Leadership Network: Brief Information

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Leadership network data was collected at two school districts, over three consecutive year data collection plan. For each consecutive year we invited the school and district leaders to complete the Social Network Survey. The survey collected individual demographic information (e.g., gender, ethnicity, marital status, age, years of experiences), eleven network relationships (e.g., collaboration, confidential, energy, expertise, support you approach, support approach you, work-related issues, input, recognition, best practices, and innovation), efficacy, and trusting relationships. The social network questions asked the participants to assess the frequency of interactions they have with those nominated individuals on a four point frequency scale ranging from 1 (the least frequent) to 4 (1-2 times a week). The efficacy items were designed based on the Principal Efficacy Scale used in Daly et al., 2011 and Tschannen-Moran and Gareis' (2004, 2005) studies. The efficacy scale includes 18 items rated on a 9-point Likert scale ranging from 1 (None at all) to 9 (A great deal). The trust scale contains eight items rated on a 7-point Likert scale ranging from 1 (Strongly disagree) to 7 (Strongly agree) modified from Tschannen-Moran and Hoy, 2003. Below is the detailed description of the survey items.

Survey item	Label
Demographic	
Coach (if any)	1=SM; 2=SR; 3=DP; 4=KS; 5=Not Applicable; 6=Other
Gender	1=Female; 2=Male
Ethnicity	1=African American; 2=Asian; 3=Latino; 4=White; 5=Other
Marital status (if any)	1=Single; 2=Single with child(ren); 3=Married; 4=Married with child(ren) at home; 5=Married with child(ren) away from home; 6=Other
Age	1=<30; 2=30-34; 3=35-39; 4=40-49; 5=50-59; 6=60+
Job title	1=Superintendent; 2=Asst. superintendent; 3=Director, certificated; 4=Director, classified; 5=Coordinator; 6=Manager; 7=CBO; 8=Chief of technology; 9=Supervisor; 10=Asst. supervisor; 11=Principal; 12=Asst. principal; 13=Excutive assistant; 14=Other
Work location (if any)	1=District office; 2=A; 3=AV; 4=BH; 5=B; 6=CDC 7=J; 8=L; 9=M; 10=P; 11=RHS; 12=RUH; 13=EC; 14=T; 15=Washington; 16=Other
District/Site	1=District office; 2=School site
Highest degree	1=Bachelors; 2=Masters; 3=Masters +30; 4=Doctorate
Years educator	1=<=4; 2=5-9; 3=10-14; 4=15-19; 5=20-25; 6=25+
Years administrator	1=<=4; 2=5-9; 3=10-14; 4=15-19; 5=20-25; 6=25+
Years district	1=<=4; 2=5-9; 3=10-14; 4=15-19; 5=20-25; 6=25+
Years position	1=<=4; 2=5-9; 3=10-14; 4=15-19; 5=20-25; 6=25+
Years site	1=<=4; 2=5-9; 3=10-14; 4=15-19; 5=20-25; 6=25+
Social network	
Collaboration	Please check the interaction frequency of those Administrative Team Members with whom you collaborate about your work
Confidential	Please check the interaction frequency of those Administrative Team members to whom

Survey item	Label
	you turn to for help of a confidential nature
Energy	Please check the interaction frequency of those Administrative Team members with whom you experience an increase in energy after an exchange
Expertise	Please check the interaction frequency of those Administrative Team members whom you consider to be a reliable source of expertise related to your work
Support you approach	From whom would you seek support before a supervisor
Support approach you	Who would seek your support before a supervisor
Information on work-related issues	How often do you turn to each Administrative Team member for information on work-related topics?
Input	How often do you typically turn to each Administrative Team member for input on an important work decision?
Recognition	How often do you get recognized for your efforts by each Administrative Team member?
Best practices	How often do you turn to each Administrative Team member for best practices?
Innovation	How often is this Administrative Team member willing to take a risk on innovative ideas
Efficacy	In your current role as an administrator to what extent can you…
	1. facilitate learning?
	2. generate enthusiasm for a shared vision?
	3. handle the time demands of the job?
	4. manage change?
	5. promote district spirit?
	6. create a positive environment?
	7. raise student achievement on standardized tests?
	8. promote a positive image of the district with the media?
	9. motivate district or school staff?
	10. promote the prevailing values of the community?
	11. maintain control of your daily schedule?
	12. shape the necessary operational policies and procedures to manage the district or school?
	13. effectively handle employee discipline?
	14. promote positive interactions among district or school staff members?
	15. handle the paperwork required of the job?
	16. promote ethical behavior?
	17. cope with the stress of the job?
	18. prioritize among competing demands of the job?
Trust	Please indicate the extent that you agree or disagree with each of the statements about your leadership team members.
	1. Administrators in this district typically look out for each other.
	2. Even in difficult situations, administrators in this district can depend on each other.
	3. Administrators in this district trust each other.
	4. Administrators in this district are open with each other.
	5. Administrators in this district have faith in the integrity of their colleagues.
	6. Administrators in this district are suspicious of each other.
	7. When administrators in this district tell you something you can believe it.
	8. Administrators in this districts do their jobs well.