 PM
206	Resiliency, flexibility, & perseverance through whatever comes your way.	Sep 1, 2010 4:01 PM
207	Improvement in Academic Achievement	Sep 1, 2010 4:02 PM
208	School Climate and culture student achievement curriculum, instruction assessment and professional development Family involvement and community relations	Sep 1, 2010 4:03 PM
209	I have been a proponent of utilizing the components of the Leading Learning Communities NAESP publication. our district has aligned its previous goal system to the NAESP recommended Six Standard Areas.	Sep 1, 2010 4:05 PM
210	I'm not opposed to measures of growth by standardized assessments, but need clarification certain angles, such as whether or not it is a year's growth on average for a class or for each individual student?	Sep 1, 2010 4:07 PM
211	Creating and maintaining an RTI process that meets the needs of each individual student.	Sep 1, 2010 4:10 PM
212	Providing a safe environment for students, staff and parents. Modeling a partnership with parents leading to parents embracing effective practices to support their child's education.	Sep 1, 2010 4:11 PM
213	Ability to implement best practices as a result of ongoing, district provided professional development related to such practices.	Sep 1, 2010 4:12 PM
214	Attaining an advanced degree should be considered.	Sep 1, 2010 4:12 PM
215	Ability to deal with the idiots that abound at the state and federal levels in education	Sep 1, 2010 4:12 PM
216	You have covered the vast majority of the items. Please note that in item u, the word improving is misspelled.	Sep 1, 2010 4:14 PM
217	Evaluation of principals should be only a local school district responsibility.	Sep 1, 2010 4:15 PM
218	There are grounds to support all of the checklist above. I didn't check any because of that. It sounds to me like the FEDS are trying to have one evaluation instrument for all administrators. I believe that if student achievement is acceptable, leave all the rest alone. It is also ridiculous to believe that a "highly effective" principal could have all subgroups achieve one and one-half years of growth per year.	Sep 1, 2010 4:17 PM
219	Budgeting, involvement and collaboration in obtaining money and resources for the school (grants, gifts, etc) Building working relationships with post 12th grade educational institutions. Building and facilities mangement	Sep 1, 2010 4:17 PM
220	Effective communication Accessiblity and presence	Sep 1, 2010 4:18 PM
221	My biggest issue is the total lack of addressing how special needs students and their academic achievement will be evaluation or incorporated into the formula. Their scores can dramatically impact the one-year or one and a half year progress standard.	Sep 1, 2010 4:20 PM
222	Compassion and interpersonal skills	Sep 1, 2010 4:20 PM
223	I think that it is impornat that we define a "highly effective principal" but we must have multiple means of assessment. Student achievement needs to be measured over a period of time. For some students minimal growth during a school year can be a tremendous accomplishment.	Sep 1, 2010 4:23 PM
224	Being able to work with the faculty on disaggregating the testing data and developing a framework for each grade level to work on during the year.	Sep 1, 2010 4:23 PM

4. Please indicate other leadership practices you think should be among the

	Response Text	
225	Principal's attendance record; review of written evaluations of teachers; PD provided to staff;	Sep 1, 2010 4:23 PM
226	Any of the above could be good benchmarks but having too many would make the evaluation cumbersome and unrealistic. Not all schools have as much ability to influence graduation rates and college enrollment. Not all can readily be assessed with quantitative numbers. Some districts limit leaders in budget matters or even instruction since this is taken care of at a central office level. When preparing this process, one should reflect on the various types of schools that occur in various parts of the country. If I lead a staff of 30, 80, or 120, there are similarities but the amount of time devoted to a particular task may vary. Are there others who take on the role of leadership or assist?	Sep 1, 2010 4:28 PM
227	consistent, clear and positive communication with all stakeholders effective and positive board relationships risk-taking when needed to improve student learning	Sep 1, 2010 4:31 PM
228	1. Encouraging and facilitating the development of NBCTs.	Sep 1, 2010 4:43 PM
229	It is ok to consider student achievement if the measure is a growth model NOT cut scores. A growth model takes into consideration LEP students and learning disable students.	Sep 1, 2010 4:44 PM
230	Ability to establish effective relationships with students	Sep 1, 2010 4:51 PM
231	Community involvement	Sep 1, 2010 4:53 PM
232	Allowing for individual student and school community differences. Being informed and implementing best practice strategies. (These both are probably stated in the above with other wording.)	Sep 1, 2010 4:54 PM
233	Student performance outcomes should be a factor, but not the only factor	Sep 1, 2010 4:55 PM
234	Building student leaders and teacher leaders; involving all stakeholders in decision making; effectively communicating federal/state mandates and expectations throughout learning community (staff, students, community)	Sep 1, 2010 4:57 PM
235	The balance of general management, instructional leadership, and the people skills to make it happen.	Sep 1, 2010 4:57 PM
236	organized, visionary, goof foundation in teaching	Sep 1, 2010 5:00 PM
237	-Utilizing tools other than a standardized test to measure student growth -We must have high expectations but we have to start with a childs zone of proximal development -Building a community of learners starting with the teachers in the building	Sep 1, 2010 5:01 PM
238	improvements greater than a year's growth in cohorts	Sep 1, 2010 5:12 PM
239	Demeanor, Effectiveness, personable,	Sep 1, 2010 5:13 PM
240	School Recognitions Achieved	Sep 1, 2010 5:13 PM
241	None	Sep 1, 2010 5:15 PM
242	Creating authentic trusting relationships between and among staff, students, parents, and administration.	Sep 1, 2010 5:19 PM
243	Check Marzano's Leadership Responsibilities in School Leadership That Works published by ASCD! Add visibility for sure.	Sep 1, 2010 5:28 PM
244	We believe the principal & assistant principal should be a vital part of the professional learning team, and hold expectations for the staff of precise and personalized instruction.	Sep 1, 2010 5:29 PM
245	n/a	Sep 1, 2010 5:32 PM
246	Healthy relationships with parents and other members of the community to feel comfortable being actively involved in the school. Student social - emotional factors	Sep 1, 2010 5:33 PM

4. Please indicate other leadership practices you think should be among the

Response Text		
247	Hiring excellent teachers and support staff. Serving as a positive role model for staff and students. Making decisions based upon what's best for children.	Sep 1, 2010 5:38 PM
248	positive school climate	Sep 1, 2010 5:47 PM
249	Being allowed to make the tough personnel decisions regarding rehiring of effective teachers.	Sep 1, 2010 5:59 PM
250	Be able to work extremely long days because you have to work all day with this list of ideals of leadership and almost all night to complete the mountain of paper work that is required of all principals.	Sep 1, 2010 6:05 PM
251	Hard working	Sep 1, 2010 6:14 PM
252	Strong communication skills with the School Board, with Parents, with Stakeholders, with students.	Sep 1, 2010 6:14 PM
253	The ability to make changes	Sep 1, 2010 6:15 PM
254	Understanding cultural differences and needs. Working with immigrant children and families. Meeting growth expectations for children learning a second language. (My concern is that principals will not work in schools with demographic challenging conditions. High poverty, high mobility, and high minority / immigrant populations pose significant challenges. Research clearly indicates that children learning English who have no literacy in their first language take 7 to 10 years to become literate in English. The guidelines listed do not provide for principals who chose to work in these schools.)	Sep 1, 2010 6:23 PM
255	Individual student growth based on long term achievement and ability...not a rating that is based on unrealistic "data math".	Sep 1, 2010 6:25 PM
256	School Climate	Sep 1, 2010 6:29 PM
257	Almost all of the above could have some validity; however, all of these successes depend on the situation of the students when they start the year if you consider just growth of students on the tests. There are so many variables that must be contended with in producing growth and most of those are never mentioned in the above factors--what is your ESL population, Sp ed population, How do available budgets factor in; how well do we serve the higher capable students or do we drive them down to the mean through neglect when trying to raise the lowest students.	Sep 1, 2010 6:57 PM
258	In order to effectively measure anything with consistency and fairness you must first establish the foundational rules/guidelines. Everyone must be measured using the exact assessment piece, using any variation only leads to speculation, discontent, irregularities, misconceptions, and the very nature of subjectiveness! This is why having federal standards for NCLB and allowing each state to implement and develop according to what they feel is necessary only creates deception and not actual equitable growth.	Sep 1, 2010 7:01 PM
259	Integrating highly rated positive learning environment with high academic and social expectations and achievement.	Sep 1, 2010 7:17 PM
260	I think the teacher evaluation and retention process is really what ought to be modified before a measurement tool for principals can or should be implemented. There is no process in place that really gives principals control over teachers already on site which is greatly what contributes to a school's effectiveness, culture etc...	Sep 1, 2010 7:38 PM

4. Please indicate other leadership practices you think should be among the

	Response Text	
261	The term Adequate Yearly Progress has become a skewed term. Adequate means sufficient or acceptable. Yearly infers during the current school year. Progress currently is not measuring the acceptable rate of improvement a child makes academically. The current system only measures student achievement against a mythical line in the sand. True adequate yearly progress would test students in September then again in May; that would signify a school and principal's ADEQUATE YEARLY PROGRESS.	Sep 1, 2010 7:51 PM
262	Participates in professional growth activities; Provides for effective day-to-day operation of the district; Demonstrates effective communication skills (among school personnel, students, parents, & community); Demonstrates effective problem-solving and decision-making skills; Ensures that facilities are conducive to a positive learning environment.	Sep 1, 2010 7:53 PM
263	Increasing parent and community involvement Recognition and Incentives for Achievement	Sep 1, 2010 7:57 PM
264	Utilizing effective positive behavior interventions and supports for students	Sep 1, 2010 8:01 PM
265	Effective and ongoing Communication with all partners	Sep 1, 2010 8:20 PM
266	Look at Marzano's research for effective leadership	Sep 1, 2010 8:22 PM
267	Typical government response. Schools with excellent demographics will excel while inner city will look inferior. How about spending time any money where it counts on kids!!!! That would be novel. During my career I would have been a very effective principal twice and an effective principal three times by this standar!!	Sep 1, 2010 8:41 PM
268	Leadership Practices cannot be separated from the amount of support provided to a Principal, in accordance with the size of the student population.	Sep 1, 2010 9:04 PM
269	No others at this time.	Sep 1, 2010 9:12 PM
270	You are forgetting the dysfunctional situations that students bring, so we must provide support to students that lack support structures. Thus, a year progress is a good thing, but many are dealing with dreadful home situations and transient lifestyles that interfere with progress. How do we verbalize this as an issue/accomplishment? All the above are good things, but my day is packed, and you haven't included all the duties that take time. So, an evaluation with all that in mind. The plate is getting so full, we will lose prospective admin.	Sep 1, 2010 9:23 PM
271	Promoting creativity in teachers and students Preventing and reducing bullying	Sep 1, 2010 9:24 PM
272	FYI - g and n are the same :-). This doesn't answer your question, but explains why I picked the items I did. All of the choices are important parts of our jobs, but they are very difficult to measure, so I chose the indicators that are concrete and fairly easy to demonstrate. There were a few qualities (r-v) that are very subjective and can easily be impacted by circumstances beyond the principal's control.	Sep 1, 2010 9:38 PM
273	Team player	Sep 1, 2010 9:46 PM
274	Demonstrated continuing professional development for yourself.	Sep 1, 2010 10:03 PM
275	Ensuring a safe and orderly environment Ensuring that the professional development is aligned with district focuses and initiatives Ensuring that professional learning communities are supported and given time to meet and interact on research driven practices.	Sep 1, 2010 10:26 PM
276	Establish positive relationships with students Role Model for students	Sep 1, 2010 10:52 PM
277	planning and providing professional development for all instructional staff implementing and reporting grant initiatives	Sep 1, 2010 11:00 PM

4. Please indicate other leadership practices you think should be among the

	Response Text	
278	The individual student growth rate from the point that the student enters your school until the end of that year's enrollment.	Sep 1, 2010 11:02 PM
279	Time for collaboration and the dollars to make that happen. A national curriculum and assessment that would absolve the states from creating a hodge podge of assessments which may or may not be valid. Tell us what to teach and we'll teach it, and teach it well!	Sep 1, 2010 11:18 PM
280	* changes in student improvement data * staff/parent surveys	Sep 1, 2010 11:20 PM
281	Effective work w/ parents & community Student achievement Achievement of diverse populations/needs	Sep 2, 2010 12:21 AM
282	Developing a comprehensive budget aligned to the expressed needs and objectives of the school. Providing for student safety in all aspects of the school experience. Supporting other objectives of the school system and community that do not totally impact direct student instruction within the principal's respective school	Sep 2, 2010 12:24 AM
283	Having a visible presence in the school.	Sep 2, 2010 12:33 AM
284	Provide a safe and secure environment which children feel safe in.	Sep 2, 2010 12:58 AM
285	All of the above are important but an evaluation system shouldn't be cumbersome & require loads of evidence gathering & proof of competence that takes away from time for true instructional leadership.	Sep 2, 2010 1:19 AM
286	Working with central office to establish common vision/goals within the district	Sep 2, 2010 1:31 AM
287	Setting professional goals and providing data to support attainment of growth.	Sep 2, 2010 3:13 AM
288	Relationship building skills. Learner growth.	Sep 2, 2010 3:38 AM
289	Proactive approach to academic and behavioral situations RtI knowledge & belief system	Sep 2, 2010 10:22 AM
290	Developing and implementing a technology plan that supports teacher and students in the 21st Century.	Sep 2, 2010 11:38 AM
291	Community Relationships	Sep 2, 2010 12:21 PM
292	Oversight of IEP and 504 plan implementation.	Sep 2, 2010 12:25 PM
293	Positive School Climate Focus for all components of the school	Sep 2, 2010 12:52 PM
294	I think teachers and therefore principals should be judged on how much value they add to a child's academic knowledge. After all, that is the purpose of the school system. If this is happening, all the other things will fall into place.	Sep 2, 2010 1:05 PM
295	Instructional Leadership, Collaborative Leadership, Professional Leadership, Human Resources Leadership, Systems Leadership	Sep 2, 2010 1:07 PM
296	INCREASE in academic achievement for each individual student over time...increased attendance rates...increase in parental involvement (Parent/Teacher Conferences, PTO meetings, volunteering, etc.)	Sep 2, 2010 1:50 PM
297	The list above is comprehensive.	Sep 2, 2010 2:27 PM
298	Maintains relationships with families over time.	Sep 2, 2010 3:04 PM
299	Ability to collaborate with leading education experts and successful business leaders supporting what's already working in schools.	Sep 2, 2010 3:18 PM
300	None	Sep 2, 2010 8:23 PM
301	U and V are hard to track for an elementary principals.	Sep 2, 2010 8:28 PM

4. Please indicate other leadership practices you think should be among the

Response Text		
302	Principal effectiveness can not be measure in student outcomes only. Outcomes, along with the building's poverty level, parent education level, ESL numbers, local resources available, etc should all be factored into determining the the success of the principal. All states should reject the feds involvement in education.	Sep 2, 2010 8:59 PM
303	Growth model instead of proficiency model for Title I schools	Sep 2, 2010 9:11 PM
304	Ability to mentor young colleagues as they come into the principalship	Sep 2, 2010 9:58 PM
305	None.	Sep 3, 2010 12:01 AM
306	Of course, all of the above are qualities/outcomes are qualities of effective principals. I am just not so sure that a principal must demonstrate all to be considered effective overall. In addition, there must be supports in place for the principal to access in order to provide/demonstrate all. Therefore, I am hesitant to check them off.	Sep 3, 2010 1:11 AM
307	Building and maintaining valuable and trusting relationships with staff, students, and community members	Sep 3, 2010 3:04 PM
308	Professional engagement outside the school building (ie. serving on district committees, commitment/envolvement in professional organizations, engagement in professional development, etc).	Sep 3, 2010 7:25 PM
309	Building supportive relationships within the local school community/neighborhood	Sep 3, 2010 9:43 PM
310	Maintaining a Safe and Orderly Climate Acknowledgement of Student Growth & Staff Professional Growth	Sep 4, 2010 5:48 PM
311	none at this time	Sep 6, 2010 1:47 PM
312	Culturally relevant interactions with students, staff and families. Surround yourself with others who balance your strengths.	Sep 6, 2010 3:46 PM
313	Safe School Environment Character Development Student/Staff Self Actualization	Sep 6, 2010 4:06 PM
314	Leading teachers in use of data to inform teaching.	Sep 6, 2010 7:50 PM
315	A principal must create a school climate that highly stresses learning yet provides a caring and safe environment that so many students need today!	Sep 6, 2010 7:53 PM
316	Getting teachers to videotape themselves teaching and discuss with their colleagues how they can improve their teaching. Principal's role will be to teach staff how to do this collaboratively and productively; principal will not use these videos for evaluation.	Sep 6, 2010 9:02 PM
	Another practice: after doing the above several times and building trust, teachers will participate in a 360 evaluation of their peers, along with parents, administrators, and (when appropriate) students.	
317	Providing a safe learning environment	Sep 6, 2010 10:36 PM

7. If Other, please specify:

Response Text		
1	test	Aug 27, 2010 8:15 PM
2	Gr. 2- 4	Aug 27, 2010 8:42 PM
3	superintendent of K-12	Aug 27, 2010 8:45 PM
4	K-8	Aug 27, 2010 8:45 PM

7. If Other, please specify:

Response Text		
5	Grades 4-6	Aug 27, 2010 8:45 PM
6	PreK-8	Aug 27, 2010 8:48 PM
7	4-6	Aug 27, 2010 8:48 PM
8	PK - 5	Aug 27, 2010 8:49 PM
9	Pre-K to 12th grade private school in Guatemala	Aug 27, 2010 8:51 PM
10	K-4	Aug 27, 2010 8:51 PM
11	PK-5	Aug 27, 2010 8:52 PM
12	Pre-K - 4	Aug 27, 2010 8:52 PM
13	Pre-K to Grade 5	Aug 27, 2010 8:54 PM
14	Pre-K to Grade 4	Aug 27, 2010 8:55 PM
15	Pre-K to Grade 5	Aug 27, 2010 8:56 PM
16	6	Aug 27, 2010 8:56 PM
17	Pre-K to Grade 5	Aug 27, 2010 8:57 PM
18	2, 3, 4	Aug 27, 2010 8:57 PM
19	4-5	Aug 27, 2010 9:00 PM
20	All of the above qualities are important. It depends on how they are considered and how much of a slam the principals would receive for things out of his/her control.	Aug 27, 2010 9:01 PM
21	K to grade 3	Aug 27, 2010 9:02 PM
22	Pre-K- grade 5	Aug 27, 2010 9:03 PM
23	1-5	Aug 27, 2010 9:04 PM
24	3-5	Aug 27, 2010 9:07 PM
25	K-4	Aug 27, 2010 9:07 PM
26	Pre-K - 5th	Aug 27, 2010 9:11 PM
27	4-6 grades	Aug 27, 2010 9:11 PM
28	K-12 AK bush school	Aug 27, 2010 9:11 PM
29	K-4	Aug 27, 2010 9:13 PM
30	Pre-K to grade 4	Aug 27, 2010 9:14 PM
31	Kindergarten only	Aug 27, 2010 9:14 PM
32	Student achievement should continue to be an important aspect of the principalship. But, there are many other characteristics and other areas of job performance that are also highly critical. Simply determining whether a principal is effective, highly-effective, or not effective at all.....really takes a closer examination than simply looking at student achievement.	Aug 27, 2010 9:15 PM
33	Pre K to grade 5	Aug 27, 2010 9:15 PM
34	Pre-K to Grade 5	Aug 27, 2010 9:16 PM
35	Pre-K to Grade 5	Aug 27, 2010 9:19 PM
36	PreK to Grade 4	Aug 27, 2010 9:20 PM
37	PK-5	Aug 27, 2010 9:20 PM
38	Professor, Educational Leadership	Aug 27, 2010 9:25 PM
39	PK - 5	Aug 27, 2010 9:26 PM
40	Pre-K-5	Aug 27, 2010 9:26 PM
41	6-12	Aug 27, 2010 9:26 PM
42	PK-5	Aug 27, 2010 9:27 PM

7. If Other, please specify:

Response Text		
43	K-4	Aug 27, 2010 9:28 PM
44	7-9	Aug 27, 2010 9:33 PM
45	grades 5 to 8	Aug 27, 2010 9:33 PM
46	PK through grade 3	Aug 27, 2010 9:33 PM
47	1-5	Aug 27, 2010 9:33 PM
48	2-4	Aug 27, 2010 9:35 PM
49	PK - 5	Aug 27, 2010 9:36 PM
50	retired elementary school principal	Aug 27, 2010 9:38 PM
51	Pre-K to Grade 5	Aug 27, 2010 9:44 PM
52	PK through Grade 5	Aug 27, 2010 9:45 PM
53	grades 5 thru 8	Aug 27, 2010 9:47 PM
54	PrK-3	Aug 27, 2010 9:52 PM
55	Pre-K to Grade 5	Aug 27, 2010 9:52 PM
56	Retired effective school principal A member of NAESP	Aug 27, 2010 10:06 PM
57	Grade 5 to Grade 8	Aug 27, 2010 10:07 PM
58	Retired principal/education consultant accountability	Aug 27, 2010 10:07 PM
59	K-12	Aug 27, 2010 10:09 PM
60	k-3	Aug 27, 2010 10:09 PM
61	PK - 5	Aug 27, 2010 10:15 PM
62	prek to grade 4	Aug 27, 2010 10:24 PM
63	K-1	Aug 27, 2010 10:31 PM
64	PK to Grade 5	Aug 27, 2010 10:33 PM
65	alternative education (K-12) Independent study, expulsions and home/hospital students	Aug 27, 2010 10:40 PM
66	Pre-K to Third Grade	Aug 27, 2010 10:51 PM
67	4-6	Aug 27, 2010 10:58 PM
68	Grade 1-5	Aug 27, 2010 11:00 PM
69	3 to Grade 5	Aug 27, 2010 11:07 PM
70	K-4	Aug 27, 2010 11:11 PM
71	Grades 1-5	Aug 27, 2010 11:17 PM
72	PK-8	Aug 27, 2010 11:31 PM
73	Prek-5	Aug 28, 2010 12:00 AM
74	Pre-K to grade 5	Aug 28, 2010 12:10 AM
75	College Professor in Educational Administration	Aug 28, 2010 12:23 AM
76	k-4	Aug 28, 2010 12:30 AM
77	pre k- 5	Aug 28, 2010 12:38 AM
78	University - Undergraduate and Graduate	Aug 28, 2010 12:42 AM
79	Pre-K to Grade 5	Aug 28, 2010 12:48 AM
80	Pre-K to 3	Aug 28, 2010 12:57 AM
81	3yr.old to grade 12	Aug 28, 2010 1:11 AM
82	only self-contained gifted elementary school in State	Aug 28, 2010 2:45 AM
83	Pk-5	Aug 28, 2010 2:50 AM
84	Retired principal mentoring and coaching new site administrators	Aug 28, 2010 2:59 AM

7. If Other, please specify:

Response Text		
85	PK to 8th	Aug 28, 2010 3:20 AM
86	5-8	Aug 28, 2010 4:28 AM
87	NA	Aug 28, 2010 7:54 AM
88	1-4	Aug 28, 2010 10:31 AM
89	Grades one through four	Aug 28, 2010 11:00 AM
90	Pre K - Grade 5	Aug 28, 2010 11:25 AM
91	K-4	Aug 28, 2010 11:30 AM
92	K-5 Special Education center	Aug 28, 2010 11:33 AM
93	grades 2 & 3 only	Aug 28, 2010 11:38 AM
94	K-12	Aug 28, 2010 11:43 AM
95	Grades 1-5	Aug 28, 2010 11:50 AM
96	Pre-K to Grade 5	Aug 28, 2010 11:51 AM
97	Pre K to grade 5	Aug 28, 2010 12:26 PM
98	I am a former principal, current consultant and adjunct university instructor. I am the co-author of the state of Michigan Administrative Leadership Specialty Endorsement Certificate program, and 14-month course of study approved by the State Board of Education, and committed to strengthening the skills of practicing principals. My doctoral research is regarding Courage and Integrity in the practice of principals.	Aug 28, 2010 12:33 PM
99	7 to 8	Aug 28, 2010 12:39 PM
100	Retired- Now at University level.	Aug 28, 2010 12:45 PM
101	Prek- Grade 5	Aug 28, 2010 2:12 PM
102	Retired Elementary Principal	Aug 28, 2010 2:18 PM
103	Grades 4 and 5 only	Aug 28, 2010 2:22 PM
104	Preschool 3yr / 4yr olds to Grade 5 + special ed to 14 yr olds	Aug 28, 2010 2:34 PM
105	PK-4	Aug 28, 2010 2:45 PM
106	Retired K-5 Principal and currently a Principal Mentor	Aug 28, 2010 3:00 PM
107	California 3rd assessment is not accurately calibrated because 3rd grade shows consistent decrease statewide. We can't make judgements when the data does not accurately reflect student performance.	Aug 28, 2010 3:00 PM
108	1-5	Aug 28, 2010 3:15 PM
109	University Instructor - Principal Preparation Program	Aug 28, 2010 3:18 PM
110	preschool-5th	Aug 28, 2010 3:19 PM
111	I recently left the principalship of a K-5 school and am now in central services.	Aug 28, 2010 3:29 PM
112	educational consultant	Aug 28, 2010 3:40 PM
113	Retired Elementary Principal - thank God	Aug 28, 2010 3:48 PM
114	retired elementary principal	Aug 28, 2010 3:50 PM
115	PK-5	Aug 28, 2010 3:56 PM
116	PK - 5, also including Developmental Delay preschool and Oklahoma Parents As Teachers	Aug 28, 2010 4:15 PM
117	pre-k -5	Aug 28, 2010 4:31 PM
118	3-8	Aug 28, 2010 4:33 PM
119	Pre-K to 5	Aug 28, 2010 4:39 PM
120	Pre-K to Grade 5	Aug 28, 2010 4:50 PM
121	Pre-K to Grade 5, and Adult Education ages 16+	Aug 28, 2010 5:12 PM

7. If Other, please specify:

Response Text		
122	PK-Grade 5	Aug 28, 2010 5:45 PM
123	k to Grade 3	Aug 28, 2010 6:03 PM
124	prek-12 public school district	Aug 28, 2010 6:33 PM
125	Pre-K to Grade 4	Aug 28, 2010 7:19 PM
126	Pre-K-5	Aug 28, 2010 7:56 PM
127	HS - 5th	Aug 28, 2010 8:15 PM
128	K-3	Aug 28, 2010 8:26 PM
129	1-5	Aug 28, 2010 9:43 PM
130	Pre-K to Grade 5	Aug 28, 2010 11:29 PM
131	Grade 2 through Grade 5	Aug 28, 2010 11:58 PM
132	Grades 4 & 5	Aug 29, 2010 12:23 AM
133	PREK - 3	Aug 29, 2010 12:35 AM
134	Director of statewide professional development program	Aug 29, 2010 1:28 AM
135	Pre-K to Grade 5	Aug 29, 2010 2:22 AM
136	Grade 5 to Grade 8	Aug 29, 2010 2:26 AM
137	PK-8	Aug 29, 2010 5:44 AM
138	K-12 ungraded special education school	Aug 29, 2010 12:45 PM
139	Pre-K to Grade 4	Aug 29, 2010 12:51 PM
140	I wish Congress could understand that not every child comes from the same home. Although I do think all children should be held to high standards, I also know they have different ability levels. This is like ranking a PE teacher poorly because a child with one leg can't run the mile in 4 minutes. Ridiculous!	Aug 29, 2010 1:03 PM
141	Prek-5	Aug 29, 2010 1:24 PM
142	PK - 4	Aug 29, 2010 2:08 PM
143	Pre-K to 5	Aug 29, 2010 2:32 PM
144	Grades9-12	Aug 29, 2010 2:51 PM
145	Pre-K to Grade 5	Aug 29, 2010 3:16 PM
146	PreK through Grade 5	Aug 29, 2010 3:30 PM
147	PK-12	Aug 29, 2010 3:32 PM
148	Pre-K to Grade 5	Aug 29, 2010 3:58 PM
149	PK to Grade 5	Aug 29, 2010 4:08 PM
150	AP Grades 3-5	Aug 29, 2010 4:33 PM
151	PreL-5	Aug 29, 2010 4:36 PM
152	PK-4	Aug 29, 2010 4:47 PM
153	NA	Aug 29, 2010 4:52 PM
154	Retired from K-6, but have been in secondary as well	Aug 29, 2010 5:18 PM
155	K-4	Aug 29, 2010 6:16 PM
156	Univieristy director of principal traiing programs	Aug 29, 2010 6:27 PM
157	K to Grade 4	Aug 29, 2010 6:40 PM
158	PK-4	Aug 29, 2010 7:35 PM
159	PK --5	Aug 29, 2010 7:55 PM
160	Professor of Education - former 21 yr. school administrator	Aug 29, 2010 8:05 PM
161	Pre-VE -5	Aug 29, 2010 8:20 PM

7. If Other, please specify:

Response Text		
162	RK-4	Aug 29, 2010 8:23 PM
163	3-5	Aug 29, 2010 8:45 PM
164	Pre-K to Grade 5	Aug 29, 2010 9:41 PM
165	K-7	Aug 29, 2010 10:13 PM
166	k-4	Aug 29, 2010 10:31 PM
167	Pre-K to Grade 5	Aug 29, 2010 10:32 PM
168	K-2	Aug 29, 2010 10:42 PM
169	Pre-K to Grade 5	Aug 29, 2010 11:25 PM
170	K-4	Aug 29, 2010 11:46 PM
171	Pre-K to Grade 5	Aug 29, 2010 11:56 PM
172	K-4	Aug 30, 2010 12:02 AM
173	Pre K - 5	Aug 30, 2010 12:34 AM
174	PreK - Grade 5, Regular and Special Education Center	Aug 30, 2010 12:46 AM
175	k-4	Aug 30, 2010 12:58 AM
176	Pre-K-4	Aug 30, 2010 1:18 AM
177	Retired	Aug 30, 2010 1:18 AM
178	K to Grade 3	Aug 30, 2010 1:20 AM
179	PK - 3	Aug 30, 2010 1:41 AM
180	Middle School Grades 5-8	Aug 30, 2010 1:46 AM
181	K-4	Aug 30, 2010 2:05 AM
182	Grades 3-5	Aug 30, 2010 10:16 AM
183	9-12	Aug 30, 2010 10:38 AM
184	Pre-K to 4	Aug 30, 2010 10:49 AM
185	Pre-K thru Grade 8	Aug 30, 2010 11:14 AM
186	2 - 6	Aug 30, 2010 11:27 AM
187	Pre-K to Grade 4	Aug 30, 2010 11:29 AM
188	4-6	Aug 30, 2010 11:45 AM
189	K-4	Aug 30, 2010 11:50 AM
190	K - 4	Aug 30, 2010 11:51 AM
191	Pre-K-5	Aug 30, 2010 11:56 AM
192	High School 9-12	Aug 30, 2010 12:02 PM
193	9 to Grade 12	Aug 30, 2010 12:06 PM
194	K - 4	Aug 30, 2010 12:10 PM
195	2 years ago this school was Prek-8, now prek-5th	Aug 30, 2010 12:13 PM
196	Pre-K to Grade 8	Aug 30, 2010 12:25 PM
197	PK-5	Aug 30, 2010 12:27 PM
198	Pre-K - 5	Aug 30, 2010 12:32 PM
199	Superintendent, Grades PK - 12	Aug 30, 2010 12:36 PM
200	Pre K 3 - 8th Grade	Aug 30, 2010 12:38 PM
201	K-12 gd. Segregated school for severe behavior disabilities	Aug 30, 2010 12:39 PM
202	PreK - 5	Aug 30, 2010 12:40 PM
203	Pre-K to Grade 5	Aug 30, 2010 12:43 PM
204	Pre-K-5th	Aug 30, 2010 12:48 PM

7. If Other, please specify:

Response Text		
205	Grades 3-8	Aug 30, 2010 12:55 PM
206	6-12	Aug 30, 2010 1:00 PM
207	3-5	Aug 30, 2010 1:01 PM
208	Pre-K-Grade 3	Aug 30, 2010 1:02 PM
209	PreK-5	Aug 30, 2010 1:11 PM
210	Grade 1 - 5	Aug 30, 2010 1:15 PM
211	Pre-K to Grade 5	Aug 30, 2010 1:17 PM
212	Pre-K to 5th	Aug 30, 2010 1:17 PM
213	Pre-K to Grade 5	Aug 30, 2010 1:22 PM
214	Pre-K to Grade 5	Aug 30, 2010 1:38 PM
215	grades 5-8	Aug 30, 2010 2:13 PM
216	Director of Teaching and Learning	Aug 30, 2010 2:15 PM
217	Pre-K to Grade 5	Aug 30, 2010 2:16 PM
218	Pre-K to Grade 5	Aug 30, 2010 2:17 PM
219	State Principal's Association Associate Director	Aug 30, 2010 2:17 PM
220	Pre-K to 12	Aug 30, 2010 2:17 PM
221	Retired K-5 principal- adjunct professor	Aug 30, 2010 2:19 PM
222	Pre-K to Grade 5	Aug 30, 2010 2:21 PM
223	grades 1-5	Aug 30, 2010 2:30 PM
224	4 & 5	Aug 30, 2010 2:30 PM
225	Retired Principal, now District support	Aug 30, 2010 2:45 PM
226	Pre-K to Grade 5	Aug 30, 2010 2:48 PM
227	K - 2	Aug 30, 2010 2:48 PM
228	PK - grade 3	Aug 30, 2010 2:50 PM
229	Pre-K- 5	Aug 30, 2010 2:57 PM
230	grades 3-5	Aug 30, 2010 3:06 PM
231	PK-5	Aug 30, 2010 3:07 PM
232	Pre K - 4	Aug 30, 2010 3:08 PM
233	PreK to Grade 4	Aug 30, 2010 3:14 PM
234	High School 9-12	Aug 30, 2010 3:17 PM
235	Pre-K to Grade 5	Aug 30, 2010 3:44 PM
236	K - 4	Aug 30, 2010 3:50 PM
237	Again, whatever model is selected, it needs to be one that will be realistic. We do not need another movement that sets about to have everyone devote an extraordinary amount of time to pour over the philosophical aspects of the Principalship. In the end, it looks that student achievement is the net effect of whatever a principal or a teacher does. If test scores are the bottom line, then a test score needs to be adopted as the final measure. HOWEVER, the score and the assessment need to measure what is intended to be measured and CONTINUAL / SUSTAINED GROWTH of a student or group of students needs to be the goal. We are statistically able to weight the factors of demographics and please know that even with those factors computed, we should be able to identify the "Yellow Brick" at the end of the road for every one. Just remember, time affects learning and that time line is definitely at play with the diverse students we serve. Eventually, ALL will achieve their appropriate end goal.	Aug 30, 2010 4:00 PM
238	pre-K to grade 8	Aug 30, 2010 4:04 PM

7. If Other, please specify:

Response Text		
239	Prek-5	Aug 30, 2010 4:16 PM
240	Grades 5 and 6	Aug 30, 2010 4:20 PM
241	K-4	Aug 30, 2010 4:29 PM
242	K to Grade 4	Aug 30, 2010 4:46 PM
243	3-5	Aug 30, 2010 4:50 PM
244	Retired Principal	Aug 30, 2010 4:55 PM
245	Pre-K to Grade 5	Aug 30, 2010 4:57 PM
246	Pre-K to Grade 5	Aug 30, 2010 5:18 PM
247	1-5	Aug 30, 2010 5:19 PM
248	Pre-K - Grade 5	Aug 30, 2010 5:45 PM
249	Pre-K to 5	Aug 30, 2010 6:03 PM
250	K-4	Aug 30, 2010 6:10 PM
251	K-4 (700+ students)	Aug 30, 2010 6:17 PM
252	Pre-K to grade 5	Aug 30, 2010 6:24 PM
253	K-4	Aug 30, 2010 6:38 PM
254	Retired Principal; middle school and elementary school	Aug 30, 2010 6:40 PM
255	Grades 3-6	Aug 30, 2010 7:06 PM
256	Pre-K - 5	Aug 30, 2010 7:20 PM
257	If we expect our teachers to be evaluated in part by student achievement, principals should be as well. We lead by example. Job security is secondary to what's best for our students, and I do not want a job in which I am deemed ineffective. Much like the ongoing discussions around teacher evaluations, multiple performance measures must be considered for principals as well.	Aug 30, 2010 8:00 PM
258	Grade 5 and 6	Aug 30, 2010 8:10 PM
259	Pre-K to Grade 5	Aug 30, 2010 8:12 PM
260	Director of Elementary Education	Aug 30, 2010 9:03 PM
261	Grade 7 & 8	Aug 30, 2010 9:29 PM
262	Pre-K to Grade 5	Aug 30, 2010 9:30 PM
263	7-8	Aug 30, 2010 9:39 PM
264	K-12	Aug 30, 2010 9:46 PM
265	Typo in #3, item u; in #3 items g and n are the same	Aug 30, 2010 10:12 PM
266	7 and 8	Aug 30, 2010 11:16 PM
267	PreK- Grade 3	Aug 30, 2010 11:23 PM
268	Pre-K to Grade 4	Aug 30, 2010 11:56 PM
269	PreKindergarten (district students)	Aug 31, 2010 12:01 AM
270	K-4	Aug 31, 2010 12:04 AM
271	Pre-K to Grade 4	Aug 31, 2010 1:32 AM
272	5-8	Aug 31, 2010 2:35 AM
273	PK-5	Aug 31, 2010 12:13 PM
274	Pre-K to Grade 1	Aug 31, 2010 12:40 PM
275	Pre-K to Grade 5	Aug 31, 2010 12:50 PM
276	Pre-K to Grade 5	Aug 31, 2010 1:10 PM
277	PreK-5	Aug 31, 2010 1:16 PM
278	Pre-k - Grade 5	Aug 31, 2010 1:51 PM

7. If Other, please specify:

Response Text		
279	K to grade 4	Aug 31, 2010 2:27 PM
280	K-4	Aug 31, 2010 2:38 PM
281	5-8	Aug 31, 2010 2:39 PM
282	Pre-K to Grade 5	Aug 31, 2010 2:49 PM
283	preschool through grade 5	Aug 31, 2010 3:00 PM
284	Pk-5	Aug 31, 2010 3:08 PM
285	Pre-K to Grade 5	Aug 31, 2010 3:15 PM
286	Pre K - Grade 5	Aug 31, 2010 3:18 PM
287	executive director	Aug 31, 2010 3:59 PM
288	9-12	Aug 31, 2010 5:26 PM
289	Pre-K to Grade	Aug 31, 2010 6:03 PM
290	9-12	Aug 31, 2010 7:05 PM
291	K-12	Aug 31, 2010 7:24 PM
292	Pre-K to Grade 5	Sep 1, 2010 2:12 AM
293	Grade 5 to Grade 8	Sep 1, 2010 2:43 AM
294	Prep/PreK to Grade 5	Sep 1, 2010 8:11 AM
295	Grade 7 and 8	Sep 1, 2010 12:28 PM
296	high school	Sep 1, 2010 12:54 PM
297	Pre-K to 4	Sep 1, 2010 3:58 PM
298	I support principals of K - 12	Sep 1, 2010 3:58 PM
299	PreK - 4	Sep 1, 2010 4:02 PM
300	Pre K-12 Specialist	Sep 1, 2010 4:03 PM
301	retired	Sep 1, 2010 4:05 PM
302	Grades 2-5	Sep 1, 2010 4:05 PM
303	Pre K- 5	Sep 1, 2010 4:06 PM
304	Pre-K to Grade 7	Sep 1, 2010 4:07 PM
305	Grades 3-5	Sep 1, 2010 4:10 PM
306	Pre-K- Grade 5	Sep 1, 2010 4:10 PM
307	Retired K-5 prncipal	Sep 1, 2010 4:11 PM
308	Grade 3-5	Sep 1, 2010 4:12 PM
309	K to Grade 4	Sep 1, 2010 4:12 PM
310	K - 4	Sep 1, 2010 4:12 PM
311	PK-4	Sep 1, 2010 4:12 PM
312	Texas School Improvement Resource Center	Sep 1, 2010 4:13 PM
313	Retired preK to 5 principal (retired 2 years)	Sep 1, 2010 4:14 PM
314	Retired	Sep 1, 2010 4:14 PM
315	Pre-K to Grade 5	Sep 1, 2010 4:15 PM
316	K-2	Sep 1, 2010 4:16 PM
317	K to 3	Sep 1, 2010 4:17 PM
318	PreK-12	Sep 1, 2010 4:17 PM
319	Retired Principal/Adjunct Professor in Principal Preparation Program	Sep 1, 2010 4:20 PM
320	Grade 5 and 6	Sep 1, 2010 4:21 PM
321	K-4	Sep 1, 2010 4:22 PM

7. If Other, please specify:

Response Text		
322	Retired teacher/administrator who is working at a university in the Educational Leadership program.	Sep 1, 2010 4:23 PM
323	grades 2-4	Sep 1, 2010 4:23 PM
324	Pre-K to grade 3	Sep 1, 2010 4:24 PM
325	Retired Elementary School Principal, K-6	Sep 1, 2010 4:26 PM
326	It is a PreK-5.	Sep 1, 2010 4:28 PM
327	pk-5	Sep 1, 2010 4:28 PM
328	K-8	Sep 1, 2010 4:29 PM
329	Pre-K to Grade 3	Sep 1, 2010 4:30 PM
330	Pre-K to 12	Sep 1, 2010 4:33 PM
331	Leadership Trainer in Region Service Center	Sep 1, 2010 4:33 PM
332	Pre K - 5	Sep 1, 2010 4:34 PM
333	K to Grade 4	Sep 1, 2010 4:34 PM
334	K-4	Sep 1, 2010 4:37 PM
335	Pre-K-Grade 4	Sep 1, 2010 4:38 PM
336	Grades 1-5	Sep 1, 2010 4:42 PM
337	Pre-K to Grade 5	Sep 1, 2010 4:42 PM
338	K-2	Sep 1, 2010 4:43 PM
339	5th-8th grade	Sep 1, 2010 4:45 PM
340	Pre-K through Age 22 (Center School for Mentally Handicapped Students)	Sep 1, 2010 4:47 PM
341	K-4	Sep 1, 2010 4:48 PM
342	Pre-K to Grade 7	Sep 1, 2010 4:48 PM
343	k-4	Sep 1, 2010 4:49 PM
344	PreK-12	Sep 1, 2010 4:51 PM
345	PreK-5	Sep 1, 2010 4:51 PM
346	Pre-K to Grade 3	Sep 1, 2010 4:56 PM
347	Pre-K to 5	Sep 1, 2010 5:01 PM
348	grade 5 to grade 8	Sep 1, 2010 5:01 PM
349	District office K-12 District	Sep 1, 2010 5:03 PM
350	K-3	Sep 1, 2010 5:04 PM
351	Grade 4 to Grade 6, and Grade 10-12 Alternative HS	Sep 1, 2010 5:13 PM
352	PK-8	Sep 1, 2010 5:13 PM
353	PreK-5	Sep 1, 2010 5:13 PM
354	pre-k to grade 5	Sep 1, 2010 5:14 PM
355	Preschool- Grade 8	Sep 1, 2010 5:14 PM
356	1-5	Sep 1, 2010 5:15 PM
357	K-12	Sep 1, 2010 5:18 PM
358	Pre-K to Grade 5	Sep 1, 2010 5:19 PM
359	PreK to Grade 3	Sep 1, 2010 5:24 PM
360	K-3	Sep 1, 2010 5:25 PM
361	Grade 1-5	Sep 1, 2010 5:29 PM
362	K to Grade 4	Sep 1, 2010 5:43 PM
363	Grades 3 - 5	Sep 1, 2010 5:49 PM

7. If Other, please specify:

Response Text		
364	Grades 3-5	Sep 1, 2010 5:51 PM
365	Preschool through Grade 5	Sep 1, 2010 5:53 PM
366	PK-4	Sep 1, 2010 5:57 PM
367	pre-K to Grade 5	Sep 1, 2010 5:57 PM
368	Pre-K to 5	Sep 1, 2010 6:00 PM
369	9-12	Sep 1, 2010 6:01 PM
370	Pre-K to 3	Sep 1, 2010 6:05 PM
371	Pre-K to Grade 5	Sep 1, 2010 6:14 PM
372	State Ass'n Executive, Retired HS Principal	Sep 1, 2010 6:15 PM
373	Pre-K -grade 4	Sep 1, 2010 6:15 PM
374	Pe-K-5	Sep 1, 2010 6:16 PM
375	Student achievement is paramount, but other factors need to be considered. All self-contained programs for our District are house in this school. One-year's growth may not be reflected because of the ED, Autism, and MIMR programs all being in this school. One-year's growth for regular education students is appropriate, but perhaps "meeting IEP goals" would be more appropriate for those Special Needs students..	Sep 1, 2010 6:18 PM
376	PreK to Grade 5	Sep 1, 2010 6:27 PM
377	PK-5	Sep 1, 2010 6:29 PM
378	K-4	Sep 1, 2010 6:29 PM
379	K to Grade 4	Sep 1, 2010 6:36 PM
380	1-3	Sep 1, 2010 6:45 PM
381	3-5	Sep 1, 2010 6:47 PM
382	Pre-4	Sep 1, 2010 6:47 PM
383	Pre-K- 12	Sep 1, 2010 6:53 PM
384	k-4	Sep 1, 2010 6:53 PM
385	University preparation programs for principals	Sep 1, 2010 6:57 PM
386	K-4 and Pre-K to 4	Sep 1, 2010 6:59 PM
387	1st through 5th grade	Sep 1, 2010 7:01 PM
388	Grades 7th- 12th	Sep 1, 2010 7:06 PM
389	district administration K-6 schools	Sep 1, 2010 7:14 PM
390	Pre-K to Grade 4	Sep 1, 2010 7:15 PM
391	PK-4	Sep 1, 2010 7:28 PM
392	Pre K 3 - 8th Grade	Sep 1, 2010 7:42 PM
393	4-6	Sep 1, 2010 7:51 PM
394	Pre-K to Grade 3	Sep 1, 2010 7:53 PM
395	K-12	Sep 1, 2010 7:57 PM
396	K-3	Sep 1, 2010 8:00 PM
397	Pre-K to Grade 5	Sep 1, 2010 8:00 PM
398	k-12	Sep 1, 2010 8:11 PM
399	ex director of principals association	Sep 1, 2010 8:20 PM
400	Grades 4-5	Sep 1, 2010 9:04 PM
401	7-8	Sep 1, 2010 9:11 PM
402	Pre-K to Grade 5	Sep 1, 2010 9:20 PM

7. If Other, please specify:

Response Text		
403	Retired Principal and Affiliate Professor/college level	Sep 1, 2010 9:28 PM
404	Three's Spring Forward to 5	Sep 1, 2010 9:37 PM
405	Pre-K to Grade 4	Sep 1, 2010 9:38 PM
406	District Pre K -12	Sep 1, 2010 9:46 PM
407	Pre-K to Grade 5	Sep 1, 2010 9:54 PM
408	K-1	Sep 1, 2010 10:17 PM
409	Grades 5 and 6	Sep 1, 2010 10:32 PM
410	Survey needs to be proofread before sending it out.	Sep 1, 2010 10:48 PM
411	PreK to 4	Sep 1, 2010 10:58 PM
412	Pre-K to Grade 4	Sep 1, 2010 11:00 PM
413	PK-5	Sep 1, 2010 11:02 PM
414	grade 5 included	Sep 1, 2010 11:18 PM
415	special education school, ages 5-21	Sep 1, 2010 11:20 PM
416	Pre-K to Grade 5	Sep 1, 2010 11:43 PM
417	Retired	Sep 2, 2010 12:21 AM
418	I no longer have a school. I'm retired.	Sep 2, 2010 12:33 AM
419	plus pre-K	Sep 2, 2010 1:17 AM
420	Pre-K-5	Sep 2, 2010 1:31 AM
421	prek to grade 5	Sep 2, 2010 2:31 AM
422	pre K	Sep 2, 2010 3:38 AM
423	In Tennessee we have been implementing a value added model for years. It is just now beginning to impact teacher evaluation. Many of the changes that are just now hitting so close to home have been in the works since 2001 with NCLB. It is unrealistic to think that value added should play a huge role in teacher eval and not have an impact on principals. Our federal government has many ways of thinking "backwards." If they were held to the same standards by which we are already judged, we would see incredible changes in our country.	Sep 2, 2010 3:51 AM
424	grades 4-5	Sep 2, 2010 4:00 AM
425	K to Grade 4	Sep 2, 2010 4:09 AM
426	Pre-k to Grade 5	Sep 2, 2010 4:10 AM
427	PreK to Grade 5	Sep 2, 2010 10:22 AM
428	high school	Sep 2, 2010 11:36 AM
429	Pre-K-Grade 5	Sep 2, 2010 11:38 AM
430	K to Grade 4	Sep 2, 2010 12:21 PM
431	grades 5-8	Sep 2, 2010 12:38 PM
432	Also, includes all the district's self contained autistic population for these grade levels.	Sep 2, 2010 12:46 PM
433	Expecting students to gain 1.5 years in one years time is not realistic. If all children could grow 1.5 years in one year's time it would lead to redefining expectations at every grade level.	Sep 2, 2010 1:50 PM
434	K-12	Sep 2, 2010 2:00 PM
435	Pre-K to Grade 5	Sep 2, 2010 2:01 PM
436	pre-k to grade 8	Sep 2, 2010 2:06 PM
437	Pre-K to grade 5	Sep 2, 2010 2:23 PM

7. If Other, please specify:

Response Text		
438	Until there is a fair system for considering student achievement, I am opposed to using that data to evaluate teachers or administrators.	Sep 2, 2010 2:30 PM
439	Pre-K to 4	Sep 2, 2010 2:48 PM
440	Pre-K to Grade 5	Sep 2, 2010 3:06 PM
441	Kindergaten-Third Grade	Sep 2, 2010 3:12 PM
442	Who can we get to listen so we can stop this train wreck?	Sep 2, 2010 3:18 PM
443	Professional association	Sep 2, 2010 4:21 PM
444	PK to Grade 4	Sep 2, 2010 4:29 PM
445	Pre-K - 5	Sep 2, 2010 7:01 PM
446	University Instructor/Retired K-8 Principal & K-12 Asst. Supt.	Sep 2, 2010 7:02 PM
447	4th and 5th	Sep 2, 2010 7:23 PM
448	K to Grade 3	Sep 2, 2010 8:43 PM
449	Pre-K to Grade 5	Sep 2, 2010 8:59 PM
450	Pre-K to 5th	Sep 2, 2010 9:11 PM
451	We don't have enough help at the elementary level. We need more resources and support staff.	Sep 3, 2010 1:11 AM
452	The only reason I wouldn't support the college enrollment rates is because students may be very well prepared to enter and succeed in college, but for other reasons may not enter such as financial aide.	Sep 3, 2010 2:56 AM
453	Grades 3-6	Sep 3, 2010 3:05 AM
454	Pre-K to Grade 5	Sep 3, 2010 3:30 PM
455	pre-K to Grade 5	Sep 3, 2010 3:58 PM
456	K-4	Sep 3, 2010 5:38 PM
457	5-8	Sep 3, 2010 6:24 PM
458	5-8	Sep 3, 2010 7:25 PM
459	Pre K-5	Sep 4, 2010 1:23 PM
460	PreK - 4th grade	Sep 4, 2010 5:48 PM
461	Pre-K to Grade 5	Sep 4, 2010 6:48 PM
462	High School	Sep 4, 2010 9:12 PM
463	Pre-K to Grade 5	Sep 4, 2010 10:20 PM
464	grades 2 and 3	Sep 5, 2010 1:15 AM
465	PreK to 5	Sep 5, 2010 3:33 AM
466	Pre-K to Grade 3	Sep 5, 2010 12:17 PM
467	previously worked in the K-8 arena, but now employed at the college level	Sep 5, 2010 5:01 PM
468	K to Grade 4	Sep 5, 2010 9:10 PM
469	Pre-Kto Grade 4	Sep 6, 2010 11:59 AM
470	K-12	Sep 6, 2010 1:47 PM
471	Associate sup.	Sep 6, 2010 3:46 PM
472	Retired principal	Sep 6, 2010 4:02 PM
473	Pre-K to Grade 5	Sep 6, 2010 4:06 PM
474	K-12 Charter School	Sep 6, 2010 4:21 PM
475	/State Executive Director	Sep 6, 2010 5:00 PM
476	Pre-K to Grade 8	Sep 6, 2010 5:58 PM

7. If Other, please specify:

Response Text		
477	I have just left an elementary principalship and I work closely with all elementary principals in our district.	Sep 6, 2010 7:06 PM
478	Grades 3 - 5	Sep 6, 2010 7:50 PM
479	grades 1-5	Sep 6, 2010 10:36 PM
480	Head Start - 4th grade	Sep 6, 2010 10:57 PM
481	Pre-K to Grade 5	Sep 7, 2010 2:30 AM
482	K-12	Sep 7, 2010 3:30 PM