

Preliminary Administrative Services Completer Survey
Terms in *italics* are defined in the Glossary at the end of the survey

Question	Response Options
Visionary Leadership	
How well did your administrator preparation program prepare you to do each of the following as an administrator?	
1. Develop and articulate a vision of teaching and learning for the school consistent with the local education agency's overall vision and goals	<input type="checkbox"/> Not at all
2. Develop a shared commitment to the vision among all members of the school community	<input type="checkbox"/> Poorly
3. Lead by example to promote implementation of the vision	<input type="checkbox"/> Adequately
4. Share leadership with others in the school community	<input type="checkbox"/> Well
	<input type="checkbox"/> Very well
Instructional Leadership	
How well did your administrator preparation program prepare you to do each of the following as an administrator?	
5. Promote implementation of K-12 standards, and pedagogical skills, effective instructional practices and student assessments for content instruction	<input type="checkbox"/> Not at all
6. Evaluate, analyze, and provide feedback on the effectiveness of classroom instruction to promote student learning and teacher professional growth	<input type="checkbox"/> Poorly
7. Demonstrate understanding of the school and community context, including the instructional implications of cultural/linguistic, socioeconomic, and political factors	<input type="checkbox"/> Adequately
8. Communicate with the school community about school wide outcomes data and improvement goals	<input type="checkbox"/> Well
	<input type="checkbox"/> Very well
School Improvement Leadership	
How well did your administrator preparation program prepare you to do each of the following as an administrator?	
9. Work with others to identify student and school needs and develop a data-based school growth plan	<input type="checkbox"/> Not at all
10. Implement change strategies based on current, relevant theories and best practices in school improvement	<input type="checkbox"/> Poorly
11. Identify and use available human, fiscal, and material resources to implement the school growth plan	<input type="checkbox"/> Adequately
12. Institute a collaborative, ongoing process of monitoring and revising the growth plan based on student outcomes	<input type="checkbox"/> Well
	<input type="checkbox"/> Very well
Professional Learning and Growth Leadership	
How well did your administrator preparation program prepare you to do each of the following as an administrator?	
13. Model life-long learning and job-related professional growth	<input type="checkbox"/> Not at all
14. Help teachers improve their individual professional practice through professional growth activities	<input type="checkbox"/> Poorly

Question

Response Options

15. Identify and facilitate a variety of professional and personal growth opportunities for faculty, staff, parents, and other members of the school community in support of the educational program

- Adequately
- Well
- Very well

Organizational and Systems Leadership

How well did your administrator preparation program prepare you to do each of the following as an administrator?

- 16. Understand and manage the complex interaction of all of the school's systems to promote teaching and learning
- 17. Develop, implement, and monitor the school's budget
- 18. Implement California school laws, guidelines, and other relevant federal, state, and local requirements and regulations

- Not at all
- Poorly
- Adequately
- Well
- Very well

Community Leadership

How well did your administrator preparation program prepare you to do each of the following as an administrator?

- 19. Represent and promote the school's accomplishments and needs to the LEA and the public
- 20. Engage the community in helping achieve the school's vision and goals

- Not at all
- Poorly
- Adequately
- Well
- Very well

Field-based Experience and Other Program Experiences

21. Were your *field-based experiences* (check all that apply)

- Helpful to understanding the day to day roles and responsibilities of a school administrator?
- Helpful to understanding the long term roles and responsibilities of a school administrator
- Helpful in providing an opportunity to practice the job role of a school administrator?
- Related to the administrator job role that you plan to seek?
- Sufficient?
- My program did not provide field experiences

22. My *program supervisor* (Please check all that apply):

- Was an excellent mentor
- Was experienced and effective
- Understood current educational theory
- Helped me develop problem solving processes that led to my success
- Helped me develop collegial practices that led to my success
- Was well versed in helping me work through problems in educational leadership
- Promoted reflective practice
- I did not have a *program supervisor*

Question	Response Options
23. My <i>program supervisor</i> provided consistent feedback	<input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree <input type="checkbox"/> I did not have a <i>program supervisor</i>
24. My <i>field-based supervisor</i> provided consistent feedback	<input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree <input type="checkbox"/> I did not have a <i>field-based supervisor</i>

For each statement below select the option which best describes your experience.

25. I received individualized mentoring and professional development with knowledgeable <i>program supervisor</i> .	<input type="checkbox"/> Strongly Disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly Agree <input type="checkbox"/> I did not have a <i>program supervisor</i>
26. The <i>field-based experiences</i> I completed during my program helped prepare me for my role as a school leader.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree <input type="checkbox"/> I did not have <i>field-based experiences</i> in my program
27. My <i>field-based experiences</i> allowed me to practice and apply my knowledge of leadership acquired through my program's coursework.	<input type="checkbox"/> Strongly disagree <input type="checkbox"/> Disagree <input type="checkbox"/> Neutral <input type="checkbox"/> Agree <input type="checkbox"/> Strongly agree <input type="checkbox"/> I did not have <i>field-based experiences</i> in my program

For each question below select the option which best describes your experience in your preparation program.

28. Approximately how much time did you spend doing supervised fieldwork?	<input type="checkbox"/> Less than 100 hours <input type="checkbox"/> 100 – 299 hours <input type="checkbox"/> 300 – 599 hours <input type="checkbox"/> 600 – 799 hours <input type="checkbox"/> 800 hours or more <input type="checkbox"/> I did not do any supervised field work
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Question

Response Options

29. About how often did you communicate with your *program supervisor* about issues related to your practice?

- Never or I did not have a *program supervisor*
- Less than once per month
- Once per month
- Twice per month
- Once per week
- 2-3 times per week
- Daily

30. About how often did you receive support in the field from your *program supervisor*?

- Never
- Less than once per month
- Once per month
- Twice per month
- Once per week
- 2-3 times per week
- Daily

Your Overall Program Summary

31. Overall, how well do you think your program prepares graduates to become school leaders?

- Poorly
- Adequately
- Very well
- No opinion, or decline to state

32. How effective was your preparation program at helping you develop the skills and tools you needed to become a school leader?

- Ineffective
- Somewhat effective
- Effective
- Very effective
- No opinion, or decline to state

33. Please indicate the reason, or reasons, you enrolled in and completed the Preliminary Administrative Services program.

- Want to get a position as a school administrator
- Have a position as a school, district, or county office administrator (completed the program as an Administrative Intern)
- Want to get a position as a district office or county office administrator
- Wanted to earn a Master's degree
- Wanted to earn units for the salary schedule
- Other

Demographics

34. Which of these best describes your primary job role while you were preparing to be a school leader? (Please select one):

- General Education Teacher
- Special Education Teacher
- Counselor or other Pupil Personnel Services role
- School Nurse, Teacher Librarian, or Speech Language Pathologist
- Mentor/Master/Teacher Leader
- School Administrator (Intern program)
- Other: _____

35. Are you Hispanic or Latino? No, not Hispanic or Latino
 Yes, Hispanic or Latino
36. What is your race? Mark all that apply. American Indian or Alaska Native
- Asian
- Chinese
 Japanese
 Korean
 Vietnamese
 Asian Indian
 Laotian
 Cambodian
 Filipino
 Hmong
 Other Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- Hawaiian
 Guamanian
 Samoan
 Tahitian
 Other Pacific Islander
- White
37. What is your gender? Male
 Female
 Decline to state

Thank you for completing the survey

Glossary

Term	Definition
Competencies	The body of knowledge, skills, and abilities that a candidate is expected to gain during the preparation program experience.
Community Leadership	<ul style="list-style-type: none"> Representing and Promoting the School’s Accomplishments and Needs to the LEA and the Public Involving the Community in Helping Achieve the School’s Vision and Goals
Field-based experiences	Activities that take place in the public schools that allow you to practice the skills learned in the Preliminary Administrative Services coursework.
Field-based Supervisor	The individual administrator (from the district) who visited, observed, counseled, and/or guided you during field-based experiences.
Instructional Leadership	<ul style="list-style-type: none"> Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective

Glossary

<p>Instructional Practices and Student Assessments for Content Instruction</p> <ul style="list-style-type: none"> • Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth • Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors • Communicating with the School Community about School-wide Outcomes Data and Improvement Goals 	
<p>Organizational and Systems Leadership</p>	<ul style="list-style-type: none"> • Understanding and Managing the Complex Interaction of All of the School’s Systems to Promote Teaching and Learning • Developing, Implementing and Monitoring the School’s Budget • Implementing California School Laws, Guidelines, and Other Relevant Federal, State, and Local Requirements and Regulations
<p>Preparation program</p>	<p>The courses, field-based experiences, assignments and assessments completed as part of the Preliminary Administrative Services preparation program.</p>
<p>Program Supervisor</p>	<p>The individual (from the preparation program) who observes, visits, counsels, and/or guides you during field-based experiences.</p>
<p>Professional Learning and Growth Leadership</p>	<ul style="list-style-type: none"> • Modeling Life-Long Learning and Job-Related Professional Growth • Helping Teachers Improve Their Individual Professional Practice Through Professional Growth Activities • Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program
<p>School Improvement Leadership</p>	<ul style="list-style-type: none"> • Working With Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan • Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement • Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth plan • Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes
<p>Visionary Leadership</p>	<ul style="list-style-type: none"> • Developing and Articulating a Vision of Teaching and Learning for the School Consistent With the Local Education Agency’s Overall Vision and Goals • Developing a Shared Commitment to the Vision Among All Members of the School Community • Leading by Example to Promote Implementation of the Vision • Sharing Leadership with Others in the School Community to Help Accomplish the Vision
