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TECHNICAL REPORT

TRANSFORMING PRINCIPAL PREPARATION GRANT PROGRAM: SECOND YEAR

Janey Sturtz McMillen, William Carruthers, Pamela Lovin & Eleanor Hasse [1]

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TPP Mid-Year Report Summary: 2017-18

Janey Sturtz McMillen, William Carruthers, Eleanor Hasse, & Pamela Lovin[1]

June 2018

Overview

The North Carolina General Assembly established a competitive grant program to provide funds for the preparation and support of highly effective school principals (NC Session Law 2015-241, Section 11.9). The North Carolina Alliance for School Leadership Development (NCASLD) administers the Transforming Principal Preparation (TPP) grant program. NCASLD chose five agencies to implement six TPP Programs: *Durham Principal Leadership Academy* (DPLA; NC State University), *High Point University Leadership Academy* (HPULA; High Point University), *North Carolina Leadership Academy* (NCLA; NC State University), *North Carolina School Executive Leadership Program* (NCSELP; Western Carolina University), *Principal Preparation for Excellence and Equity in Rural Schools* (PPEERS; University of North Carolina at Greensboro), and *Sandhills Leadership: Principal Development Program* (SLPDP; Sandhills Regional Education Consortium).

NCASLD contracted with Grant*Prose* to independently apply a 3-tiered approach to evaluate the performance of: (1) NCASLD, (2) TPP Provider agencies, and (3) TPP program participants. Reports produced in the course of this evaluation provide a record of the significant events, activities, and developments in the program and are useful for sharing information about the program with interested parties. The reports are organized to provide information on the inputs, activities, outputs, and outcomes associated with NCASLD as the administrator of the grants, as well as those associated with Provider agencies that are recipients of grant funding. This report summarizes information submitted by the Provider agencies in response to the request for a mid-year report on activities and accomplishments undertaken with State funds during the reporting period of July 1, 2017 through December 31, 2017. Individualized mid-year report forms were sent to all programs in December 2017. All completed program reports were received by February 24, 2018.

Program Budget

As reported by the TPP agencies, the reported amount of grant funds expected to be expended from July 1 through December 31, 2017 was as follows:

$165,604.20 for Durham Principal Leadership Academy (DPLA)
$180, 690.37 for High Point University Leadership Academy (HPULA)
$222,279.74 for North Carolina Leadership Academy (NCLA)
$131,557.30 for North Carolina School Executive Leadership Program (NCSELP)
$220,117.52 for Principal Preparation for Excellence and Equity in Rural Schools (PPEERS)
$555,967.58 for Sandhills Leadership: Principal Development Program (SLPDP)

[1] Suggested citation: Sturtz McMillen, J. Carruthers, W., Hasse, E., & Lovin, P., (2018, June). *TPP Mid-Year Report Summary: 2017-18.* Garner, NC: Grant*Prose*, Inc.

Two of the programs (PPEERS and SLPDP) reported expenditures in a major budget category (Personnel, Fringe, Travel, Equipment, Materials/Supplies, Contractual, Other) that were significantly different (> 10%) than was anticipated for the period July 1 through December 31, 2017. Specifically, PPEERS indicated submitting a budget revision to have $4,943 moved from 'Contractual' to 'Materials/Supplies' and 'Travel'. During the second quarter, the program had more expenditures than anticipated (e.g., for the study tour to Croatan HS in Carteret County and the UNCW Partnership Summit) for which additional funds were needed to clear the overages in these two categories and to continue programmatic needs for monthly school visits, essential meetings, and needed supplies. SLPDP reported that UNC-Pembroke tuition bills (includes tuition and fees) were greater than anticipated. Also, SLPDP Cohort 1 intern salaries for a 6-month internship were greater than anticipated because of two weeks additional time and also because of the experience level of the participants and increased pay due to Masters degrees.

Only one program reported having any audit findings in connection with the program from July 1 through December 31, 2017. The NCSELP program at WCU reported that modifications were made to account for administrative assistant benefits (FICA/Ret/Insurance) that were not originally included in the proposal. They originally budgeted $184.00 for fringe benefits, which just included FICA at 7.65%. In the new budget, they used 21.68% for total fringe benefits. This includes 7.65% for FICA, 13.03% for retirement, and 1% for unemployment reserve. Based on the $2,400 they budgeted for administrative assistant salary in Year 2, the fringe benefits budget should be $520.32. This is a difference of $336.32 that came from the internship release salary budget line.

PROGRAM PROGRESS

A. Program Goals & Expectations

Only the SLPDP program reported revising or refining program goals or expectations since the 2016-17 Annual Report was submitted in June 2017. The program reported recognition that a 10-month internship with strong coaching and mentorship would better prepare the interns for administrative roles, but also that the budget would restrict the number of aspiring administrators that could be trained to half the current number (13 to the current year's group of 26). The SREC Superintendents' Council was in support of this change (most recently discussed at the January 2018 meeting), so the program began working with UNCP on any related issues regarding courses that would prohibit a 10-month internship.

B. Program Participant Withdrawals

No program participants were reported as withdrawing from any of the programs during the July 1 through December 31, 2017 reporting period.

C. Program Participant Progress Toward Degree/License

Reported progress of each program's participants toward a degree/license was reported as follows:

- DPLA reported 14 program participants had completed 34-36 cumulative credit hours.
- HPULA reported 15 program participants from Cohort I completed 36 cumulative credit hours and were eligible for licensure. These 15 participants completed requirements for the Masters degree in December and will have their degrees conferred in May 2018. Fifteen Cohort II participants completed 34 cumulative credit hours.
- NCLA reported 19 program participants completed 34-36 cumulative credit hours.

- NCSELP reported 6 program participants completed 24 cumulative credit hours and met the certification requirements for Post-Masters Certification. The 4 program participants in the Masters program completed 27 cumulative credit hours.
- PPEERS reported 20 program participants had completed 25-27 cumulative credit hours.
- SLPDP reported 11 Cohort I program participants had completed 25-27 cumulative credit hours and 1 Cohort I participant completed 28-30. The program also indicated 10 of the 12 were continuing to complete coursework for the MSA even though 7 of the 12 already had a Masters degree of some type (teaching or technology). Fourteen Cohort II participants completed 16-18 cumulative credit hours.

D. Preparing Program Participants to Meet G.S. 115C-234, Article 19

Each program reported preparing participants to meet the State Board of Education's new requirement (G.S. 115C-234, Article 19; Effective July 1, 2017) to "demonstrate competencies in (i) using digital and other instructional technologies and (ii) supporting teachers and other school personnel to use digital and other instructional technologies to ensure provision of high-quality, integrated digital teaching and learning to all students." Information presented below is taken largely verbatim from responses the TPP Program Directors submitted with their mid-year reports.

The DPLA program reported there have been specific trainings in developing digital competencies and use of educational technology as well as integrated use of those competencies in the real world of the residency placement. Since July 1, mastery of Digital Competencies was the focus of the class "Technology Training" conducted at NC State's Friday Institute. The technology program was specifically designed for aspiring and current school leaders and aligned with NC's Digital Learning Initiative. Specifically, Mary Ann Wolf, Nancy Mangum, and Abby Futrell and her team designed a program for NC State's MSA students through their work on The Professional Learning and Leading Collaborative (PLLC). The PLLC promotes pedagogical shifts in digital learning environments in order to inspire, innovate, and coach. The program teaches Fellows to engage educators at all levels to provide research based, job-embedded models and approaches for strategic planning and professional development with the belief that students deserve access to equitable, personalized learning experiences. The competencies were reinforced and extensively used in three additional classes during this time period (Teach Like a Champion, Digital Storytelling and Problems of Practice) as well as embedded throughout all the other coursework.

The HPULA program reported that in all of the program classes, students explore and useWeb 2.0 technologies with which to learn and present. Technology is also required to enhance participant involvement and engagement. All courses carry a 20-hour virtual component in addition to the 20 face-to-face hours. Additionally, the program provides a principal seminar focused on using digital and instructional technologies.

The NCLA program indicated there have been specific trainings in developing digital competencies and use of educational technology as well as integrated use of those competencies in the real world of the residency placement. Since July 1, mastery of Digital Competencies was the focus of the class "Technology Training" conducted at NC State's Friday Institute (see description in DPLA response above). Participants also had a class entitled "The Flipped Classroom". The competencies were reinforced and extensively used in three additional classes during this time period (Teach Like a Champion, Digital Storytelling, and Problems of Practice)

as well as embedded throughout all the other coursework. Further, participants have been required to do numerous projects using digital technology.

The NCSELP program indicated it believes WCU's on-line learning platforms (e.g., Blackboard, Collaborate, GoToMeeting, Prezi for presentations and academic posters) advance the learning of aspiring principals in the areas of digital and other instructional technology through direct engagement and use of these platforms. Starting August 2018, the program will be adding a competency to its Core Competency list requiring students to "work with the media specialist/coordinator at the school site(s) to: (1) complete a building-wide inventory of digital and other instructional technologies used by teachers (and other instructional providers) to advance student learning, and (2) communicate the inventory results with the school faculty in a shared, digital platform so that teachers may have access to and learn from one another's technological pedagogy, increasing their repertoire of digital and other instructional technology. The inventory must include the titles of the technology with a brief description of each one. Students will submit the completed inventory as evidence for this competency and, below the inventory, provide a brief description of how the inventory was distributed across school faculty in a shared, digital platform. (Students in large schools with more than 30 faculty/classrooms are only responsible for an inventory that includes the technological practices of 30 teachers)."

The PPEERS program reported several means of meeting the requirement, including:

- Full-day Internship Seminar (planned for March 1, 2018) *Personalized Learning and Digital Teaching and Learning.* The presenter, Nathan Craver, a Digital Teaching and Learning Data, Assessment, and Continuous Improvement Consultant at the North Carolina Department of Public Instruction, will address available resources in this area. Interns will also participate in the Digital Citizenship Case Study.
- ELC 670: *Leadership for Teaching and Learning* was a hybrid class. Students were required to complete online assignments and learned to use Google docs, Canvas, Box, and email to satisfy the academic and management tasks required in the course. They also developed or improved their utilization of presentation software, such as PowerPoint.
- ELC 673: *Leadership for Special Populations* was an online, five-week Winter Session course. The students not only used the academic and management software listed in ELC 670 above, they also explored other Web 2.0 applications so they could use multimedia. Students used various animation, voiceover, and text and media presentation platforms to create projects for the course.
- ELC 660: *The Principalship* required students to demonstrate competencies in:
    - Using digital and other instructional technologies: ELC 660 was delivered in a blended e-learning format and students actively participated in online and classroom discussions and activities. Class members collaborated electronically to accomplish course tasks. Students used the CANVAS Learning Management System for completing and submitting all assignments. All communications occurred either through CANVAS or through the student's UNCG email account. Online Assessment Instruments were used including: Online Class meetings - Casey (2016) - *Why Rural Schools Matter;* and Online Leadership Modules. For a Principal Interview & Shadowing Experience and Web 2.0 Presentation assignment, the goal was to help students gain a more detailed "inside" perspective of the principalship and relate this firsthand "inside" perspective to theory and research from course readings. Each

assigned group submitted a Web 2.0 Best Practices online presentation to share with classmates by using a Web 2.0 tool that was interactive. Each student provided online feedback on the Web 2.0 presentation. Student groups used the following tools for their presentation: Powtoon, YouTube video, Facebook profile, Class tools, and Moovly. For a Case Study Report Presentation, group-based students prepared a school profile as an action research project on increasing student achievement using all available data sources. The finished product was a factual, user-friendly presentation highlighting both the strengths and areas of need for the school. Pictures, graphs, and tables were essential. Each group summarized the findings highlighting the areas of strength, priority targets for improvement, and recommendations for moving forward. Online Data Platforms containing the needed information included, but was not limited to: enrollment and demographics, dropout and graduation rate, transportation methods, attendance and mobility rates, walkthrough data, budget income and expenditure, faculty qualifications, partnerships and parental involvement, professional development offerings and attendance, maintenance and safety plans, facility area need, teaching working condition survey data, student disciplinary data, school crime and violence report, student achievement data, faculty attendance rates, faculty turnover, and extracurricular offerings.

  - Supporting teachers and other school personnel to use digital and other instructional technologies to ensure provision of high-quality, integrated digital teaching and learning to all students: A Best Practices Presentation was shared with each principal participant as an outreach to enhance the professional growth of practicing principals; For a Case Study Report Presentation, the final product was shared with the principal and leadership team of each practicum case study high needs school as an outreach to enhance the professional growth. Sample: https://drive.google.com/file/d/1_K-oSX-vpCOdfIQQOnZtg1pxET-083NH/view?usp=sharing

- ELC 694 students were required to use digital tools weekly on both in-class and out of class assignments. Students in ELC 694 were required to demonstrate proficiency with digital tools for the following: using Canvas to post and reply to each other's posts in an online collaborative environment and creating artifacts for note-taking, journaling, and documenting their findings (using any of the following digital media: Google Docs, Google Forms, Google Sheets, electronic journal entries, videos, still pictures or brochures, links to online resources, etc.). Students were required to utilize online resources to document and investigate their internship site and report their data and findings through word processing; conduct an audit of their internship site's instructional and electronic resources, gauging the use of these resources for student learning; create and present a multimedia presentation in class using one of the following digital tools: PowerPoint, Google Slides, Keynote, Powtoon, SlideDog, MediaShout, ScreenCastify, GoAnimate, Haiku Deck, Prezi, SlideShare, Canvas, etc. Lastly, students were required to complete pre- and/or post-assessments or to collaborate and interact with their colleagues during class and at home by using the following learning quiz games, e.g., Quizzizz, Quizlet, Quizlet Live, and Kahoot.

The SLPDP program reported working with DPI to include the program participants in training regarding digital teaching and learning. Both Cohorts I and II have participated in EVAAS training and in sessions regarding use of EVAAS information to coach teachers for school improvement. Interns must be able to articulate a clear vision for their school, which includes digital teaching and learning. In addition, interns must actively promote and model digital

practices such as Google Classroom, Canvas, and other immersive digital tools. Throughout the cohort process, some program participants were found to be more adept at technology than others, so there is a process within the cohort to model and educate each other regarding instructional technology, professional apps, digital systems, and digital content. Two members of Cohort I attended a fall technology conference and returned to make a presentation to the group regarding key information and "take-aways" pertinent to their roles as building administrators. Two members of Cohort II were attending the NCTIES conference in March and making a presentation to the full cohort regarding key conference learning. HR presentations by the participants include information on selecting teachers and other staff members who are knowledgeable of digital processes and instructional technology. In addition, each cohort establishes its own method of digital communication and storage in order to communicate with each other and host information/documents pertinent to program learning. This is a type of 'back channel' that allows interns to collaborate, plan, and communicate regarding their program, as well as to create a site to post and maintain projects and information for future use.

E. Coaching Contacts During Internship

The number of coaching contacts for the average participant in each program during the clinical practice internship period was reported to be 2-3 contacts per week for the DPLA, HPULA, NCLA, and SLPDP programs. The NCSELP program reported 1 contact per week, while the PPEERS program reported 1-3 contacts per month.

F. Salaries and Stipends During Internship

Each program provided a description of the sources (e.g., grant-funded, LEA-funded, other) and amount of salaries or stipends for the participants during the program's clinical practice internship (e.g., minimum AP salary, paid through DPI Principal Fellows program, or paid by grant through school district reimbursement).

DPLA reported payment from the grant to be $121,473for participant salaries/stipends during internship. This amount is used to make up the difference in pay between the actual current teacher salaries and the salary for full-time MSA students/first year AP's. The salaries of the participants were to be "held harmless". Payment from other sources included NC MSA Internship for full-time MSA students to complete their internships (14 Fellows * AP Starting Salary of $39,680 = $555,520). Durham Public Schools pays health insurance for 13 of the 14 Fellows and the grant pays health insurance for one Fellow ($75,400 from Durham). Total salary from all sources is $676,993, plus health insurance for 14 Fellows in the amount of $81,200. The full total including Health Insurance: $758,193.52.

HPULA indicated it pays for $25,000 of salaries, benefits, etc. The districts pick up the rest to give the participants full pay. The program has several interns who are making more than $25,000 because of Master's degrees. For those who moved to AP, the salary went up but districts paid the rest. HPU continued to pay for them if they were in their internship. Some districts have chosen to have full year internships, like Cabarrus and Vance. Looking to Cohort III, the program will consider full year internship. Payment from the TPP grant is $750,126 (30 candidates up to $25,000 of salary + benefits). Districts will provide additional funds to ensure full current salary. Aspiring principals will continue at their current salary during the 5-month internship. Total still to be reported by districts.

NCLA reported all Fellows receive the minimum AP salary, paid through DPI Principal Fellows

program. Those Fellows whose salary would have been decreased because the minimum AP salary is less than the Fellow earned as a teacher received a stipend to hold their salary harmless. Payment from the grant is $10,218. This amount is paid from the grant to make up the difference in pay between the actual current teacher salaries and the salary for full-time MSA students/first year APs. Payment from other sources includes NC MSA Internship for full-time MSA students to complete their internships (19 Fellows * AP Starting Salary of $39,680 = $793,600). Participating districts will pay health insurance for 19 Fellows ($116,000). Total salary from all sources: $803,818, plus health insurance for 19 Fellows in the amount of $116,000. The full total including Health Insurance: $919,818.

NCSELP reported the program payments as follows:

- 4 Participants (Completed PMC Program 12/2017) received $10,000 (from the grant) for a two-month, summer stipend, to serve as a full-time administrative intern. The participants' districts continued to pay salary and benefits in the fall, as participants completed the three remaining months of their five-month, full-time fully released internship. Grant money ($3,900/month or $11,700) was provided to the districts to help them provide a substitute teacher for participants' classrooms while participants were serving in the internship. All grant monies were paid to the districts (by WCU) following receipt of invoices.
- 2 Participants (MSA Program) $5,000/month or $25,000 total (from the grant) will be provided to the district for the participants' Spring 2018 internship. Districts will continue to pay the participants' salary/benefits and use the grant-provided funds for substitute pay, if a substitute is needed. All grant monies will be paid to the districts (by WCU) following receipt of invoices.
- 1 participant (Completed PMC Program 12/2017) was employed by the participant's district as a "paid-intern" for the five-month, internship in the fall of 2017. The participant's district used grant funds ($11,700 total) to support a substitute for the classroom. All grant monies were paid to the districts (by WCU) following receipt of invoices.
- 3 participants (1 completed PMC Program 12/2017, 2 MSA) presently serve as employed administrators in their districts and will not need compensation for the internship.

PPEERS reported payment from the grant to be $39,680 ($3,968/month) per intern *20 interns=$789,632. Payment from other sources included sponsoring districts paying interns' fringe benefits during the 10-month, full-time internship.

SLPDP reported payment from the grant to be total salary (salary, social security, retirement, health) for the 12 Cohort I interns at $377,250. LEAs must pay local supplements. Participants stay on local systems' payroll and the LEAs request reimbursement from the grant. Interns remain employees of the home LEA and are not removed from employee records or payroll. This process allows the intern to continue to work for the state without a leave of absence and to accumulate credit toward retirement.

Table 1 provides a summary overview of sources of funding being used by the TPP programs to support the salaries and/or stipends for participants during the period of their internship.

Table 1. Sources of Funding Supporting Participant Internship Salaries/Stipends

Program	TPP Funds	LEA Funds	Other
DPLA	Yes	Health insurance	NC MSA Internship
HPULA	Yes	Yes	
NCLA	Yes	Health insurance	DPI Principal Fellows NC MSA Internship
NCSELP	Yes*		
PPEERS	Yes	Fringe benefits	
SLPDP	Yes	Local supplement	

** Note: NCSELP uses grant funds to also support expenses for LEAs to put substitutes in classrooms for TPP participants while they serve in their internships.*

G. Feedback from Program Partners/LEAs

Each program provided a description of its process for gathering feedback from program partners/LEAs as well as any resulting planned program changes.

The DPLA program has gathered feedback from program partners/LEAs by increased collaboration in district principal residency placement. The program has also established relationships with a new group of mentor principals, training them on residency expectations and tweaking schedules and course of study to both Durham and urban context. Transition of both superintendent and other senior leadership occurred during this time period (July 1-December 30, 2017). The program has developed a close working relationship with the new superintendent who had prior experience with DPLA. Program staff met with the mentor principals and solicited feedback to improve the program.

Based on feedback from program partners, HPULA has revised the district rubric, the Academy interview process, and interview assessments and rubrics. The program discusses concerns, makes plans, and revises operations during Advisory Board/Principal Leadership meetings. The Program Director meets individually with executive coaches, students, and affiliates. She communicates with district partners on an individual basis as well.

The NCLA Cohort Director meets with principal mentors and superintendents and solicits just-in-time feedback on the performance of Fellows. The program's increased collaboration in principal residency placements resulted in changes in placements and changes in the approach to placement in the future. The program also improved the communication lines to gain better access to superintendents.

The NCSELP program gathers feedback from: (1) monthly Western Region Superintendent's Council meetings, (2) yearly Educational Leadership Advisory Council meetings, (3) semester Internship Network Learning Community meetings, (4) yearly LEA mentor trainings, and (5) student evaluations. The program has not received feedback that has resulted in significant changes to the program. The program has made small adjustments to make the program more student-friendly/accessible. District leaders have voiced an appreciation for the scholarships (awarded by the TPP grant) and are hopeful this funding will continue. If it does, superintendents are willing to work closely with WCU to identify and grow aspiring principals from within their organizations. Superintendents have agreed that they would like to work more closely with WCU citing concern for some of the administrative candidates in their pipeline who self-selected into principal preparation programs, but have not demonstrated many of the qualities needed for

leadership. The program is considering the addition of a candidate selection component (for all applicants—not just TPP Grant Scholars) that requires recommendation from senior-level leaders/supervisors. For example, they may reach out to the senior-level leaders/supervisors in the districts of those who self-selected into the program to verify their potential as an aspiring leader. Their verification could serve as a piece of the selection criteria.

While the PPEERS program has consistently gathered LEA feedback through a variety of means (surveys, interviews, direct contact, email, etc.), the feedback has been overwhelmingly positive thus far, and the program has not received any critique that has led to substantive changes in the current program. However, the LEAs have provided actionable recommendations for future cohorts. For example, the program will seek to increase the salary replacement amount in the future to attract more applicants who have substantial teaching experience.

SLPDP's Executive Director, Jim Simeon, meets monthly with job-alike groups from across the region. Updates are communicated and feedback is requested at each meeting for Superintendents' Council, HR Directors, Curriculum/Instruction/PD Leaders, Finance Directors, and Technology Leaders. Information from each meeting is shared with Superintendents and with PDP staff. Adjustments in program content are made based on the feedback and Superintendents' recommendations and decisions.

H. Self-initiated Evaluation Activities

Each of the programs provided a description of any self-initiated evaluation activities the program had implemented to date, as well as any significant findings from such activities.

The DPLA and NCLA programs reported they are monitoring and supporting Fellows' successful adjustment to the programs and the impact of the programs. The programs collect data on the impact of all specialized trainings/conferences and learning experiences. Their principal mentors, coaches, instructors, and Cohort Director assess fellows. On an individual basis, program staff is providing customized personal feedback. The Fellows also engage in self-assessment and reflection based on the NC Standards for School Executives.

HPULA conducted a plus delta with its candidates after both orientations, first face-to-face class, and affiliate activities for both cohorts. The program has course evaluations from all courses, as well as the evaluation results from the evaluator of the grant. All feedback has been positive. The Program Director talked with each candidate by phone or in-person to gather feedback; their executive coaches gather feedback on a regular basis, which is discussed and used to adjust the program. The Program Director collected information on the scheduling of courses and other content from Cohort I. She also talked with instructors to seek feedback on content of their courses and the performance and needs of the students. Lastly, the program conducts evaluations of all other activities (BB&T, CCL, Ropes, Stem Leadership, Restorative Justice, etc.).

The NCSELP faculty meets twice a month to review progress toward grant and program outcomes. A variety of data sources are accessed for collective data analysis and decision-making. Based on these activities, the program's TPP grant budget/proposal for year-three includes two primary changes: (1) increased attention to curriculum and learning opportunities related to leadership for equity/social justice, and (2) increased attention to deliberate intern and mentor coaching. The program also participates in a yearly "Assessment Day" process within the College, in which program and student learning outcomes are assessed. These assessments are tied to the SACSCOC accreditation process.

The Office of Assessment, Evaluation, and Research Services (OAERS) has developed a PPEERS evaluation plan (created logic model, identified evaluation questions, indicators, data sources and data collection methods) and collected all data that will be used as a baseline across all program components. OAERS will submit to Director Hewitt the first benchmark report by 6/23/17. Additionally, the PPEERS team has collected baseline student performance data from the Interview Evening, which they are using to inform instruction and will use to monitor student performance and growth over the duration of the program. Lastly, the program has collected perceptual data about each element of the program thus far:

- Surveyed District Point Persons about recruitment and selection process
- Surveyed District Point Persons about District Point Person information meetings at UNCG
- Surveyed applicants about interview evening
- Surveyed all interview evening volunteers
- Surveyed District Point Persons and students about orientation session
- Surveyed PPEERS participants about their Spring 2017 coursework
- Surveyed PPEERS participants about each Saturday seminar
- Surveyed PPEERS interns, scorers, actors, and ambassadors about Performance Learning Day
- Interviewed sample of District Point Persons and superintendents regarding perceptions of germination, development, and sustainment of PPEERS partnership

The data collected thus far suggest stakeholders – District Point Persons and students – are quite happy with the program – in terms of its quality, rigor, and relevance – and also with communication and program administration.

SLPDP's informal evaluation is ongoing through email questions/responses, as well as face-to-face conversations and discussions. Currently, indications are that these cohorts of interns are academically strong, committed to school improvement, and receptive to transferring course content to authentic practice. Cohort I was surveyed regarding program content and their recommendations were used when planning for Cohort II. Cohort I recommended continued use of the Big Pine facility for a session on trust and collaboration, additional training for mentor principals, continued use of NCASBO for finance training, continued and enhanced use of "reflection" during each week's debrief, and continued and enhanced use of 'hot seat scenarios' as authentic, practical activities used during Synergy Sessions with individuals or teams as difficult problems/conversations to solve.

I. Unexpected Program Barriers or Challenges

Programs reported on any unexpected barriers or challenges the program had encountered to date, as well as strategies for overcoming them.

The only barriers DPLA and NCLA reported having encountered were institutional issues. Examples included: a) The delay in receiving IRB approval; b) The requirement from the University to have SACS's approval for teaching sites; and c) The funding process for the grant and not being able to carry over funds. Not allowing carry-over makes delivering a multi-year program very difficult.

HPULA reported the budgeting parameters of the grant itself have created difficulties in scheduling courses and activities in the manner in which the program was designed. Late changes requiring a move from offering an alternative licensure to also offering a M.Ed. required

considerable time and effort to put in place.

NCSELP reported that, based on directives from the NCASLD agency, challenges were placed on the grantees, students, and cooperating school districts for identifying funds to allow for full-time, fully released internships. Examination of funds within the school districts and redistribution of grant funds within year 1 and year 2 have, and will, allow financial support to be distributed to the school districts to pay for internship opportunities and substitutes during the regular school schedule. The redistribution of funds in year 2 led to the loss of the program's Grant Project Director (with the replacement of administrative assistance from a part-time contractual assistant to help in managing invoices and reports). The delayed notification of the ability to carry over funds from year 1 to year 2 limited the scope for which the grant could support second year activities. The proposal for funding indicated a total of 10 students would receive scholarship support over the 2 years of the grant. Recruitment of students for Cohort II did not include scholarship opportunities for those applicants because all grant funding was used to support the 10 students in Cohort I. Once a renewal budget is approved, the program will be able to support 5 students from Cohort III, and 5 students from Cohort IV. The program's funding request for the first two years was not sufficient for supporting an adequate intern and mentor/coaching component. The program has requested additional funding and designed an evidenced-based coaching program for Years 3, 4, and 5 of the TPP grant.

The PPEERS program reported having two interns on corrective action plans. One was put on a plan in November and is making substantive and encouraging progress. The other was put on a plan on 1/30/18.

The greatest barrier/challenge reported by SLPDP was payment of grant funds as reimbursement. Because funds are not released until 3 months after invoices are submitted and invoices are submitted quarterly, UNCP tuition is paid 3 months late causing interns to receive weekly late notices with threats of being dropped from class rolls. (Three students were dropped and then, after ongoing intervention, reinstated. During the dropped period, they were unable to access Blackboard to complete assignments or participate in online classes.) UNCP has agreed to list SLPDP students in the same way as military so SLPDP is now noted as 'third party pay' and we are hopeful that this will solve the problem with late notices and students being dropped from the roll or locked out of Blackboard. It was necessary for the SREC to loan funds from the fund balance to support needs until invoices could be reimbursed to Hoke County. This was not anticipated as a planned expense by the SREC and the loan put a significant strain on a limited SREC budget.

J. Program Successes

Eight (8) of the 14 DPLA Fellows have already obtained jobs as Assistant Principals. The program's other reported successes include delivering a series of trainings including: Equity Retreat at the Franklinton Center at Bricks in Edgecombe County, NC; Conference at Ron Clark Academy in Atlanta, GA; a customized Federal Education Policy conference at AEI in Washington, DC, and Flipped Classroom training. Students are engaged in robust coursework primarily taught by current Principals and Superintendents. The program hired an excellent DPLA Cohort Director, Dr. Pat Ashley. Fellows have completed three semesters of coursework and are engaging in coursework Spring 2018 as well. Fellows began their official residencies in August 2017. Between July 1 and December 30, 2017, training was conducted for 14 mentor principals and for the strong cohort of executive coaches (Bill MCNeal, Jim Key, Shirley

Arrington, David Malcheck, Teresa Pierre, Tom Houilhan, and Pat Ashley). Executive coaches were placed with Fellows and began providing personal support as the residencies began. Students continue to be engaged in robust course work and specialized trainings. Summer topics focused on instruction and included literacy, Madeline Hunter techniques, and curriculum design. Fall topics included organizational management, transforming culture, budgeting, how to talk with people, Covey training, and program evaluation. Students made several school site visits both within Durham and in other districts with similar challenges. All Fellows successfully completed summer and fall semesters. Special sessions included Digital Storytelling, a three-day retreat; a two-day retreat with Muriel Summers to focus on Covey practices in a school setting; and special school tour and class on school culture with Dr. Kent Peterson from University of Wisconsin. Students completed a number of special activities to complement their residency placements, including logging and tracking their in-school activities on a weekly basis. They also did projects on resources available in their school communities, an analysis of their school, and a survey of perceptions of diverse people within the school community. The Cohort Director maintained a close working relationship with the Durham Public Schools (DPS) point of contact and others in senior leadership to support the preparation of principal residents within the urban, Durham context. The program has also enjoyed excellent collaboration with DPS.

HPULA reported having 30 strong candidates across two cohorts. The university has accepted experiences outside the classroom as credit toward the degree (12 transfer credits). The university and districts have formed relationships that allow for identification and support of principal candidates. All 15 students in Cohort I completed their degrees and license, each maintaining a 4.0 GPA. Nine of the 15 Cohort I students have received assistant principal positions and one from Cohort II.

The NCLA program reported one Fellow has already been hired to be an Assistant Principal. Since January 1, 2017, the program has delivered a series of very successful trainings including: Equity Retreat at the Franklinton Center at Bricks in Edgecombe County, NC; Conference at Ron Clark Academy in Atlanta, GA; a customized Federal Education Policy conference at AEI in Washington, DC; and Flipped Classroom training. Students are engaging in robust coursework primarily taught by current Principals and Superintendents. The program hired an excellent NCLA Cohort Director, Dr. Brenda Champion. The program attended the Rural Education Forum in Columbus Ohio at which five Fellows presented Break Out Sessions. Students served as conference Facilitators for NCPAPA's 2017 Fall Instructional Symposium. The Cohort Director maintained a close working relationship with districts and senior leadership to support the preparation of principal residents. The program has also enjoyed excellent collaboration with the partner districts.

NCSELP reported that the number of applications in their system continues to grow. This is a three-year trend since the program redesign. The program has a later due date for applications (June) so it is still too early to document the number of applications for the incoming Cohort. Program partnerships with the surrounding districts continue and have expanded beyond the region. They have, for example, been asked to conduct recruitment efforts farther east, in the Chapel-Hill/Carrboro School District, as a result of the program's growing reputation. They continue to be invited to monthly, Region 8, Superintendent Council meetings where they have the opportunity to share program successes and work closely to identify what Superintendents need with respect to school leadership. They have also agreed to work with the program to identify strong, aspiring school leaders. Six (6) of the 10 NCSELP students (PMC students) have

just finished their program (December 2018) and the other 4 (MSA) remain enrolled with anticipated completion in May 2018. These four are presently completing their 5-month, full-time, administrative internships. Of the 6 PMC students who completed the program in December, one is serving as an Assistant Principal, one serves in a prominent Central Office position, and two others have received interviews for administrative positions. Two (2) of the 4 remaining MSA students are presently serving as employed administrators. Other successes include: (1) completion of the first internship mentor-training program, (2) completion of two Networked Learning Community meetings with interns and mentors, and (3) integration of the community's equity work into the curriculum (including the Asheville City Schools and ICS for Equity).

The PPEERS program reported several major successes to date, including 2 program participants being hired in Assistant Principal roles. They have a strong cohort of students with substantial teaching experience and experience as teacher leaders. Thus far, students have been strongly committed, passionate, and diligent. Their work to date is of high quality. The fine cohort the program has is due to strong, multi-faceted recruitment efforts and a rigorous, two-stage selection process. The second major success of PPEERS is the cultivation of a strong partnership amongst the 11 LEAs, UNCG, and the Southern Regional Education Board (SREB). The District Point Persons have been invaluable in providing input and feedback, generating ideas, liaising with other personnel in the LEA (e.g., human relations, superintendents), and making sure that things get done (e.g., forms completed, contracts signed, etc.). Data from interviews of a sample of District Point Persons and superintendents regarding their perceptions of the germination, development, and sustainment of the PPEERS partnership were overwhelmingly positive. For example, one district partner leader stated PPEERS *"is going to be a best practice that's going to be looked at on a national scale . . . I don't think you could have put together a better team."* Superintendent Stephen Gainey of Randolph County, in a conversation with Director Hewitt, praised PPEERS, stating, "*This is how leadership preparation should be done,"* and stating he would put 3-4 more teachers from his district into PPEERs "right now, if I could." SREB has provided outstanding leadership and resources and has done a stellar job securing three outstanding Leadership Coaches. Additionally, SREB – in collaboration with UNCG – has designed relevant, high-quality Special Topics Seminars (3 Saturday sessions per semester). The UNCG PPEERS leadership team and SREB team meet weekly via a standing meeting to plan, organize, review data, and learn together. The program also holds a monthly Learning Together session during which they discuss articles and books pertinent to leadership preparation and the rural school context. Third, course evaluation data indicate PPEERS participants highly regarded the coursework and instructors for the courses they have completed thus far. Fourth, the program has begun disseminating findings from the early stages of this leadership program. Director Hewitt, Dr. Ann Davis, and Jon Schmidt-Davis have authored a chapter about the PPEERS partnership for an edited book (currently in press) on university-district partnerships in rural contexts. Presentations about the program have been made at the 2017 SREB Leadership Forum, 2017 UNCW Partnership Summit, and (2 presentations and one symposium) at 2017 University Council of Education Administration (UCEA). Fifth, district partners are excited about offering another cohort of PPEERS through an additional round of funding through NCASLD to begin in 2018. Word has been spreading through partner districts about PPEERS, and the program anticipates more applications for the second cohort of PPEERS.

The SLPDP program reported several great successes to date. These included: selection of two strong groups of executive interns who are committed to success and highly engaged in this

program; selection of excellent Executive Coaches, former Superintendents known for developing their own LEA principals, who coach interns in their schools and meet with mentor principals onsite, make presentations at Synergy, review their interns' work, and approve Taskstream submissions; selection of a Program Manager, a former principal and central office staff member, who conducts program participant recruitment, communicates daily with stakeholders, develops the curriculum, creates Synergy Sessions agendas, arranges speakers, and makes presentations at Synergy, in addition to reviewing and responding to program participant work. All staff members give critical feedback to participants regarding written work, projects, Synergy discussions, strengths and needs with a constant purpose of developing strong, innovative, technologically adept principals who will be focused on a clear vision, work with a sense of urgency for school improvement, and develop skills to recruit and maintain a faculty/staff of educators committed to student success. The program also reported positive, collaborative relationships between dedicated UNCP Professors, who are receptive to input and willing to adjust their work to be more innovative and authentic, and experienced SLPDP staff, who are collaborative team members. Executive Coaches and the Program Manager attend UNCP classes and debrief with program participants regarding classwork and application of learning. The program has strong commitment and support by LEA Superintendents and their administrative teams who selected aspiring principal candidates in whom they have confidence to become successful, transformational school leaders. All members of the program are excited about and committed to innovative school leadership and the school transformation process. Superintendents and LEA Curriculum Leaders report the SLPDP "wrap-around" coaching and training process is significantly preparing their interns for administrative roles. Executive Coaches note that interns are given greater and more independent responsibilities with each passing month in the internship, so that the interns become valuable, productive leaders within each internship school. Five (5) of the 12 members of Cohort I are now serving as Assistant Principals in their districts. Two members of Cohort I, who were previously working as teachers, have been placed in instructional coaching positions in order to assist the school both instructionally and administratively until appropriate administrative positions are open. The program's unique Switch Experience component in which each intern spends a period of time (3 weeks) in a different school and different LEA for the purpose of learning and practicing leadership skills among a new faculty and a different school community culture is also a success.

Table 2 provides a summary of the number of TPP participants serving in Assistant Principal positions by the time the TPP agencies submitted their mid-year reports for 2017-18.

Table 2. TPP Participants Serving in AP Positions by Time of Mid-Year Report: 2017-18

Program	AP Positions
DPLA	8
HPULA	
Cohort 1	9
Cohort 2	1
NCLA	1
NCSELP	1
PPEERS	0
SLPDP	5
Total	25

K. Future Plans and Funding Prospects

Each program provided a brief summary of future plans and funding prospects for sustaining or expanding program operations.

The DPLA and NCLA programs reported they have the capacity to expand to serve more districts, schools, and children. The programs reported being very appreciative of the legislature's commitment to developing successful school leaders. Program staff is very hopeful that NC's legislature will continue to invest in quality principal preparation, especially by utilizing the 3% state hold back for leadership allowed by ESSA.

The HPULA program is looking for additional grant opportunities. Program staff shares all program pieces with the chair for consideration for the traditional program.

The NCSELP program has been approved for continued TPP grant funding and has submitted a proposal for the remaining three years. Primary components of that proposal include: (1) scholarships for 5 students from Cohort III and 5 students from Cohort IV, (2) increased emphasis on leadership for equity and social justice through the requirement of added course work in the area, travel to a social justice institute in Madison Wisconsin, and exposure to equity work within the region, (3) development of a collaborative, internship coaching model, and (4) continued and expanded mentor training.

The PPEERS program will use program evaluation data to strengthen the program further and seek funding for additional cohorts. If the opportunity arises, they would like to create an urban school leadership program based on the PPEERS model. Additionally, they are seeking funding opportunities from other sponsors, such as Golden Leaf.

The SLPDP program is committed to successful implementation of the current grant project. They are pursuing future funding prospects and will continue to explore all possible avenues collaboratively with UNCP. They are eager to begin recruiting Cohort 3 and are pleased to have the strong support of the Sandhills LEAs.

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Garner, NC 27529
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TECHNICAL REPORT

OBSERVATIONS

TRANSFORMING PRINCIPAL PREPARATION GRANT PROGRAM: SECOND YEAR

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Transforming Principal Preparation Professional Leaning Network

Observation Report of November 1, 2017, PLN Meeting
Pamela Lovin and Bill Carruthers
Released November 2017

OVERVIEW

North Carolina Association for School Leadership Development (NCASLD) hosted the NC Transforming Principal Preparation Program (TPP) Professional Learning Network (PLN) Fall Meeting on Wednesday November 1, 2017, at the William and Ida Friday Institute for Educational Innovation in Raleigh. The meeting lasted from 9:00am to 3:00pm. The conference room was arranged in eight table groups to facilitate discussion. All six Transforming Principal Preparation (TPP) programs attended along with other stakeholders, such as BEST NC, NCSEAA, and Grant*Prose*. Thirty-eight attendees participated in the meeting. Each TPP program was represented by the program director with a minimum of three attendees per program. The presenters were Shirley Prince, NCASLD; Mary Jo Dunnington, New York Leadership Academy; and Steve Tozer, University of Illinois at Chicago. Dr. Tozer discussed the development of the next-generation principal preparation program in Chicago, Illinois, and facilitated cross-team and teamwork discussions for six programs.

OBSERVATION

Shirley Prince welcomed participants, reviewed the schedule (Appendix A) and shared the goals for the day. The goal of the PLN is to have experts show innovative aspects of principal preparation and provide participants opportunities to work within teams and across teams. Mary Jo Dunnington presented an overview of the TPP PLN schedule. The schedule for the PLN includes quarterly virtual and in-person networking opportunities. PowerPoint slides for the November 1 meeting were made available for the participants (Appendix B).

Steve Tozer presented the keynote address, ***Next-Generation Principal Preparation and Development: Lessons from Chicago and Illinois***. In his presentation, he shared how the University of Illinois at Chicago recreated their principal preparation program. One key component of the program was leadership coaching. The Next-Generation Program focused on result-oriented principal impact on schools. The program developed partnerships with districts that invested resources into highly selective cohorts. Applying lessons learned from the medical field, the program added leadership coaching for pre-service and in-service participants and secured full-time funding for the coaching positions.

Presenters facilitated cross-team discussion by mixing the program participants and providing a set of discussion questions. Discussion topics included what are the next steps in program development and a description of optimal coaching for site-based learning. Groups shared their ideas through a panel discussion. Participants listed mentoring and in-service coaching along with the ability to lead data driven discussions as growth steps for their principal preparation

programs. Year-long internship and increasing face-time with interns were noted areas for growth in the site-based learning components. One group pointed out that the coaches and clinical faculty should share formative assessment data and take part in the organizational development of a program. Participants noted that the greatest obstacle to integrate these strategies for growth was the lack of state level advocates. The participants identified partnerships such as with WRESA, SREC, and LEAs as keys for program collaboration. Participants noted that more face-to-face as well as virtual PLN meetings would help improve collaborative relationships. Lunch was provided on-site which allowed groups to continue discussions during lunch.

Steve Tozer continued sharing his experience in Chicago during a session entitled ***Change Agency in Our Own Backyards***. He discussed how the principal preparation program worked first with the Chicago school district to create a highly selective principal program which included a 12-month paid leadership residency. Once the state saw the progress the Chicago school district was making, the state created a taskforce to look at school leadership and introduce legislation to change the current principal programs.

Based on the changes seen in the Chicago model, TPP program participants spent close to an hour discussing the most important keys to change in their site-based learning. Each program shared one of their keys to creating change. The list included refining the selection process, revising evidences for each course, considering a switch during internship, increasing more face-to-face time between coaches and interns, and focusing more on math instruction.

The meeting ended with Grant*Prose* presenting the evaluation timeline for the coming months. Surveys, site-visits and reports were listed. The next major evaluation task is the program site visit. The evaluation rubric and suggestions for evidence documentation was presented. Programs were encouraged to ask clarifying questions. Before participants left, the organizers reminded the programs of the future PLN meetings and asked participants to complete the feedback form (Appendix C).

FEEDBACK

At the end of the day, the participants were invited to complete a feedback form on the PLN meeting.

The feedback form began with eight Likert-scale items addressing the PLN. Response choices ranged from Strongly Disagree to Disagree, Neutral, Agree, and Strongly Agree. All but one of the responses to the eight items were either Strongly Agree or Agree; the other response was Neutral. On the whole, the participants expressed considerable satisfaction with the meeting but would like to have more time to reflect on how to apply the material to their own professional practice. Table 1 shows the percentage of individuals responding Strongly Agree to each item.

Table 1. Percentage of Respondents Indicating Strongly Agree to Likert Survey Items on this PLN

Survey Item	Percentage Responding Strongly Agree
Q1. This PLN had clear objectives.	78%
Q2. This PLN was relevant to my professional development needs.	87%
Q3. This PLN was led by effective facilitators.	91%
Q4. This PLN was well structured.	74%
Q5. This PLN provided me with useful resources.	70%
Q6. This PLN was engaging.	78%
Q7. This PLN included adequate opportunities for participants to consider applications to their own professional practice.	61%
Q8. This PLN was of high quality overall.	87%

The feedback form continued with four Likert-scale items addressing the Sessions. Response choices ranged from Very Unsatisfied, to Unsatisfied, Neutral, Satisfied and Very Satisfied. None of the responses very either Very Unsatisfied or Unsatisfied. All of the respondents to the survey indicated they were Very Satisfied with Steve Tozer's keynote presentation. On the whole, the participants expressed considerable satisfaction with the program sessions. Table 2 shows the percentage of individuals responding Very Satisfied to each item.

Table 2. Percentage of Respondents Indicating Very Satified to Likert Survey Items on Sessions

Survey Item	Percentage Responding Very Satisfied
Q9. Keynote: Next Generation Principal Preparation and Development: Lessons from Chicago and Illinois	100%
Q10. Morning Table Time and Reflection	57%
Q11. Afternoon Session: Change Agency in Our Own Backyards	74%
Q12. Afternoon: Table Work in Teams	91%

Participants' comments to the open-ended question, "Please provide any specific thoughts and feedback you have regarding the November 1st PLN session" are presented in Tables 3.

Table 3. Please provide any specific thoughts and feedback you have regarding the November 1st PLN session:

- *The meeting was much more practical/relevant than last meeting*
- *Great info- appreciated the time given to work with other systems*
- *Thank you for a day well spent!*
- *Great book recommendation. You had the right presenter at the right time. More time for table work in teams and collaborations with other teams.*
- *More or additional time for teams to reflect and plan as a regional team.*

- *Great day- I was very impressed with what Illinois has done and wish for NC to have a similar model.*
- *Liked the collaboration time between programs (could use more). Liked team time as well. Great presenter!*
- *Tozer is great- engaging, knowledgeable, facilitative. UIC is a fantastic example for us.*
- *Excellent session! It would be good to have all programs to get together and share information about their programs.*
- *Steve Tozer was outstanding. I would love to see him speak to DPI and legislative leaders.*
- *Tozer was fabulous- interesting, informative and engaging*
- *More time with Steve! Still need the piece on coaching*
- *Very information meeting. Food was great*
- *Good information*

CONCLUSIONS

The November 1 PLN meeting hosted by NCASLD for the six principal preparation programs received positive reviews from the participants. From the feedback form, it is apparent all participants enjoyed learning from an expert in principal preparations, Steve Tozer. Another strength of the meeting was the cross-team discussions. Except for the PLN meeting(s), the TPP programs do not have an organized way to share successes and challenges. When planning future PLN meetings, NCASLD will want to challenge TPP program structures and processes by bringing the leaders in principal preparation to speak. The agenda should also be structured to encourage discussion, both within and across teams.

Appendices

Appendix A: NC Transforming Principal Preparation Program PLN Fall Meeting Agenda

Appendix B: NC Transforming Principal Preparation Program PLN Fall Meeting PowerPoint

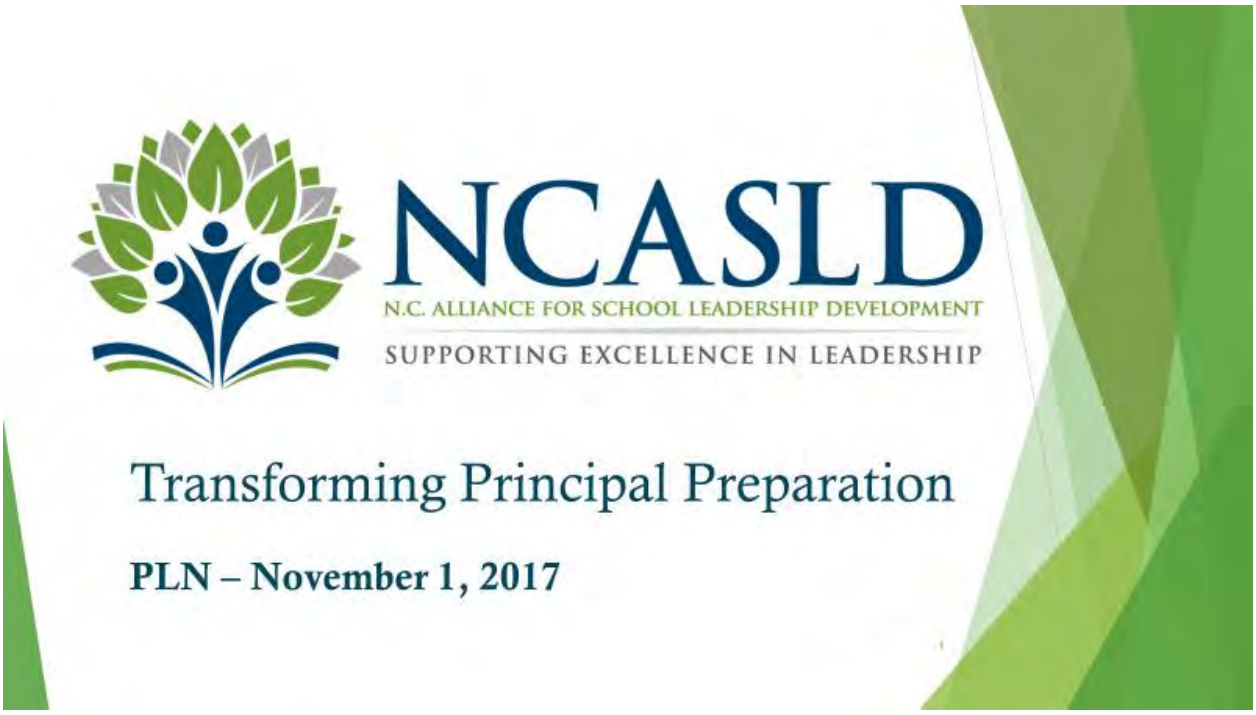
Appendix C: NC Transforming Principal Preparation Program PLN Fall Meeting Feedback Form

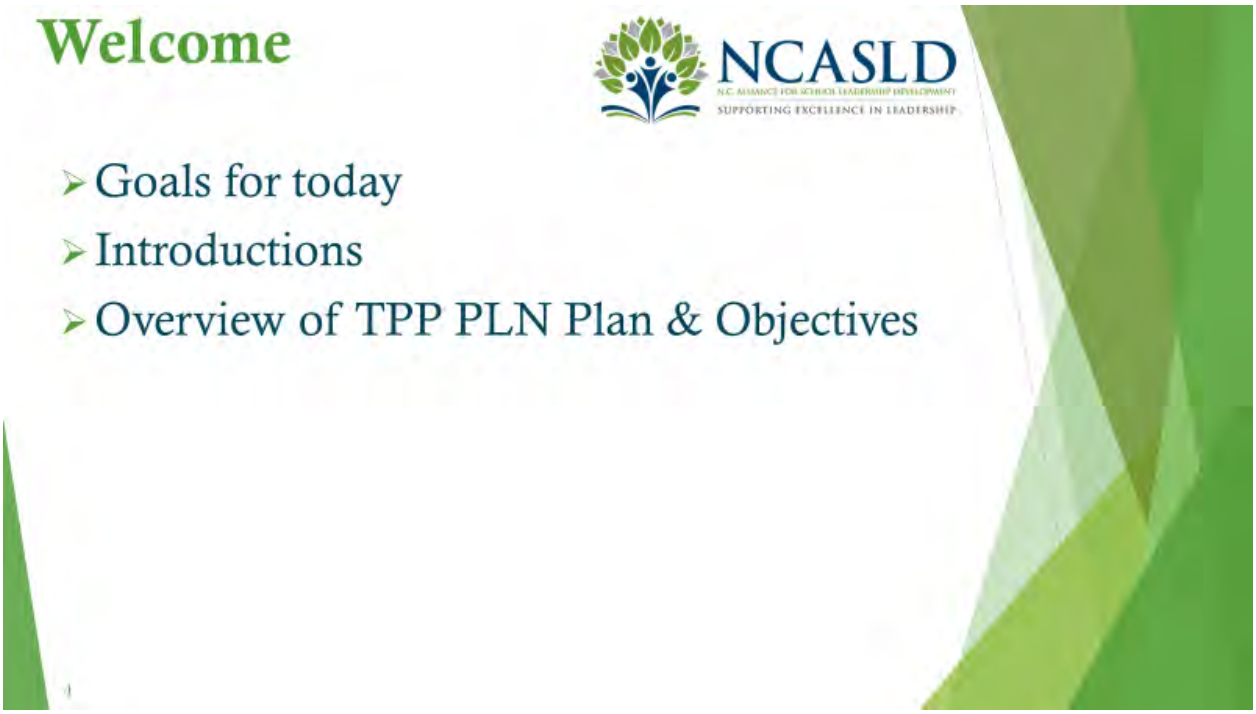
Appendix A: NC Transforming Principal Preparation Program PLN Fall Meeting Agenda

North Carolina Association for School Leadership Development
NC Transforming Principal Preparation PLN
Fall Meeting – November 1, 2017
9:00 a.m. – 3:00 p.m.

9:00	Welcome, introductions, and goals for today (Shirley Prince) Overview of TPP PLN plan and objectives for 2017-18 (Mary Jo Dunnington)
9:20-10:20	Keynote: **Next-Generation Principal Preparation and Development: Lessons from Chicago and Illinois** (Steve Tozer)
10:20-11:00	Cross-team-discussions: Next edges of program development and optimal coaching for site-based learning
11:00-11:15	Break
11:15-11:45	Brief report-out from each table and panel response (panelists selected from each team)
11:45-12:30	Lunch
12:30-1:00	Change Agency in Our Own Backyards (Steve Tozer) • How Illinois and Chicago Moved the Policy Agenda to Support Site-based learning for Pre-service and Novice Principals • Designing a Leadership Development Plan to structure leadership coaching in each program
1:00-2:00	Table work in teams--Achieving program consensus on an agenda for change in program design and implementation
2:00-2:15	Report out: 2-minute team summaries on 3 most important change goals
2:15	Conclusions and next steps as a community of practice
2:30-3:00	Evaluation Rubric (NCASLD/Grant*Prose*)

Appendix B: NC Transforming Principal Preparation Program PLN Fall Meeting PowerPoint





Goals for Today

- Kick off our PLN work for 2017-18
- Gain insight from an exemplar preparation program, with a focus on developing robust coaching as part of the clinical component
- Provide opportunities for both team-based work time and cross-team sharing to encourage collaboration
- Update you on the TPP evaluation process and timeline

Overall Goals for the PLN

- Provide TPP program directors/teams with access to national experts and examples of innovation to help inform and inspire their work
- Develop a community of practice to encourage sharing of successful practices and collaborative problem solving

PLN: Important Content Areas

- Coaching
- Developing activities and assessments for aspiring school leaders
- District collaboration – developing tighter mutually beneficial relationships
- Developing leaders who can advance equity in schools
- Tracking/data systems
- Change management in the university setting
- Working with rural/disadvantaged districts
- Selection/recruitment

PLN: Format

Quarterly day-long, in-person sessions (fall, winter, spring) that focus on:

- An expert (or experts) who shares an example of a successful program innovation and focuses on the how/what of an innovative program component
- Program sharing and working time to facilitate development of PLN

Virtual networking sessions:

- Facilitated Webexes to brainstorm issues and share practices, resources, ideas. Topic will be provided in advance, along with a few resources to spark conversation

PLN: Future Meetings

- Virtual- December 13th – change management
- In Person- January 31st – designing activities and assessments
- Virtual – March 13th – reflection on TPP
- In Person- April 24th – fostering collaboration with districts
- Virtual- May 21st – working with rural/ disadvantaged districts

Keynote

NCASLD
N.C. ALLIANCE FOR SCHOOL LEADERSHIP DEVELOPMENT
SUPPORTING EXCELLENCE IN LEADERSHIP

Next-Generation Principal Preparation and Development: Lessons from Chicago and Illinois

Steve Tozer

Overview

- National and Illinois data: noting variability
- School leadership as a major variable
- Key program design elements in preparing principals who move schools
- Site-based leadership learning and leadership coaching: the future of the field

1

3,000+ American School Districts

From Reardon, Kalogrides and Shores (2016) "The Geography of Racial/Ethnic Test Score Gaps" Center for Education Policy Analysis at Stamford

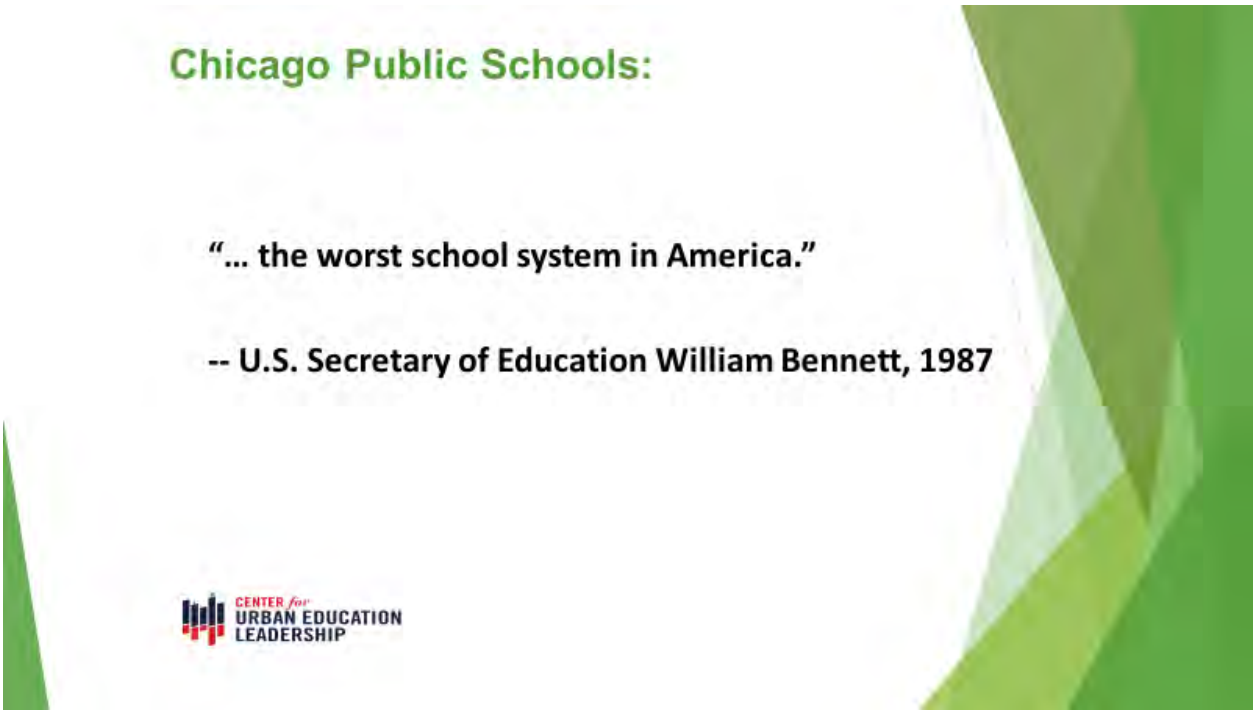
SOURCE: Rich, Motoko, Cox, Amanda and Block, Matthew. "Money, Race and Success: How Your School Compares" in *The Upshot, New York Times April 29, 2016* at https://www.nytimes.com/interactive/2016/04/29/upshot/money-race-and-success-how-your-school-district-compares.html?action=click&contentCollection=upshot&region=rank&module=package&version=highlights&contentPlacement=1&pgtype=sectionfront&mkt=tw-upshot&_r=2

10

UIC Making Good on the Promise of Public Education

CENTER for URBAN EDUCATION LEADERSHIP

Achievement and SES in Simi Valley, CA and Charlotte-Mecklenburg, NC
3 Years ABOVE
2 Years ABOVE
1 Year ABOVE
ABOUT AVERAGE
1 Year BELOW
2 Years BELOW
3 Years BELOW
Charlotte-Mecklenburg, NC
0.4 grades above average
Median income $57K
33% white, 17% Latino, %42 black
Simi Valley, CA
0.6 grades below average
Median income $91K
56% white, 25% Latino, 6% black
Higher
SOCIO-ECONOMIC STATUS
Lower
SOURCE: Rich, Motoko, Cox, Amanda and Block, Matthew. "Money, Race and Success: How Your School Compares" in The Upshot, New York Times April 29, 2016 at
UIC
Making Good on the Promise of Public Education
CENTER for URBAN EDUCATION LEADERSHIP


Chicago Public Schools:
"... the worst school system in America."
-- U.S. Secretary of Education William Bennett, 1987
CENTER for URBAN EDUCATION LEADERSHIP

"Increases in math and reading achievement often double and quadruple the gains seen elsewhere."

Chicago's gains also stand out in comparison to the state and the nation. A study by the Center for Urban Education Leadership at the University of Illinois at Chicago found that from 2001 to 2015, student growth in Chicago exceeded growth elsewhere in the state among all racial subgroups. On the National Assessment of Educational Progress. . . Chicago's trajectory has defied the declines reported in many other cities as well as the stagnating progress of the nation as a whole.

--Crain's Chicago Business 6/15/16

CENTER for URBAN EDUCATION LEADERSHIP

Want to fix schools?

- **. . .Go to the Principal's Office: New York Times March 10, 2017**

There is no better place to see the difference that principals can make than Chicago.

The city's teenagers now enroll in college at a rate only slightly below that in the rest of the country. Younger children have made big gains in reading and math, larger than in every other major city except Washington.

4

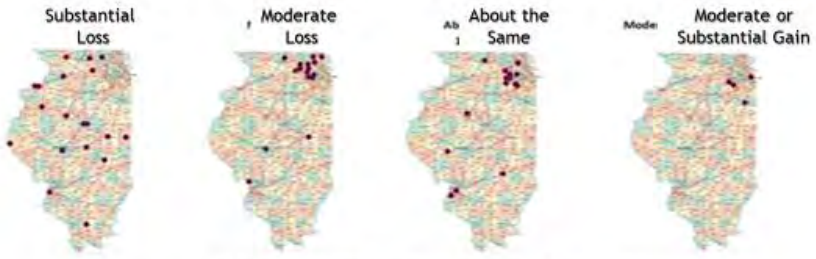
Schools Can Get Better. They Can Also Get Worse. Huffington Post, 3/29/17

- If we as a nation are serious about wanting to improve our schools, we should be studying how Chicago has made such progress.
- Chicago has worked to improve the recruitment, preparation, and support of principals. They have helped lift a city.
- Nowhere else have university professors and public school educators worked so closely and to such good effect.

CENTER for URBAN EDUCATION LEADERSHIP

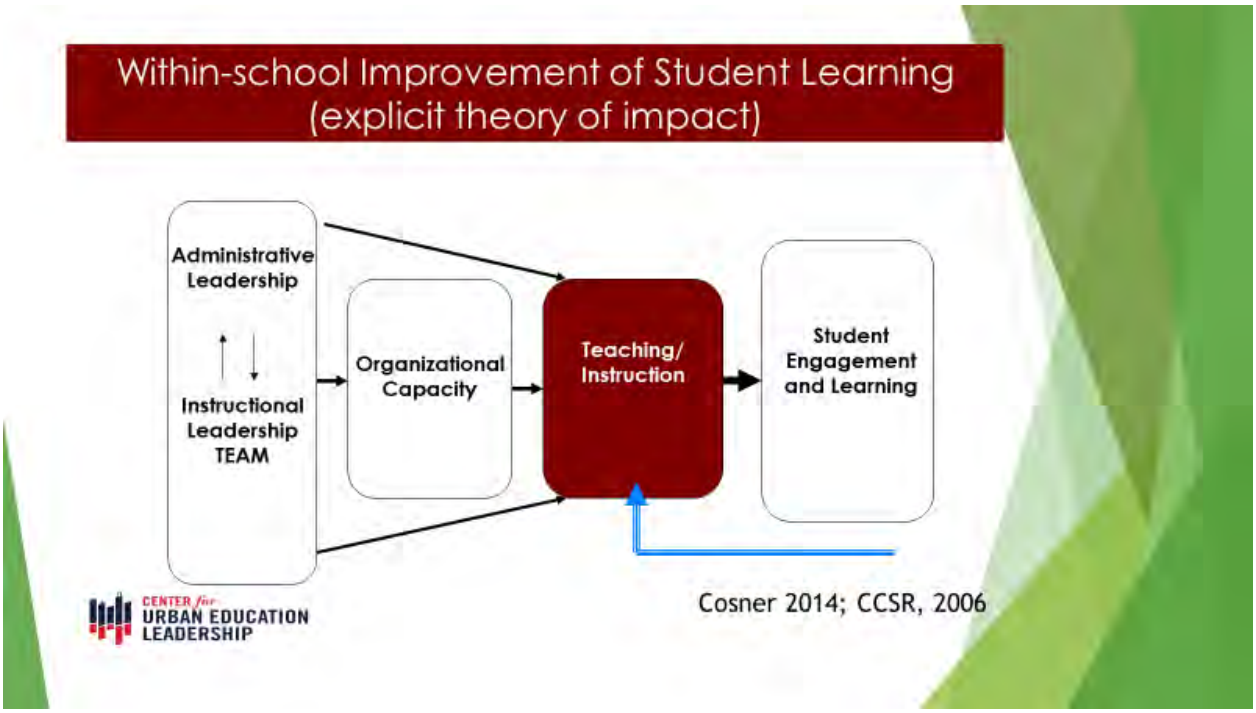
15-year Changes in Composite Math Attainment

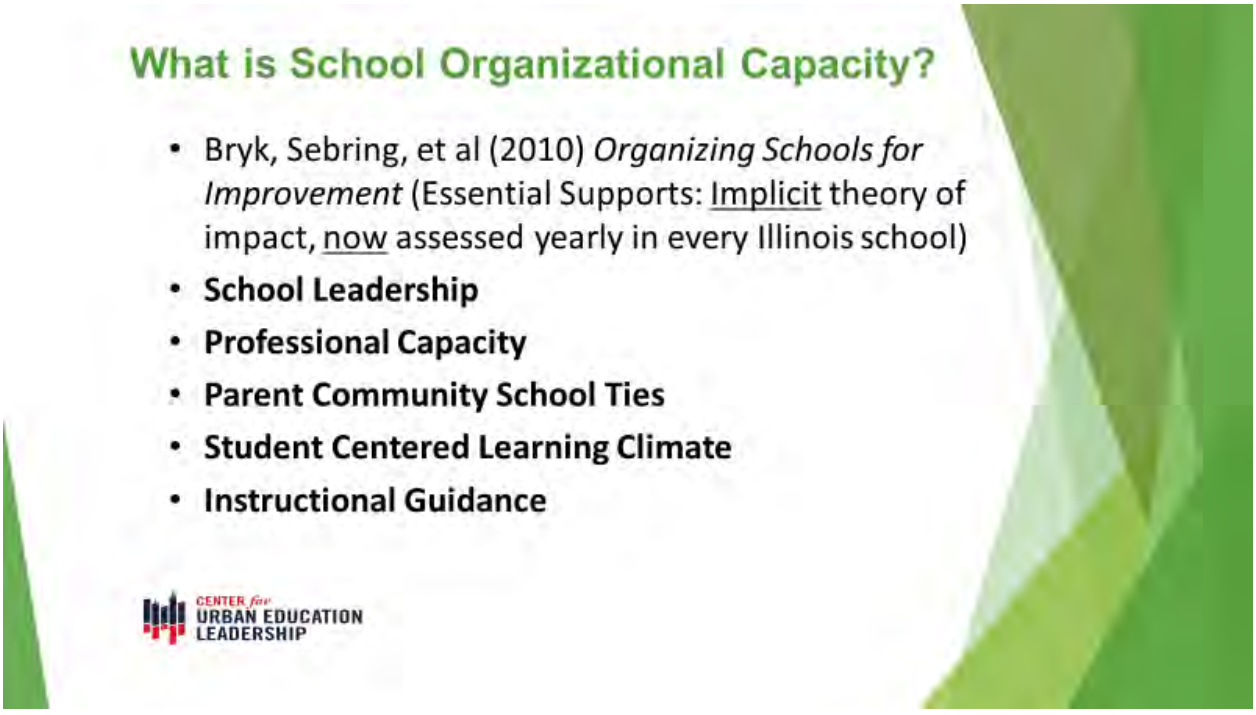
55 LUDA Districts



UIC Making Good on the Promise of Public Education

CENTER for URBAN EDUCATION LEADERSHIP


Within-school Improvement of Student Learning
(explicit theory of impact)
Administrative Leadership
Instructional Leadership TEAM
Organizational Capacity
Teaching/ Instruction
Student Engagement and Learning
CENTER for URBAN EDUCATION LEADERSHIP
Cosner 2014; CCSR, 2006


What is School Organizational Capacity?
• Bryk, Sebring, et al (2010) *Organizing Schools for Improvement* (Essential Supports: Implicit theory of impact, now assessed yearly in every Illinois school)
• School Leadership
• Professional Capacity
• Parent Community School Ties
• Student Centered Learning Climate
• Instructional Guidance
CENTER for URBAN EDUCATION LEADERSHIP

Characteristics of Next-Generation Principal Prep/Development Programs

- Results-oriented focus on principal impact on schools
- Partnerships with districts that invest resources
- Highly selective admissions to structured cohorts
- Full time, intensively coached, site-based learning (residencies, internships)
- Integration of academic and practical learning
- Structured post-licensure support to accelerate early-career development and success
- DISTRICT AND STATE POLICY SUPPORTS

CENTER for URBAN EDUCATION LEADERSHIP

Site-based learning and leadership coaching: What we have learned at UIC

- Lessons, though limited, from the medical field
- Restructuring our program and its requirements
- Pre-service and in-service leadership coaching
- Securing external funds to demonstrate the model
- Coaches as full-time clinical faculty
- Selection, development, assessment of leadership coaches
- How coaches function as full partners in the program

Cross-Team Discussion

NCASLD
N.C. ALLIANCE FOR SCHOOL LEADERSHIP DEVELOPMENT
SUPPORTING EXCELLENCE IN LEADERSHIP

- What ideas from the keynote resonate or pushed your thinking about the most important next edges of overall program improvement for each program's ability to document intended impact on P-12 learning outcomes?
- Within that context, what are the most important next edges of growth in the site-based learning component for each program?
- Where does coaching fit within your program? How could you develop this component further?
- What are the greatest obstacles to achieving those next edges of growth in the site-based learning (institutional, district, state, other—be specific)?
- To what extent are the necessary routines of collaboration in place (in your program, your institution, in your partner relationships) to work effectively toward addressing those obstacles?
- If not in place, what would it take to establish those routines?

NCASLD
N.C. ALLIANCE FOR SCHOOL LEADERSHIP DEVELOPMENT
SUPPORTING EXCELLENCE IN LEADERSHIP

Change Agency in Our Own Backyards

Steve Tozer

Overview

- Moving the policy agenda in Chicago and then in Illinois
- Structuring leadership coaching through LDPs
- Sample leadership development plan
- Significance of Donaldson's I-C-I (Interpersonal, Cognitive, and **Intra**personal)

Key Changes in CPS and UIC

1996	CPS wins right to impose new district eligibility requirements
2001-03	New Leaders and UIC launch district partnerships with highly selective programs requiring 12 months of paid leadership residency
2006-16	Pass rate for state license holders is 35-40%
2016	NL and UIC have placed over 300 CPS principals; pass rate for CPS eligibility over 95%
2017	UIC has 150 graduates now filling principal, AP and district leadership roles—including CPS Chief Ed Officer of CPS

State timeline

NCASLD

Principal Preparation Redesign Efforts in Illinois 2006-2015

2006 Illinois School Leader Taskforce convened; report complete in 2008

2008 State agency hosts regional meetings around the state to gather feedback on proposed changes to principal preparation

2010 Legislation signed into law – Public Act 096-0903

2014 All programs "sunset" pending state approval of re-designed programs (ending on-line programs)

2014-16 Illinois recognized by ECS, UCEA, and Wallace Foundation for exemplary policy formation

Change Agency

NCASLD

- Social injustice resides in institutions
- Social justice leadership requires principals who are change agents
- IHE's are not structured to produce the principals our schools need
- *Most higher education faculty are not institutional change agents by training; how can they produce the change agents our schools need?*
- Your system, any system . . .

Table Work

NCASLD

Achieving Program Consensus on an Agenda for Change in Program Design and Implementation

- What are the three most important keys to change in each program's site-based learning, and the Theory of Action for achieving each of the three: *What will it take to get there from here?*

Report Out

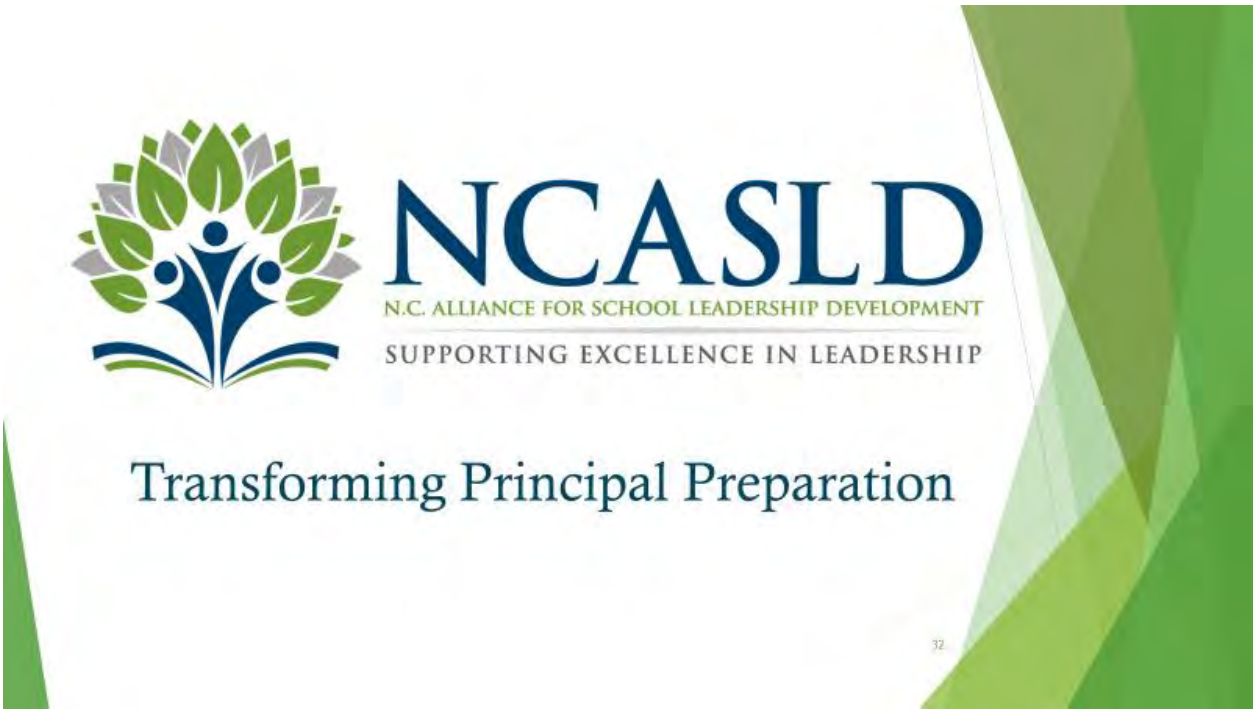
Conclusions

NCASLD
SUPPORTING EXCELLENCE IN LEADERSHIP

- **Next Steps for TPP**
- **Evaluation Feedback**

Evaluation Activities
NCASLD
GrantProse
Program Site Visits (November-early December)
LEA Representative Survey* (early November)
Program Participants' Survey* (@ internship completion)
Early December - interns completing in December
Early January - interns completing in January
Early April/May/June-interns completing in April/May/June
Principal Mentor Survey* (@ internship completion)
Program Mid-year Report (early January)
Coaches Survey* (early February)
Program Annual Report (June)
*Request for updated contact info prior to each survey launch

NCASLD
Transforming Principal Preparation
PLN Future Meetings:
Virtual- December 13th - 9:00 a.m. to 11:00 a.m.
In Person- January 31st - 9:00 a.m. to 3:00 p.m.
UNC Center for School Leadership Development
Virtual – March 13th – 12:00 p.m. to 2:00 p.m.
In Person- April 24th – 9:00 a.m. to 3:00 p.m.–
The Friday Institute for Educational Innovation, BB&T Room
Virtual- May 21st – 9:00 a.m. to 11:00 a.m.


NCASLD
N.C. ALLIANCE FOR SCHOOL LEADERSHIP DEVELOPMENT
SUPPORTING EXCELLENCE IN LEADERSHIP
Transforming Principal Preparation
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Appendix C: NC Transforming Principal Preparation Program PLN Fall Meeting Feedback Form

TPP PLN Session Feedback
November 1, 2017

This survey is designed to assess your satisfaction with the PLN session in which you just participated. Please respond to each item candidly, as your responses will contribute to the overall evaluation of the quality of professional development provided by NCASLD and NYC Leadership Academy.

Using the scale below, please indicate your level of agreement or disagreement with each of the statements listed by checking the appropriate box.

This PLN Session	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
had clear objectives.	❒	❒	❒	❒	❒
was relevant to my professional development needs.	❒	❒	❒	❒	❒
was led by effective facilitators.	❒	❒	❒	❒	❒
was well structured.	❒	❒	❒	❒	❒
provided me with useful resources.	❒	❒	❒	❒	❒
was engaging.	❒	❒	❒	❒	❒
included adequate opportunities for participants to consider applications to their own professional practice.	❒	❒	❒	❒	❒
was of high quality overall.	❒	❒	❒	❒	❒

Using the scale below, please indicate your level of satisfaction with each of the presentations listed by checking the appropriate box.

Session	Very Unsatisfied	Unsatisfied	Neutral	Satisfied	Very Satisfied
Keynote: Next Generation Principal Preparation and Development: Lessons from Chicago and Illinois	❒	❒	❒	❒	❒
Morning Table Time and Reflection	❒	❒	❒	❒	❒
Afternoon Session: Change Agency in Our Own Backyards	❒	❒	❒	❒	❒
Afternoon: Table Work in Teams	❒	❒	❒	❒	❒

Please provide any specific thoughts and feedback you have regarding the November 1st PLN session:

2503 Cravenridge Place
Garner, NC 27529
phone 919.414.5861
www.grantproseinc.com

OBSERVATION REPORT
NC Transforming Principal Preparation Program PLN: Winter Meeting
Released April 2018
Pamela Lovin and Bill Carruthers

OVERVIEW

North Carolina Association for School Leadership Development (NCASLD) hosted the NC Transforming Principal Preparation (TPP) Program Professional Learning Network (PLN) Winter Meeting on Wednesday January 31, 2018 at the Center for School Leadership Development at the Center for School Leadership Development in Chapel Hill, North Carolina. The meeting lasted from 9:00am to 3:00pm. The conference room was arranged in nine table groups and each program sat as a group to facilitate discussion. All six principal preparation programs attended along with other stakeholders, such as BEST NC, NCSEAA, and Grant*Prose* (see Appendix A for list of attendees). Thirty-three attendees participated in the meeting. A director and additional team members represented each program. The presenters were Shirley Prince, NCASLD; Mary Jo Dunnington, New York City Leadership Academy; and Susan Korach, University of Denver (DU). Dr. Korach discussed how using competency-based assessments enhanced the principal preparation program in Denver, Colorado. She also facilitated cross-team and teamwork discussions for six programs.

OBSERVATION

Shirley Prince welcomed participants, reviewed the schedule and shared the goals for the day. The goal of the PLN is to learn from experts, to share innovations, and learn from each other's programs. She also reviewed the PLN schedule, including quarterly virtual and in-person networking opportunities. (PowerPoint slides for the PLN were made available for the participants. See Appendix B.)

Susan Korach presented the process DU used to strengthen its principal preparation program. She shared the questions DU followed to define program outcomes (what does success look like?), processes (what will we do?), and evaluation (how will we know if we are successful and how will we sustain the work?). Using the handouts provided (Appendix C), the teams worked independently to identify or redefine their theory of action and unpack the core competencies. Participants shared their competency ideas during cross-team discussions. The participants enjoyed learning from everyone and felt comfortable asking questions but wanted more time to ask probing questions.

After a break, Dr. Korach reminded the group not to use "basket" words, terms that aren't operationally defined; but instead to define with explicit knowledge, skills, and outcomes, which will lead to clear assessment. When designing learning experiences, DU utilized focus (what are the competencies?), criteria (what does the competency look like in the work of a school leader?), project structure (how are the competencies integrated into the life cycle of a school?), and facilitation (what will it look like within the school context?). TPP programs were given "Tool to Build Competency-Based Performance Assessment" and chart paper to capture their thoughts on creating competency-based assessments. During a lunch break, the program directors met to encourage and learn from one another.

After lunch, the programs posted their charts and participated in a modified world café. During the discussion, some teams shared that they have emotional intelligence training with principal program participants. The teams discussed when they did this in the program and in which course. Another group of teams discussed how mental health issues are being integrated into the programs. During the whole group reflection, each team shared an aspect that makes their program unique.

Dr. Korach shared information on how DU has facilitated support for the principal residency. She discussed DU's conceptual model of the residency and identified the support personnel for each intern. The participants discussed many aspects of the residency as a whole group. The discussion focused on including the selection and compensation of mentor principals. Dr. Korach shared how DU worked with the district partners to establish a shared concept for the mentor's role.

FEEDBACK

At the end of the day, the participants were invited to complete a feedback form on the PLN meeting. Eleven surveys were completed. A copy of the form is located in Appendix D.

The feedback form began with eight Likert-scale items addressing the PLN. Four of the items received either 'Strongly Agree' or 'Agree' responses. Three of the items (4, 5, and 8) received a 'Neutral' response. Item 2 received one 'Disagree' response. In general, the participants expressed satisfaction with the PLN, but want to make sure the PLN provides useful resources that are relevant to the professional development needs of the participants. They would like it to be focused on their professional goals and more structured. Table 1 shows the percentage of individuals responding 'Strongly Agree' or 'Agree' to each item.

Table 1. Percentage of Respondents Indicating 'Strongly Agree' or 'Agree' to PLN Items

Survey Item	'Strongly Agree' or 'Agree'
Q1. This PLN had clear objectives.	100%
Q2. This PLN was relevant to my professional development needs.	92%
Q3. This PLN was led by effective facilitators.	100%
Q4. This PLN was well structured.	92%
Q5. This PLN provided me with useful resources.	92%
Q6. This PLN was engaging.	100%
Q7. This PLN included adequate opportunities for participants to consider applications to their own professional practice.	100%
Q8. This PLN was of high quality overall.	92%

The feedback form continued with four Likert-scale items addressing the Sessions. Participants particularly appreciated the opportunity to work in teams and cross-teams. The participants were least satisfied by the question "How can we assure the effective selection and training of mentors and optimize the mentor-intern relationship?" The participants expressed satisfaction creating activities and assignments for authentic assessment of aspiring principal learning and integrating the residency experience into the coursework. Table 2 shows the percentage of individuals responding 'Very Satisfied' to each item.

Table 2. Percentage of Respondents Indicating 'Very Satified' to Session Items

Survey Item	'Very Satisfied' or 'Satisfied'
Q9. How can we create activities and assignments for authentic assessment of aspiring principal learning?	77%
Q10. How can we successfully integrate the residency experience into the coursework?	77%
Q11. How can we assure the effective selection and training of mentors and optimize the mentor-intern relationship?	69%
Q12. Table work in teams/cross-teams	100%

Participants comments to the open-ended question, "*Please provide any specific thoughts and feedback you have regarding the January 31st PLN session" are recorded in* Table 3.

Table 3. Participant provided feedback regarding January 31st PLN session

"Perfect Timing! I wish you had more time; especially on the selection of mentors and how to successfully integrate the residency experience into the coursework."
"Need for each program to share specifics about their program."
"Needed More!"
"Thank you!"
"Thank you for planning. Lunch was delicious!"

CONCLUSIONS

The Professional Learning Network conducted by NCASLD for TPP programs provided an opportunity to learn from other principal preparation leaders. As the TTP programs are preparing to graduate their first cohorts, leaders analyzed the residency portion of their programs through the lens offered by Dr. Korach. Participants relished the opportunity to learn from each other. This thirst to grow by learning from each other demonstrates the value in the PLN meetings.

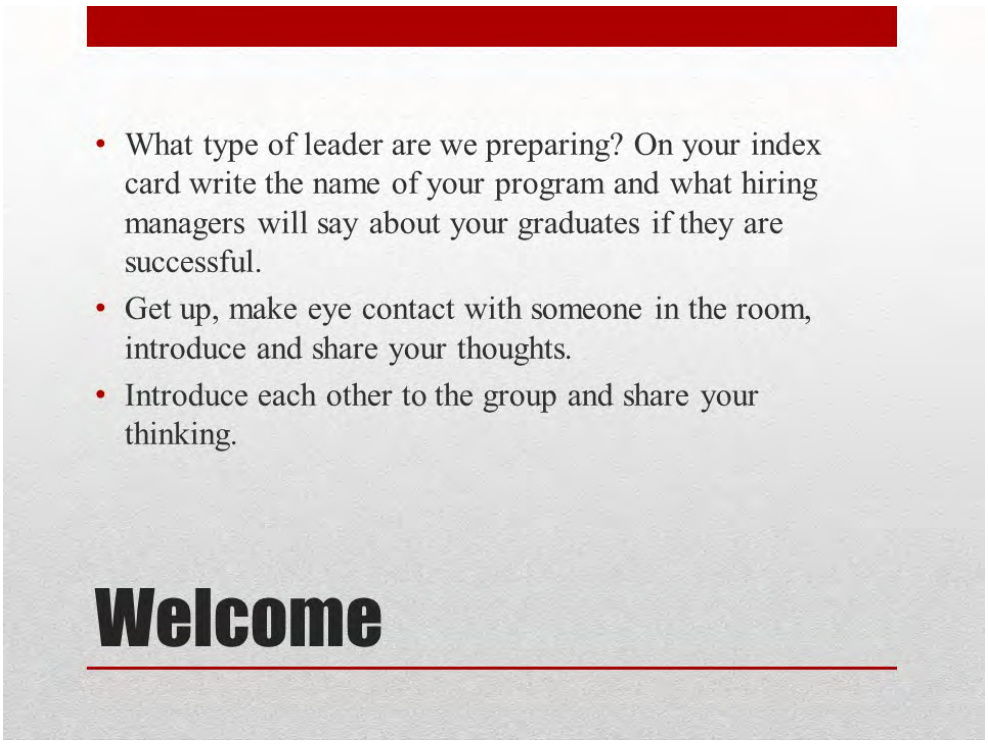
List of Appendices

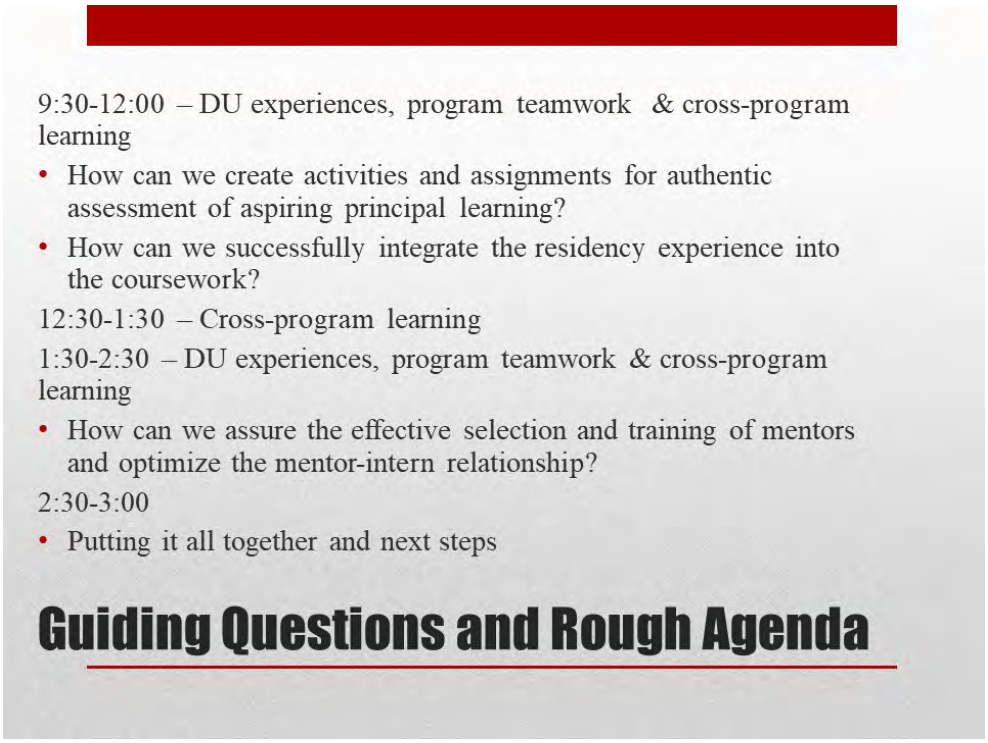
Appendix A: NC Transforming Principal Preparation Program PLN Winter Meeting Attendees
Appendix B: NC Transforming Principal Preparation Program PLN Winter Meeting PowerPoint
Appendix C: NC Transforming Principal Preparation Program PLN Winter Meeting Handouts
Appendix D: NC Transforming Principal Preparation Program PLN Winter Meeting Feedback Form

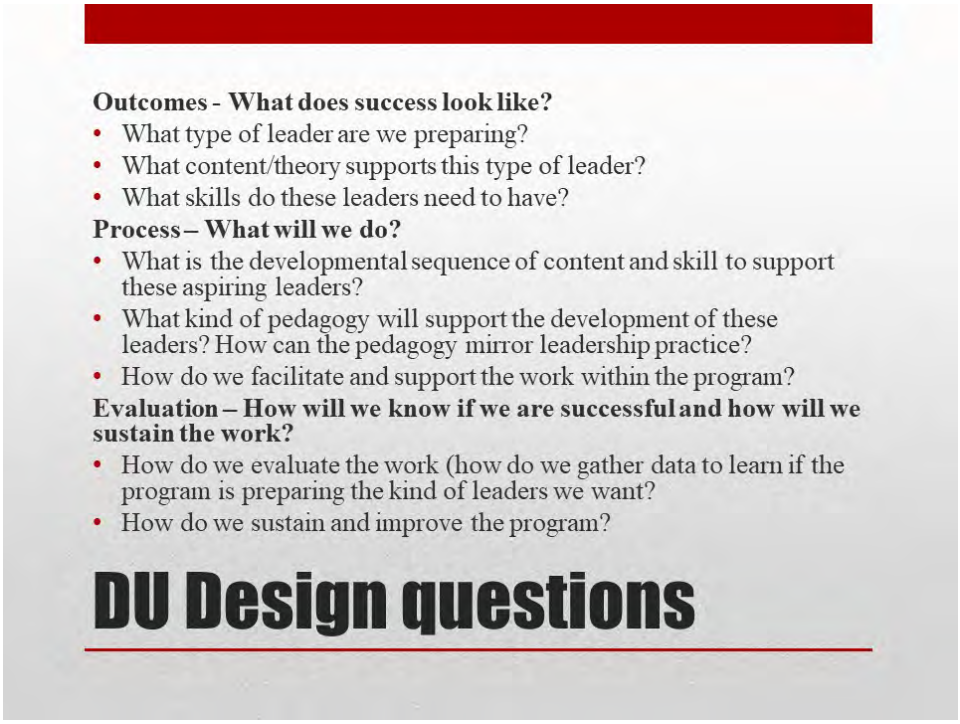
Appendix A: NC Transforming Principal Preparation Program PLN Winter Meeting Attendees

Organizers and Presenters		Mary Jo Dunnington-NYLA Susan Korach-University of Denver Tracy McBride- NCPAPA Shirley Prince- NCPAPA Jamie Woodlief-NCPAPA
Other Stakeholders		Representative Hugh Blackwell-NC General Assembly Julie Kowel-BestNC Terrance Scarborough-NCSEA
Attendees by Program	**HPU-HPLA:**	Sandy Sikes Barbara Zwadyk
	NCSU-DPLA/NCLA:	Shirley Arrington Bonnie Fusarelli Greg Hicks Fran Reddick Angela VonGorder Leslie Wirt
	SREC-SLPDP:	Ashley Hinson Charles Jenkins George Norris Emilie Simeon Jim Simeon
	UNCG-PPEERS:	Kim Hewitt DJ Jones Candice Nelson Annie Wimbish
	WCU-NCSELP:	Phyllis Robertson Jan Webster (WRESA) Jess Weiller
Grant*Prose* Evaluation Team		William Carruthers Erin Dale Eleanor Hasse Pamela Lovin Janey Sturtz-McMillen

Appendix B: NC Transforming Principal Preparation Program PLN Winter Meeting PowerPoint




9:30-12:00 – DU experiences, program teamwork & cross-program learning
• How can we create activities and assignments for authentic assessment of aspiring principal learning?
• How can we successfully integrate the residency experience into the coursework?
12:30-1:30 – Cross-program learning
1:30-2:30 – DU experiences, program teamwork & cross-program learning
• How can we assure the effective selection and training of mentors and optimize the mentor-intern relationship?
2:30-3:00
• Putting it all together and next steps
Guiding Questions and Rough Agenda


Outcomes - What does success look like?
• What type of leader are we preparing?
• What content/theory supports this type of leader?
• What skills do these leaders need to have?
Process – What will we do?
• What is the developmental sequence of content and skill to support these aspiring leaders?
• What kind of pedagogy will support the development of these leaders? How can the pedagogy mirror leadership practice?
• How do we facilitate and support the work within the program?
Evaluation – How will we know if we are successful and how will we sustain the work?
• How do we evaluate the work (how do we gather data to learn if the program is preparing the kind of leaders we want?
• How do we sustain and improve the program?
DU Design questions

Begin with the end in mind….

What does success look like?

- What type of leader are we preparing?
- What knowledge, skills and competencies do these leaders need to have?
- What resources/theory/experiences support this type of leader?

Outcomes

What is a "Skill"?

- Skills define specific learned activities

What is a "Competency"?

- A competency is a pattern of thinking, feeling, acting or speaking that causes a person to be successful in a job or role (McClelland, 1993).

Skills give us the "what" and competencies = skills + knowledge + abilities

Definitions

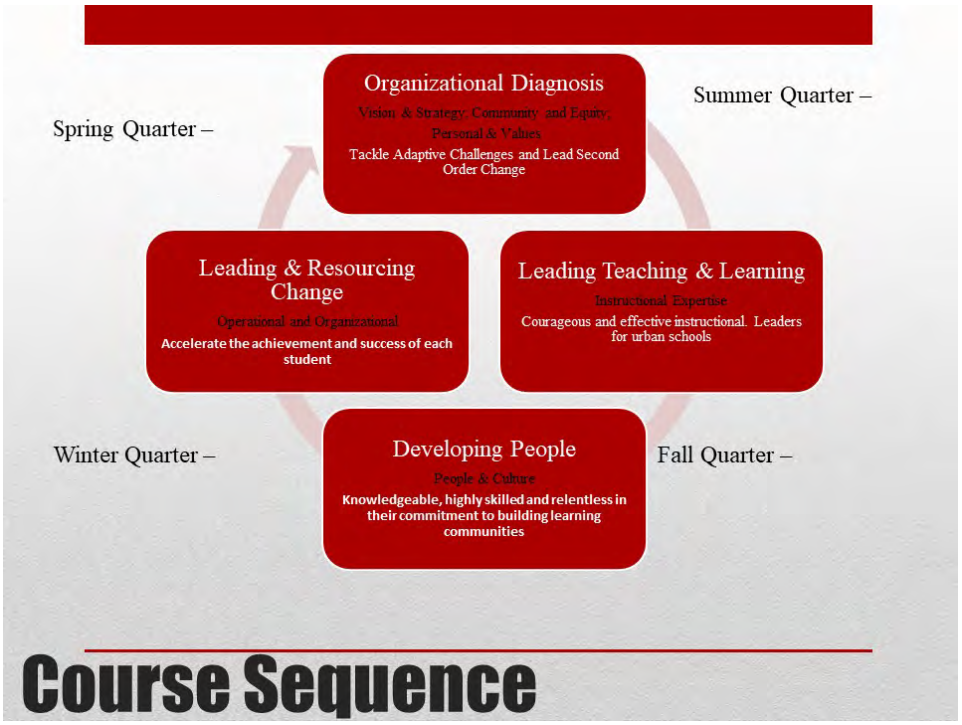
If we prepare aspiring leaders to **tackle adaptive challenges and lead second order change** then student results, teacher retention and professionalism will improve.

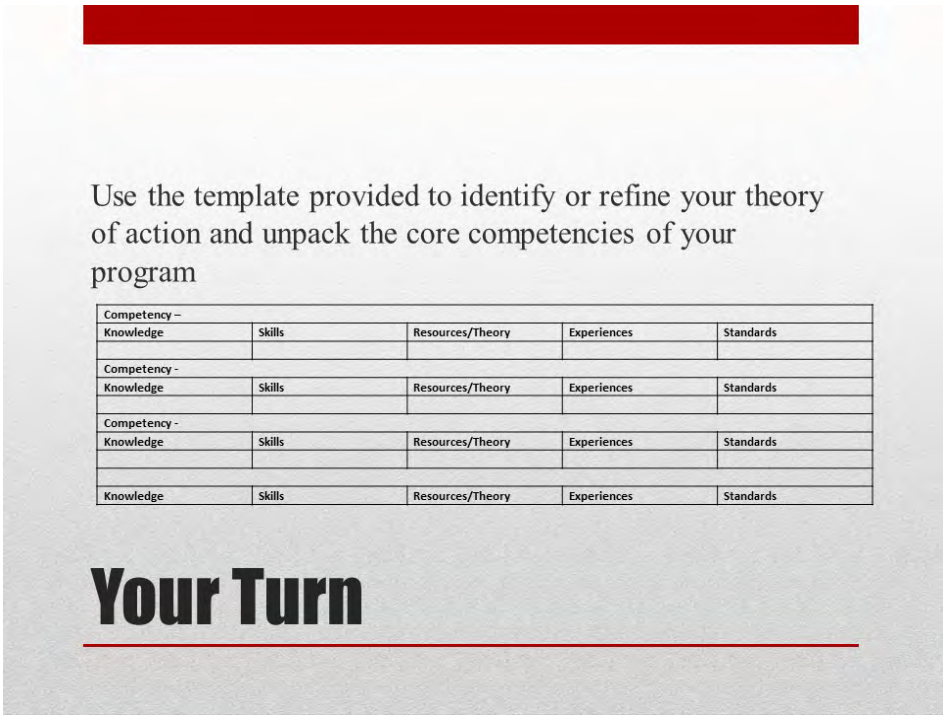
- Ritchie Program Goal - **"develop courageous and effective instructional leaders for urban schools who are knowledgeable, highly skilled and relentless in their commitment to building learning communities designed to accelerate the achievement and success of each student"**.
- DPS will become a district that attracts educators and families

DU Theory of Action

Competency – tackle adaptive challenges				
Knowledge	**Skills**	**Resources/Theory**	**Experiences**	**Standards**
• Systems • Components of school as an organization (market, culture, data, systems…) • Self as leader • Understanding of complexity of schooling – learning organization • Adult learning and development	• Analysis • Communication • Gap/analysis and intersections of data	• Heifetz • Senge • Argyris & Schön • Wheatley		**Colorado Principals demonstrate strategic leadership. (I)** **PSEL Standard 1. Mission, Vision, and Core Values** **Standard 2. Ethics and Professional Norms** **Standard 10. School Improvement**

Competency Based Planning


Organizational Diagnosis
Vision & Strategy; Community and Equity; Personal & Values
Tackle Adaptive Challenges and Lead Second Order Change
Summer Quarter –
Spring Quarter –
Leading & Resourcing Change
Operational and Organizational
Accelerate the achievement and success of each student
Leading Teaching & Learning
Instructional Expertise
Courageous and effective instructional. Leaders for urban schools
Winter Quarter –
Developing People
People & Culture
Knowledgeable, highly skilled and relentless in their commitment to building learning communities
Fall Quarter –
Course Sequence


Use the template provided to identify or refine your theory of action and unpack the core competencies of your program
Competency –
Knowledge Skills Resources/Theory Experiences Standards
Competency -
Knowledge Skills Resources/Theory Experiences Standards
Competency -
Knowledge Skills Resources/Theory Experiences Standards
Knowledge Skills Resources/Theory Experiences Standards
Your Turn

- Record at least one of the competencies that you unpacked in your program team. Also record a question that you are sitting with
- Number off at your table and reorganize yourselves by number in cross-program teams

Cross-Program Sharing Protocol

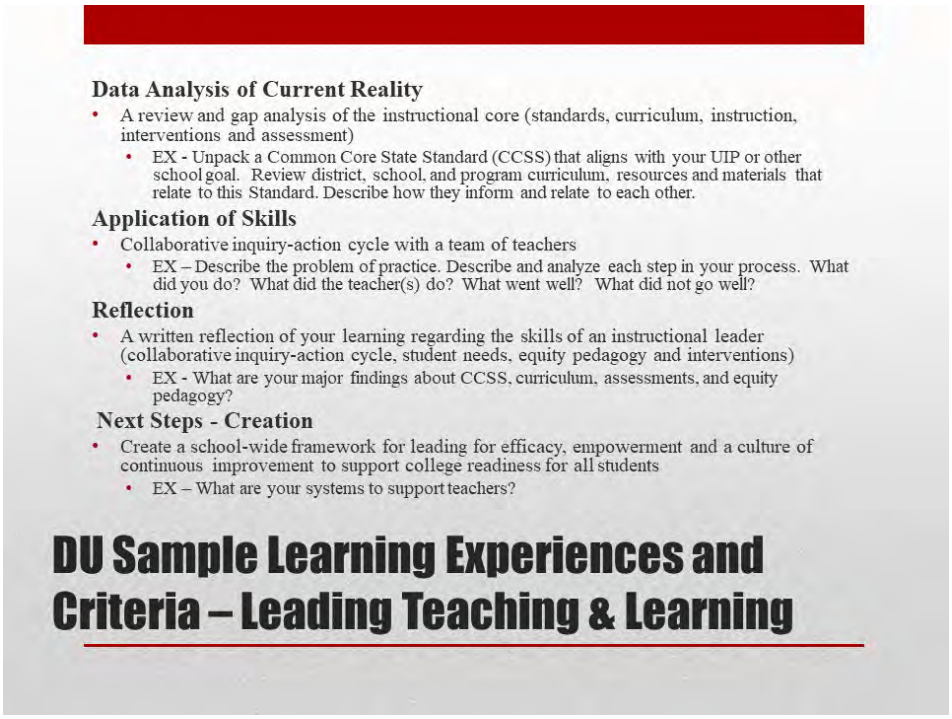
- 12 minutes (2 minutes each) - Each program will share the competency so the group can see/hear them in action, and question. Listeners will title index cards with program name and record questions, ideas, feedback, possible learning experiences, connections that can be made to practice/residency….
- 10 minutes – Discussion and Sharing of Ideas/Questions/Resources
- 10 minutes – Return to program team and post learning on chart paper. Place questions/resources for the group on Parking Lot

Learning from Others

- **Focus** – What are the competencies we want to see? Ex. courageous and effective instructional leaders for urban schools
- **Criteria** – How will we know if students can do it? How can we break the competency down? What does this competency look like in the work of school leaders?
- **Project Structure** – Integrated with life cycle of a school: Data Analysis of Current Reality; Application of Skills; Reflection; Identification of Next Steps
- **Facilitation** – Use of school context, constructivistic and Case in Point teaching strategies

DU Process: Designing Learning Experiences

Organizational Diagnosis
Vision & Strategy; Community and Equity; Personal & Values
Tackle Adaptive Challenges and Lead Second Order Change
Spring Quarter – Program Evaluation and Planning & Design
Summer Quarter – Prepare to Lead, Research Context
Leading & Resourcing Change
Operational and Organizational
Accelerate the achievement and success of each student
Leading Teaching & Learning
Instructional Expertise
Courageous and effective instructional. Leaders for urban schools
Developing People
People & Culture
Knowledgeable, highly skilled and relentless in their commitment to building learning communities
Winter Quarter – Recruitment, Teacher Evaluations and Budget Planning
Fall Quarter – Implement Systems and Instructional Leadership
DU Developmental Course Progression


Data Analysis of Current Reality
• A review and gap analysis of the instructional core (standards, curriculum, instruction, interventions and assessment)
• EX - Unpack a Common Core State Standard (CCSS) that aligns with your UIP or other school goal. Review district, school, and program curriculum, resources and materials that relate to this Standard. Describe how they inform and relate to each other.
Application of Skills
• Collaborative inquiry-action cycle with a team of teachers
• EX – Describe the problem of practice. Describe and analyze each step in your process. What did you do? What did the teacher(s) do? What went well? What did not go well?
Reflection
• A written reflection of your learning regarding the skills of an instructional leader (collaborative inquiry-action cycle, student needs, equity pedagogy and interventions)
• EX - What are your major findings about CCSS, curriculum, assessments, and equity pedagogy?
Next Steps - Creation
• Create a school-wide framework for leading for efficacy, empowerment and a culture of continuous improvement to support college readiness for all students
• EX – What are your systems to support teachers?
DU Sample Learning Experiences and Criteria – Leading Teaching & Learning

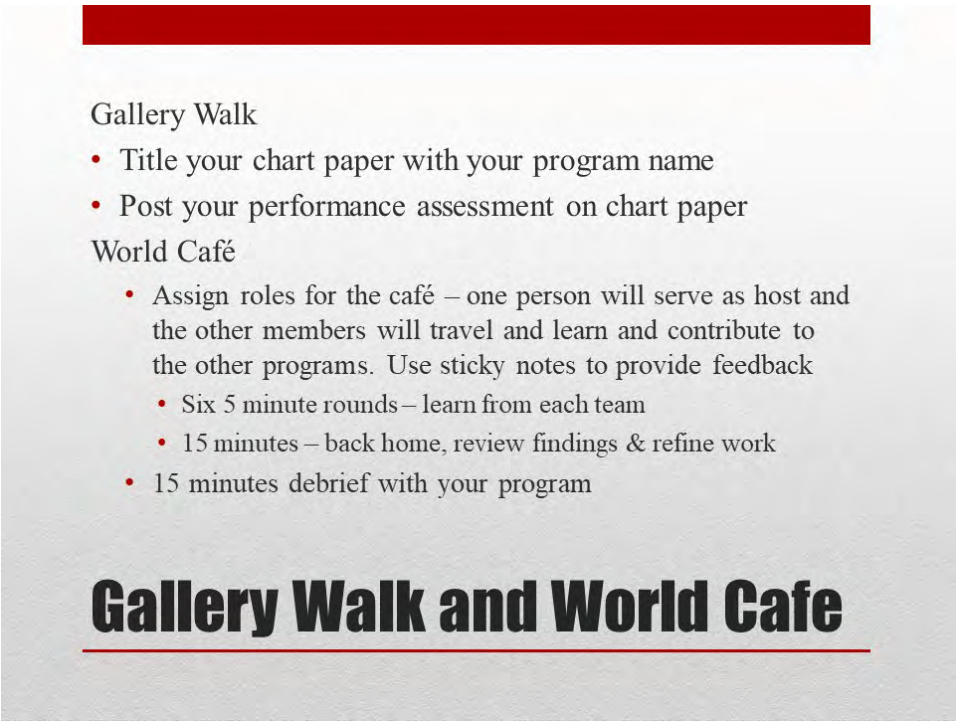
Learning Experience	*Does not meet expectations*	*Approaches expectations*	*Meets Expectations*
Curriculum, instruction and assessment gaps.	Connections are isolated and not based on research-proven practices from course readings and resources. Unclear trajectory for moving the school to high performance.	Analysis is tied to data with connections and recommendations articulated to move the school to high performance. Research-proven practices and resources/course readings are embedded.	Thorough analysis that is synthesized with data and relevant to the contexts and multiple perspectives to limit personal bias. Connections and recommendations reflect research-proven practices, resources and course readings that demonstrate an understanding of high leverage actions to move the school to high performance. Recommendations are articulated in a sequential and developmental way.

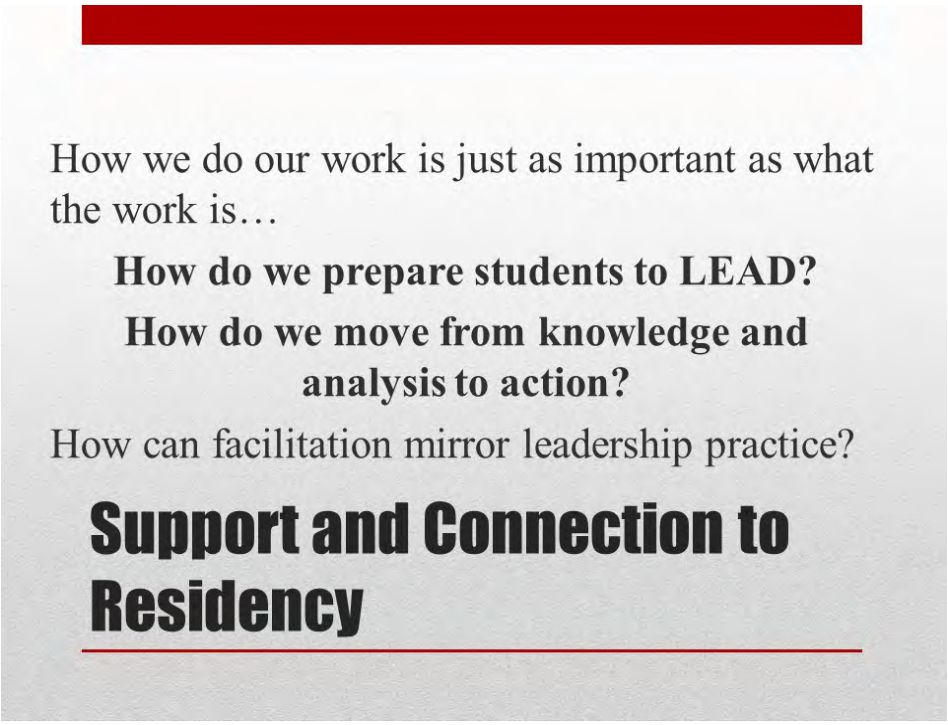
Rubric Development – DU Leading Teaching and Learning

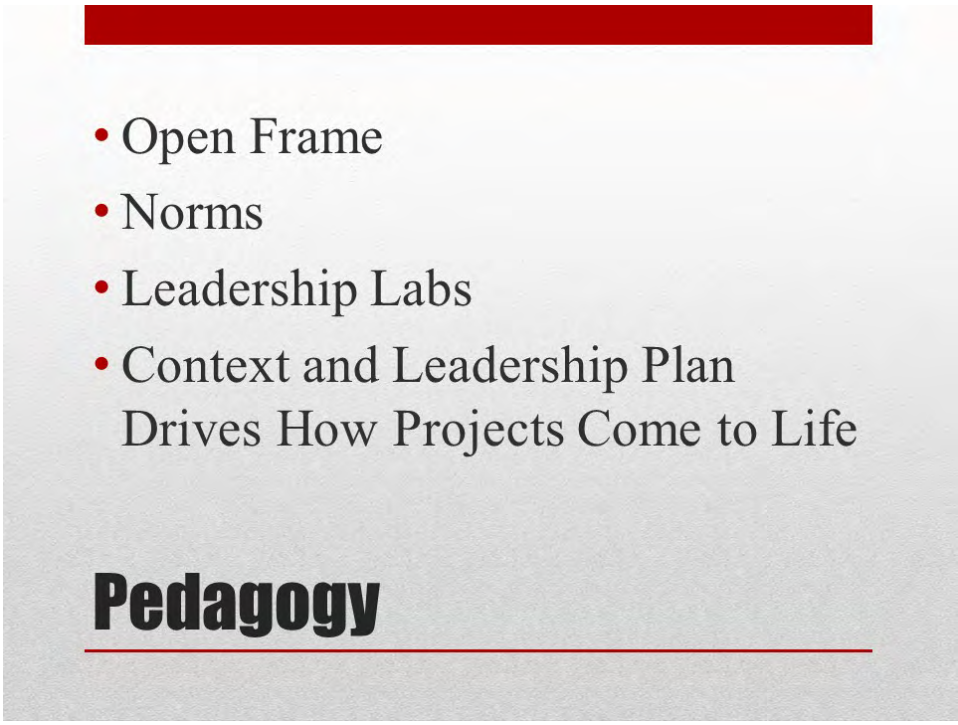
Morgridge College of Education morgridge.du.edu 15

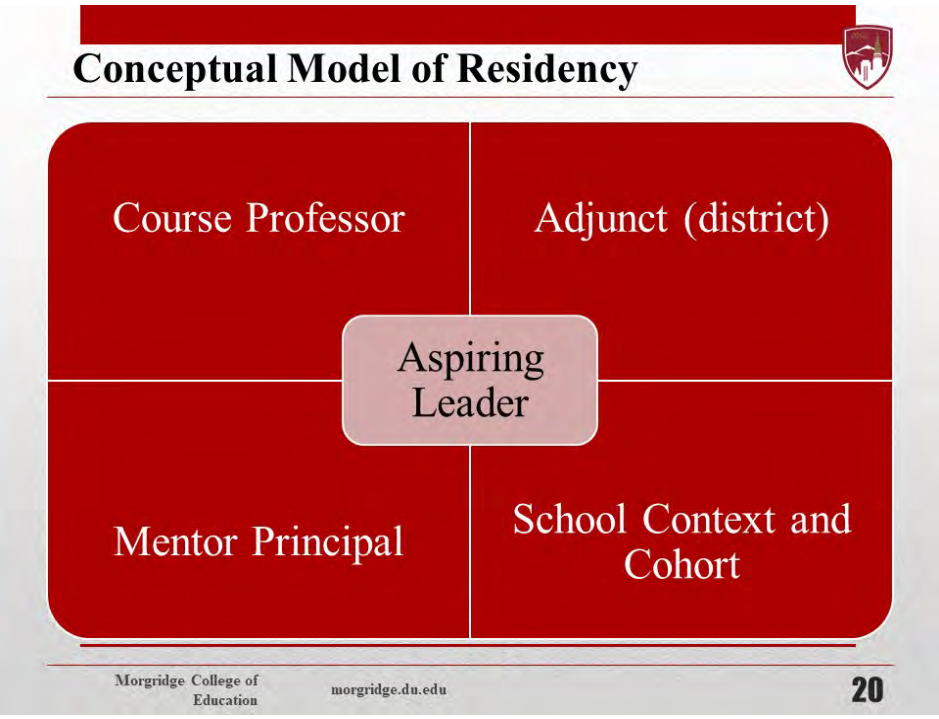
COMPETENCY TO ASSESS specific description of the behavior, knowledge, skill and/or ability that is being measured (Desired Outcome)		**Performance Assessment – specific description of WHAT PARTICIPANTS DO to demonstrate level of performance regarding the competency (Learning Experiences)**	**Performance Assessment CRITERIA – specific description of the expectations of performance (What does success/proficiency look like?)**	**EVALUATION of Performance – specific descriptions of behaviors along a continuum of proficiency to evaluate performance**
Participant will KNOW (cognitive):				
Participant will be ABLE TO DO (skills):	*connect to residency*			
Participant will BE (values and dispositions)				

Your Turn – Use this tool to develop or refine performance assessments


Gallery Walk
• Title your chart paper with your program name
• Post your performance assessment on chart paper
World Café
• Assign roles for the café – one person will serve as host and the other members will travel and learn and contribute to the other programs. Use sticky notes to provide feedback
• Six 5 minute rounds – learn from each team
• 15 minutes – back home, review findings & refine work
• 15 minutes debrief with your program
Gallery Walk and World Cafe


How we do our work is just as important as what the work is…
How do we prepare students to LEAD?
How do we move from knowledge and analysis to action?
How can facilitation mirror leadership practice?
Support and Connection to Residency


• Open Frame
• Norms
• Leadership Labs
• Context and Leadership Plan Drives How Projects Come to Life
Pedagogy


Conceptual Model of Residency
Course Professor
Adjunct (district)
Aspiring Leader
Mentor Principal
School Context and Cohort
Morgridge College of Education
morgridge.du.edu
20

Norming – What is our shared conceptualization of the role of the mentor?

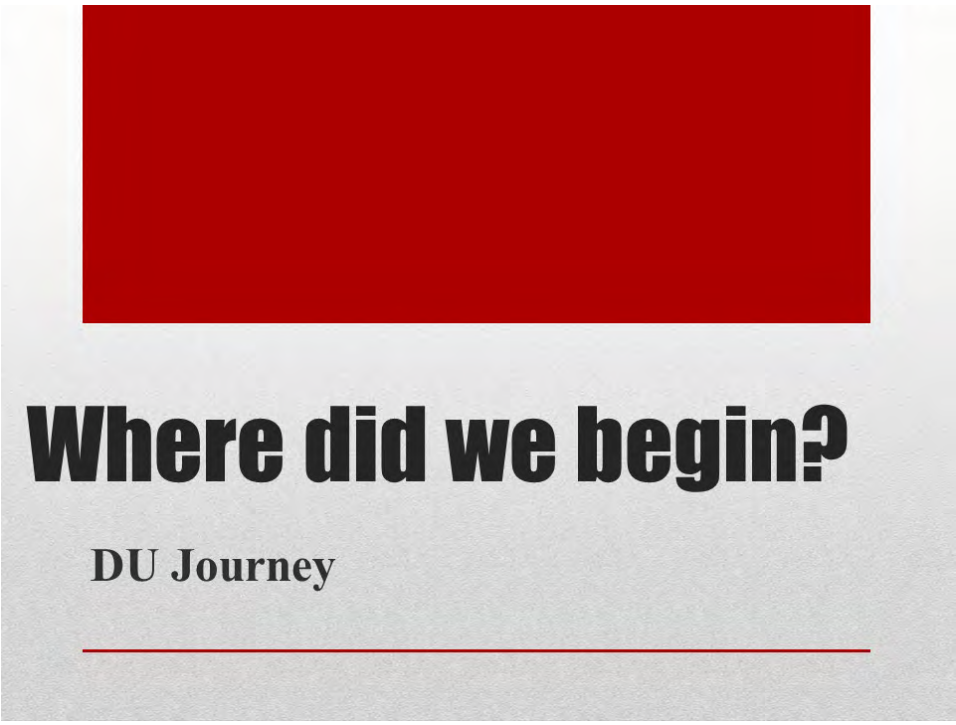
Leadership Mentoring in the Denver Public Schools The four areas of focus below reflect the essential foundation for effective mentoring in DPS, aligned to the School Leadership Framework.			
Ground the Work & Build the Relationship *Personal & Values*	**Access to Work** *People & Culture*	**Growth and Development** *People & Culture*	**Consultation and Metacognitive Reflection** *Personal & Values*

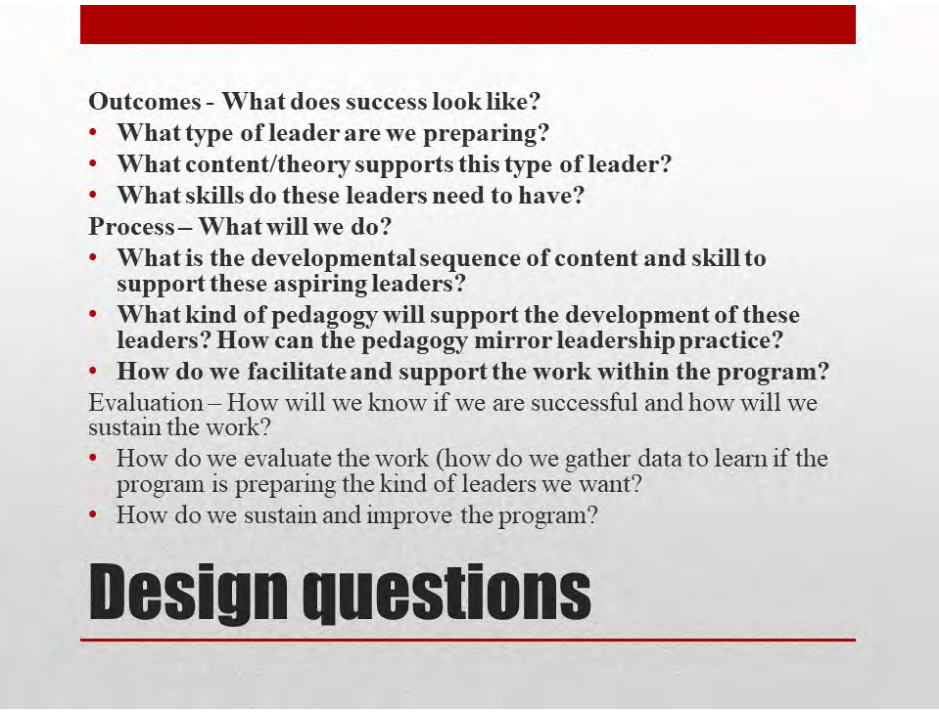
- **Development of a compact – Expectations, Roles and Responsibilities**

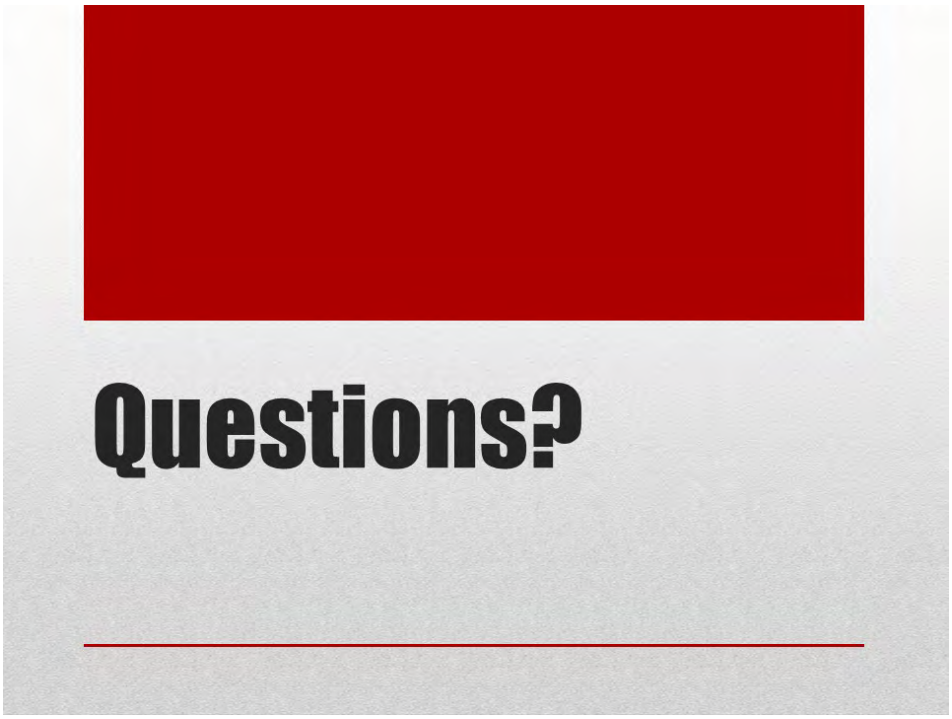
How can we assure the effective selection and training of mentors and optimize the mentor-intern relationship?

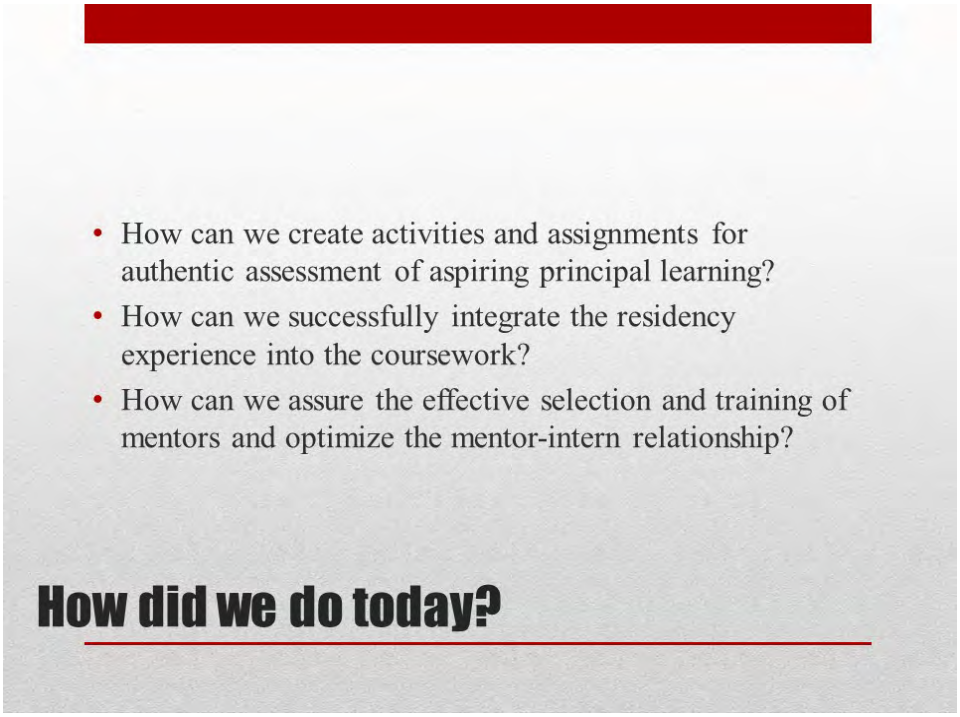
- Shared Expectations/Agreements – What are non-negotiables?
- Residents will…
- Mentor Principals will…
- Faculty will…
- Program Manager/Other Role will…

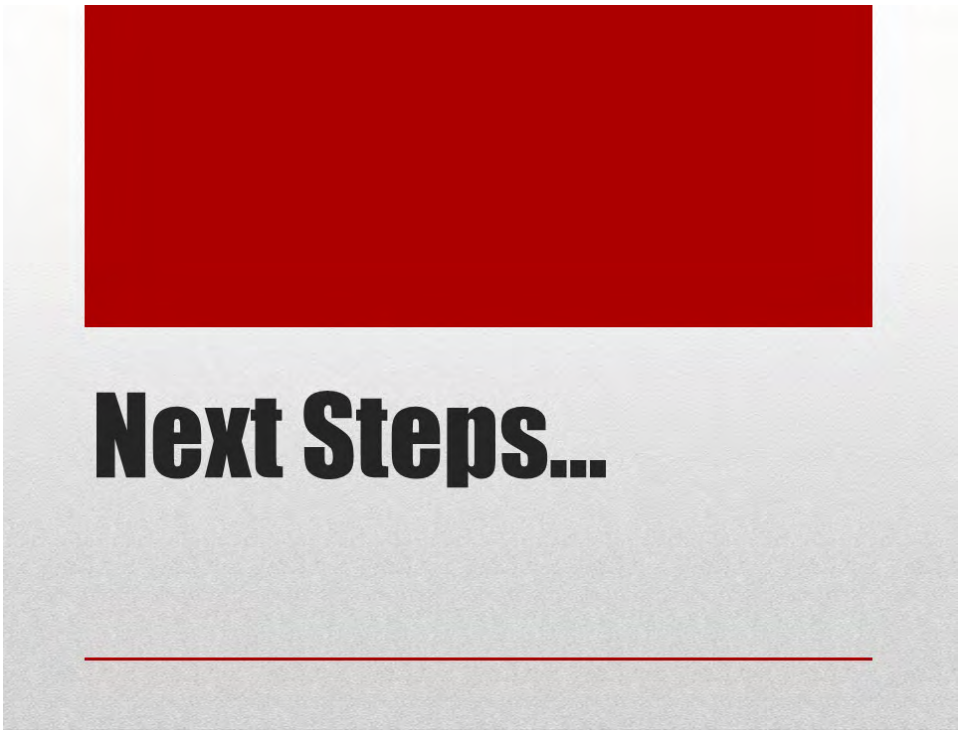
Your turn - consult with colleagues as desired


Where did we begin?
DU Journey


Outcomes - What does success look like?
• What type of leader are we preparing?
• What content/theory supports this type of leader?
• What skills do these leaders need to have?
Process – What will we do?
• What is the developmental sequence of content and skill to support these aspiring leaders?
• What kind of pedagogy will support the development of these leaders? How can the pedagogy mirror leadership practice?
• How do we facilitate and support the work within the program?
Evaluation – How will we know if we are successful and how will we sustain the work?
• How do we evaluate the work (how do we gather data to learn if the program is preparing the kind of leaders we want?
• How do we sustain and improve the program?
Design questions


Questions?


How can we create activities and assignments for authentic assessment of aspiring principal learning?
How can we successfully integrate the residency experience into the coursework?
How can we assure the effective selection and training of mentors and optimize the mentor-intern relationship?
How did we do today?


Next Steps...

Appendix C: NC Transforming Principal Preparation Program PLN Winter Meeting Handouts

Theory of Action

If we prepare aspiring leaders to

then

Our graduates will

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Competency Framework

Competency –				
Knowledge	**Skills**	**Resources/Theory**	**Experiences**	**Standards**
Competency –				
Knowledge	**Skills**	**Resources/Theory**	**Experiences**	**Standards**
Competency -				
Knowledge	**Skills**	**Resources/Theory**	**Experiences**	**Standards**
Competency -				
Knowledge	**Skills**	**Resources/Theory**	**Experiences**	**Standards**
Competency -				
Knowledge	**Skills**	**Resources/Theory**	**Experiences**	**Standards**
Competency -				
Knowledge	**Skills**	**Content/Theory**	**Experiences**	**Standards**

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Self-Assessment
Competency-Based Performance Assessment

A quality performance assessment includes the following criteria. Review your performance assessment to determine strengths and areas for improvement.

Working Definition and Assumptions	Not Yet	Somewhat	Yes	Notes/Next Steps
Competencies were reviewed and selected because they most lend themselves to being assessed by a performance. They are complex and multi-faceted.				
Competencies identified are specific and measurable and are the behaviors, knowledge, skills and abilities that are necessary for successful job performance.				
The performance assessment requires the demonstration of the competency being assessed and all aspects are as authentic as possible (task, context, evaluation method). Authentic in that they are judged by the same kinds of criteria used to judge the performance of professionals doing the work.				
The criteria for success are behavioral and explicitly defined. The expected outcome of the performance/demonstration is clear in that it defines the behavior(s)/attribute(s) being evaluated and includes a performance continuum.				
Evaluation of the performance is explicit with a well-defined rating/scoring system that clearly defines the behaviors that correspond with the ratings/scores.				
Other?				

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PERFORMANCE ASSESSMENT PLANNING TOOL

COMPETENCY TO ASSESS specific description of the behavior, knowledge, skill and/or ability that is being measured (Desired Outcome)		**Performance Assessment – specific description of WHAT PARTICIPANTS DO to demonstrate level of performance regarding the competency (Learning Experiences)**	**Performance Assessment CRITERIA – specific description of the expectations of performance (What does success/proficiency look like?)**	**EVALUATION of Performance – specific descriptions of behaviors along a continuum of proficiency to evaluate performance**
Participant will KNOW (cognitive):				
Participant will be ABLE TO DO (skills):				
Participant will BE (values and dispositions)				

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Mentoring Agreements
Roles and Responsibilities

The purpose of this document is to outline the expectations for Mentor Principals, Residents, Faculty, and Program Manager. It is our expectation that the mentor principals, Pathway Program Manager, residents and faculty will collaborate to achieve rich leadership learning opportunities, effective feedback resulting in improved leadership skill and school improvement.

The following are expectations for the internship:

- Residents

Residents will

Mentor Principals will

Faculty will

Program Manager will

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Appendix D: NC Transforming Principal Preparation Program PLN Winter Meeting Feedback Form

TPP PLN Session Feedback
January 31, 2018

This survey is designed to assess your satisfaction with the PLN session in which you just participated. Please respond to each item candidly, as your responses will contribute to the overall evaluation of the quality of professional development provided by NCASLD and NYC Leadership Academy.

Using the scale below, please indicate your level of agreement or disagreement with each of the statements listed by checking the appropriate box.

This PLN Session…	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
had clear objectives.	❒	❒	❒	❒	❒
was relevant to my professional development needs.	❒	❒	❒	❒	❒
was led by effective facilitators.	❒	❒	❒	❒	❒
was well structured.	❒	❒	❒	❒	❒
provided me with useful resources.	❒	❒	❒	❒	❒
was engaging.	❒	❒	❒	❒	❒
included adequate opportunities for participants to consider applications to their own professional practice.	❒	❒	❒	❒	❒
was of high quality overall.	❒	❒	❒	❒	❒

Using the scale below, please indicate your level of satisfaction with each of the presentations listed by checking the appropriate box.

Session	Very Unsatisfied	Unsatisfied	Neutral	Satisfied	Very Satisfied
How can we create activities and assignments for authentic assessment of aspiring principal learning?	❒	❒	❒	❒	❒
How can we successfully integrate the residency experience into the coursework?	❒	❒	❒	❒	❒
How can we assure the effective selection and training of mentors and optimize the mentor-intern relationship?	❒	❒	❒	❒	❒
Table work in teams/cross-teams	❒	❒	❒	❒	❒

Please provide any specific thoughts and feedback you have regarding the January 31st PLN session:

2503 Cravenridge Place
Garner, NC 27529
phone 919.414.5861
www.grantproseinc.com

OBSERVATION REPORT
NC Transforming Principal Preparation Program PLN: Spring Meeting
Released May 2018
Pamela Lovin and Bill Carruthers

OVERVIEW

North Carolina Association for School Leadership Development (NCASLD) hosted the NC Transforming Principal Preparation (TPP) Program Professional Learning Network (PLN) Spring Meeting on Tuesday, April 24, 2018 at The McKimmon Conference and Training Center at North Carolina State University in Raleigh, North Carolina. The meeting lasted from 11:00 am to 4:00 pm. (See agenda in Appendix A.) The conference room was arranged in 12 table groups. Staff from all five TPP programs attended along with other stakeholders, such as Representative Hugh Blackwell and Grant*Prose*. Fifty-seven attendees participated in the meeting. (Attendees are listed in Appendix B.) Each TPP program was represented by a variety of individuals, such as the director, program team members, participants, and school district partners. The presenters were Shirley Prince, NCASLD; Mary Jo Dunnington, New York City Leadership Academy; Ann Clark, former Charlotte-Mecklenburg Schools (CMS) Superintendent; and Dr. Walter Hart, Winthrop University. Ms. Clark and Dr. Hart led small and large group discussions on participant recruitment, participant selection, mentor selection, and intern placement.

OBSERVATION

Shirley Prince welcomed participants, reviewed the goals of both the TPP and PLN, and shared the goals for the day. The goals of the PLN were to provide insight into a successful ongoing university-district collaboration around principal preparation, inspire active partnership between programs and districts, and share information and thinking across programs to help strengthen participant recruitment and selection, mentor selection and intern placement. She also led a short introduction of participants by program directors and reviewed the schedule. (PLN PowerPoint slides are in Appendix C.)

Mary Jo Dunnington introduced a panel discussion on the partnership between CMS and Winthrop University to strengthen school leadership in CMS. Ann Clark shared the history of the partnership. Dr. Hart explained how the Winthrop program provides a strong school leadership program with a deep dive into CMS issues and processes. Lydia Fergison, CMS Principal and alumnus of the Winthrop program, shared how the authentic projects and assignments helped prepare her to begin her career as a school leader with knowledge and confidence not necessarily seen in other new leaders. Participants asked the panel questions such as, “how have you changed your MSA program after working with CMS?” and “how are you [CMS] using data to track student impact?”

During lunch, two current TPP program participants shared their views on the recruitment and selection process. Each discussed how these processes helped focus their commitment to school leadership. One participant noted the most surprising thing she learned from the Performance Learning Day was the “need to be more comfortable being uncomfortable.”

The other participant noted she has realized as an administrator it is "not about the best master schedule, but the relationships of people in the building, because strong relationships trickle down to strong student relationships."

Next, the participants divided into two groups. Each group discussed a problem of practice presented by one of two program directors. The directors shared a problem of practice that focused on mentor selection, intern placement, or mentor training. The director presented the problem while others listened. The participants then asked clarifying questions and finally took ownership of the problem and offered solutions. The program director then shared what it was like to listen to the feedback.

In the last session of the day, participants discussed take-aways and next steps based on the day's discussions. Many participants were interested to learn how to provide interns a provisional license during the internship. Several discussed the need to be more strategic with new district partnerships and to advertise what the principal preparation program has to offer the school districts. Another person planned to look into offering a marketing class through a partnership with the college of business at their institution. Shirley Prince dismissed participants with the challenge, "We have the opportunity to change the school leadership trajectory."

FEEDBACK

At the end of the day, the participants were invited to complete a feedback form on the PLN meeting. Thirty-seven surveys were completed—fourteen program director/team members, fifteen school district leaders, and eight others. A copy of the form is located in Appendix D.

The feedback form began with eight Likert-scale items addressing the PLN. Ninety percent or more of the respondents choose either 'Strongly Agree' or 'Agree' for the eight Likert-scale items. Four of the items (1, 2, 4, and 5), each received a 'Neutral' response. Items 2, 3, 6, 7, and 8 each received one 'Disagree' response, which came from a member of the preparation program director/team. In general, the school district leadership and others expressed satisfaction with the PLN (only one of the 'Neutral' responses came from school district leadership). Table 1 shows the percentage of individuals who responded 'Strongly Agree' or 'Agree' to each item.

Table 1. Percentage of Respondents Indicating 'Strongly Agree' or 'Agree' to PLN Items

Survey Item	Percentage Responding 'Strongly Agree' or 'Agree'
Q1. This PLN had clear objectives.	97%
Q2. This PLN was relevant to my professional development needs.	94%
Q3. This PLN was led by effective facilitators.	97%
Q4. This PLN was well structured.	97%
Q5. This PLN provided me with useful resources.	97%
Q6. This PLN was engaging.	97%
Q7. This PLN included adequate opportunities for participants to consider applications to their own professional practice.	97%
Q8. This PLN was of high quality overall.	92%

The feedback form continued with five Likert-scale items addressing the sessions. Participants highly rated the opportunities to talk cross-teams, "Recruitment and Selection Roundtables" and "Mentor Selection/Training and Intern Placement: Exploring Problems of Practice". The

participants were least satisfied by the session "Informal lunch conversation with program candidates." Table 2 shows the percentage of individuals who responded Very Satisfied to each item.

Table 2. Percentage of Respondents Indicating 'Very Satisfied' to Session Items

Survey Item	Percentage Responding 'Very Satisfied'
Q9. Panel Discussion/ Q&A: How CMS and Winthrop University partnered to strengthen school leadership in Charlotte	94%
Q10. Informal lunch conversation with program candidates	92%
Q11. Recruitment and Selection Roundtables	97%
Q12. Mentor Selection/ Training and Intern Placement: Exploring Problems of Practice	97%
Q13. Discussion: Elements of Successful Districts/ Principal Preparation Program Partnerships	94%

Participants' comments to the open-ended request, "*Please provide any specific thoughts and feedback you have regarding the April 24th PLN session"* are recorded in Table 3.

Table 3. Participant provided feedback regarding the April 24th PLN session:

"Thanks for hosting this – it was very beneficial!"
"Great ideas shared that will be discussed within our district."
"Came away with lots of ideas to improve the effective use of our interns. Very nice to have discussions with my colleagues and other IHE participants."
"Thank you for opportunity to learn and share ideas."
"Very helpful day – Thank you! Would like to have more time to collaborate at the end of the day."
"Enjoyed the pace and structure of session. Also, appreciated the time to debrief with team."
"Enjoyed the collaboration between programs."
"Provide time for collaboration / networking at lunch rather than listening more."
"Well organized. Received a lot of good information. Lots of opportunity for discussion."
"I appreciated the opportunity to hear about how other programs are structured."
"Enjoyed the meta cognitive activities. Enjoyed meeting and interacting with interns."
"The alternate perspectives were engaging and allowed for enriching conversation."
"Engaging - collaborative – opportunity to share."

CONCLUSIONS

The Professional Learning Network conducted by NCASLD for TPP programs furnished an opportunity for partner school district leadership and principal preparation programs to meet. The opening session of the PLN provided an opportunity for program and school district leaders to learn from the partnership between Charlotte-Mecklenburg Schools and Winthrop University. The roundtables and discussions in the afternoon allowed teams to share ideas, problems, and

solutions cross-programs. This rich discussion provided growth opportunities for all partners and paths to strengthen the TPP programs.

List of Appendices

Appendix A: NC TPP Program PLN Spring Meeting Agenda

Appendix B: NC TPP Program PLN Spring Meeting Attendees

Appendix C: NC TPP Program PLN Spring Meeting PowerPoint

Appendix D: NC TPP Program PLN Spring Meeting Feedback Form

Appendix A: NC TPP Program PLN Spring Meeting Agenda

NC Transforming Principal Preparation PLN
Spring Meeting – April 24, 2018
The McKimmon Center, 1101 Gorman Street, Raleigh – Room 1D
11:00 a.m. – 4:00 p.m.

Meeting Objectives

- Provide participants with insight into a successful ongoing university-district collaboration around principal preparation
- Inspire active partnership between programs and districts.
- Share information and thinking across programs to help strengthen participant recruitment and selection, mentor selection, intern placement

Agenda

11:00-11:10	**Welcome and Introductions**	Shirley Prince
11:10-12:20	**Panel Discussion/Q&A: How CMS and Winthrop University partnered to strengthen school leadership in Charlotte** Ann Clark, former CMS Superintendent Dr. Mary Martin, Winthrop University Lydia Fergison, CMS Principal	
12:20-1:15	**Lunch**	
1:15-2:15	**Recruitment and Selection roundtables** *TPP directors will present overviews of how their programs approach candidate recruitment and selection, along with key learnings and challenges, in a modified World Café format. Session participants will have the opportunity to hear from two different programs; program/district teams will have time at the end of the activity to share what they learned.*	Facilitator: Mary Martin
2:15-2:30	**Break**	
2:30-3:15	**Mentor Selection and Intern Placement:** **Exploring Problems of Practice** *Participants will be divided into two groups; each group will participate in a consultancy around a problem of practice presented by one of the TPP directors.*	Facilitators: Ann Clark & Mary Martin
3:15-3:50	**What makes for an effective preparation program/district partnership?** *Meeting participants will meet with their program/district teams to react to and process ideas shared during the day, with a full-group share out at the end to capture key ideas about characteristics of effective partnerships.*	Facilitator: Mary Jo Dunnington
3:50-4:00	**Wrap-up/business/next steps**	Shirley Prince

Appendix B: NC TPP Program PLN Spring Meeting Attendees

Organizers and Presenters		Mary Jo Dunnington-NYC Leadership Academy Tracy McBride- NCPAPA Shirley Prince- NCPAPA Jamie Woodlief-NCPAPA Dr. Walter Hart-Winthrop University Ann Clark, former Charlotte-Mecklenburg Schools Superintendent	
Other Stakeholders		Representative Hugh Blackwell-NC General Assembly	
Attendees by Program	**HPU-HPLA**	Amy Holcombe Sandy Sikes Debra Barham Barbara Zwadyk	Leah Hayes Todd Martin Jason Dorsett
	NCSU-DPLA/ NCLA	Shirley Arrington Lance Fusarelli Leslie Wirt Jessica Parker Billy Strother Pat Ashley Brenda Champion Jill Hall-Freeman Dietrich Danner Patrick Miller	Lacey Seaton Pamela Murray Hunter Dansby Cathy Williams Debra Hunter Leaundra Clay Rhonda Faircloth Jennifer Lewis Amy Jones
	SREC-SLPDP	Michael Freeman Ashley Hinson Charles Jenkins George Norris	Jim Simeon Aritia Smalls Jamie Faulk AJ Hammond
	UNCG-PPEERS	Kim Kapper-Hewitt Nicole Piggott Cindy McCormic Danny Poplin	Charles Perkins Rodney Shotwell Nikki Murchison Candice Nelson
	WCU-NCSELP	Phyllis Robertson Jan Webster Heidi VonDohlen	Jennifer Reed Jack Buchanan Jess Weiler
Grant*Prose* Evaluation Team		William Carruthers Pamela Lovin	

Appendix C: NC TPP Program PLN Spring Meeting PowerPoint

NCASLD
N.C. ALLIANCE FOR SCHOOL LEADERSHIP DEVELOPMENT
SUPPORTING EXCELLENCE IN LEADERSHIP

Transforming Principal Preparation

Professional Learning Network Session – April 24, 2018

Welcome

- Goals of the TPP
- PLN Purpose
- Today's Session Objectives
- Introductions

Goals of the TPP

- Support selected NC-based principal preparation programs in their innovation and implementation of best practices in preparing aspiring school leaders.
- Through ongoing collaboration and sharing among the programs, as well as formal evaluation, demonstrate what high-quality principal preparation looks like to inform this practice across the state.
- Encourage greater collaboration between school leader preparation programs and the districts they serve, as well as a systems view of school leadership development and support

Purpose of the TPP PLN

- Provide TPP program directors/ teams with access to national experts and examples of innovation to help inform and inspire their work
- Develop a community of practice to encourage sharing of successful practices and collaborative problem solving

Objectives for Today's Session

- Provide participants with insight into a successful ongoing university-district collaboration around principal preparation
- Inspire active partnership between programs and districts.
- Share information and thinking across programs to help strengthen participant recruitment and selection, mentor selection, intern placement

Introductions

Panel Discussion

How CMS and Winthrop University partnered to strengthen school leadership in Charlotte

Ann Clark
Former Superintendent, Charlotte-Mecklenburg Schools

Dr. Walter Hart
Assistant Professor, Winthrop University

Lydia Fergison
Principal, Newell Elementary, Charlotte

WINTHROP UNIVERSITY

Leaders for Tomorrow

Partnership between Winthrop University
and
Charlotte-Mecklenburg Schools

cms Charlotte-Mecklenburg Schools

LIVE. LEARN. LEAD.

WINTHROP UNIVERSITY

The Beginning of a Partnership

Sustainable: 11 + Years
Benefits both partners

cms Charlotte-Mecklenburg Schools

LIVE. LEARN. LEAD.

WINTHROP UNIVERSITY

Recruitment & Selection

- Recruitment by nomination
  - Introduction of process by Superintendent
  - On-line nomination format in district and on campus
  - References required
  - LFT alumni recruit strongest
- Open house meetings
  - Alumni share experiences
  - Superintendent/Designee speaks to district commitment

cms Charlotte-Mecklenburg Schools

LIVE. LEARN. LEAD.

Recruitment & Selection (Cont'd)

- Collaborative screening process
  - Role play, In-basket activity, and on-demand writing prompt
  - Observed and scored by faculty and CMS leadership
  - Topics and situations selected together
- On-line interview with WU faculty
- Vetting by Superintendent
- Orientation Meeting – Kick-off

Tailored Curriculum

- Classes are held in a CMS school setting.
- Courses offer blended delivery.
- Courses scheduled in two 8-week blocks each semester.
- Four strands woven into each course:
  - technology
  - data collection, analysis, & interpretation
  - oral and written presentation skills
  - ethical leadership

Tailored Curriculum, cont'd

- Courses are intentionally sequenced.
- Winthrop faculty instruction is enhanced by CMS administrators: Partner Presenters in all courses
  - Instructional Leadership
    - CMS principals from high-need turnaround schools
    - CMS professional development representative
  - Data Analysis and Testing
    - CMS Director of Accountability
  - School Law
    - CMS legal team
  - Business and Finance
    - CMS finance officer, public information director, security personnel

Tailored Curriculum, cont'd

- Assignments are authentic, problem-based
  - School Improvement Plans
  - Teacher Evaluations
  - Walk-through Observations
  - Entry Plan
  - Mock Interviews with Student Teachers
- Courses are modified frequently to address current issues in the district
  - Texts recommended by district
  - Projects reviewed by district
- CMS Professional Opportunities

Internship

- Placement of Interns & Selection of Principal Mentors by district leadership
- Support for teachers in classroom settings from district (Substitute - Invisible Days)
- Internship Assignments based on NELP and NC Executive Standards
- Culminating Events
  - Summer School Video – principals attend
  - Fall Panel Discussion – principals judge
  - Oral Comprehensive Exam – CMS schools studied

Internship, cont'd

- Year long internship
  - School Year in home school
  - Summer Semester in school of different demographic and age level
- Internship activities include tasks to interact with other principals, to attend district and school board meetings, interview district office personnel
- Walk beside the principal mentor, build relationships
- Actually do the work of administrator, not just observe the work.
- Students responsible to learn eagerly, take initiative, ask for feedback.
- Adjust work to the principal's schedule.

Ongoing Support

- District – Induction process
- University – Annual alumni event bringing cohorts together
- Networking of colleagues in *Leaders for Tomorrow*
  - *Speed dial*
  - *Dinner meetings*
  - *Lunch on principal meeting days*

Impact

- Higher caliber candidates nominated and admitted; therefore, more committed to WU EDLD program.
- Well-prepared leaders prepared for CMS pipeline; Program noted for rigor
- CMS hires Leaders for Tomorrow completers who perform well (as of March 2018)
  - 33 Principals
  - 39 Assistant Principals
  - 16 Deans
  - 14 Facilitators
  - 7 Learning Community Support (Zone Offices)
  - 18 District Office
  - 56% of Regular Schools have LFT Graduate on Leadership Team
- Higher quality preparation program
  - Quality Measures
  - NCATE Accredited
  - Driven by Advisory Board directly connected to school districts

Thanks for letting us share!

We would love your feedback and more ideas.

Mary Martin martinmb@winthrop.edu
Ann Clark aclarkbhi@roadrunner.com

Lunch: Room 1A

Informal Discussion: Views from the TPP participant perspective

- Rhonda K. Faircloth (Durham Public Schools)
- Nikki Murchison (Chatham County Schools)

World Café Activity

Why have these conversations?

- The questions matter to everyone in the group and we learn from others through our dialogue.
- Everyone has unique experiences and ideas to share.
- By interacting with different groups of people, we meet more colleagues to add to our "network" and we benefit from the diversity/cross pollination of ideas.

Café Etiquette

- Focus on what matters.
- Contribute your thinking.
- Speak your mind and heart.
- Listen to understand.
- Link and connect ideas.
- Listen together for insights and deeper questions.

Part 1 (20 minutes for each part)

- A TPP Director (or designee) plus 4 or 5 others are seated around a table with "chart paper" table cloth and markers. These are people new to you, so begin with introductions.
- Read the question slide together and spend 1 minute thinking through your thoughts. Start drawing, doodling, jotting words, questions on the table chart.
- Then, have your conversation about your best ideas answering the questions. Continue to "scribble." Really listen, engage and connect ideas.

Round 1

- You heard our panelists discuss how participant recruitment and selection are approach in the CMS/Winthrop collaboration.
- If you represent a university or preparation program, ***how are you ensuring you are getting the best candidates for your program?***
- If you represent a partner district, ***how are you ensuring this collaboration helps you get the best new leaders for your schools?***

Part 2

- The TPP Director (or designee) remains at the table to greet and hosts a second group.
- The others move to a different table. Do not go to tables with others from your "home site."
- Person who remains at table asks each person to introduce themselves and then shares a few of the highlights/the "essence" from previous discussion. This person poses the next set of questions and asks for 1 minute of think time. Then the dialogue continues.
- Remember to jot down ideas and scribbles.

Round 2

- What ideas can you add to the discussion after hearing about this table's conversation?
- What are the biggest challenges to recruiting and selecting the future school leaders we want?
- What are things we can do to overcome those challenges? What will this take?

Wrap up

Share your thoughts, new ideas, reflections from all the dialogue you have been a part of.

Post the "table charts" around the room to check out when you have a few minutes to walk around.

Problems of Practice: Mentor Selection, Intern Placement, & Mentor Training

Consultancy Directions

10 minutes:	Program director will present problem of practice within her program
5 minutes:	Clarifying questions
10-15 minutes	Presenting program director listens as group "takes ownership" of this program/ problem and discusses what they are going to do to address the issue presented.
5 minutes	Director comes back in and shares what it was like to listen

Program Team/ Partner District Discussions

What are the elements of a successful program/ district partnership?

Program Team/ Partner District Discussions

- What are the most important characteristics of effective district/ preparation program partnerships?
- What indicators would you want to see as evidence of these characteristics?
- What are the biggest barriers to effective program/ district partnerships?
- What could help remove those barriers?

Conclusion/ Next Steps

NCASLD
N.C. ALLIANCE FOR SCHOOL LEADERSHIP DEVELOPMENT
SUPPORTING EXCELLENCE IN LEADERSHIP

Transforming Principal Preparation

Appendix D: NC Transforming Principal Preparation Program PLN Winter Meeting Feedback Form

TPP PLN Session Feedback
April 24, 2018

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This PLN Session…	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
had clear objectives.	❒	❒	❒	❒	❒
was relevant to my professional development needs.	❒	❒	❒	❒	❒
was led by effective facilitators.	❒	❒	❒	❒	❒
was well structured.	❒	❒	❒	❒	❒
provided me with useful resources.	❒	❒	❒	❒	❒
was engaging.	❒	❒	❒	❒	❒
included adequate opportunities for participants to consider applications to their own professional practice.	❒	❒	❒	❒	❒
was of high quality overall.	❒	❒	❒	❒	❒

Using the scale below, please indicate your level of satisfaction with each of the presentations listed by checking the appropriate box.

Session	Very Unsatisfied	Unsatisfied	Neutral	Satisfied	Very Satisfied
Panel Discussion/Q&A: How CMS and Winthrop University partnered to strengthen school leadership in Charlotte	❒	❒	❒	❒	❒
Informal lunch conversation with program candidates	❒	❒	❒	❒	❒
Recruitment and Selection Roundtables	❒	❒	❒	❒	❒
Mentor Selection/Training and Intern Placement: Exploring Problems of Practice	❒	❒	❒	❒	❒

Your role (please check one):

❒ School district leadership ❒ Preparation program director/team ❒ Other

Please provide any specific thoughts and feedback you have regarding the April 24th PLN session:

OBSERVATION PROTOCOL

Institution/Program: XX
Observation Location: XX
Date of Observation: XX
Time of Observation: XX
Observer: XX
Class/Activity: XX
Instructors/Facilitators: XX
XX
XX

XXNarrativeObservation

Ratings

Based on observation, rate level of agreement with each statement below:

1. Students are actively engaged in activity.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

2. Learning activities are clearly relevant to the day-to-day work environment and responsibilities of a school leader.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

OBSERVATION PROTOCOL

Learning Experience(s)

Institution/Program: North Carolina State University: Durham Principal Leadership Academy (DPLA) and North Carolina Leadership Academy (NCLA)
Program Director: Bonnie Fusarelli, Ph.D.
Location: Avila Retreat Center, Durham NC
Date: 9/11/2017
Observer: Janey Sturtz McMillen, Ph.D.
Time of Observation: 3:30 p.m. to 6:30 p.m.

This observation was of activities that were part of a three-day "Digital Storytelling Retreat" for the combined programs NCLA and DPLA. The NCLA program started the retreat on Sunday and the DPLA program started today (Monday). All NCLA and DPLA program participants were in attendance, as were all program staff. Dr. Kristina Hesbol from UC-Denver was also attending the retreat in hopes of adapting some of the program elements for her university's program. Prior to attending the retreat, program participants were given pre-readings (see list at end of observation) and pre-assignments to complete in order to maximize productivity during the three days. The focus of this retreat was on the participants' "story of self". The goal of the three days was to help the attendees figure out their personal story, craft their public narrative, and figure out how technology could assist with presenting this narrative. Additionally, the retreat provided an opportunity to continue to build cohort cohesiveness and professional networks both within the individual programs and across programs.

The observation began with the opening activities for DPLA, which included check-in and housekeeping discussion followed by a presentation by Dr. Fusarelli and six principals who were graduates of NELA (the Northeast Leadership Academy) cohorts I-V (Erica Shoulders Royster, Larry Hodgkins, Zach Marks, Donnell Cannon, and Lisa Swinson). During this time, NCLA members were completing individualized work on their digital storytelling assignments in an adjoining room. They were working individually or in pairs and program staff were assisting with questions as the participants worked. For the DPLA group, Dr. Fusarelli presented a brief powerpoint on digital storytelling and the importance of narrative and storytelling in motivating others to join you in action. Program participants were engaged during the presentation and had clearly done the pre-reading as demonstrated by participation in the presentation when appropriate. Some example videos were shown to help participants identify some of the tenets of the presentation in action. The principals in attendance then shared brief information regarding their individual "stories". Program participants were then charged with thinking about how the presented tenets and what they had seen and heard applied to their own stories.

After the presentation, there was a dinner break during which the two academies joined together for social time. All attendees seemed very familiar with each other and were engaged in lively banter during the meal. After the dinner break, NCLA cohort members returned to their cabins to continue working on their individual storytelling presentations for the next day. DPLA members went on learning walks with partners and then returned to the larger group. During the larger group meeting, several of the principals shared their individual "stories" about why they had chosen to become a principal. After this, each member of the DPLA cohort was encouraged to share his/her story regarding why he/she was pursuing a degree in executive leadership in

education. This sharing would then serve as the basis for each individual's digital storytelling assignments on the following day.

Shellenbarger, S. (2016, September 20). Use mirroring to connect with others. *The Wall Street Journal*. Retrieved from: http://www.wsj.com/articles/use-mirroring-to-connect-with-others-1474394329

Patterson, K., Grenny, J., Maxfield, D., McMillan, R., & Switzler, A. (2008). Chapter 3: Change the way you change minds. In *Influencer: The Power to Change Anything* (pgs. 45-72). New York, NY: McGraw-Hill.

Goleman, D., & Boyatzis, R. (2008, September). Social intelligence and the biology of leadership. *Harvard Business Review*, 74-81.

Christensen, C. M. (2010, July-August,). How will you measure your life? *Harvard Business Review*, 1-12. Retrieved from: https://hbr.org/2010/07/how-will-you-measure-your-life

Goleman, D. (1998). What makes a leader? *Harvard Business Review*, 82-91.

TRANSFORMING PRINCIPAL PREPARATION PROGRAM OBSERVATION PROTOCOL

Institution/Program:	North Carolina State University: Durham Principal Leadership Academy/North Carolina Leadership Academy
Observation Location:	William and Ida Friday Institute for Educational Innovation, Raleigh, North Carolina
Date of Observation:	February 13, 2018
Time of Observation:	8:15a.m.-1:00p.m.
Observer:	Pamela Lovin
Class/Activity:	Mock Interview & Formative Assessment Day
Instructors/Facilitators:	Dr. Bonnie Fusarelli Dr. Brenda Champion Dr. Cathy William

The Mock Interview and Formative Assessment Day was held from 8:30am to 3:00pm in several rooms at the Friday Institute. Durham Principal Leadership Academy (DPLA), North Carolina Leadership Academy (NCLA), and North East Leadership Academy (NELA) cohort members attended. Forty fellows began the day in the Wachovia Room. (Many fellows were absent because of sickness.) Dr. Brenda Champion led a review of a self-reflection survey on the competency standards and introduced the schedule for the day including mock interviews and in-box activities. The fellows were given 20 minutes to complete a PowerPoint, which included answering the following questions:

- Create a title slide that introduces yourself and summarizes your resume.
- Explain why you were a successful educator and provide three key elements that you could share with teachers that would be key to making students successful.
- Describe how one creates a balance between coaching teachers for improvement and evaluation.
- Explain how you have used data-driven decision making in your work. In an ideal world, what would it look like?
- If you had to narrow leadership to just three essential elements what would they be and why?

In the BB&T room, Dr. Cathy William met for 20 minutes with the mock interviewers, which included university staff and coaches. Dr. Williams explained the interview process and schedule for the day. The interviewers were provided a set of questions that might be asked in an interview, including at least one illegal question to provide the fellows experience thinking fast and still maintaining composure. (Interviewers later pointed out to the fellows the illegal question and provided tips for how to deal with it during the reflection time.) The interviews were recorded and will be used by the fellows and their coaches for reflection. Most fellows would practice interviewing for assistant principal positions, but in order to individualize the experience, fellows who are currently employed as assistant principals would be interviewing for principal positions. Facilitators were expected to complete an interview rubric for each interviewee. Before the facilitators returned their interview rubrics, NCSU also provided an evaluation form for the mock interview experience.

Interviews were conducted in various rooms on the first floor of the Friday Institute. The interviewers sat on one side of the table and the interviewees sat on the other side. Observers sat

to the side of the room. At the beginning of the interview, several fellows brought resumes. During the first five minutes, the fellows presented their introductory PowerPoint. Then the interviewer asked questions for 15 to 20 minutes. Interview questions may have included: 1) What would your biggest critic say about you? 2) What does making a data-driven decision mean to you? and 3) When evaluating teachers, what would be in your step-by-step guide? After the interview, the observers and interviewees were asked to step outside while the interviewers reflected on the interview. After five minutes of reflection, the interviewees were brought back in to discuss the positives and negatives. The facilitators were direct and provided suggestions from posture to providing more substantive answers.

When fellows were not participating in an interview, they had several different "in box" activities to complete such as case studies, teacher observations, simulations, and self-reflections. The fellows were asked to choose three of the five case studies to respond to with a list of steps to address the situation and list of the individuals involved. If the problem would require a memo, the memo must be included. For the teacher observation piece, fellows chose one of the three teacher videos to watch and evaluate. The fellow completed a post-observation conference evaluation form for the teacher and included two to three positive and negative comments. Fellows chose one of four simulations (e.g. Middle School Budget and Playground Mishaps) to complete and wrote a self-reflection of their mock interview. Fellows deposited completed assignments on Moodle.

The fellows were on their own for lunch, while the executive coaches for DPLA/NCLA/NELA met with NCSU staff to discuss internship experiences. Coaches shared positive and challenging experiences including staffing nuances and scheduling conflicts in new districts. Many shared how interns grew in difficult situations and emphasized the need to develop a willingness within the fellows to learn wherever they are placed. A few coaches also shared that they meet with interns individually and then once a month with all of their interns as a small group. This provides an opportunity for the fellows to learn from each other and gain from each other's strengths. After lunch, the fellows and facilitators continued the mock interview and formative assessment day until 3:45p.m. (See attached schedule.)

Grant*Prose* Evaluation Rubric of Observation

Based on observation, rate level of agreement with each statement below:

1. Students are actively engaged in activity.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

2. Learning activities are clearly relevant to the day-to-day work environment and responsibilities of a school leader.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

Mock Interview & Formative Assessment Day Agenda
Tuesday, February 13, 2018

8:30 - 9:00 Welcome and Overview of the Day
Facilitators – Room BB&T
Fellows – Room Wachovia

9:00 - 12:00 Mock Interviews, Peer Interview Observations, Teacher Observation,
Simulations, and In-basket Activities

(See back of page for Mock Interview & Observer Schedule)

12:00 - 1:00 Lunch on your own

1:00 - 3:15 Mock Interviews, Peer Interview Observations, Teacher Observation, Simulation, and In-basket Activities

(See back of page for Mock Interview & Observer Schedule)

3:15 - 3:30 Peer Assessment of Weebly Work Session

3:30 - 3:45 Closing Remarks

TRANSFORMING PRINCIPAL PREPARATION PROGRAM OBSERVATION PROTOCOL

Institution/Program: NCSU: Durham Principal Leadership Academy & North Carolina Leadership Academy combined
Observation Location: A.B. Combs Elementary, Raleigh NC
Date of Observation: February 22, 2018
Time of Observation: 9:00 - 11:00 a.m.
Observer: Janey Sturtz McMillen, Ph.D.
Class/Activity: Walkthrough
Instructors/Facilitators: Muriel Summers, Principal
Brenda Champion, Program Coordinator
Shirley Arrington, Program Coordinator

The cohorts gathered in front of the school during student arrival. All of the cohort members were dressed professionally and arrived early. There were over 55 attendees for this event as representatives from NCSU's NELA cohort joined members of the two Leadership Academies. The visiting cohorts were greeted with welcome signs, Kindergarten students in costume singing a greeting song, and the school's cheer team performing. The school principal, Muriel Summers, introduced herself to the cohorts and everyone proceeded to walk through the main hallway being greeted by students from all grades carrying flags from each of the countries represented in the school's Covey partnership. After the greeting festivities, cohort members were seated in the school's media center for a beginning presentation by Ms. Summers. Attendees were seated in groups of 4-5 around large tables.

Ms. Summers began the meeting by welcoming the attendees, followed by a choral presentation. The Student Body President reviewed the agenda for the walkthrough (see attached). A student then presented each part of the agenda. These students described the school's awards and accomplishments, "see-do-get" philosophy, paradigms, principles, Covey's Maturity Continuum, Covey 7 habits overview, and four disciplines. During these presentations, Ms. Summers provided each student with feedback on his or her presentation, often stopping them during the presentation and asking them to repeat that part of the presentation. During the presentations, cohort members were actively attending, taking notes, and asking questions.

Following the large group presentation, individual students who "walked" them through their "leadership notebooks" met attendees at each table. These notebooks demonstrated each student's personal, leadership, and academic goals as well as data tracking for each goal. Following the student presentations, cohort members asked follow up questions of each student. These students moved from table to table so that each group of attendees was able to review 3-4 notebooks.

Following the leadership notebook presentations, the attendees were divided into groups of 10-12. These groups were then led on a walkthrough of the school, visiting classrooms, outdoor areas, etc. During these tours, the attendees were encouraged to ask questions and to note areas in which data were being used for decision-making.

Post-walkthrough, attendees returned to the media center and a student panel discussion was presented during which the students responded to questions regarding what was seen during the walkthrough.

In summary, the attendees were actively engaged in all activities and, based on the questions posed and discussion, seemed to understand their relevance and importance to the duties of school leaders.

1. Students are actively engaged in activity.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

2. Learning activities are clearly relevant to the day-to-day work environment and responsibilities of a school leader.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

TRANSFORMING PRINCIPAL PREPARATION PROGRAM

OBSERVATION PROTOCOL

Institution/Program: NCLA
Observation Location: Schenck Memorial Forest, Raleigh
Date of Observation: June 27, 2018
Time of Observation: 7:45 a.m. to 12:30 p.m.
Observer: Eleanor Hasse
Class/Activity: Ropes Course run by NCSU Recreation Department
Instructors/Facilitators: 2 NCSU Recreation Department Facilitators (Mark and Evan)
Karen Anderson: Wake Principal Leadership Program Director
Stephen McKinney Research Graduate Assistant
One other NCSU person

The NCSU program scheduled a Ropes Course activity for new principal fellows. This was a morning of challenges and reflection designed to build team trust and group problem solving skills. Thirty four principal candidates (fellows) from the three new NCSU cohorts participated. This included eleven Johnston Principal Leadership Academy (JPLA) Fellows, fourteen Wake Principal Leadership Academy (WPLA) Fellows, and nine in the NCSU cohort. Overall, the group appeared to include twelve minorities and nine males. While the activity was scheduled to begin at 8:00 a.m. all but one participant was there early – almost all by 7:45 a.m. -ready to begin. Participants were dressed in casual athletic wear for outdoor activity; all appeared well prepared with water bottles and sun screen. The activities began at an outdoor shelter with tables and benches and took place in small clearings in the surrounding forest. Two NCSU Recreation Department employees facilitated the event. Both appeared to be experienced with facilitating the activities and engaged the group with confidence and professionalism, setting and adhering to norms and time schedules and explaining activities clearly.

The day began with a quick introduction to Schenk Forest and the facilitators and quickly progressed to some ice-breaker and warm up activities. In the first activity, participants paired off and faced off in a crouch stance and tried to tag each other's knees first without moving, then moving, and finally trying to tag anyone in the group. All of the fellows participated and appeared to be having fun with much laughter. The facilitator discussed the "challenge by choice" expectation for the day. This was followed by expectation setting and sharing in cohort groups. Groups discussed and shared expectations such as communicate clearly, leave no one behind, be honest with limits, celebrate success, encourage each other, and have fun.

The next large group activity involved standing in a circle and racing to say your name after the person next to you. Again, everyone had fun and the activity helped the facilitators learn some participant names. This was followed by a "blind tank" activity. In this activity, people worked in pairs in which one partner with eyes closed was the "tank" and the other partner with eyes

open was the "driver". The drivers had to direct their tanks to pick up soft balls and throw them at other tanks; hit tanks left the circle. The reflections on this activity involved communicating despite distractions and focusing on goals.

After a short water break, participants went with their cohorts to different locations and rotated through the next set of three challenges. Each activity was followed by reflection questions focusing on team building, group problem solving, sharing experiences and feelings, and carrying the lessons forward in the program. In one of these, the entire cohort was challenged to stand on a small 4 inches high platform. Various safety rules (such as no one on shoulders and no intertwined fingers) were set. The group was supposed to plan for five minutes prior to attempting the challenge. Success required holding on, leaning back, and trusting team members. The group I observed was successful after several attempts and a hint from one of the NCSU facilitators. They then tried an even smaller platform. The next two challenges in this set similarly required everyone's participation and group problem solving skills. One involved flipping over a tarp while everyone in the group was standing on it – the other involved lifting a hoop off of a pole using ropes. The reflections involved the importance of listening to everyone in the group, developing feelings of trust, monitoring progress, and getting feedback. Many group members made analogies and connections with various situations and leadership challenges in their schools.

At 10:15 a.m., there was another water break. People continued conversations and discussions through the break with every appearance of enthusiastic enjoyment of the activities.

At 10:30 a.m., the program continued with another set of three challenges; again the cohorts rotated through the challenges, reflecting after each one with various questions provided by a question ball and the facilitators. One of the challenges was for everyone in the group to hold a rope, close their eyes, and make figures (triangle, pentagon) without letting go of the rope. They then repeated the challenge with eyes open to make a star. This challenge required a lot of spatial awareness and communication to be successful. Another challenge involved one person holding themselves rigid and then falling to be caught first by a partner and then by the group guiding them. This challenge required a lot of trust in the group. The third challenge involved getting the whole group balanced on a large seesaw like platform; again communication and group problem solving were key to success. When reflecting on these challenges, group members said things like it is important to listen to all ideas, explore ideas rather than shooting them down, community vision is key – it is more important to share a vision than to have the best vision, we were able to build on some people's knowledge and past experiences, building on different people's skill sets, it was important to make changes slowly and be sensitive to each other, the ripple effect of individual changes, and the power of listening. One person shared how difficult it was for him to be open and how he already felt more open to this group than he expected.

At 11:55, the groups headed back to the shelter for a closing activity. In this activity, each person picked a picture and shared with a partner and then with the group, a connection between the

picture and the morning's experience. Examples included a person whose picture was a mask stating that the activities gave her a chance to try different roles in the group, a person whose picture was train tracks stated that the activities might parallel leadership challenges as an administrator, and a person whose picture was a gift box expressed gratitude for the experience. At about 12:20 the facilitators and group thanked each other and Dr. Anderson concluded the morning by explaining the schedule for the rest of the day which was to include a short debrief of the morning activities with faculty at the Friday Institute and then new material on leadership.

Overall, people seemed to be enthusiastically engaged in the activities and able to make multiple connections with their leadership development goals. Clearly the activities engendered feelings of camaraderie and accomplishment in meeting the challenges of the group successfully.

1. Students are actively engaged in activity.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

2. Learning activities are clearly relevant to the day-to-day work environment and responsibilities of a school leader.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

NCSU: JPLA, NCSU, and WPLA 2018 cohorts at Schenk Memorial Forest

Success at the Star Challenge

OBSERVATION PROTOCOL

Learning Experience(s)

Institution/Program: High Point Leadership Academy - High Point University
Date: 9/22/2017
Time of Observation: 9:00 a.m. – 1:15 p.m.
Program Director: Dr. Barbara Zwadyk
Observer: Eleanor Hasse
Location: Stout School of Education, High Point University, Second floor Model Classroom

This observation was of a Cohort 1 Friday Seminar. The main topic was Functional Behavior Assessments & Toolbox of Behavioral Interventions. The working lunch was devoted to a debriefing of the past week's internship. The program took place in a model classroom with candidates arranged in groups of three to five at large tables. The presenter used a large screen at the front of the room for her presentation. Each candidate was provided a folder with a copy of the presentation and numerous behavior assessment and intervention forms. In addition, the presenter indicated that electronic copies of these forms and other resources had been placed in a google drive folder for the candidates.

The program began at 9:03 a.m. with Dr. Sandy Sikes, Executive Coach for the High Point Leadership Academy introducing Tricia Gladstone, the presenter for the Functional Behavior Assessments and Toolbox of Behavioral Interventions portion of the day. Ms. Gladstone is a Behavioral Consultant with extensive experience helping school districts develop procedures and processes related to student behavior, providing professional development for staff, and consulting on individual student cases. Three students walked in in the next few minutes – all fifteen members of Cohort 1 were present by 9:07 a.m. In later conversations, some candidates indicated that they come from several hours drive away and were held up by traffic. The candidates were mostly dressed casually including jeans and t-shirts.

The presentation introduced the functional behavior assessment process in the morning with an explanation of the theoretical background, a description with examples of when this process would and would not be appropriate in a school setting, an overview of the steps of the overall process, and a detailed look at various behavior assessment data collection instruments along with a discussion of which instrument would be appropriate for which kind of situation. This process is more frequently used with more serious ongoing behavior issues and with students with disabilities. Some of the candidates had previous experience with exceptional children's programs and some had little such experience, but would need to understand the behavior assessment process in their role as administrators. The presenter included a theoretical and practical discussion of reinforcing consequences, as well as how undesirable behaviors may be positively reinforced by consequences (e.g., student gets in school suspension and avoids a class they don't like). Throughout the presentation, the presenter encouraged the candidates to think about and share with the group particular behavioral challenges that they were dealing with in their internships; she then used these examples to illustrate the behavior assessment process. For example, the candidates practiced writing problem behaviors of students in observable measurable terms, reflected on what events or settings may trigger the behavior, and discussed which instruments might be best for collecting data on the behavior prior to designing an intervention. The presenter was engaging and built on candidates' prior knowledge and current

experiences. Candidates were clearly very interested; most, if not all, were currently dealing with students with problem behaviors in their internships. The presentation stopped at 12:00 and was set to continue with a discussion of intervention plans after lunch.

At 12:15, candidates began a debrief session facilitated by Dr. Barbara Zwadyk, Program Director for the High Point Leadership Academy. Four of the fifteen candidates indicated that they are already in Assistant Principal positions and two more have positions lined up for January. The group spent some time discussing walkthroughs that had taken place earlier with a consultant. Candidates, particularly those who had gone on the first walkthrough, had provided feedback that they felt the consultant had been too critical. Dr. Zwadyk encouraged candidates to be forthright in their feedback saying that, "you are leaders in training, you have to use your voice, part of your job is to speak up." One candidate expressed that the consultant's view was helping them see what may need changing in schools while not being the right feedback to give to teachers. There was some thought that the consultant may have framed the purpose of the walkthrough and critique more clearly with the second group. Candidates talked about tools used in their schools for walkthroughs and the importance of getting teachers used to being observed, thanking teachers, and giving immediate feedback. There was some discussion of the importance of being in classrooms and being a presence on campus to reduce the need for discipline.

This was followed by candidates sharing some challenging experiences they had been dealing with in their internships. These included student discipline, a student who expressed suicidal thoughts, and a situation with a student sending an inappropriate picture on Snapchat. Candidates discussed district policies for dealing with these situations. Candidates also discussed the challenge of changing themselves into administrators focused on change without losing their teacher perspective. Candidates referred to posts they had made to a group chat that the cohort uses to share their experiences. In general, candidates seemed to be very open about their struggles and very supportive of one another. After a short break, the presenter resumed the presentation of behavior assessment. The class was scheduled to continue until 5:00 p.m.

TRANSFORMING PRINCIPAL PREPARATION PROGRAM OBSERVATION PROTOCOL

Institution/Program: High Point University: High Point University Leadership Academy
Observation Location: North Forsyth High School, Winston-Salem, NC
Date of Observation: February 26, 2018
Time of Observation: 8:15a.m.-2:15p.m.
Observer: Eleanor Hasse
Class/Activity: Instructional Leadership Institute Practicum/Walkthrough
Instructors/Facilitators: Dr. Raymond Jones
Dr. Sandy Sykes – Executive Coach
Debra Barham – Executive Coach

The High Point University (HPU) Leadership Academy includes an Instructional Leadership Institute led by Dr. Raymond Jones. This institute involves ten days of instruction for participants including an introduction to instructional leadership, walkthroughs consisting of multiple 15 minute observations of classroom instruction followed by discussion in different schools, and then finally walkthrough observations followed by post-observation conferencing with teachers. The day of the Grant*Prose* observation was the third such walkthrough day for participants and the last one focused on observation and discussion. The next walkthrough day would involve coaching conversations with volunteer teachers.

There were ten participants in this walkthrough day: Dr. Ray Jones, the instructor; Debra Barham and Dr. Sandy Sykes, the executive coaches; six principal interns from HPU Leadership Academy cohort 2; and myself. (The cohort is scheduled in smaller groups for the walkthrough days.) The logistics for this particular walkthrough had been set up by one of the principal interns at North Forsyth High - the school where she is serving as an intern. A room had been set aside for the group to meet for discussion between observations. The host intern and the instructor welcomed everyone and provided an overview of the day.

Dr. Jones reminded everyone that the key questions for the observation are: 1) Can we tell what the lesson is designed to achieve? and, 2) Can we tell for whom it is working and not working for? He reminded the interns to focus during the observation on what is visible and the data tools that can capture this. He also bridged this day to the purpose of the observations, which is not evaluation but rather having coaching conversations with teachers. Rather than stressing what is good or bad with teachers, the role of the instructional leader will be to help teachers become more reflective. He also discussed the 15 minute length of the observations. He said that in the allotted 15 minutes, the observers can figure out some of what came before or will come after - if in that amount of time the purpose of the lesson was not clear to the observers, then it was probably not clear to all students and particularly not to those who struggle. He also briefly reviewed the data collection methods particularly looking at the pattern of calling on students and movement of the teacher within the class. This introductory discussion was followed by a brief logistical discussion and decision to begin observing with a math class. Teachers had been told to expect the possibility of an observation. The principal interns chose which subjects they wanted to observe and the host intern then checked the master schedule to see what classes were available for observation in that subject at that time.

The first observation was of a pre-calculus class. The teacher was going over the schedule with students when we arrived and then began introducing sum and difference formulas to assist with finding the value of trigonometric functions. The observers filed into the classroom.

Because this was rather a large group in a small classroom, the observers could not move around, but observed silently for approximately fifteen minutes after which the group returned to the discussion room.

After the observation, Dr. Jones led a discussion of the lesson observed. The principal interns all appeared highly engaged, sharing their observations of the class, the teacher's teaching strategies, and the student responses or lack thereof. The interns noted how the teacher had asked the students to draw and refer back to the unit circle and reference angles – previously learned prerequisite knowledge, but she had not reviewed that concept even though several of the students were unable to do that - instead telling students that if they were still having difficulty with the unit circle they should see her for extra help. The interns noted the teacher stayed in the front of the class and she may not have noticed how many of the students were not able to fill in the unit circle values when she asked them to do so. An intern raised the question and the group discussed whether, since this was a pre-calculus class, the teacher should expect students to keep up and seek help when needed or if the teacher should monitor and reteach if needed. Then the group discussed how the lesson fit into the district lesson template (introduction, modeling, guided practice, independent application) and the reasons the teacher might have had for the order in which she presented the equations and examples. Dr. Jones brought the discussion back to thinking about a coaching conversation with the teacher and what questions would help the teacher improve. He noted that if the students still hadn't learned the lesson objective it wasn't from lack of trying on either the students' or teacher's part.

The next observation was towards the end of the period for a biology class. The class was doing a review game using Kahoot!, an electronic platform that allows for multiple choice question review games. The game poses a question, which the teacher chooses or writes in advance. The teacher allows time for everyone to answer and then a graph showing how many people chose each answer is displayed. The teacher then has an opportunity to review the question before going on to the next question – which, in this case, he sometimes did. After the review game, the teacher put a multipart question up on the board as an "exit ticket" and students worked on that until the observers left.

The principal interns noted that the students were engaged, that most of the Kahoot! questions were low level in their view, that most of the students answered each question, that students were aware when they got it wrong, that some of the students collaborated in answering, and that the teacher stopped the game to discuss the question and correct answer whenever five or more students got the answer wrong. The principal interns had a lot of questions about the lesson – whether the teacher had chosen the questions to match the just completed lesson, whether the teacher wanted the students to collaborate and whether or not, if he did, that was a good thing since it affected the data he was collecting on how well the students understood the lesson, and whether in fact he was paying attention to the data Kahoot! can provide beyond how many students missed the question. They wondered how much the purpose of the Kahoot! game activity was learning and how much was formative assessment – whether and how the teacher would use the data to inform his lesson plan for the next day. They also wondered about the purpose of the exit ticket. Dr. Jones encouraged the principal interns to think of these as good questions for a coaching conversation. There was also some discussion about the value of Kahoot! and other uses of technology in the classroom – did this really meet the intent of the teaching standard for use of technology. Ms. Barham shared about an administrator that she knew who collected data on technology integration in her school for a whole year in order to be able to discuss what technology integration meant with exemplars.

This discussion was followed by an observation of an English class. When we entered, the teacher was introducing an activity in which students were assigned to draw a picture and create a timeline for an autobiographical event about which they would then write. The class was large and the level of student engagement was low. There was another adult in the room. After the teacher introduced the activity, students were supposed to get started and the teacher moved from group to group. After several minutes, the additional adult walked over to a small group of girls to assist or encourage them to get started. While some students appeared to be writing on their papers or discussing the assignment, many did not.

After the observation, Dr. Jones asked the principal interns what the lesson objective was. One suggested: "practicing pre-writing strategies". The principal interns noted that twelve to fourteen of the students had not started working during the observation period. They noted that the students were confused about what to do. They noted the teacher had told the students to choose the important details for their timelines, but one thought maybe students needed clearer guidelines or models. The host intern noted this was a fairly new teacher – not first year, but not experienced. The interns discussed whether the teacher should start with the standards or start where the students are. Their discussion indicated they thought it was a problem that the teacher lacked expectations and did not expect to build on what students had done with autobiographical writing in previous years. The interns discussed the need and possibility of better vertical integration – one suggested the teacher could be asked to observe in a middle school to see what writing skills students have when they come to high school. They also questioned the role of the additional adult – the intern from North Forsyth confirmed this person was an inclusion teacher – a full professional teacher not a teacher assistant. Principal interns seemed critical that he played so little role in getting students started and discussed the issue of making meaningful use of adult resources in the room.

The next observation was of a Career and Technical Education (CTE) computer skills course, but the class had a substitute teacher on the day of the observation. The students were each silently working on an assignment that involved inserting and manipulating tables and columns in a document. In later discussion, Dr. Jones and the interns noted this was "teaching by packet" and it may not have been that different even if the regular teacher had been present - although the host intern and Dr. Jones said the teacher for this course may do things differently and that's why they had wanted the interns to observe that class. Interns noted how the room was set up for packet teaching with other packets organized in the back. They noted this type of independent work on assignments was common in CTE courses and even other courses. They were concerned about how teachers could move away from the course blueprint to spark interest in students and also concerned about lack of accountability for certificates in some CTE courses. They noted CTE teachers often had expertise in their fields, but little teacher education or experience. Again Dr. Jones brought the discussion to possible coaching questions for teachers.

The next observation was of a social studies class. The observers arrived near the beginning of the class period. The class had approximately 14 mostly female students and a high school student teaching assistant. The teacher had been absent previously and was checking in with students – telling them what she has received from them electronically. Then she went over plans for an upcoming "History Day" competition, including coaching the students on how to interact with the judges. She also had them do a brief activity in which they wrote about an appreciation or apology, listed emotions, and wrote about major stressors they are experiencing and possible solutions. Then the students tore up their papers and threw them away – they appeared to do this

without much instruction as if this was a regular beginning of class activity. Then the teacher conducted an oral review of the geography packet students had completed while she was absent.

After the observation, the principal interns discussed their impressions of whether the host teacher was flustered by the observers. There was some disagreement on this point as one said she seemed confident and another thought she may have been flustered by the observers. In discussing the review activity, interns noted everyone participated but some only minimally, the questions were "low-level", the teacher allowed minimal processing time, and there was no discourse among students. The host intern noted this was an honors group of students, while other principal interns noted the materials were similar to those used in middle or even elementary schools and the low level of the activity was not preparing students for the level needed for advanced classes. The interns discussed the purpose the teacher may have had in going over the packet – was it making the students accountable for work done while the teacher was absent? Was it formative assessment? Did she need the data from this review to shape her next lesson? Dr. Jones indicated that from the standpoint of instructional leadership the question is, was it a productive use of time – he says "we are speculating now, but when you have the conversation with the teacher…" Ms. Barham discussed how you gain credibility with teachers if you offer suggestions and resources for changes.

In summary, the principal interns were actively engaged in the activity and seemed to consider it very relevant to their duties as school leaders and particularly for the role of instructional leaders.

1. Students are actively engaged in activity.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

2. Learning activities are clearly relevant to the day-to-day work environment and responsibilities of a school leader.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

TRANSFORMING PRINCIPAL PREPARATION PROGRAM OBSERVATION PROTOCOL

Institution/Program: High Point University: High Point University Leadership Academy
Observation Location: Stout School of Education, High Point, NC
Date of Observation: March 10, 2018
Time of Observation: 8:30 - 11:00 a.m.
Observer: Janey Sturtz McMillen, Ph.D.
Class/Activity: Applicant Assessment Day for Cohort III
Instructors/Facilitators: Dr. Barbara Zwadyk
Dr. Sandy Sykes – Executive Coach
Debra Barham – Executive Coach
Nicia George – Cohort I graduate
April Raney – Cohort I graduate
Kendra Caroll – Cohort I graduate
Chris Burnette – Cohort I graduate
Advisory Board and Principal Leadership Team members

The purpose of the day's activities was to conduct assess key leadership skills among program applicants in order to apply rigorous selection criteria in the selection of the program's next cohort. The morning group of applicants was dressed professionally and consisted of 15 individuals (6 males; 3 minorities) who listened attentively. Prior to attending the assessment day, applicants were asked to complete several tasks and submit them for review. These included tasks regarding social media, using EVAAS data to develop growth plans for five teachers in a low performing school, and developing a one-year plan of strategies and metrics for addressing changing demographics in a school. These tasks were scored using corresponding rubrics by the evaluators prior to assessment day (see attached rubrics and description of assessment day activities for evaluators). The EVAAS and changing demographics tasks had follow up activities on assessment day for further scoring.

The assessment day began with a greeting and introduction from Dr. Barbara Zwadyk, Program Director. During this introduction, she explained what would be happening during the morning's assessment activities as well as what to expect after the assessment day in terms of notification of admittance to the program. Dr. Zwadyk introduced four graduates of Cohort I that would be participating in assessment day activities and who had joined the program's Advisory Board. The first assessment activity of the day was a team challenge activity. Dr. Sandy Sikes explained the activity to the applicants and then divided them into three groups of 5 members each. These groups were each assigned to a table that contained a series of wooden slats with cutouts, a diagram for the figure to be created with the slats, and 1-2 evaluators (Dr. Barham, 4 Cohort I graduates, Ms. Guerrie from BB&T Leadership program partner). The teams were given 30 minutes to practice creating a flat shape matching the diagram (only one possible solution) while evaluators observed the group working and completed rubrics on individual applicants (see Sequencer rubric). At the end of the 30-minute practice period, the groups were instructed to take the shape apart and place all of the slats back on the table. They were then given two minutes to reassemble it correctly without any marking on the slats being allowed. The activity served as both an ice-breaker and an assessment of individual team skills. During the activity, all applicants were very engaged and participating fully. Each group then went to a different area of the school for a debrief with one of the evaluators. The 15 minute debrief was used to process the

activity and ask the group members to reflect on the team's performance as well as each individual's performance. Teams indicated they felt both frustrated and challenged by the activity. They reflected on what the task actually was and whether or not the team had completed it. The evaluator took the role of asking the team and individuals to consider the importance of reflection and adjusting future performance based on reflection. The evaluator also asked the team to consider key elements of the activity that might lead to success such as resource allocation, leadership, communication, etc.

After completion of the team assessment activity, individual applicants took part in other assessment activities based on individual schedules. Each activity was slated for approximately 20 minutes. These activities were conducted one-on-one with Advisory Board or Principal Leadership Team members and included interviews, parent simulation activities, and follow-ups to the changing demographics and EVAAS tasks.

In summary, the applicants were actively engaged in the assessment activities and, based on debriefs conducted by program staff, seemed to understand their relevance and importance to the duties of school leaders.

1. Students are actively engaged in activity.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

2. Learning activities are clearly relevant to the day-to-day work environment and responsibilities of a school leader.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

PRINCIPAL PREPARATION PROGRAM
LEARNING EXPERIENCE OBSERVATION

Institution/Program: North Carolina School Executive Leadership Program, Western Carolina University
Date: 10/07/2017
Time of Observation: 1:00 p.m. – 2:50 p.m.
Class/Activity: Internship Network Learning Community
Instructors: Dr. Jan King, District mentor, HCPS Assistant Superintendent, and WCU instructor
Dr. Jess Weller, WCU Assistant Professor
Dr. Heidi Von Dohlen, NCSELP Executive Director and WCU Assistant Professor
Observer: Pamela Lovin
Location: Room 345, Western Carolina University at Biltmore Park Town Square

The meeting at Western Carolina University at Biltmore Park Town Square was one of the four face-to-face meetings during the fall semester. Ten interns and four mentors attended the meeting, including one mentor who joined virtually through GoToMeeting. The instructors, mentors, and interns sat at tables arranged in a circle. A printed agenda was provided. After participants signed in, there were light snacks and drinks. The lead facilitator created a structured venue for interns and mentors to share experiences while answering posed questions.

Participants introduced themselves and shared their intern school assignments. Some indicated that they were currently in part-time internships while others were in full-time internships. (WCU requires a ten-month internship. All members of this program will spend five months in a full-time internship during the program.) Six of the ten interns will be finished with the program in December. Participants began the discussion by sharing what they were doing in the internship. An intern, who was an elementary teacher, discussed surprise chaperoning a high school dance. Initially the intern did not feel in control, but realized that safety of the students was the number one priority and the little things may not be very important. Some interns were managing pictures day while others were helping with teacher evaluations. The interns discussed the emotional ebbs and flows of the being an administrator. A mentor shared that there is an emotional cycle for a high school principal. The mentor promised their spouse that they would not make any major life decisions in April, May or June because this is such a stressful time for high school principals.

Interns discussed the shift in perspective from classroom to school-wide responsibility. An intern said, “It is really easy to be in my classroom and say I would give that student 5 days. But now I must consider the whole school environment. You can’t be myopic.” Another stated, “You must follow the leadership of your principal. As a classroom teacher, I was an expert criticizer of administration.” Interns discussed working at different grade levels than those with which they have experience.

The differences between an assistant principal and a principal surprised the interns. One intern stated, “This program is training me to be a principal, but I am worried about becoming an AP because it is so different. It is the principal that has that (vision) and communicates that. I thought it was a team, but it really is the principal’s head that is on the line whether praise or

fussing." A facilitator explained that the WCU faculty believe strongly in developing leadership and thinks that much of the management can be learned on the job. The program can't make you ready for all managerial tasks, but can provide the interns with leadership skills to lead a school. A mentor reminded the interns that even though the job of assistant principal has many pros and cons there is a high demand for qualified candidates. The interns may be selective and should consider picking a principal to work for that will be supportive of the managerial things in addition to someone who understands a shared vision.

The facilitator asked the interns to reflect on the North Carolina Standards for School Administrators and discuss where they need more support, in addition to the managerial skills already identified. One intern noted that building a school culture is key, and the Critical Conversations class that they are currently taking will help with this. Strong relationships between the administrator and the staff were mentioned as a key indicator of a strong school. An intern added to her growth plan a goal focused on supporting beginning teachers to address Human Resources Leadership. Another intern shared the value of a summer internship, which provided opportunities to be involved with hiring a variety of positions from custodians to classroom teachers and also doing the small jobs around the school such as pulling weeds. A mentor stated, "One thing I promise my staff is that we are going to look for people that fit. They may have all the degrees in the world, but there could be an issue if they don't fit. It is more than looking at resumes. We feel the pressure to hire a good teacher pedagogically, but also the right fit." The group discussed how to handle teacher evaluations and create a discussion focusing on artifacts instead of just the administrator simply handing out a score.

To close the discussion, interns were asked to list their points of growth. These were some of the items listed: know the school/community culture, establish a good rapport, be willing to wear a lot of different hats, listen to your principal, and be reflective. One intern stated, "The grant is such a blessing. Another teacher is in the same place and she doesn't know how she will get the hours that the grant affords me." Mentors shared pieces of advice such as: cherish the joys, keep the main thing the main thing, always put someone in your corner, don't worry what other people think, and keep growing. The facilitator closed by asking the interns to remember, "Someone hired you for a reason and you will make a difference."

TRANSFORMING PRINCIPAL PREPARATION PROGRAM
OBSERVATION PROTOCOL

Institution/Program: Western Carolina University
Observation Location: Renaissance Hotel, Asheville, NC. Western Region Education Service Alliance (WRESA) Summer Leadership Conference
Date of Observation: June 25, 2018
Time of Observation: 3:45pm to 4:30pm
Observer: Bill Carruthers
Class/Activity: Poster Session Presentations by TPP Program Graduates
Instructors/Facilitators: Dr. Jessica Weiler, Dr. Heidi Von Dohlen, Dr. Phyllis Robertson

The first cohort of graduates from the TPP Program at Western Carolina University attended the WRESA Summer Leadership Conference and conducted poster presentations of "change projects" that they had conducted during their participation in the TPP Program. In most cases the change projects were carried out over the two years of their program. See the attachment to this observation report for images of the brochure that was distributed at the poster session, identifying the individuals making presentations and the nature of their change projects.

The session was well-attended and the presenters all appeared interested in sharing information about their change project. During the observation, this evaluator had the opportunity to meet and talk with many of the presenters, and all expressed enthusiasm for their change project as well as their prospects for serving in leadership roles in their districts. A number of individuals had already secured positions as Assistant Principals and others were preparing for upcoming interviews. The experience of creating and presenting poster sessions is relevant to the day-to-day work environment insofar as school leaders are often called upon to present their ideas about programs and curriculum before varied audiences, sometimes including school board members.

Based on observation, rate level of agreement with each statement below:

1. Students are actively engaged in activity.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

2. Learning activities are clearly relevant to the day-to-day work environment and responsibilities of a school leader.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

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Change Projects

Behavior Support Teams Can Make a Difference

Researcher Name: Tschanna Barrow

School District Affiliation: Greensboro Academy

Program: MSA

Abstract:

Greensboro Academy did not have a systematic response to student misbehavior causing a steady increase in student misbehaviors. We initiated a behavior support team (BST) led by staff members. The team analyzed results from the fall school climate survey and from a team created behavior audit. The voice of the parent survey showed 80% of parents are satisfied to highly-satisfied with the discipline policies and they feel they are effective. The results from the audit showed: teachers felt inconsistency with expectations, poor social interactions, replacement behaviors were needed, and teaching tolerance to parents and students were some of the school's weaknesses. The team identified long term and short-term goals. A monthly timeline was created that included activities and common area expectations. There was a decrease in negative behaviors by 10% and an increase in positive behavior reports by 50%. In 2016-2017 the positive behavior input was 590, and in 2017-2018 there were 1,068 positive inputs.

TPP Technical Report: Second Year

Change Projects

Increasing Learning and Equity for ALL Students through Inclusion

Researcher Name: Laura Bruegger
School District Affiliation: Henderson County Public Schools
Program: PMC

Abstract:

This change project addressed two educational **problems of practice**: 1) Lack of participation in the regular education curriculum for students in the Occupational Course of Study resulting in reduced exposure to high quality instruction and learning, and 2) No participation in the regular education curriculum for students with moderate cognitive impairments. The **intervention initiative** consisted of increasing learning and equity for students with disabilities through exposure to high quality instruction and interaction with nondisabled peers by participating in regular education courses. **Intervention goals** identified were to teach students in OCS in the regular education classroom for at least one core subject. **Results**: all seven students achieved high levels of learning and students learned with nondisabled peers. **Leadership recommendations:** Choose regular education teachers based on capacity and comfort with SWD, provide common planning time, and assign regular education teacher and special education teacher to same PLC.

Change Projects

Increasing Teacher Capacity to Support Math Inclusion Students

Researcher Name: Christen Davidson
School District Affiliation: Buncombe County Schools
Program: PMC

Abstract:

After participating in several Professional Learning Community meetings, I noticed questions about how to use the inclusion model with fidelity were occurring in every grade level. This led me to look at the data which showed Fairview Elementary School had been growing their students with disabilities in reading, but not in math. Inclusion services were being provided for those students, however, only two teachers in the building had been trained. My first level of intervention was to provide inclusion training for all staff members. This created common language and a shared understanding. We also provided the teachers with tools to identify the inclusion model that best fit the needs of the students. During the 17-18 school year we provided common times for teams and Exceptional Children teachers to meet and plan together. I recommend that schools ensure all teachers have received training and have a shared understanding of the inclusion models. It is also important to identify common planning time for teachers and teams to review data and plan together.

Change Projects

Implementing Covey's *Leader in Me*: Alternative Learning Approach

Researcher Name: Whitney Deitz
School District Affiliation: Swain County Schools
Program: MSA

Abstract:

The Alternative Learning Program had not implemented a curriculum geared toward student engagement and leadership, which contributed to increased discipline referrals, suspensions, and number of students scoring non-proficient on North Carolina EOCs. We selected Covey's *Leader in Me* for implementation to provide students with 21st century leadership and life skills, to benefit them in the classroom and future careers. Our purpose for implementation was to increase academic and behavioral success. Academic and behavioral results proved to be promising and included the following: Math I proficiency increased 0.25%; Biology proficiency increased 0.24%. Even though the number of referrals slightly increased, the number of suspensions decreased by 50%. We concluded it is possible Covey's *The Leader in Me* contributed to increased proficiency on Math I and Biology and also contributed to the 50% decrease in the number of suspensions; however, we cannot claim a direct correlation between *LIM* and test scores and/or discipline.

Change Projects

Positive Behavior Intervention and Supports

Researcher Name: Kelly Doppke
School District Affiliation: Jackson County
Program: PMC

Abstract:

The administration at Smoky Mountain High School developed a team of teachers and school leadership to assess and address the problems around student discipline. The team reviewed the NC Teacher Working Conditions Survey and school wide discipline data and determined that a Positive Behavior Interventions and Support program would impact the changes needed around student discipline issues. PBIS offers significant benefits including three levels of behavioral support including tier one for universal support, tier two for targeted or small group support, and tier three for intensive 1:1 intervention. During this change project the following goals were accomplished:

- SMHS PBIS committee meets regularly.
- 78% of staff trained in Module 1
- Completed expectations
- Incentive plan created
- PBIS Matrices displayed
- Videos developed and shown to students to teach expectations.
- Teachers and Administrators are tracking tardies and office referrals in Educators Handbook
- Tardies decreased by more than 50% from September to October
- Office Referrals increased from September to October

Increasing Dual Language Program Knowledge for Teachers

Researcher Name: Angela Gywn
School District Affiliation: Buncombe County Schools
Program: MSA

Abstract:

This improvement initiative provided professional development (PD) for elementary school teachers and staff to increase their understanding of dual language (DL) programs with emphasis on the DL model planned for their school in the coming school year. PD components included: Global Education with UNC Worldview, empathy training, dual language book talk sessions, and site visits of two current dual language schools. Results: Three of the four PD sessions were completed with all certified staff members and teachers reported that the PD increased their understanding of DL and initiated meaningful discourse regarding program implementation. Recommendations: continued, ongoing capacity development in the areas of dual language, ELL strategies, and team building exercises.

A Prepared School is a Safe School

Researcher Name: Margo A. Hale
School District Affiliation: Buncombe County Schools
Program: MSA

Abstract:

The purpose of my change project was to developed guidelines and procedures for incidents by outlining the responsibilities and duties of Pisgah Elementary School and its employees in their school safety plan. Developing, maintaining, and exercising a safety plan empowers personnel in an incident to act quickly and knowledgably. Faculty and staff will be trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. The school safety plan educates faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. A well-developed safety plan provides students, parents and members of the community with assurances that Pisgah Elementary School has established guidelines and procedures to respond to incidents/hazards in an effective way.

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Change Projects

Project-Based Learning

Researcher Name(s): John Mizell and William Thrasher
School District Affiliation: Buncombe County Schools
Program: MSA

Abstract:

We conducted research focused on our school's Project-Based Learning (PBL) program. Our primary goal was to improve the current process in as many aspects as possible for both teachers and students. Throughout this research we conducted surveys and developed an improvement initiative that we then implemented as part of our plan to enhance this program. To do this, we outlined several goals including, increasing student engagement with PBL, allowing time in the day for PBL, restructuring the curriculum to lend itself to PBL, and increasing support for both teacher and students throughout the PBL process. According to our survey data the changes we implemented did help to improve the process in the eyes of students. Our data shows a large increase in students that found value in the PBL process and those that felt they had an increase in knowledge and skills attained throughout the process.

Change Projects

Career Readiness Deficiency

Researcher Name: Katie Porter
School District Affiliation: Berkeley County (South Carolina)
Program: PMC

Abstract:

Students in Berkeley County are not aware of industry shortages and demands, along with soft-skills needed for employment, and are not receiving enough of the career-readiness component of the "college and career ready" initiative. To help alleviate this problem, my team conducted research and developed career-related curriculum for students in grades 6-8, generated on-going training and collaboration with faculty, community partners, and industry networking; aligned career exploration and development to curriculum standards; provided career-related reading that is differentiated by Lexile level; and created annual Career Fairs, Open House booths, and Parent and Community Nights that will become a part of the middle school calendar. Our team recommendation is that career-related curriculum be embedded into middle school course standards and adopted by the Berkeley County School District so that students are able to make informed and career-aligned decisions in high school, which in turn will help our future workforce.

Change Projects

Improving Reading Outcomes for Middle Grade Students

Researcher Name(s): Heather Rejzer & Rheta West
School District Affiliation: Buncombe County Schools
Program: MSA

Abstract:

In an effort to improve middle school reading outcomes, all students, 6th-8th grade were read a novel by the teacher twice weekly for 30 minutes. The novels were chosen by the grade level teachers. Qualitative data collected on both student and teachers demonstrated an improvement in student attitudes towards reading and a consensus from teachers that reading aloud daily created a culture of reading. Ultimately, improved reading EOG scores will determine if the program was successful and will be continued. Individual student access to the novels, student enjoyment of the reading selections and scheduling conflicts are all future areas of improvement to be addressed.

Change Projects

Starting a Parent-Teacher Organization

Researcher Name: Wes Shuffler
School District Affiliation: Burke County Schools
Program: MSA

Abstract:

The purpose of this change project was to initiate a Parent Teacher Organization. This middle school in rural Burke County, NC never had a PTO in its 15-year existence. However, this school had a sustainable, thriving athletic booster club. My hope was to bring this same enthusiasm and vigor to this inaugural PTO and help boost teacher morale. The main objective of this venture was to get parents, teachers and the community to collaborate. Accomplishing this project would consist of multiple planning and organizational meetings involving educators, parents, members of the community and administrators. These crucial get-togethers spawned dialogue that ultimately resulted in membership drives, teacher appreciation events, initiatives teachers could participate in, sporting event raffles, and a community school night where Chick-fil-A donated part of their proceeds to the school. The effects of these united efforts were creating a PTO working budget of over $1,000, bringing a much needed consciousness and forum to the issue of teacher appreciation and cooperation among all that ultimately benefits our students. This change project has helped me practice leadership skills, and I realize as an aspiring administrator the undeniable influence and support a PTO can have on a school.

Change Projects

Targeted Intervention Support

Researcher Name: Sarah Tatham
School District Affiliation: Cherokee County Schools
Program: PMC

Abstract:

The main purpose of my research was to plan and implement a targeted response to student interventions using testing and benchmark data. The focus was on forming data dive teams that were guided through analyzing their data. Additionally, a main goal was for implementation time representation in the master school schedule. For this research, I formed data teams and asked teachers to implement targeted strategies based on benchmark results for students. I found that the data teams grew to be very comfortable looking at student progress. The intervention time in the master schedule was a success, with careful consideration to placement and intervention tools utilized. In the end, I found that with the knowledge of data interpretation along with guidance and the support of the scheduling, students and teachers can grow.

Change Projects

Decreasing Bus Discipline with PBIS

Researcher Name: Holly Whisnant
School District Affiliation: Jackson County
Program: PMC

Abstract:

The educational problem that drove my work of change was a high number of bus discipline referrals bringing about concerns for the safety of students riding the bus. Therefore I chose to implement PBIS (Positive Behavioral Interventions and Supports) on the bus. PBIS on the bus was implemented in order to: decrease the need for bus discipline; develop expectations for school bus behavior; develop a bus contract for students and parents to read, understand, and sign; train drivers in PBIS; and teach bus expectations to all students. By implementing PBIS on the bus the following results were realized: bus discipline had been decreased by 70% during the first month of school; expectations were present and known by all stakeholders; and bus drivers felt supported as evidenced by their feedback. When implementing PBIS on the bus I recommend that bus drivers be trained in PBIS, expectations for school bus behavior must be taught, and re-taught and bus drivers need to be trained to de-escalate behaviors. Throughout this process I realized that implementation takes time as well as procedures must be taught and reviewed frequently with new initiatives and new stakeholders.

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Change Projects

Job-Embedded Teacher Capacity Development

Researcher Name: Tima Williams
School District Affiliation: Asheville City Schools
Program: MSA

Abstract:

The purpose of this project was to create a sustainable model to increase the capacity to develop teachers. Time and budget constraints put a strain on professional development plans that result in surface level learning or participation for compliance. Planning for the implementation of plans that include coaches and teacher leaders to facilitate professional development during professional learning communities and other existing meetings fosters a collaborative practice that is replicable. Adding in meeting protocols including the Learning Forward Standards guides staff in creating habits for reflection that yield positive changes in student achievement.
Redesigning professional development models to be flexible and focused will allow us to achieve our goals and build the capacity to meet the needs of our ever-changing student populations.

Western Carolina University

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OBSERVATION PROTOCOL
Learning Experience(s)

Institution/Program: UNC Greensboro - Principal Preparation for Excellence and Equity in Rural Schools (PPEERS) program.
Program Director: Dr. Kimberly Hewitt
Location: Davidson County Schools, County Office Boardroom, Lexington, NC
Observer: Eleanor Hasse
Date: 9/21/2017
Time of Observation: 9:10 a.m. to 1:20 p.m.

This observation was of ELC 690 Internship Seminar. The observed portion of the day included a session entitled "The Five Standards of Authentic Instruction" presented by two of the candidates, a presentation entitled "Auditing School Improvement Plans for Best Practices" provided by Dr. Kimberly Hewitt, and a talk entitled "Reflection: Transition and Change –The Teacher Evaluation Process" from Dr. Deborah E. Jones, PPEERS University Supervisor. An additional University Supervisor, Dr. Pat Woods was scheduled to facilitate an afternoon session; this was not included in the observation.

The program took place in a meeting room with candidates arranged in five groups at large tables. Coffee, water, and snacks were provided. Nineteen candidates were present including eight males and one minority. There was a screen in front of the room for the presentations. Each candidate was provided a folder with a copy of the Five Standards presentation and related materials. Dr. Hewitt indicated that her presentation and associated materials were available to candidates electronically.

PPEERS rotates the internship seminar to the different partner districts with candidates presenting when the seminar is hosted in their district. The two candidates from Davidson County presented on their district's focus on the five standards of authentic instruction and an associated walkthrough tool. After a brief introduction and discussion of how their district was implementing these standards, they provided a written summary of each standard and asked each of the groups to create a visual representation of that standard. This was followed by discussion of how they used the walkthrough tool, using data to drive teacher professional development, and how the specific assessment tool supports a specific instructional focus.

This was followed by Dr. Hewitt's presentation on School Improvement Plans. She began by asking candidates to respond about a number of school improvement plan processes at their internship schools by holding up different colors of paper for "my school does this", "my school doesn't do this", or "unsure". Her presentation included a summary of legal requirements and Department of Public Instruction guidance for school improvement planning referencing the North Carolina School Improvement Planning Implementation Guide (Public Schools of North Carolina, 2016) as well as common practices in the schools interns are currently serving in. She discussed the makeup of the School Improvement Plan (SIP) team, use of data in formulating the SIP, the school safety portion of the SIP, conducting a vote on the SIP, the school board review of the SIP, requirements to post the SIP publicly, special requirements for low performing schools, and funding for the SIP process. Then Dr. Hewitt moved into a discussion with

examples of goal setting in the SIP, the importance of specific goals with a specific plan for reaching them and specific people responsible for each step. She explained the importance of goals being "stretch, but attainable", stating, "if the goals are unattainable, then people write them off". One candidate expressed reservations with any goal that was below all students attaining grade level proficiency and candidates responded by discussing ethical versus practical goals. The candidates appeared engaged throughout the presentation, paying close attention, asking questions and sharing the reality of the process at their schools.

During the morning, Dr. Julie Hamilton, Davidson County Schools, Assistant Superintendent for Human Resources, came to greet the candidates and invite them to drop by her office. She indicated that Davidson County Schools would be very interested in hiring from this select group.

At 11:50 Dr. Jones began a presentation to encourage candidates to reflect on the emotional side of the transition from their previous roles to their new roles as administrators. She discussed a graphic portraying phases of transition and talked about their developing relationships as administrators with the teachers in their schools. This lasted until approximately 12:15 when the lunch break started.

During the lunch break I spoke with small groups of candidates about their internship experiences. Candidates described a range of experiences based on their county, the grade level and sizes of the school they were in, the experience of the mentor principal, and the amount of autonomy they felt in their internship role. Several expressed that they were still in the "elbow learning" stage, mostly observing their principal, while others had been given much more autonomy in their roles. Some expressed that they were trying to figure out what they were allowed to do in their new role. One described a "gradual release" from the mentor principal and being given small projects with increasing responsibility. One person who been given considerable responsibility was very pleased with the mentoring from the supervising principal who debriefed the candidate three times daily and spent considerable time teaching the candidate to take a lead role for the school safety plan, bus routes, headcounts, and the master schedule. This person felt welcomed by the district point person and thought the district had planned the internship carefully to prepare candidates for a principal role. Other candidates had not yet had much, if any, contact with a district point person. Another candidate expressed that they had been "well prepared in theory" and now, several weeks in, didn't "feel so lost anymore". Of concern, some candidates expressed that turnovers in district and school leadership had left them with inexperienced principals as mentors or that placement by the district "where a body was needed" had not left them in a good learning situation. In one case, the candidate thought the principal was new and still trying to establish a school culture, thus unwilling to delegate responsibility to an intern. Overall, expressed satisfaction with strong support from PPEERS supervisors in addressing isues.

References

Public Schools of North Carolina, State Board of Education, North Carolina Department of Public Instruction. (July, 2016). *North Carolina School Improvement Planning*

Implementation Guide version 2.3. Raleigh, NC: Author. Retrieved from: https://ncstar.weebly.com/uploads/5/2/4/4/52444991/sip_guidance_july_2016.pdf

OBSERVATION PROTOCOL

Institution/Program:	UNCG Principal Preparation for Excellence and Equity in Rural Schools (PPEERS)
Observation Location:	School of Education Building, UNCG, Greensboro, North Carolina
Date of Observation:	February 17, 2018
Time of Observation:	8:45a.m.-12:15p.m.
Observer:	Pamela Lovin
Class/Activity:	Mock Interview Day
Instructors/Facilitators:	Kimberly Kappler Hewitt-Orientation Facilitator for Interviewers Carl Lashley-Orientation Facilitator for Participants Candace Nelson

The Mock Interview Day was held from 9:00a.m. to 12:00p.m. in several rooms at University of North Carolina Greensboro's (UNCG) School of Education Building. Sixteen cohort members began the day in room 104. (Several cohort members were unable to attend due to illness.) Dr. Carl Lashley conducted the orientation and discussed the recent school shooting in Parkland Florida.

In room 102, Dr. Kimberly Kappler Hewitt met with the twenty-two mock interviewers, which included partner school district central office personnel, mentor principals, and UNCG staff. Dr. Hewitt reviewed the goals of the PPEERS program and the schedule for the day. She emphasized the importance of providing feedback for the candidates. Each interviewer was asked to give each candidate one positive comment and two specific, actionable suggestions. Interviewers met in interview teams and chose eight questions from a list of 158 questions to consider asking candidates. The question numbers were placed on post-its and compared to decrease the chance of questions being asked repeatedly throughout the day.

The interview portion of the day was divided into four 30-minute segments. Participants were interviewed for three segments and completed a set of reflection questions during the remaining segment. The participants were provided an iPad or allowed to use their own electronic device to record the answer to reflection questions, which included: What has been most meaningful for you about the PPEERS experience? 2) What is the most significant growth that you have seen in yourself over the course of PPEERS? and 3) What advice do you have for educators who are considering applying for PPEERS?

Interviews were conducted in classrooms and conference rooms throughout the School of Education Building. One or two interviewers interviewed one participant for fifteen to twenty minutes. The interviewers sat on one side of the table and the interviewees sat on the other side. The interviewers asked the interviewee questions, which may have included: 1) What is your educational philosophy? 2) How would you help teachers and staff improve student achievement? and 3) You suspect a female student has hidden a box cutter in her undergarments, what would you do? The interviewers then debriefed with the interviewee for five to ten minutes. The interviewers provided positive and negative comments. The interviewers often challenged the interviewee to provide more specific examples and be more concise. The participants were provided an opportunity to ask questions to the interviewers and the interviewers completed a short evaluation rubric for each participant. These rubrics were returned to PPEERS staff at the end of the day.

As a culminating activity, fellows returned to the orientation room for a debrief with Dr. Lashley. The interviewers met with Dr. Hewitt in a separate room. The interviewers shared the strengths of the cohort. The interviewees were calm, professional and took feedback well. Dr. Hewitt encouraged the interviewers to share areas that the cohort could improve. The cohort was weak in addressing law and policy questions. They also needed to envision themselves as principals and develop more system thinking. Before the interviewers left, Dr. Hewitt asked for ways to improve the mock interview day. The interviewers liked being able to provide immediate feedback. The district liaisons and mentor principals noted that they need to give the interns a greater variety of experiences during the final months of the internship and explain the hiring process for administrators in their districts. An interviewer suggested giving the interviewees a scenario that they must prepare for in advance of the interview. PPEERS program also shared how they have improved the mock interview/formative assessment day since the last input in December, which included changing when they get written feedback from the interviews and changing the scenarios.

Ratings

Based on observation, rate level of agreement with each statement below:

1. Students are actively engaged in activity.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

2. Learning activities are clearly relevant to the day-to-day work environment and responsibilities of a school leader.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

TRANSFORMING PRINCIPAL PREPARATION PROGRAM OBSERVATION PROTOCOL

Institution/Program: UNC-G PPEERS
Observation Location: International Civil Rights Museum, Greensboro
Date of Observation: March 15, 2018
Time of Observation: 10:00 a.m. to 11:40 and 1:00 to 3:15
Observer: Eleanor Hasse
Class/Activity: Museum Tour, Class Discussion
Instructors/Facilitators: Dr. Deborah Jones - UNC-G Clinical Internship Supervisor
Candice Nelson - PPEERS Program Associate,
Tour guide: Isaac Museum Interpretative Staff / Tour Associate

This activity was one of the PPEERs bi-weekly Thursday Internship Seminars. It took place at the International Civil Rights Museum in downtown Greensboro. Dr. Deborah Jones, UNC-G Clinical Internship Supervisor, facilitated the day. Nineteen interns participated in the day. This was all of the interns as one intern had recently left the program. Interns were dressed in casual or casual professional clothing.

The day began at 10:00 a.m. with a guided tour led by a Museum staff member. The tour included looking at artifacts from the local, regional, national and international struggle for Civil Rights with an emphasis on the local and regional non-violent movement for civil rights in the 1960s. The museum is located at the site of the Woolworth's where four college students began a non-violent protest that was joined by many students and eventually resulted in the integration of the previously whites only lunch counter. The actual original lunch counter has been preserved and images from the sit-in were projected behind it. The tour included many other artifacts, pictures, documents, and film clips from the civil rights era. Mr. Isaac Greer, the museum tour guide, provided a highly engaging commentary with context and historical details. The tour ended at 11:40 a.m. and the interns then went to lunch at local restaurants on their own.

The afternoon session began at 1:00 p.m. and allowed the students to reflect on the morning's tour. The interns shared their thoughts and feelings about the tour, relating it to a variety of their own experiences and those of their families. One intern said they were struck that the leaders were so young and noted the leaders of current activism are also very young. Another said: "In a hundred years will people look back on us – today it is almost worse because you can pretend not to see it. We are going to be in positions where we can make an impact. Once you know, it you can't ignore it." Still another said, "I think it was uncomfortable because in NC it is part of your heritage and we don't talk about it." Interns also discussed whether and how their schools studied or celebrated Black History Month. One intern said "I would not feel qualified to teach this. I think it is a lack of understanding, training. Going through this program, we are getting help every day to deal with these issues." Another intern asked how they as future school leaders could increase emphasis on character. Dr. Jones then asked students to go back to their definitions of social justice and facilitated discussion of social justice. She followed this by asking interns to work with others from their district to list demographic groups in their schools and districts and note which groups were doing relatively poorly academically. Dr. Jones then facilitated a discussion of disaggregating data by sub-group and having conversations about achievement gaps and how resources are allocated. At Dr. Jones prompting, one intern shared an experience of being called racist while dealing with a discipline situation. Dr. Jones discussed

ways to handle this type of situation and getting parents involved and on your side so you will have allies in the community when there are problems. Dr. Jones also read a description of her own experience of being a student first in an all-black school and then as a black student integrating a previously white school. Then, she discussed ways to help students by bringing in previous work on six developmental pathways for reaching children (social, ethical, physical, language, cognitive, and psychological) and reminding interns it is important for schools to address more than just the cognitive.

After a short break, there was further discussion of how to reach students. Then, there was a short exercise involving looking at data. The data itself was difficult to interpret without adequate context, which students noted. However, Dr. Jones concluded the data exercise by discussing allocating resources and encouraging the interns to think about what they as school leaders will have control over and can leverage to improve the situation. At the end of the day (~3:00 p.m.), Dr. Jones asked the interns to write on an index card as an "exit ticket": "How has this day impacted you as a future school administrator?" (Selected response cards shown below.) This was followed by some brief announcements of an upcoming session on portfolios, portfolio requirements and signing up for feedback sessions.

In summary, the principal interns were actively engaged in the activities and seemed to consider the tour and discussion very relevant to their future as school and community leaders.

Grant*Prose* Evaluation Rubric of Observation

Based on observation, rate level of agreement with each statement below:

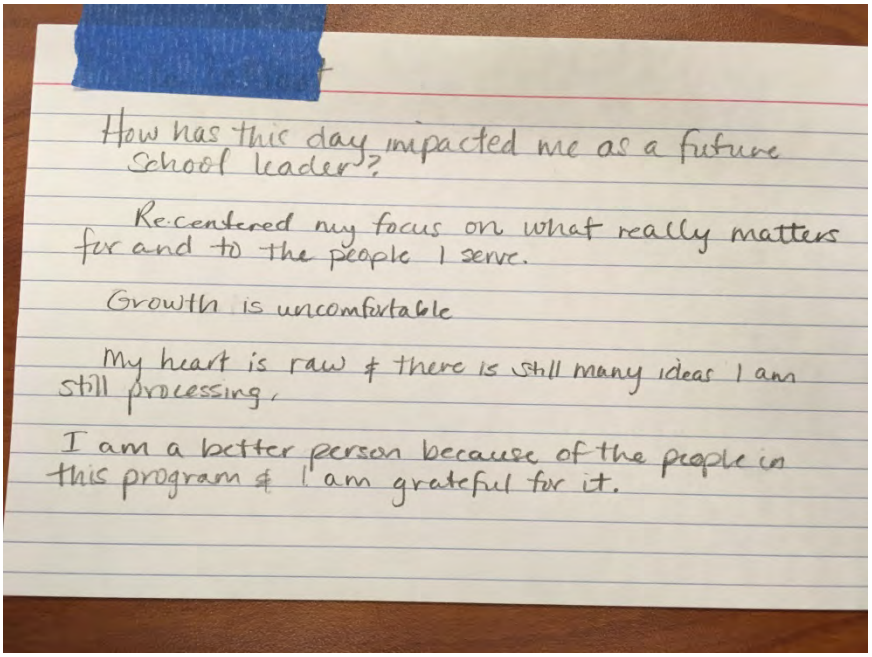
1. Students are actively engaged in activity.

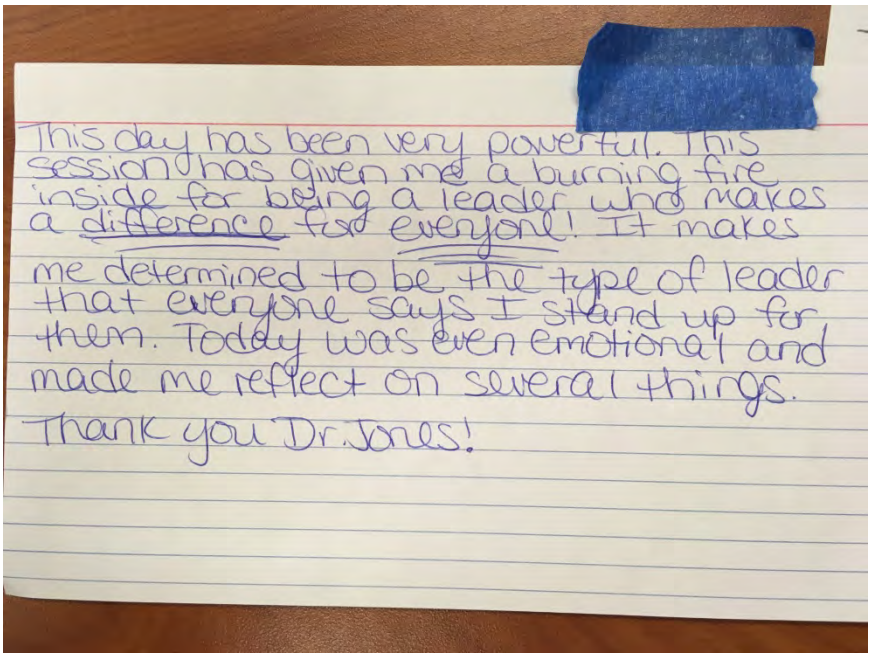
Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

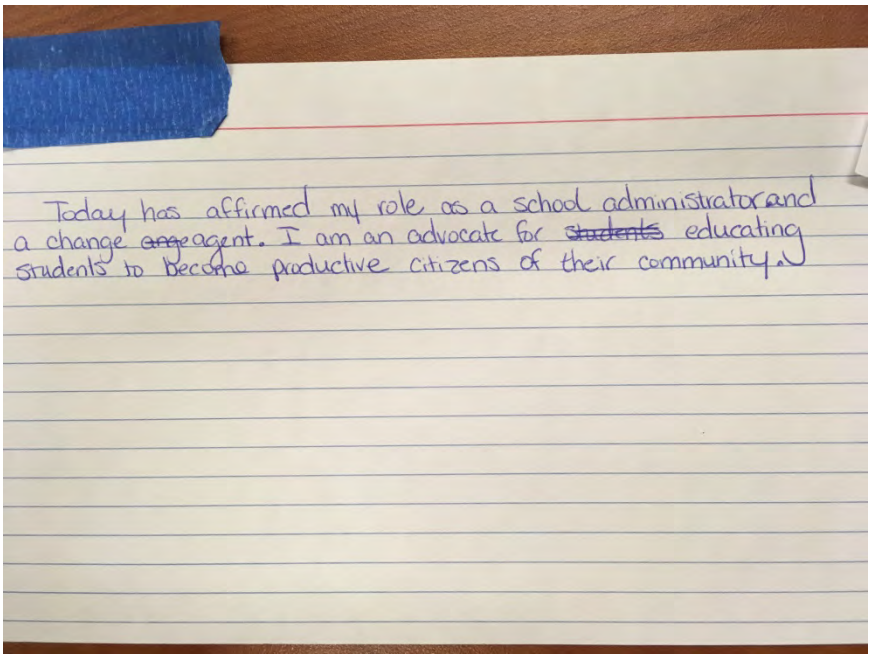
2. Learning activities are clearly relevant to the day-to-day work environment and responsibilities of a school leader.

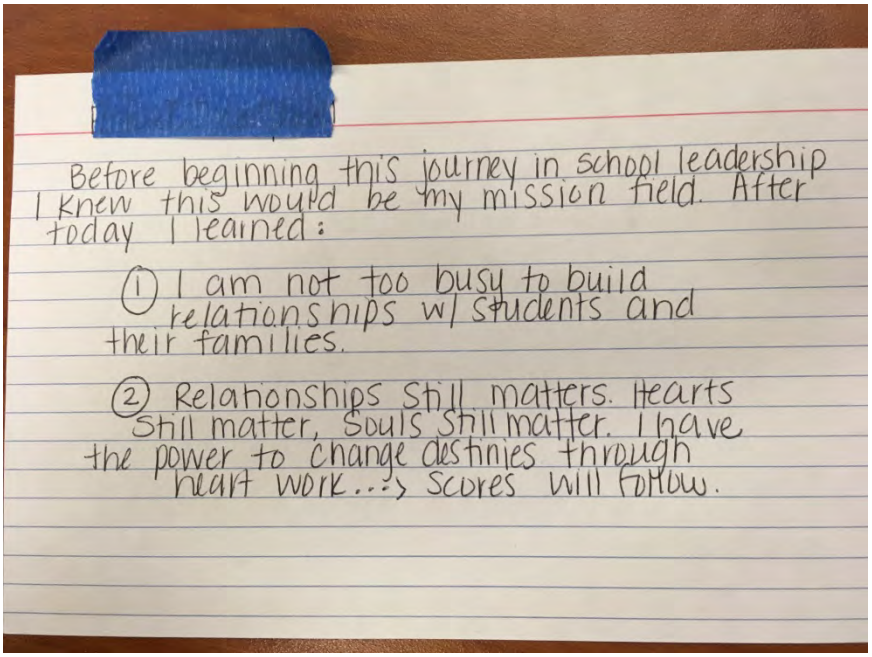
Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

Selected Responses to Exit Ticket Prompts



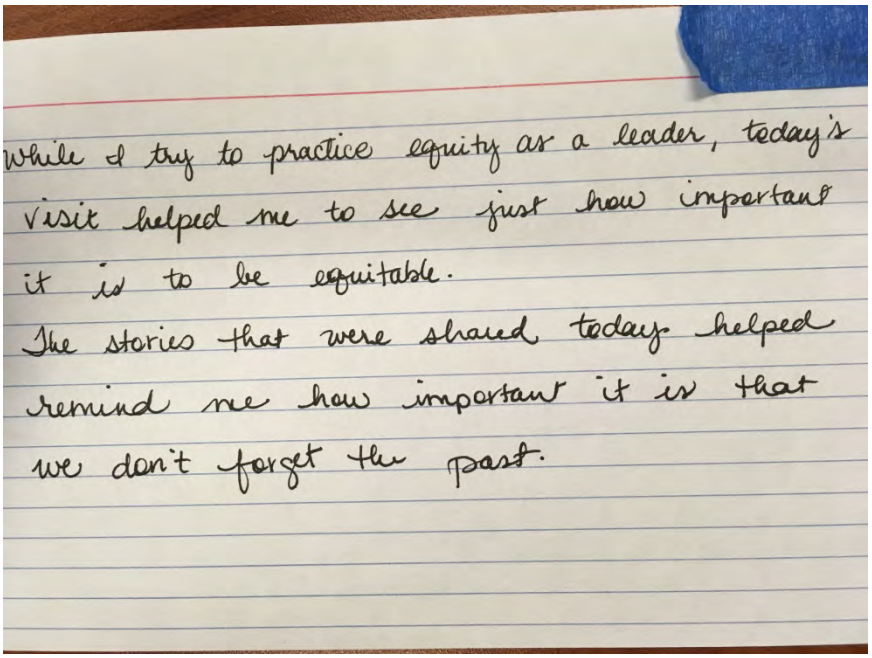


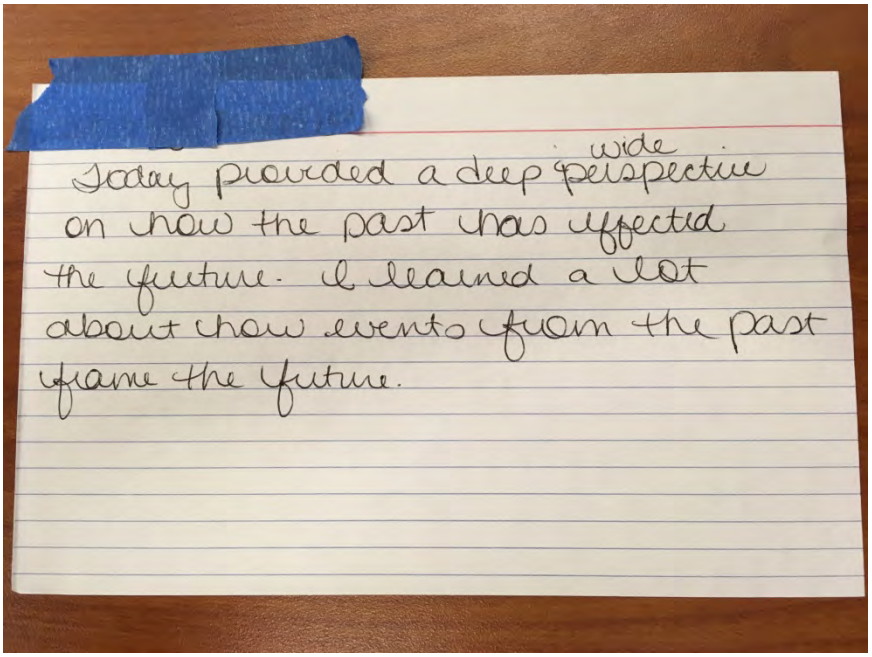

Today has affirmed my role as a school administrator and a change ~~ange~~agent. I am an advocate for ~~students~~ educating students to become productive citizens of their community.


Before beginning this journey in school leadership I knew this would be my mission field. After today I learned:

① I am not too busy to build relationships w/ students and their families.

② Relationships still matters. Hearts still matter, Souls still matter. I have the power to change destinies through heart work...> scores will follow.


While I try to practice equity as a leader, today's visit helped me to see just how important it is to be equitable.
The stories that were shared today helped remind me how important it is that we don't forget the past.


Today provided a deep wide perspective on how the past has affected the future. I learned a lot about how events from the past frame the future.

TRANSFORMING PRINCIPAL PREPARATION PROGRAM

OBSERVATION PROTOCOL

Institution/Program: UNCG-PPEERS
Observation Location: UNCG School of Education
Date of Observation: June 26, 2018
Time of Observation: 12:45 p.m. to 1:00 p.m.
Observer: Eleanor Hasse
Class/Activity: PPEERS Interview Day
Director: Kimberly Kappler Hewitt, Ph.D.
Director, Principal Preparation for Excellence and Equity in Rural Schools (PPEERS).
LEA Assessors: Rockingham County Schools:

- Dr. Rodney Shotwell, Superintendent
- Dr. Cindy Corcoran, Assistant Superintendent of Instructional Support Services
- Dr. Charles Perkins, Assistant Superintendent Curriculum and Instruction

Randolph County Schools:

- Andrea Haynes, Director for Human Resources
- Amy Walker, Assistant Superintendent - Human Resources

Lee County Schools:

- John Conway, Assistant Superintendent Human Resources
- Patricia Coldren, Beginning Teacher Support/National Board Coordinator

Chatham:

- Janice Frazier, Assistant Superintendent for Human Resources
- Chris Blice, Chief Operations Officer
- Dr. Amanda Hartness, Assistant Superintendent for Academic Services and Instructional Support

Davidson:

- Deana Coley, Assistant Superintendent of Curriculum & Instruction

The UNCG Principal Preparation for Excellence and Equity in Rural Schools (PPEERS) program scheduled two Interview Days to assess candidates for the 2018-2019 cohort. Tuesday, June 26, 2018 was for candidates from Rockingham, Randolph, Lee, Chatham, and Davidson Counties; Wednesday, June 27, 2018 was for candidates from Surry, Person, Montgomery, and Stanly Counties. In addition to Dr. Hewitt, other UNCG faculty and staff, LEA partners, and current interns participated in the interview day experience in various roles. The assessors, as shown in the list above for June 26 with a similar list from the other partner districts for June 27, were district leaders from each of the partner LEAs, demonstrating a high level commitment from the LEA partners

Candidates were provided with materials in advance including a link to a five minute video overview of the day, maps, and a link to an 11 minute video clip of a second grade English Language Arts class. Assessors were provided with similar materials as well as interview questions and rubrics for the simulated activities. Candidates were asked to come early, well in advance of 1:00 p.m. start time, to register and have their pictures taken. Despite rain, everyone arrived early.

The planned schedule included the following activities, through which each candidate rotated on a twenty minutes per activity schedule: a panel interview, a "grow conference" with an actor playing the role of the teacher in the video clip and the candidate providing feedback to the teacher, and a leaderless group task performance activity. When candidates were not scheduled for one of these tasks, they went to another room to work on an "in basket" set of tasks to do on the computer. These tasks focused on equity in student access to advanced courses. (See attached tasks.)

There were four groups of assessors. Each group had a lead scorer and two or three other assessors. Each group of assessors was scheduled to assess three or four candidates' performance in the teacher grow conference, conducted three or four panel interviews, and observed candidates' performance in one leaderless group task performance. The in-basket tasks were assessed separately by the UNC-G faculty.

The afternoon began promptly at 1:00 with an introduction to the program led by three recent graduates of the program. The introduction stressed the importance of approaching the activities with a growth mindset as well as the rigor of the program and the high level of commitment required for successful completion. Fourteen applicants, 3 male and 11 female were present. None appeared to be minorities. The candidates dress ranged from formal suits to Capri pants and open sandals, while all of the assessors were professionally dressed.

At 1:30, candidates split up and went to their first activity. I observed a teacher growth conference first. The video clip that candidates watched in preparation was described as that of an eager first year lateral entry teacher with a second grade language arts class. This activity was structured to assess candidates' ability to provide instructional leadership as well as their coachability – as each candidate was instructed to conduct a teacher conference based on the observed instruction for seven minutes, was then asked to go out for a few minutes, the assessors conferred and then asked the candidate to come back in whereupon they provided feedback to the candidate and then the candidate repeated the conference. All of the candidates I observed for this session had clearly watched the video, although only one came prepared with an observation sheet and data from the observation. Several were clearly nervous and rushed through their feedback, providing more feedback and resources than could likely be absorbed by any first year teacher and did not pause to allow reflection or response from the teacher. All candidates were provided feedback from the assessor teams and improved their performances on the second round.

I also observed three panel interviews. For each interview, the assessors rotated through the interview questions (see appendix). For the most part, the candidates provided short answers with the most elaboration on the questions about how they had improved student achievement, provided leadership for improving curriculum and instruction, and the top three priorities for principals.

I also observed the leaderless group task (see appendix) with two different groups. In both cases, the groups functioned well with all members contributing ideas and listening to each other. In both cases, Dr. Hewitt provided positive feedback to the groups after their completion of the task.

The day concluded with debriefing sessions for the candidates and assessors. I observed the candidate debriefing, which focused on next steps, the advantages of the program, the support provided by the program staff and the commitment required for success. Candice Nelson, PPEERS program manager, spoke briefly about the calendar and upcoming dates for the accepted candidates. Candidates were told that final decisions on the applicants would be made and communicated by next Friday and that a boot camp would begin the program from July 31 through August 3. Candidates were given the opportunity to ask questions and asked about the schedule, costs, time commitments, etc. At the time the candidates left, the assessors were just concluding their session.

Overall, the afternoon was well organized and provided multiple opportunities for the UNCG PPEERs faculty, staff, and LEA partners to assess candidates for the program.

1. Students are actively engaged in activity.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

2. Learning activities are clearly relevant to the day-to-day work environment and responsibilities of a school leader.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

Leaderless Group Task Memo
June 25/26, 2018
To: District Process Improvement Team
From: Agnes Waterman, Superintendent
Subject: Evaluation of Literacy Programs

Thanks for taking on this important task. Here's what I need your group to do when you meet:

1. Develop a limited set of criteria for evaluating literacy programs.
We've been bombarded with one sales pitch after another for literacy programs, and since our last program adoption failed to deliver the results we expected, we need to hit a home run this time. I think the best way to do that is to go into the second phase of the evaluation process with a strong set of criteria for selecting the program that will be the best for our students and teachers. So, your first job is to come up with those criteria.

2. The first phase of the selection process narrowed the potential programs down to the three programs listed below. Determine a process for including stakeholders and selecting a program amongst the three listed below that will be recommended to the Board for adoption by March, 2019.

A. Achieve3000
B. Repeated Reading
C. Reading Plus

Thanks for getting this done today. Remember, you will only have 20 minutes as a group to meet about this.
Assessors will use the attached Leaderless Group Problem-Solving Rubric to score applicants' performance.

OBSERVATION PROTOCOL
Learning Experience(s)

Institution/Program: Sandhills Leadership Principal Development Program
Date: 9/21/2017
Time of Observation: 9 a.m. – 1:30 p.m.
Class/Activity: Synergy Session
Instructors: Dr. George Norris and Dr. Ashley Hinson, SLPDP Executive Coaches
Dr. Emilie Simeon, SLPDP Program Director
Dr. Yvette Stewart-Mackey, consultant
Observer: Pamela Lovin
Location: Professional Development Board Scotland Board of Education, Laurinburg, NC

Scotland County Board of Education hosted the Synergy Session, a weekly session, for Sandhills Executive Leadership Principal Development Program on September 21. Twelve principal candidates, two executive coaches, and the program director met in a large conference room where the candidates sat around a U-shaped table in teams of three. The weekly Synergy Session provides opportunities for the principal candidates to reconnect and participate in professional growth activities. A family emergency prevented the scheduled morning speaker from attending, thus program leadership adjusted the morning schedule to debrief the Big Pine experience and discuss a case study. After lunch, the group received *The Switch* assignments. A printed agenda and group norms were provided to the candidates before the meeting began. The meeting included small group and whole group discussion in addition to a lecture led by Dr. Yvette Steward-Mackey on 2016 NC Teacher Working Conditions Survey in the afternoon session, which began as the observer left.

After s short discussion of personal challenges and successes, Dr. Hinson began the Synergy Session with a debriefing of the ropes course. (Thursday, September 14 candidates participated in Big Pine Youth Services high and low ropes courses.) Individually, candidates wrote concerns about the ropes course exercise on one side and on the other side, they wrote things they learned from the experience that could be use as a principal and personal experiences. In groups of three, the interns discussed the learning points from the experiences and jotted key points on large paper. After each group shared, Dr. Hinson noted, key themes appeared to be "Making the impossible possible" and "The power of the team." Based on the ropes course experience, the candidates updated the group norms by adding "Communicate clearly and listen carefully" as 13 and "Be encouraging" as 14.

Dr. Norris introduced *Case Study-Cultural & Managerial Leadership*. After reading the case study, candidates discussed posed questions in small groups. Coaches moved around the room, facilitating problem solving steps for each group. (Assistant Superintendent of Human Resources for Scotland County checked in and offered his assistance to the coaches if they needed anything on the day of the event.) After candidates shared their Meyers-Briggs profile, teams presented how they would investigate the missing money and answered the case study questions.

Before lunch, Dr. Simeon discussed two assignments that interns will complete in the next few weeks. The first assignment is *Regarding Exception Child Services: Review IEP meeting*. The

interns will attend an IEP meeting and write response to the assigned questions. The second assignment, *The Switch*, was briefly discussed.

At lunch, twelve candidates sat together and discussed how things were going at their schools. A candidate shared that they were encouraged to join the program by their superintendent while another was introduced to the program by school administration. A candidate shared the value of the executive coach who counseled them through the assistant principal hiring process. Candidates wondered about life as an administrator at schools which have different characteristics from their placement school. They were excited and somewhat apprehensive to participate in The Switch, which will provide the opportunity to experience life as an administrator in a different school setting.

After lunch, candidates received their assignments for *The Switch*. For 12 days in October, interns will switch positions with another intern providing an opportunity to work in a different school district and ideally at a different grade level. Dr. Simeon explained that candidates were intentionally switched into settings with growth opportunities. Candidates spent time with their switch partner. They were able to ask questions and share information with each other. Some candidates were excited about being at a school that is different, while others were nervous about being placed with a different grade level. Coaches moved around the room to monitor partner discussions and answer questions. (Dr. Jim Simeon joined the weekly meeting.)

TRANSFORMING PRINCIPAL PREPARATION PROGRAM

OBSERVATION PROTOCOL

Institution/Program:	Sandhills Regional Education Consortium (SREC) Leadership Academy: Principal Development Program
Observation Location:	Scotland County Schools Board Building, Laurinburg
Date of Observation:	March 8, 2018
Time of Observation:	9:00 a.m. – 2:45 p.m.
Observer:	Eleanor Hasse
Class/Activity:	Synergy Professional Development Session (Weekly on Thursdays)
Instructors/Facilitators:	Dr. Emilie Simeon Dr. George Norris Dr. Donna Thomas, Hoke County Schools Mr. Cory Satterfield, Scotland County Schools

The SREC Leadership Academy schedules weekly Synergy Sessions for their interns. The March 8 session agenda (see appendix) included an introduction, a session on Human Resources Management for Principals from two experienced HR professionals from two LEA partner districts, a discussion of the Data Discovery Project, and a Gallery Walk Presentation of Cultural Newsletters done for each district by the principal intern participants. The session took place in a large meeting room in the School Board Building. The tables were set up in a large U shape that accommodated all of the interns and program staff. Other tables were set back behind the front row and in corners. The interns had posted their projects on the walls around the room.

By 8:55, the participants and presenters had all arrived including Dr. Emilie Simeon, the SREC Program Manager; Dr. George Norris, SREC Executive Coach; Dr. Donna Thomas, Assistant Superintendent of Human Resources for Hoke County Schools; Mr. Cory Satterfield, Assistant Superintendent of Human Resources/Athletics, Scotland County Schools, and 13 principal intern participants (including 5 males and 5 minorities – one intern had an excused absence).

Dr. Simeon began the day by referring back to a conference interns had recently attended and asking people to tie the conference to their current roles. She also introduced me as the Grant*Prose* observer and mentioned the online communication among the group. Then at 9:14 a.m., Dr. Norris introduced the next session – "Part of what we do is share expertise; two experienced human resources directors with us today." He then gave brief introductions of the two speakers, Donna Thomas and Cory Satterfield who introduced their presentation as "The Top Ten Things HR wishes all school leaders would do." They each gave a brief introduction of their personal history and how they got to their current roles. Both explained that their current HR roles included coaching and working with principals. They discussed the importance of

getting experience at all grade levels and the importance of trust in the school environment. Then they asked the interns to introduce themselves.

Following these introductions they explained how leadership issues in schools become HR issues for the district. They described the dedication needed to be an effective principal, the importance of returning phone calls, contacting parents, prioritizing, and instructional leadership – being in classrooms. Then they introduced a scenario – "Mr. Jones, your best math teacher comes late every day." They asked the interns to discuss the scenario – is this issue going to interfere with your ultimate goal? Is this a battle that needs to be won? How would you tackle this battle to ensure you win? Why would HR care about this issue? The interns discussed this in small groups for a short time. They appeared to be very engaged in the discussions. Then Mr. Satterfield explained the HR perspective: This preferential treatment, you never want to be held hostage by a school employee. The presenters advised having a private conversation with the teacher and documenting conversation. You need to start off on a positive note, but you have to change the teacher's behavior – otherwise other teachers may think they can leave early. Any time you have a verbal conversation you need to follow up with an e-mail providing written documentation of your communication with the teacher.

Next they discussed the importance of adopting and keeping a positive attitude. After a short discussion they assigned small groups of interns to read different sections of an article: *Staying Positive in Negative Times* (Patterson and Patterson, October 2009). Each group is assigned to become expert on their assigned section and create a graphic that expresses the section to the larger group.

While the groups are working, Dr. Simeon discussed the upcoming switch assignments where interns switch schools with me. She explained that it works because the superintendents are very invested in making the program work and ensuring that the interns get a diversity of experiences.

At 10:08, each group of interns presented on their portion of the article. The intern group presentations were interspersed with Mr. Satterfield and Dr. Thomas' discussion of examples from their personal experience in school administration related to the article.

Then Dr. Thomas and Mr. Satterfield continued with their presentation, sharing multiple examples from their experiences and emphasizing instructional leadership, good communication, and importance of core values and integrity to school leadership. At the end of the presentation, they asked for feedback; the interns said they appreciated the scenarios, "it was excellent." Dr. Thomas reminded them to network. The presentation wrapped up at 11:56 and after a few announcements the group broke up for lunch from 12:00 to 1:35. The whole group of interns walked together to a nearby restaurant.

After lunch, Dr. Simeon introduced a new assignment-the "Data Discovery Foundation Plan". The students were to write a detailed 90 day plan with SMART goals, specific strategies, and timelines for a scenario in which the intern is appointed as a new principal and has to create and

present a plan to the school board, PTA, and community leaders. The interns were asked to collect and analyze data for their currently assigned schools to carry out the tasks for the plan. A detailed six-page assignment outline, a handout on SMART goals and a rubric for the assignment were provided. Dr. Simeon went over strategies for completion of the assignment, expectations, due dates, etc. She reminded them to look at their school's Title 1 plan. Interns asked a few questions including how Title 1 schools are chosen. Dr. Norris explained this.

After discussion of the assignment was complete, there were twenty minutes left for a gallery walk to look at the "Cultural Newsletters" each intern had created and posted around the room. Each newsletter contained some community information, school history, and current statistics. (See photos of these in appendix.) Interns were to view each other's assignments with the rubric and let people know if they saw something missing.

The final session of the day was a brief discussion of the switch assignments in which each intern will go to a different school from where they have been for three weeks. Dr. Simeon noted that this is modeled on a similar practice at the New York Leadership Academy that people have found very valuable. She noted that although it may feel uncomfortable to go to a school where you don't know anyone, it is only for three weeks.

At 2:47 p.m., they began to wrap up for the day, taking down the newsletters, and putting away materials. The session finished around 3:00 p.m.

1. Students are actively engaged in activity.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

2. Learning activities are clearly relevant to the day-to-day work environment and responsibilities of a school leader.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

References

Patterson, J. L., & Patterson, J. H. (2009). Staying positive in negative times. *Educational Leadership*, *67*(2), 1. Available: http://www.ascd.org/publications/educational-leadership/oct09/vol67/num02/Staying-Positive-in-Negative-Times.aspx

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TRANSFORMING PRINCIPAL PREPARATION PROGRAM OBSERVATION PROTOCOL

Institution/Program: Sandhills Leadership Principal Development Program
Observation Location: University of North Carolina at Pembroke, Pembroke, North Carolina
Date of Observation: May 24, 2018
Time of Observation: 9:30a.m.-2:00p.m.
Observer: Pamela Lovin
Class/Activity: Synergy: Week 16 PDP
Instructors/Facilitators: Dr. Emilee Simeon
Dr. Ashley Hinson
Dr. George Norris
Dr. Robin Calcutt

Synergy-Week 16 was held from 9:00am to 3:30pm in the Curriculum Lab at the University of North Carolina at Pembroke. Fourteen principal candidates began the day sitting in small groups in Curriculum Lab. The professionally dressed candidates were actively engaged in the activities throughout the observation.

Earlier this semester, candidates asked select individuals at the intern school and switch school to complete a 360 feedback survey, which allowed staff and administrators to identify strengths and weakness of the candidates. During Synergy on May 17, a 360 consultant discussed the survey data with the candidates as a whole group and individually. When the observer arrived on May 24, Dr. Simeon was encouraging candidates to reflect on the 360 data, record their strengths and weaknesses, and justify these choices with specific evidences. Candidates were given an opportunity to discuss their reflections within their small group.

During their internship, candidates worked on a Data Discover Plan Project. Candidates analyzed the budget, demographic data, test scores, and other data for their internship school. Other key school descriptors, such as school safety and vision/mission statements, were also reviewed. Candidates created an action plan for improving specific school data points. The final piece of the project created an improvement plan for the three fictitious teachers. The candidates presented throughout the month of May. Three candidates presented before lunch. One candidate discussed “impact aid” and Dr. Norris took the time to define this term and how it can affect a district. One candidate showed the staff and student demographic data for his school and asked the other candidates what they noticed. This began an equity discussion. Another candidate discussed how the recent school shootings were causing the leadership team to focus on the procedures for evacuating the school in a safe manner. At the end of each presentation, candidates and coaches asked questions.

A working lunch allowed the candidates to discuss the data plans and the challenges of their internship. The candidates indicated they would like to have a copy of the strategies and SMART goals from each presentation and a subfolder was created within the cohort’s digital folder. At the beginning of the cohort, the program leadership encouraged the participants to create a shared digital folder to foster networking within the cohort. After lunch, an intern wove a joke throughout the Data Discover Plan Project and completed the candidate presentation for the day.

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Dr. Robin Calcutt, Director for Planning, Accountability and Research of Moore County Schools, provided an interactive presentation on school improvement plans. At the beginning of the presentation, Dr. Calcutt gave the participants a handout divided by sections for the presentation, a space for notes and a reflective space labelled "How could I use this activity, tool, protocol, or research?" Candidates looked at school improvement plans across the state and discussed the legal requirements of the plan. Throughout the presentation, Dr. Calcutt continually encouraged the candidates to think like a school administrator.

Grant*Prose* Evaluation Rubric of Observation

Based on observation, rate level of agreement with each statement below:

1. Students are actively engaged in activity.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

2. Learning activities are clearly relevant to the day-to-day work environment and responsibilities of a school leader.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

SREC Leadership: PDP
May 24, 2018 Week 16 9:00 AM – 3:30 PM
Location: UNC-P Curriculum Lab

Agenda

9:00 AM	**Focus Protocol** **Norms Review** **Schedule Update & Announcements**	Dr. Norris
9:10 AM	***Discovering Yourself through 360 and CSI Instruments: Creating a Plan***	Dr. Simeon
10:00 AM	**Data Discovery Plan Project presentations** (20 min/ea. w/ @5 -10 min debrief)	Dr. Hinson

10:00 – 10:30 LaShunda Maynor
10:30 – 11:00 Talia Swiney
11:00 – 11:30 Becky Flake
11:30 - 12:00 Daniel Burrows

12:00 -12:30 PM ***Working Lunch - Bring your own***

12:30 – 3:00 PM **The School Improvement Process**
Dr. Robin Calcutt, Assistant Superintendent for Planning, Accountability, & Research
Moore County Schools

3:00 PM **Recap, Looking Ahead, Adjourn** Dr. Norris

May Teams

1. LaShunda	1. Lawanda	1. Tesha	1. Dave
2. Ted	2. Pamela	2. Bobby	2. Beth
3. Aritia	3. Talia	3. Jamie	3. Becky
4. Daniel	4. Lyndsey		

Group Norms

Norms are important to group interaction and focus. When members respect the norms, deeper learning occurs. *The group will monitor its own members for optimal focus and success.*

What happens in Synergy stays in Synergy!
Confidentiality matters !

1. **Be respectful of each other always.**
2. **Be on time always!**
3. **Dress professionally**
4. **Think like a principal.**
5. **Be a prepared and active participant.**
6. **Keep an open mind.**
7. **Speak one at a time without dominating the conversation.**
8. **Speak without fear.**
9. **Avoid sidebar conversations.**
10. **Be cognizant of non-verbal communication.**
11. **Stay focused on the topic and task. (Don't chase rabbits!)**
12. **Show respect with use of technology. (phone and email)**

Enjoy the group ! Enjoy the journey

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TRANSFORMING PRINCIPAL PREPARATION PROGRAM OBSERVATION PROTOCOL

Institution/Program: Sandhills Leadership Principal Development Program
Observation Location: University of North Carolina at Pembroke, Pembroke, North Carolina
Date of Observation: May 31, 2018
Time of Observation: 9:00a.m.-2:00p.m.
Observer: Pamela Lovin
Class/Activity: Synergy: Week 17 PDP
Instructors/Facilitators: Dr. Emilee Simeon
Dr. Ashley Hinson
Dr. George Norris

Synergy-Week 17 was held from 9:00am to 3:30pm in the Curriculum Lab at the University of North Carolina at Pembroke. Twelve principal candidates began the day sitting in small groups in Curriculum Lab. Two candidates were unable to attend. (One candidate was at a job interview while another was unable to attend for personal reasons.) Dr. Hinson welcomed the candidates and provided an opportunity for them to share personal and professional successes and difficulties. Candidates dressed professionally, listened actively, and participated eagerly in the discussion. Dr. Simeon transitioned the group to data plan presentations by explaining why the program used the cohort model. Dr. Simeon stated, "We model this [cohort model] for you so that you know what to do with a faculty…so that they [the faculty] can support each other personally and professionally."

Two candidates presented their Data Discovery Plan presentations. The Data Discovery Project was a long-term project that covered a variety of items including a review of the vision, mission, belief, budget (local, state, and federal funding), academic strengths/areas of improvement, staff/student demographics, key assessment data subjects/grade level, curriculum/instruction goals, assessment strategies, student academic interventions, student behavior interventions, and safety strengths/weaknesses of the intern's school. Directed professional development plans for three "example teachers" were discussed by each presenter along with the reasons for the identification of and strategies for support. One candidate discussed the Healthy Kids Initiative at their school, which allows all students to take one of over a hundred electives offered throughout the four semesters. Candidates also discussed active shooter potential problems. Dr. Hinson shared what he did when an active shooter/hostage situation occurred at a school he led. The other candidate discussed the importance of knowing exactly where each student stands in relationship to the standards.

At the end of the Data Discovery Plan presentations, Dr. Simeon led a short debriefing asking the participants what the data plan project had taught them. Candidates noted that you cannot just ignore data, but you must be able to act. Some saw this data analysis as a tool that they could take to the interview. One noted that all schools have problems, but as a principal you must have the tools to change them. Dr. Simeon challenged the cohort, "What if the superintendent asks you to just observe for a year?" The candidates brainstormed how they would handle such a situation using the tools they have learned during the program.

Dr. Simeon moved on to update the cohort and what is happening with Taskstream, the electronic portfolio and assessment management system used for the collecting artifacts for the licensure portfolio. Cohort members worked in small groups to check each other's portfolio to make sure they knew what has been uploaded and what is needed. The program leadership met with the UNCP Taskstream coordinator, who will be setting up a separate Taskstream account for the UNCP students in the Sandhill cohorts since some of their assignments are unique.

During the working lunch, participants continued to talk in small groups about issues in their schools. A few candidates discussed the interviews they have had or will have in the near future. Dr. Hinson discovered a glitch in Taskstream and shared the issue with all candidates so that they could be aware of the problem. Candidates talked with coaches about interviews and school issues, for example one candidate discussed how to handle a student custody issue that has become a problem for the school staff.

After lunch, each participant met one-on-one with a coach privately within the Curriculum Lab. Both logged on to the Taskstream account and discussed what has been done and what needs to be done for completion of the process. Dr. Jenkins dropped by to check in with program staff and participants. Dr. Simeon adjusted the reflection schedule and the daily agenda to meet the immediate needs of the candidates. Candidates remained on task and engaged throughout the afternoon. Coaches and Dr. Simeon were having intentional conversations with participants throughout the afternoon.

Grant*Prose* Evaluation Rubric of Observation
Based on observation, rate level of agreement with each statement below:

1. Students are actively engaged in activity.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

2. Learning activities are clearly relevant to the day-to-day work environment and responsibilities of a school leader.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
1	2	3	4	N/A

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TECHNICAL REPORT

CONTINUOUS GROWTH PLANS

TRANSFORMING PRINCIPAL PREPARATION GRANT PROGRAM: SECOND YEAR

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NORTH CAROLINA'S TRANSFORMING PRINCIPAL PREPARATION PROGRAMS

EVALUATION RUBRIC AND CRITERIA
FOR CONTINUOUS IMPROVEMENT PLANNING AND FUNDING
RECOMMENDATIONS

November 1, 2017

EVALUATION RUBRIC AND CRITERIA

FOR CONTINUOUS IMPROVEMENT PLANNING AND FUNDING RECOMMENDATIONS

In order to assist in the process for determining program progress and make recommendations for continuous improvement and future funding, the TPP program evaluation logic model shown in **Figure 1** (previously shared as part of both the TPP Evaluation Plan page 7 and Annual Report for 2016-17, page 9) was utilized to establish a scoring rubric and corresponding criterion for each element in the logic model. In developing the rubric and criteria, Grant*Prose* drew upon the legislative requirements (NC Session Law 2015-241, Section 11.9) and existing resources from the principal preparation literature including those listed below.

NC S. Law 2016-123 (2016).

Ikemoto, G., Kelemen, M., Young, M., & Tucker, P. (2016). *SEP³ Toolkit: State evaluation of principal preparation programs guide*. Charlottesville, VA: New Leaders and University Council for Educational Administration. Retrieved from http://www.sepkit.org/publications/.

King, C. (2013). *Quality Measures™ Principal Preparation Program Self---Assessment Toolkit: for use in developing, assessing, and improving principal preparation programs*. Waltham, MA: Education Development Center, Inc. Retrieved from http://www.wallacefoundation.org/knowledge-center/Documents/Principal-Preparation-Program-Quality-Self-AssessmentRubrics.pdf

Young, M., Tucker, P., & Terry Orr, M. (2012). *University Council for Educational Administration (UCEA) Institutional and Program Quality Criteria: Guidance for Master's and Doctoral Programs in Educational Leadership*. Charlottesville, VA: University Council for Educational Administration. Retrieved from http://www.ucea.org/resource/program-evaluationresources/.

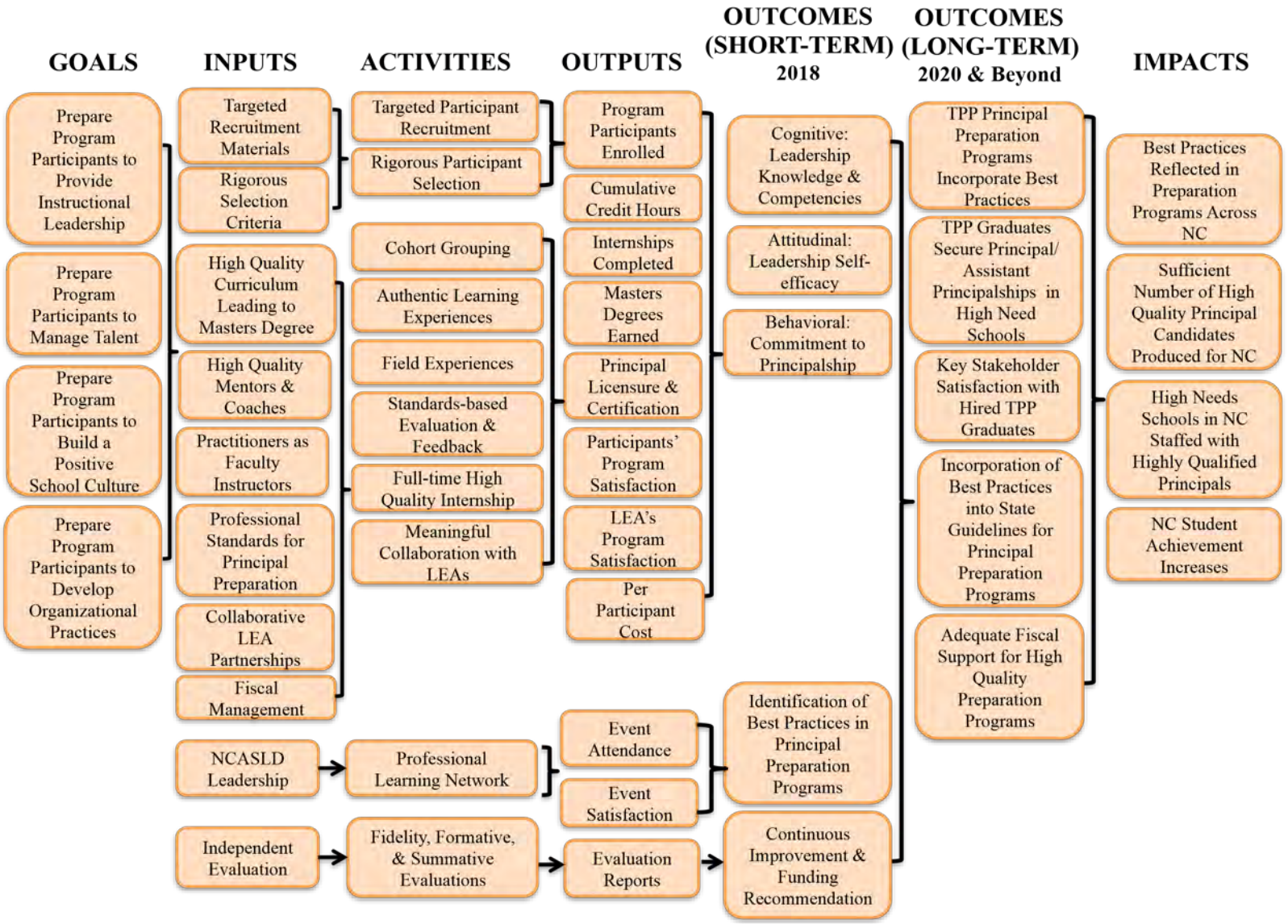
GOALS
INPUTS
ACTIVITIES
OUTPUTS
OUTCOMES (SHORT-TERM) 2018
OUTCOMES (LONG-TERM) 2020 & Beyond
IMPACTS
Prepare Program Participants to Provide Instructional Leadership
Prepare Program Participants to Manage Talent
Prepare Program Participants to Build a Positive School Culture
Prepare Program Participants to Develop Organizational Practices
Targeted Recruitment Materials
Rigorous Selection Criteria
High Quality Curriculum Leading to Masters Degree
High Quality Mentors & Coaches
Practitioners as Faculty Instructors
Professional Standards for Principal Preparation
Collaborative LEA Partnerships
Fiscal Management
NCASLD Leadership
Independent Evaluation
Targeted Participant Recruitment
Rigorous Participant Selection
Cohort Grouping
Authentic Learning Experiences
Field Experiences
Standards-based Evaluation & Feedback
Full-time High Quality Internship
Meaningful Collaboration with LEAs
Professional Learning Network
Fidelity, Formative, & Summative Evaluations
Program Participants Enrolled
Cumulative Credit Hours
Internships Completed
Masters Degrees Earned
Principal Licensure & Certification
Participants' Program Satisfaction
LEA's Program Satisfaction
Per Participant Cost
Event Attendance
Event Satisfaction
Evaluation Reports
Cognitive: Leadership Knowledge & Competencies
Attitudinal: Leadership Self-efficacy
Behavioral: Commitment to Principalship
Identification of Best Practices in Principal Preparation Programs
Continuous Improvement & Funding Recommendation
TPP Principal Preparation Programs Incorporate Best Practices
TPP Graduates Secure Principal/ Assistant Principalships in High Need Schools
Key Stakeholder Satisfaction with Hired TPP Graduates
Incorporation of Best Practices into State Guidelines for Principal Preparation Programs
Adequate Fiscal Support for High Quality Preparation Programs
Best Practices Reflected in Preparation Programs Across NC
Sufficient Number of High Quality Principal Candidates Produced for NC
High Needs Schools in NC Staffed with Highly Qualified Principals
NC Student Achievement Increases

Figure 1. TPP Program Evaluation Logic Model

INPUTS					
Program Element	**1 Needs Improvement**	**2 Effective**	**3 Highly Effective**	**Data Source(s)**	**Example Evidence**
1. Evidence of **targeted recruitment** materials	• Recruitment materials provide basic explanatory content about program • No written plan for recruitment of program participants who demonstrate leadership potential • No defined set of strategies for attracting and recruiting applicants who demonstrate leadership potential • Planned communication at the LEA central office level	• Recruitment materials provide basic explanatory content about program • Has a basic written plan for recruitment of program participants who demonstrate leadership potential • Uses a defined set of limited strategies for attracting and recruiting applicants who demonstrate leadership potential • Does not utilize differential strategies to seek applicants who demonstrate different types of leadership potential • Planned communication at the LEA central office and individual school level	• Recruitment materials provide extensive explanatory content about program • Has a detailed (e.g., timelines, identified sources) written plan for recruitment of program participants who demonstrate leadership potential • Uses a defined set of strategies for attracting and recruiting applicants including a variety of media (e.g., print form, social media, press releases/ media coverage, group meetings) and personal recommendations for attracting and recruiting applicants who demonstrate leadership potential • Utilizes differential strategies to seek applicants who demonstrate different types of leadership potential • Planned communication at the LEA central office, individual school, and regional levels to give the program high visibility	Program Director (Semi- and annual reports; interviews; site visits)	• Description of recruitment plans, timelines, and documents used • Copy of recruitment plan • Example recruitment materials

INPUTS					
Program Element	**1 Needs Improvement**	**2 Effective**	**3 Highly Effective**	**Data Source(s)**	**Example Evidence**
2. Evidence of **rigorous selection** criteria	• Selection criteria are articulated, but do not include rubrics for decision-making • Admission decisions involve limited assessment of academic and leadership potential • Applicants are afforded only one method to document academic and leadership potential • Measures for assessing applicant potential are neither evidence-based nor aligned with principal performance expectations • Admission decisions are made by a single individual	• Selection criteria are articulated and include limited rubrics for decision-making • Admission decisions involve an assessment of one to two sources of evidence of academic and leadership potential • Applicants are afforded more than one method to document academic and leadership potential • Some (at least 1/3) of the measures for assessing applicant potential are evidence-based and aligned with principal performance expectations • Admission decisions are made by one or two individuals	• Selection criteria are articulated with detailed rubrics (e.g., rankings, cut scores, operational definitions) for decisionmaking • Admission decisions involve a balanced assessment of multiple sources of evidence of academic and leadership potential • Applicants are afforded multiple methods to document academic and leadership potential • Most (at least 2/3) of the measures for assessing applicant potential are evidence-based, aligned with principal performance expectations, and consistently used to make admission decisions • Admission decisions are made by a selection committee	Program Director (Semi- and annual reports; interviews; site visits)	• Example application materials • Description of program participant selection criteria used (rubrics) and procedures followed (how judged and by whom-areas of expertise) • Measures used for assessing applicant potential, as well as descriptions of their evidencebased, and/or alignment with principal performance expectations • Examples of reviewed applications (admission packets/ portfolios)

INPUTS					
Program Element	**1 Needs Improvement**	**2 Effective**	**3 Highly Effective**	**Data Source(s)**	**Example Evidence**
3. Evidence of **quality of curriculum** (conceptual coherence, clear alignment with quality leadership standards, developmentally sequenced experiences, field work integrated with coursework) leading to Masters degree	• Description of program requirements for Masters degree includes list of required courses • Course syllabi do not indicate alignment with leadership standards • Courses do not incorporate project-based learning methods, authentic learning experiences, or field work	• Description of program requirements for Masters degree includes brief descriptions of required courses, which are logically and sequentially organized, as well as timeline for completion • Course syllabi indicate alignment with professional leadership standards • Some (1/3) courses incorporate project-based learning methods, authentic learning experiences, and/or field work	• Articulated conceptual framework for course sequence, teaching strategies, learning activities, and assessments • Description of program requirements for Masters degree include brief descriptions of required courses, which are logically and sequentially organized, as well as timeline for completion • Course syllabi indicate alignment with professional leadership standards • Most (2/3) courses incorporate project-based learning methods, authentic learning experiences, and/or field work and require students to critically assess implications for practice	Program Director (Semi- and annual reports; interviews; site visits)	• Course sequences • Description of conceptual framework and application to program delivery • Description of pedagogical approaches used to deliver program content • Description of program requirements (coursework, internships, projects, evaluations) • Syllabi of core coursework, practica, and internships • Description of how project-based learning methods, authentic learning experiences, field experiences are sequenced to build upon one another and how tied to curriculum

INPUTS					
Program Element	**1 Needs Improvement**	**2 Effective**	**3 Highly Effective**	**Data Source(s)**	**Example Evidence**
4. Evidence of high **quality mentors and coaches**	• Principal mentors and coaches are selected on at least two of the following criteria: relevant professional experience, demonstrated effectiveness in educational leadership, evidence of teaching quality, content knowledge, scholarly expertise • Principal mentors and coaches are provided specific training on neither responsibilities nor evaluation of program participants	• Principal mentors and coaches are selected on at least three of the following criteria: relevant professional experience, demonstrated effectiveness in educational leadership, evidence of teaching quality, content knowledge, scholarly expertise • Principal Mentors and coaches are provided specific training on responsibilities and evaluation of program participants	• Principal mentors and coaches are selected on at least four of the following criteria: relevant professional experience, demonstrated effectiveness in educational leadership, evidence of teaching quality, content knowledge, scholarly expertise • Principal mentors and coaches are provided specific and ongoing training and support on responsibilities and evaluation of program participants • Principal mentors and coaches are regularly evaluated and provided feedback for improvement • Principal mentors and coaches provide regular feedback to program staff regarding training and support received	Program Director (Semi- and annual reports; interviews; site visits)	• Complete contact information and resumes/ CVs of mentors/ coaches • Description of criteria used to select mentors and coaches • Description of training provided to mentors and coaches including how they are prepared to evaluate program participants • Description of building and district mentor assignments
				Executive Coaches (Survey)	• Survey response means, standard deviations, ranges, open-ended responses, response rate
				Principal Mentors (Survey)	
				Program Participants (Survey)	

INPUTS					
Program Element	**1 Needs Improvement**	**2 Effective**	**3 Highly Effective**	**Data Source(s)**	**Example Evidence**
5. Evidence of **involvement of practitioners** in program planning and instruction	• Faculty/ instructors have practical experience in K-12 education settings • Program does not consult current K-12 practitioners regarding aspects of program planning, development, content, field work, or quality internships	• Faculty/ instructors have practical experience in K-12 education settings and are able to contribute specialized expertise and/or organizational leadership to program • Program consults current K-12 practitioners in some aspects of program planning, development, content, field work, or quality internships	• Faculty/ instructors have practical experience in K-12 education settings, and are able to contribute specialized expertise and/or organizational leadership to program • Faculty/ instructors are selected based on relevant professional experience, demonstrated effectiveness in educational leadership, and course evaluations or other evidence of teaching quality such as observations • Program consistently engages current K-12 practitioners in program planning, development, content, field work, and quality internships	Program Director (Semi- and annual reports; interviews; site visits)	• Faculty/ instructor resumes/ CVs • Faculty/ instructor course assignments • Description of strategies used for obtaining advice and program participation from field (e.g., surveys, program evaluation, collaborative research) • Program meeting minutes and reports documenting use of practitioner input • Evidence of how practitioner input has informed program's design, content, and field experiences

INPUTS					
Program Element	**1 Needs Improvement**	**2 Effective**	**3 Highly Effective**	**Data Source(s)**	**Example Evidence**
6. Evidence of adhering to **professional standards for principal preparation** programs (use of performance-based assessments and feedback, continuous improvement cycles)	• None of the required courses are aligned with professional leadership standards • Competency-based formative data are used to give program participants feedback about their performance at least once during the program • Standards-based summative assessments of student performance are not used in courses • Internship provides interns with an opportunity to be observed and receive feedback, but no standardsbased assessments are used • Program does not conduct continuous improvement activities to identify needed changes to program	• Some of the required courses are aligned with professional leadership standards • Competency-based formative data are used to give program participants feedback about their performance in individual courses and overall at least once during the program • Standards-based summative assessments of student performance are used in some courses • Internship provides interns with an opportunity to be observed and receive feedback using standardsbased assessments at least once • Program utilizes formal (course evaluations, surveys) data from program participants to identify and implement needed changes to program	• All of the required courses are aligned with professional leadership standards • Standards-based summative assessments of student performance are used in most courses and the program as a whole • Internship provides interns with multiple opportunities for intern to be observed and receive feedback using standardsbased assessments • Program utilizes multiple formal (course evaluations, surveys) and informal data from multiple sources (participants, coaches, mentors) to identify and implement program improvements	Program Director (Semi- and annual reports; interviews; site visits)	• urse sequence l syllabi with ndards alignment • terials describing essment, & be marks: Criteria – assessment mission, rnship) Rationale selecting criteria – rces of essment evidence scription of – iew process, luding who ducts and how – ned Possible essment point isions escription of ntinuous – provement tivities • D
				Executive Coaches (Survey)	• Survey response means, standard deviations, ranges, open-ended responses, response rate
				Principal Mentors (Survey)	
				Program Participants (Survey)	

INPUTS					
Program Element	**1 Needs Improvement**	**2 Effective**	**3 Highly Effective**	**Data Source(s)**	**Example Evidence**
7. Evidence of **fiscal management**	• Budget expenditures do not reflect planned expenses • Appropriate documentation is provided for some program expenditures • Fiscal reporting is not timely • There is no evidence that grant funds are supported with local or other sources of revenue • There are no plans for sustaining program operations in the absence of TPP grant funding	• Most budget expenditures reflect planned expenses • Appropriate documentation is provided for most program expenditures • Fiscal reporting is timely • There is evidence that grant funds are supported with limited local or other sources of revenue • There are informal plans for sustaining program operations in the absence of TPP grant funding	• All budget expenditures reflect planned expenses • Appropriate documentation is provided for all program expenditures • Fiscal reporting is timely • There is evidence that grant funds are supported with multiple local or other sources of revenue • There are formal plans for sustaining program operations in the absence of TPP grant funding	Program Director (Semi- and annual reports; interviews; site visits) Provider agency fiscal reports	• Fiscal expenditure reports with documentation of expenses • Description of local or other sources of revenue supporting program grant funds • Description of plans for sustaining program operations • Written sustainability plans

INPUTS					
Program Element	**1 Needs Improvement**	**2 Effective**	**3 Highly Effective**	**Data Source(s)**	**Example Evidence**
8. Evidence of **collaboration with LEA** partners	• Informal collaborative relationship with LEA partner(s) • Little to no description of responsibilities and expectations for partnership • No designated LEA contact(s) for program	• Formally established collaborative relationships (shown through Memorandum of Understanding, etc.) with some LEA partner(s) • Some description of responsibilities and expectations for partnership (e.g., assisting with recruitment, establishing clinical internship sites, providing feedback on program and graduate performance, willingness to hire) • Designated LEA contact(s) for program	• Formally established collaborative relationships (shown through Memorandum of Understanding, etc.) with all LEA partner(s) • Detailed description of responsibilities and expectations for partnership (e.g., assisting with recruitment, establishing clinical internship sites, providing feedback on program and graduate performance, willingness to hire) • Designated LEA contact(s) for program	Program Director (Semi- and annual reports; interviews; site visits)	• Letters of commitment from LEAs for upcoming years • Copies of MOUs • Complete contact information for designated LEA representative for program
				LEA Admin (Survey)	• Survey response means, standard deviations, ranges, openended responses, response rate

ACTIVITIES					
Program Element	**1 Needs Improvement**	**2 Effective**	**3 Highly Effective**	**Data Source(s)**	**Example Evidence**
9. Evidence of **targeted participant recruitment**	Recruitment activities provide adequate sample for selecting highly qualified participants	Recruitment activities provide adequate sample for competitive selection of highly qualified participants	Recruitment activities provide adequate sample for highly competitive selection of highly qualified participants	Program Director (Semi- and annual reports; interviews; site visits)	• Targeted number of applicants and number of applications received
10. Evidence of **rigorous participant selection**	All applicants (100%) are selected	The majority of applicants are selected (51% or more)	50% or fewer of applicants are selected	Program Director (Semi- and annual reports; interviews; site visits)	• Description of program participant selection criteria • Number of applicants meeting selection criteria
11. Evidence of **cohort grouping**	Program participants' report evidence of cohesive and supportive cohort groupings with average survey responses regarding cohorts are 3.99 or lower on a 5-point scale	Program participants' report evidence of cohesive and supportive cohort groupings with average survey responses regarding cohorts are between 4.00 and 4.49 on a 5-point scale	Program participants' report evidence of cohesive and supportive cohort groupings with average survey responses regarding cohorts of 4.50 or higher on a 5-point scale	Program Director (Semi- and annual reports; interviews; site visits)	• Evidence of activities to foster team cohesiveness and support networks
				Program Participants (Survey)	• Survey response means, standard deviations, ranges, openended responses

ACTIVITIES					
Program Element	**1 Needs Improvement**	**2 Effective**	**3 Highly Effective**	**Data Source(s)**	**Example Evidence**
12. Evidence of **authentic learning experiences** (opportunities for program participants to practice leading, facilitating, and making decisions typical of those made by educational leaders)	Courses, practica, and internships do not provide opportunities for program participants to practice leading, facilitating, and making decisions typical of those made by educational leaders	Courses, practica, and internships provide few opportunities for program participants to practice leading, facilitating, and making decisions typical of those made by educational leaders	Courses, practica, and internships provide multiple opportunities for program participants to practice leading, facilitating, and making decisions typical of those made by educational leaders	Program Director (Semi- and annual reports; interviews; site visits)	• Description of how authentic learning experiences are embedded in program requirements (coursework, internships, projects, evaluations) • Syllabi of core coursework, practica, and internships describing how authentic learning experiences are included • Description of how authentic learning experiences are tied to curriculum
				Program Participants (Survey)	• Survey response means, standard deviations, ranges, openended responses

ACTIVITIES					
Program Element	**1 Needs Improvement**	**2 Effective**	**3 Highly Effective**	**Data Source(s)**	**Example Evidence**
13. Evidence of **field experiences** (opportunities for program participants to learn from exposure to diverse settings and varied situations, as well as exposure to professional meetings, conferences, etc.)	• Courses, practica, and internships do not provide opportunities for program participants learn from exposure to diverse settings and varied situations • Program participants are not provided opportunities for learning from exposure to professional meetings, conferences, etc.	• Courses, practica, and internships provide <u>few</u> opportunities for program participants learn from exposure to diverse settings and varied situations • Program participants are provided <u>few</u> opportunities for learning from exposure to professional meetings, conferences, etc.	• Courses, practica, and internships provide <u>multiple</u> opportunities for program participants learn from exposure to diverse settings and varied situations • Program participants are provided <u>multiple</u> opportunities for learning from exposure to professional meetings, conferences, etc.	Program Director (Semi- and annual reports; interviews; site visits)	• Description of how field experiences are embedded in program requirements (coursework, internships, projects, evaluations) • Syllabi of core coursework, practica, and internships describing how field experiences are included • Description of how field experiences are sequenced to build upon one another and how tied to curriculum • Descriptions of professional meetings, conferences, etc. attended by program participants
				Program Participants (Survey)	• Survey response means, standard deviations, ranges, open-ended responses

ACTIVITIES					
Program Element	**1 Needs Improvement**	**2 Effective**	**3 Highly Effective**	**Data Source(s)**	**Example Evidence**
14. Evidence of **standards-based evaluation & feedback**	• Competency-based formative data are used to give program participants feedback about their performance at least once during the program • Standards-based summative assessments of student performance are not used in courses • None of the required courses are aligned with professional leadership standards • Internship provides interns with an opportunity to be observed and receive feedback, but no standards-based assessments are used	• Competency-based formative data are used to give program participants feedback about their performance in individual courses and overall at least once during the program • Standards-based summative assessments of student performance are used in some courses • Some of the required courses are aligned with professional leadership standards. • Internship provides interns with an opportunity to be observed and receive feedback using standards-based assessments	• Competency-based formative data are used to give program participants feedback about their performance in individual courses and overall multiple times during program • Standards-based summative assessments of student performance are used in most courses and the program as a whole • Internship provides interns with multiple opportunities for intern to be observed and receive feedback using standards-based assessments	Program Director (Semi- and annual reports; interviews; site visits)	• Materials describing assessment, including benchmarks: – Criteria for assessment points (admission, internship, licensure) – Rationale for selecting criteria – Sources of evidence for assessment – Description of review process, including who conducts assessment and how trained – Possible decisions made at each assessment point

ACTIVITIES					
Program Element	**1 Needs Improvement**	**2 Effective**	**3 Highly Effective**	**Data Source(s)**	**Example Evidence**
15. Evidence of **full-time high quality internship**	• Program participants provided internship with regular field experiences over an extended period of time (less than 5 months) • Internship includes planned supervision of interns in clinical settings • Internship is supervised by university or field-based supervisors • Internship provides interns with an opportunity to be observed and receive feedback, but no standards-based assessments are used	• Program participants provided internship with regular field experiences over an extended period of time (minimum 5 months) • Internship includes planned, standards-based supervision of interns in clinical settings • Internship is supervised by university or field-based supervisors • Internship provides interns with an opportunity to be observed and receive feedback using standards-based assessments • Internship provides a few opportunities for interns to have responsibility leading, facilitating, and making decisions typical of those made by educational leaders	• Program participants provided continuous internship with regular field experiences over an extended period of time (more than 5 months) • Internship includes planned, developmentally sequenced, standards-based supervision of interns in clinical settings • Internship is supervised by both university and field-based supervisors • Internship provides interns with expert coaching and mentoring support that includes multiple opportunities for intern to be observed and receive feedback using standards-based assessments • Internship provides a wide range of opportunities for interns to have responsibility leading, facilitating, and making decisions typical of those made by educational leaders	Program Director (Semi- and annual reports; interviews; site visits)	• Description of length of time, number of hours, and minimal conditions necessary to meet requirements • Description of how placement decisions are made • Intern logs, evaluations, and other reporting mechanisms on internships • Description of how program assures internships provide opportunities for authentic leadership responsibilities
				Principal Mentors (Survey)	• Survey response means, standard deviations, ranges, open-ended responses
				Executive Coaches (Survey)	
				Program Participants (Survey)	

ACTIVITIES					
Program Element	**1 Needs Improvement**	**2 Effective**	**3 Highly Effective**	**Data Source(s)**	**Example Evidence**
16. Evidence of **meaningful collaboration with LEAs**	Informal collaborative relationship with LEA partner(s)	• Formally established collaborative relationships (shown through Memorandum of Understanding, etc.) with some LEA partner(s) • Actively seeks feedback from LEA partner(s) on program and program graduates • Few or occasional formal and informal meetings with LEA partner(s)	• Formally established collaborative relationships (shown through Memorandum of Understanding, etc.) with all LEA partner(s) • Actively seeks feedback from LEA partner(s) on recruiting and selecting program participants, strengthening program focus and content, and program graduates • Planned frequent and ongoing formal and informal meetings with LEA partners • Evidence that feedback from LEA partners is gathered and utilized	Program Director (Semi- and annual reports; interviews; site visits)	• Letters of commitment from LEAs for upcoming years • Copies of MOUs • Minutes from meetings with LEAs to gather program feedback • Evidence of planned completed and upcoming meetings with LEA partners • Description of how LEA feedback has been used for program improvement
				LEA Admin (Survey)	• Survey response means, standard deviations, ranges, open-ended responses

OUTPUTS					
Program Element	**1 Needs Improvement**	**2 Effective**	**3 Highly Effective**	**Data Source(s)**	**Example Evidence**
17. Evidence of principal program **participants enrolled**	51-75% of program participants continuously enrolled	76-90% of program participants continuously enrolled	91-100% of program participants continuously enrolled	Program Director (Semi- and annual reports; interviews; site visits)	• Reported number/ percentage of program participants enrolled • Reported number/ percentage of program participants that have dropped out of the program by [DATE]
18. Evidence of **courses completed**	51-75% of program participants are on schedule to have completed courses as outlined by program timeline	76-90% of program participants are on schedule to have completed courses as outlined by program timeline	91-100% of program participants are on schedule to have completed courses as outlined by program timeline	Program Director (Semi- and annual reports; interviews; site visits)	• Reported number/ percentage of program participants that have completed coursework by [DATE] • Reported number/ percentage of program participants that have dropped out of the program by [DATE]

OUTPUTS					
Program Element	**1 Needs Improvement**	**2 Effective**	**3 Highly Effective**	**Data Source(s)**	**Example Evidence**
19. Evidence of **internships completed**	51-75% of program participants are on schedule to have completed internships as outlined by program timeline	76-90% of program participants are on schedule to have completed internships as outlined by program timeline	91-100% of program participants are on schedule to have completed internships as outlined by program timeline	Program Director (Semi- and annual reports; interviews; site visits)	• Reported number/ percentage of program participants on schedule to have completed internship by [DATE] • Reported number/ percentage of program participants that have completed internship by [DATE] • Reported number/ percentage of program participants that have dropped out of the program by [DATE]

OUTPUTS					
Program Element	**1 Needs Improvement**	**2 Effective**	**3 Highly Effective**	**Data Source(s)**	**Example Evidence**
20. Evidence of **Masters degrees earned**	51-75% of program participants are on schedule to earn Masters degree as outlined by program timeline	76-90% of program participants are on schedule to earn Masters degree as outlined by program timeline	91-100% of program participants are on schedule to earn Masters degree as outlined by program timeline	Program Director (Semi- and annual reports; interviews; site visits)	• Reported number/ percentage of program participants on schedule to earn Masters degree by [DATE] • Reported number/ percentage of program participants earning Masters degree by [DATE] • Reported number/ percentage of program participants that have dropped out by [DATE]

OUTPUTS					
Program Element	**1 Needs Improvement**	**2 Effective**	**3 Highly Effective**	**Data Source(s)**	**Example Evidence**
21. Evidence of **principal licensure & certification**	51-75% of program participants are on schedule to have received licensure & certification as outlined by program timeline	76-95% of program participants are on schedule to have received licensure & certification as outlined by program timeline	96-100% of program participants are on schedule to have received licensure & certification as outlined by program timeline	Program Director (Semi- and annual reports; interviews; site visits)	• Reported number/ percentage of program participants on schedule to receive licensure & certification by [DATE] • Reported number/ percentage of program participants receiving licensure & certification by [DATE] • Reported number/ percentage of program participants that have dropped out by [DATE]
22. Evidence of program **participants' satisfaction**	Program participants report low satisfaction with program as evidenced by average survey responses of 3.99 or lower on a 5-point scale	Program participants report moderate satisfaction with program as evidenced by average survey responses between 4.00 and 4.49 on a 5point scale	Program participants report high satisfaction with program as evidenced by average survey responses of 4.50 or higher on a 5-point scale	Program Participants (Survey)	Survey response means, standard deviations, ranges, open-ended responses
23. Evidence of **LEAs' program satisfaction**	LEAs report low satisfaction with program as evidenced by average survey responses of 3.99 or lower on a 5-point scale	LEAs report moderate satisfaction with program as evidenced by average survey responses between 4.00 and 4.49 on a 5point scale	LEAs report high satisfaction with program as evidenced by average survey responses of 4.50 or higher on a 5-point scale	LEA Admin (Survey)	Survey response means, standard deviations, ranges, open-ended responses, response rate

OUTPUTS					
Program Element	**1 Needs Improvement**	**2 Effective**	**3 Highly Effective**	**Data Source(s)**	**Example Evidence**
24. Evidence of program **cost per participant** (TPP state funding only)	• 90-100% dependent on TPP state funding • Most expensive cost per participant	• 80-89% dependent on TPP state funding • Moderately expensive cost per participant	• Less than 80% dependent on TPP state funding • Least expensive cost per participant	Program Director (Semi- and annual reports; interviews: site visits)	Documentation of LEA, participant, and other sources of funding

OUTCOMES (SHORT-TERM)					
Program Element	**1 Needs Improvement**	**2 Effective**	**3 Highly Effective**	**Data Source(s)**	**Example Evidence**
25. Evidence of **cognitive: leadership knowledge and competencies**	51-75% of program participants demonstrate high levels of leadership knowledge and competencies	76-95% of program participants demonstrate high levels of leadership knowledge and competencies	96-100% of program participants demonstrate high levels of leadership knowledge and competencies	Program Director (Semi- and annual reports; interviews; site visits)	Participant GPAs De-identified scores on Executive Rubric
				Program Participants (Survey)	Survey response means, standard deviations, ranges, open-ended responses, response rate
26. Evidence of **attitudinal: leadership self-efficacy**	Program participants report low levels of leadership self-efficacy as evidenced by average survey responses of 3.99 or lower on a 5-point scale	Program participants report moderate levels of leadership self-efficacy as evidenced by average survey responses between 4.00 and 4.49 on a 5point scale	Program participants report high levels of leadership self-efficacy as evidenced by average survey responses of 4.50 or higher on a 5-point scale	Program Participants (Survey)	Survey response means, standard deviations, ranges, open-ended responses, response rate
27. Evidence of **behavioral: commitment to principalship**	Program participants report low levels of commitment as evidenced by average survey responses of 2.99 or lower on a 4-point scale	Program participants report moderate levels of commitment as evidenced by average survey responses between 3.00 and 3.49 on a 4-point scale	Program participants report high levels of commitment as evidenced by average survey responses of 3.50 or higher on a 4-point scale	Program Participants (Survey)	Survey response means, standard deviations, ranges, open-ended responses, response rate

OUTCOMES (LONG-TERM)					
Program Element	**1 Needs Improvement**	**2 Effective**	**3 Highly Effective**	**Data Source(s)**	**Example Evidence**
28. Program graduates **secure principal/ assistant principal positions in high needs schools**	• Program participants report low levels of career services support as evidenced by average survey responses of 3.99 or lower on a 5-point scale • Less than 75% of program participants secure principal/ assistant principal positions within 3 years of program completion	• Program participants report moderate levels of career services support as evidenced by average survey responses between 4.00 and 4.49 on a 5-point scale • 76-95% of program participants secure principal/ assistant principal positions within 3 years of program completion	• Program participants report high levels of career services support as evidenced by average survey responses of 4.50 or higher on a 5-point scale • 96-100% of program participants secure principal/ assistant principal positions within 3 years of program completion	Program Director (Semi- and annual reports; interviews; site visits)	• Descriptions of support structures or processes implemented by program to assist graduates in locating positions • Evidence that program participants are being hired to principal/ assistant principal positions

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TPP Continuous Improvement Planning and Funding Recommendations Summary

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OVERVIEW

The North Carolina General Assembly established a competitive grant program to provide funds for "transforming" the preparation and support of highly effective school principals (NC Session Law 2015-241, Section 11.9). The North Carolina Alliance for School Leadership Development (NCASLD) administers the Transforming Principal Preparation (TPP) grant program and contracts with Grant*Prose* to independently apply a 3-tiered approach to evaluate the performance of: (1) NCASLD, (2) TPP Provider agencies, and (3) TPP program participants. Reports produced in the course of this evaluation provide a record of the significant events, activities, and developments in the program and are useful for sharing information about the program with interested parties. The reports are organized to provide information on the inputs, activities, outputs, and outcomes associated with NCASLD as the administrator of the TPP grants, as well as those associated with TPP Provider agencies that are recipients of grant funding. This report summarizes continuous improvement planning and funding recommendations for TPP-funded programs based on information gathered during Provider agency site visits, submitted Provider agency reports, observations of program activities, and surveys conducted by Grant*Prose*.

NCASLD chose five agencies to implement six TPP Programs: *Durham Principal Leadership Academy* (DPLA; NC State University), *High Point University Leadership Academy* (HPULA; High Point University), *North Carolina Leadership Academy* (NCLA; NC State University), *North Carolina School Executive Leadership Program* (NCSELP; Western Carolina University), *Principal Preparation for Excellence and Equity in Rural Schools* (PPEERS; University of North Carolina at Greensboro), and *Sandhills Leadership: Principal Development Program* (SLPDP; Sandhills Regional Education Consortium). The TPP grant program requires funded Provider agencies to implement innovative best practices in principal preparation. The six programs selected for funding uniquely meet these requirements through a combination of (a) targeted recruitment of program applicants, (b) use of rigorous criteria in selection of program participants, (c) implementation of a cohort model, (d) alignment to national and state standards for school executive leadership development, (e) implementation of rigorous coursework with relevant fieldwork and problem-based learning, (f) establishing authentic clinical internships with embedded mentoring and evaluation activities, (g) partnerships with Local Education Agencies (LEAs), and (h) processes for continuous review and program improvement. While each of these dimensions differs to some extent from historical methods of principal preparation, the inclusion of all seven dimensions collectively in each funded program makes the TPP Programs truly different from traditional principal preparation programs.

[1] Suggested citation: Sturtz McMillen, J. Carruthers, W., Hasse, E., & Lovin, P., (2018, May). *TPP Continuous Improvement Planning and Funding Recommendations Summary.* Garner, NC: Grant*Prose*, Inc.

Guiding the process for determining program progress and making recommendations for continuous improvement and future funding, Grant*Prose* used the TPP program logic model to develop an evaluation rubric and corresponding scoring criterion for the elements in the logic model. Each element in the logic model was reflected in the evaluation rubric, and the scoring criteria for each element were rated as either "1-Needs Improvement," "2-Effective," or "3-Highly Effective." In developing the evaluation rubric and scoring criteria, Grant*Prose* drew upon the legislative requirements and existing resources from the principal preparation research literature.[2] Project directors with the TPP Programs also had the opportunity to provide feedback on the rubric and criteria.

Each Provider agency participated in a half-day site visit with three or more members of the Grant*Prose* evaluation team to examine more closely each program's unique elements and identify potential areas for continuous improvement. Site visits were conducted between November 6th and December 8th of 2017 and Provider agencies were able to provide additional evidence for elements of the logic model until January 15th of 2018. In addition to the site visits, information from submitted Provider agency reports, Grant*Prose* observations of program activities, and surveys conducted by Grant*Prose* with LEA partner representatives, program participants, and principal mentors was used to complete the evaluation rubric and guide Grant*Prose* development of program-specific continuous improvement planning and funding recommendation summary reports.

Project directors with each TPP program were given a full report showing how the evaluation rubric was scored for their program, along with a discussion of the strengths and areas for growth applicable to their program. The project directors were provided an opportunity to respond to the report and their responses were taken into consideration before the reports (a.k.a., Growth Plans) were finalized and shared with NCASLD. NCASLD factored the Growth Plans into its consideration for recommending continued funding of the TPP programs in the 2018-19 year and beyond. **Table 1** provides a summary of the evaluation rubric scores for the individual elements of the logic model along with overall scores for each program. A summary of Grant*Prose* identification of program strengths and recommendations for continuous improvement in the Growth Plans is described below.

STRENGTHS AND AREAS FOR GROWTH IN CONTINUOUS IMPROVEMENT

A. Targeted Recruitment of Program Applicants

Five of the six TPP programs demonstrated key best practices in recruitment activities to provide an adequate sample for competitive selection of highly qualified participants. These programs had timelines and written plans for recruitment and used a defined set of strategies for attracting and recruiting applicants including a variety of media and personal recommendations, often from LEA partners. While the NCSELP program did not recruit a new group of students for their first cohort, instead choosing participants from their existing principal preparation students, the program had already planned to correct this issue for all future cohorts and is working to create and implement a strategic recruitment plan. In order to support program replication and scalability, the TPP programs should consider adding more detail to the existing written

[2] Following a Measurability Assessment of NCASLD's administration of the TPP Program, conducted by the State's Program Evaluation Division, the logic model has been revised to reflect recommendations from the results of the Measurability Assessment. However, the current version of the logic model is very similar to the original version and does not alter our discussion in this report.

recruitment plans. Additionally, the degree of partnership with LEAs in recruiting program participants was stronger in some programs than others and the programs should therefore continue to build on and strengthen these partnerships.

B. Rigorous Selection Criteria of Program Participants

Several of the TPP programs implemented a two-tiered or multi-tiered application process in which their LEA partners were highly involved. Once applications were received, four of the six programs utilized a multi-step selection process to ensure admission decisions involved a balanced assessment of multiple sources of evidence and applicants were afforded multiple methods to document academic and leadership potential. These programs also used selection criteria articulated with detailed rubrics (e.g., rankings, cut scores, operational definitions) to make admission decisions by a selection committee or team including active LEA involvement. As mentioned above, NCSELP did not recruit a new group of students for their first cohort. A new rigorous selection process is being developed for future NCSELP cohorts. While the SLPDP program used a two-tiered selection process in which each partner LEA nominated strong applicants for admission, the program should consider working with LEAs to develop a rigorous selection process that includes input from the Provider agency (Sandhills Regional Education Consortium) and the Higher Education partner (UNC-Pembroke) in order to ensure LEAs use evidence-based measures and articulated rubrics aligned with principal performance expectations for assessing applicant potential.

C. Implementation of a Cohort Model

All of the TPP programs utilized a cohort model for instruction so that learning and courses were carried out in collaboration amongst a small group of peers. Program participants reported cohesive and supportive cohort groupings when surveyed. However, there was a discrepancy in the survey responses within the NCSELP program in that the ratings of students in the PMC (Post-Masters Certificate) portion indicated they did not feel the cohort was as cohesive and supportive as program participants in the MSA (Masters in School Administration) portion of the program. Given the discrepancy in average scores between the MSA and the PMC students, the program should consider adopting methods to ensure the PMC students feel more fully involved in the cohort throughout the program.

D. Alignment to Standards for School Executive Leadership Development

The TPP programs' required courses were aligned with state and national professional leadership standards. The courses were logically and sequentially organized and individual course syllabi indicated alignment with professional leadership standards. Standards-based summative assessments and competency-based formative data were used to give program participants feedback multiple times during the TPP programs. Several of the programs also provided a document detailing how the leadership standards were included in the overall program.

E. Rigorous Coursework with Relevant Fieldwork & Problem-based Learning

Several of the TPP programs had a conceptual framework for the course sequence, teaching strategies, learning activities, and assessments included in the program. The TPP programs' courses, specialized trainings, and clinical internships provided multiple opportunities for program participants to practice leading, facilitating, and making decisions typical of those made by educational leaders. The courses and specialized trainings also incorporated project-based learning methods, authentic learning experiences, and fieldwork. In several of the programs, participants reflected on what they had learned during field experiences by creating digital artifacts or presenting the information to faculty or executive coaches. The programs also

provided multiple opportunities for participants to learn from exposure to diverse settings and varied situations. Many of these experiences were outside of the tuition-based coursework that the TPP participants were engaged with, and there is a question whether or not costs for such experiences could be sustained in the absence of the TPP grant funding provided by the State. Accordingly, a recommendation is for the programs to look for opportunities to incorporate authentic learning and fieldwork experiences within tuition-based courses in order to support sustainability, scalability and replicability. The NCSELP, PPEERS, and SLPDP programs should also consider adoption of a conceptual framework and documenting how the framework is tied to the program course sequence, teaching strategies, learning activities, and assessments.

F. Authentic Clinical Internships with Embedded Mentoring & Evaluation Activities

The TPP programs' clinical internships included planned, developmentally sequenced, standards-based supervision of interns who were provided with expert coaching and mentoring support. The programs' principal mentors and executive coaches were also provided specific and ongoing training and support. All of the programs conducted a full-time internship with supervision by both university and field-based supervisors for at least 5 months, and in some cases, one academic year. However, the internships provided by the HPULA and NCSELP programs were short of 5 full months while school was in session. These programs should consider ways to lengthen the continuous internship to include 5 full months while school is in session in order to provide opportunities for the participants to experience responsibilities typical of school leaders throughout an entire school year. In many cases, mentor principals were chosen by the LEAs rather than the programs and were sometimes chosen because the principal mentor needed the assistance of the intern rather than because of their expertise as principals. Turnover and remoteness of schools in rural districts also contribute to issues in placement of interns with strong principal mentors. The programs should consider negotiating a stronger role in selection of mentors to provide the best experience for the principal candidates.[3]

G. Partnerships with Local Education Agencies (LEAs)

The TPP programs consistently engaged practitioners in program planning, development, content, fieldwork, and quality internships. The programs conducted planned frequent and ongoing formal and informal meetings with LEA partners and actively sought feedback on recruiting and selecting program participants, strengthening program focus and content, and program graduates. The majority of the programs had formal Memoranda of Understanding (MOUs) with partner LEAs that included detailed descriptions of responsibilities and expectations for partnerships, designated contacts for program involvement, and expectations for continuous communication. In order to support program replication and scalability, the programs should consider documenting in more detail how they utilize the input of practitioners across program elements as well as formal and informal feedback from LEAs. The SLPDP program should also consider formally establishing the collaborative relationships with all LEA partners through Memoranda of Understanding that more clearly detail roles and responsibilities.

[3] Since the production of the Growth Plans, Grant*Prose* has been able to analyze results from a survey of Executive Coaches who provided support to the program participants during their clinical internship. Some of the challenges in the TPP program identified by the coaches include instances of principal mentors who were weak and conflicts the program participants experienced with needing to be away from their internship school so as to participate in other TPP programming such as attending university classes. Results of this survey further affirm the importance of the university having a role in the selection and providing ongoing support of the principal mentors.

H. Processes for Continuous Review and Program Improvement

The TPP programs utilized multiple formal and informal data from multiple sources (participants, coaches, mentors) to identify and implement program improvements. The programs' principal mentors and coaches also provided regular feedback regarding training and support received. Further, the programs' conducted planned frequent and ongoing formal and informal meetings with LEA partners and actively sought feedback on recruiting and selecting program participants, strengthening program focus and content, and program graduates. In order to support program replication and scalability, all of the programs should consider documenting in more detail how they identify and implement program improvements based on formal and informal data collected. An additional issue to be considered by all programs is more clearly defining and formalizing the on-going evaluation of the training and support executive coaches and principal mentors receive, as well as documenting the nature of mentoring provided to program participants during the internship.[4]

FUTURE FUNDING

Based on the positive findings of the evaluation rubric derived from the logic model and the programs' subsequent continuous improvement plans, all six of the programs were recommended for future funding at the discretion of NCASLD.

[4] During the 2017-18 year, there is evidence that a number of the TPP participants were fulfilling active positions as assistant principals concomitant with the period of their clinical internship. While there may be no better training for the role than to be in fact serving in the role, there could be a question as to whether the coaching and/or mentoring these individuals were provided while in this role was a quality experience offering opportunities for practice, learning and growth.

Table 1. Summary of Major Strengths and Areas for Growth

Program Element	DPLA	HPULA	NCLA	SLPDP	PPEERS	NCSELP
Inputs						
1. Evidence of widely disseminated, targeted recruitment materials	3	3	3	2	3	2
2. Evidence of rigorous selection criteria	3	3	3	2	3	2
3. Evidence of quality of curriculum leading to Masters degree	3	3	3	3	3	3
4. Evidence of high quality mentors and coaches	3	2	3	3	2	2
5. Evidence of involvement of practitioners in program planning and instruction	3	3	3	3	3	3
6. Evidence of adhering to professional standards for principal preparation programs	3	3	3	3	3	3
7. Evidence of fiscal management	3	3	3	1	3	3
8. Evidence of collaboration with LEA partners	3	3	3	3	3	3
Activities						
9. Evidence of targeted participant recruitment	3	3	3	2	3	1
10. Evidence of rigorous participant selection	3	3	3	2	3	2
11. Evidence of cohort grouping	3	3	3	3	3	2
12. Evidence of authentic learning experiences	3	3	3	3	3	2
13. Evidence of field experiences	3	3	3	3	3	3
14. Evidence of standards-based evaluation & feedback	3	3	3	3	3	3
15. Evidence of full-time high quality internship	3	3	3	3	3	3
16. Evidence of meaningful collaboration with LEAs	3	3	3	3	3	2
Outputs						
17. Evidence of principal program participants enrolled	3	3	3	3	3	3
18. Evidence of courses completed	3	3	3	3	3	3
19. Evidence of internships completed	N/A	3	N/A	3	N/A	3
20. Evidence of Masters degrees earned	N/A	3	N/A	3	N/A	3
21. Evidence of principal licensure & certification	N/A	3	N/A	3	N/A	3
22. Evidence of program participants' satisfaction	3	3	3	3	3	2
23. Evidence of LEAs' program satisfaction	N/A	3	N/A	3	3	2
24. Evidence of program cost per participant (TPP state funding only)	N/A	N/A	N/A	N/A	N/A	N/A
Outcomes (Short-term)						
25. Evidence of cognitive: leadership knowledge and competencies	N/A	N/A	N/A	N/A	N/A	N/A
26. Evidence of attitudinal: leadership self-efficacy	3	2	3	2	N/A	2
27. Evidence of behavioral: commitment to principalship	3	2	3	2	N/A	3
Outcomes (Long-term)						
28. Evidence of program graduates securing principal/ assistant principal positions	N/A	N/A	N/A	N/A	N/A	N/A
TOTAL	**66 of 66**	**72 of 75**	**66 of 66**	**67 of 75**	**59 of 60**	**64 of 75**

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TECHNICAL REPORT

SURVEYS

TRANSFORMING PRINCIPAL PREPARATION GRANT PROGRAM: SECOND YEAR

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LEA REPRESENTATIVES SURVEY RESULTS: 2017-18 [CORRECTED][1]

William Carruthers, Pamela Lovin, & Jacqueline Copeland[2]

July 2018

An online survey of the Local Education Agency representatives (LEA Reps) most directly involved in collaborating with the TPP Programs project directors was released December 6, 2017, with 45 LEA Reps being surveyed among the five TPP Provider agencies. Between December 6, 2017, and May 30, 2018, 33 individuals opened the survey and 31 completed the survey for a 68.9% response rate. TPP Programs at High Point University, Sandhills Regional Education Consortium, UNC-G, and Western Carolina all had five or more individuals complete the survey, but the two programs at NCSU had only a combined three of seven individuals complete the survey. Data analyses for NCSU is not detailed in this report per Grant*Prose* standards to not report survey data at the individual level when there are fewer than five respondents.[3]

Of the 31 respondents to the survey, 20 (64.5%) included the word "superintendent" in a description of their position in the LEA (e.g., superintendent, assistant superintendent, associate superintendent, superintendent for [XX], etc.). The word "director" was included in the titles for another 8 individuals. Asked *"How long have you been with this LEA?",* 19 (61.3%) respondents indicated 'more than 10 years' and another 10 indicated 3 to 10 years.

Likert-scale items on the survey were constructed for three scales. One scale titled **Collaboration** with five items, asked respondents to indicate their level of satisfaction collaborating with the TPP Program leaders. A second scale titled **Program Quality** with four items, asked respondents to describe their satisfaction with the quality of the principal candidates and overall quality of the program. A third scale titled **Program Features** with five items, asked respondents to describe their satisfaction with varied aspects of the program (e.g., recruitment, support provided to the participants and mentoring school principals, linkages between coursework and field experiences, etc.). Likert anchors on the three scales ranged along a 5-point continuum (e.g., Strongly Disagree to Strongly Agree) with the higher point values on each scale reflecting more positive perceptions (i.e., Strongly Agree) of the program. Table 1 provides the averages for all 31 respondents for the individual items on each scale, along with an average scale score for each scale. Appendix A provides results of a confirmatory factor analysis conducted with the survey items. Coefficient alpha reliabilities were satisfactory for all three scales.

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[1] This report corrects an error in the earlier June release of the report, showing that UNCG had 10/11 (90.9%) LEA Representatives complete the survey rather than 10/12 (83.3%) as indicated in the June report.

[2] Suggested citation: Carruthers, W., Lovin, P., & Copeland, J. (2018, July). *LEA Representatives Survey Results: 2017-18 [Corrected]*. Garner, NC: Grant*Prose*, Inc.

[3] NCSU has been included in selected aggregated analyses across all programs so long as individual confidentiality is protected.

Table 1. Item and Scale Averages	
SCALE: COLLABORATION	**Average**
I feel the program leaders value collaborative relations with my LEA.	4.61
The program leaders actively seek out my advice on how to design and strengthen the program.	4.35
The program leaders provide me with frequent updates on developments and activities in the program.	4.32
I am satisfied with information provided to me from the program leaders about the design and activities of the program.	4.39
I have ample opportunity to provide feedback to the program leaders regarding the design and activities of the program.	4.29
Collaboration Scale Average	4.39
SCALE: PROGRAM QUALITY	**Average**
I believe the program leaders have a deep understanding of characteristics that make highly qualified school principals.	4.58
I am confident the program will produce highly qualified school principal candidates.	4.60
Compared with graduates of other programs, I think graduates of this program will be better prepared to work as school principals.	4.29
I am very satisfied with the overall quality of the program.	4.55
Program Quality Scale Average	4.50
SCALE: PROGRAM FEATURES	**Average**
The program leaders made an effective effort to recruit the best candidates from my LEA.	4.23
The program leaders are providing strong support to program participants from my LEA.	4.55
The program leaders are providing strong support to principals in my LEA who are mentoring participants in the program.	4.26
I believe there are strong linkages between the university coursework and field-based experiences.	4.42
I believe the program leaders are providing program participants with growth-producing experiences more than what they might receive in traditional preparation programs.	4.61
Program Features Scale Average	4.41

Only one item was found to have an average below 4.25, seen in Table 1 with green highlighting. Table 2 provides the scale averages for each TPP Program agency, except for NCSU which had fewer than five respondents. High Point University (HPLU) demonstrated the highest averages on all scales.

Table 2. Summary Statistics for Response Rate and Scale Averages						
TPP Provider Agency	**Number Surveyed**	**Number of Respondents**	**Response Rate**	**Average of Collaboration Scale**	**Average of Program Quality Scale**	**Average of Program Features Scale**
HPLU	9	7	77.8%	4.97	4.93	4.80
NCSU	7	3	42.9%			
Sandhills	11	6	64.5%	4.33	4.36	4.53
UNCG	11	10	90.9%	4.52	4.35	4.32
WCU	6	5	83.3%	3.88	4.55	4.08
Total	**44**	**31**	**70.5%**			

Data in Table 3 indicate how frequently the LEA Reps reported that TPP Program leaders contacted them about program developments, while data in Table 4 indicate how frequently the LEA Reps reported that they initiated contact with the TPP Program leaders. The TPP Program Leaders appear to have initiated communications more often than the LEA Reps.

Table 3. Frequency of Communications TPP Program Leaders Initiate with LEA Reps			
TPP Provider Agency	**One time per month or less**	**Two-three times per month**	**Once a week or more often**
HPLU	4	2	1
Sandhills	2	2	2
UNCG	2	7	1
WCU	3	2	

Table 4. Frequency of Communications LEA Reps Initiate with TPP Program Leaders			
TPP Provider Agency	**One time per month or less**	**Two-three times per month**	**Once a week or more often**
HPLU	6	1	
Sandhills	4	1	1
UNCG	10		
WCU	4	1	

Open-Ended Survey Questions

Q. How, in your view, has the district shaped the program's emphases and design?

Twenty-four (24) individuals responded to this open-ended question. A number of common themes across these responses included:

- Comments about collaboration in general through meetings, other communications, and providing feedback to the program leaders,
- Comments about how the school district was able to advise the program leaders on programmatic aspects that would align with school and/or district needs,
- Comments pertaining to fiscal supports that the district provided to the participants, and
- Comments about recruiting strong principal candidates as well as principal mentors.

Q. What are the biggest benefits of the collaboration?

Twenty-six (26) individuals responded to this question. Themes that were repeated among the respondents include:

- Consistent with the question above, a number of comments were made indicating benefits of the program included being able to align the program with school and/or district needs,
- Comments were made about the benefits of collaboration generally and the ability to engage in continuous improvement efforts,
- Comments were made about the benefits of being able recruit high quality individuals for the program and to develop local leaders for future needs (e.g., 'grow-your-own'), and
- Comments were made about the benefits of having access to resources such as the university provides and/or which were otherwise provided through the TPP program, including the benefits of the participants being able to gain exposure to varied situations.

Appendix A: Confirmatory Factor Analyses

Confirmatory Factor Analyses. Confirmatory factor analyses (CFA) were conducted on the fourteen Likert-scaled items to demonstrate the reliability of the Local Education Agency Representatives (LEA Reps) survey. Reliability was measured by Cronbach's coefficient alpha. If a scale is shown to be reliable, it will yield consistent scores across multiple administrations of the scale to the same group and is considered generalizable to other groups in similar contexts. Thus, the purpose of the CFA analysis in this study was to set a baseline comparative scale for repeated and future administrations of the TPP LEA Representatives survey.

Likert items on the survey described varied aspects of serving as a school district point of contact for the TPP Program project directors. Comparable items that were grouped together on the survey reflect conceptual subscales for Collaboration (5 items), Program Quality (4 items), and Program Features (5 items). All items were positively worded so that a high score of 5 indicated a strong presence of that feature while low scores indicated the absence of that feature. Prior to CFA, three assumptions were verified. First, every item in each subscale was assumed to be equivalent to the other items related to that particular construct (Green & Salkind, 2011). Second, items within each subscale were assumed to contain unrelated measurement errors. For example, items did not relate to separate experiences but to only one program experience. And third, it was assumed that an item's score was a sum of both true and error scores (Green & Salkind, 2011).

Missing Value Analyses. All of the fourteen items were inspected for missing values, which can affect CFA analyses. One missing value was noted in Program Quality. Following generally accepted methodology, a list-wise construct mean was imputed for the missing value (Tabachnick & Fidell, 2013).

Cronbach's Alpha. In scale development, $\alpha = 0.70$ is considered minimally acceptable, values equal to or greater than 0.90 indicate scale shortening may be needed, and ranges of 0.70 to 0.89 are most desirable (DeVellis, 2012). In this analysis, Cronbach's alpha results were high for the entire set of fourteen items ($\alpha = .94$). Moreover, individual subscales demonstrated overall strong alpha values ranging from .83 to .90, which indicates that the entire survey and its subscales are reliable for future administrations with similar cohort groups.

All Items		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.92	.94	14

COLLABORATION						
Cronbach's Alpha = .90						
Item Statistics (*n* = 31)						
Item	Mean		Std. Deviation			
Coll_01	4.61		.50			
Coll_02	4.34		.80			
Coll_03	4.32		.83			
Coll_04	4.39		.67			
Summarized Statistics (5 Items)						
	Mean	Minimum	Maximum	Range	Max/Min	Variance
Item Means	4.39	4.29	4.61	.32	1.08	.02
Item Variances	.51	.25	.69	.45	2.82	.03

PROGRAM QUALITY						
Cronbach's Alpha = .86						
Item Statistics (*n* = 31)						
Item	Mean		Std. Deviation			
Qual_01	4.58		.56			
Qual_02	4.60		.49			
Qual_03	4.29		.74			
Qual_04	4.55		.51			
Summarized Statistics (4 Items)						
	Mean	Minimum	Maximum	Range	Max/Min	Variance
Item Means	4.51	4.29	4.60	.31	1.07	.02
Item Variances	.34	.24	.55	.31	2.28	.02

PROGRAM FEATURES						
Cronbach's Alpha = .83						
Item Statistics (*n* = 31)						
Item	Mean			Std. Deviation		
Feat_01	4.23			.80		
Feat_02	4.55			.57		
Feat_03	4.26			.81		
Feat_04	4.42			.56		
Feat_05	4.61			.56		
Summarized Statistics (5 Items)						
	Mean	Minimum	Maximum	Range	Max/Min	Variance
Item Means	4.41	4.23	4.61	.39	1.09	.03
Item Variances	.45	.31	.67	.35	2.13	.03

References

DeVellis, R. F. (2012). *Scale development: Theory and applications*. Los Angeles, CA: Sage

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PRINCIPAL MENTORS
SURVEY RESULTS: 2017-18

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June 2018

An online survey of the school principals (Principal Mentors) who mentored the TPP participants during their internship was released January 12, 2018, and again April 25, 2018, coincident with TPP participants' internships ending. One hundred twenty-two principals were surveyed, at least 86 accessed the survey, and 64 (52.5%) completed all or most of the survey. The earliest survey was completed January 12th and the last survey was completed May 31st. All TPP programs had 5 or more individuals complete the survey.

Of the 64 respondents to the survey, 41 (64.1%) indicated they had been with the Local Education Agency where they provided the mentoring for more than 10 years.

Table 1. Years of Experience with the Local Education Agency

0-1	2-3	4-5	6-10	More than 10	Blank
2	7	5	8	41	1

Likert-scale items on the survey were constructed for four scales. One scale titled **Collaboration with Program Leaders** with nine items, asked respondents to describe the nature of their involvement with TPP Program leaders. A second scale titled **On Being a Mentor** with nine items, asked respondents to describe their confidence in supporting their mentee in varied ways. A third scale titled **About My Mentee** with nine items, asked respondents to rate their mentee on each of the North Carolina Standards for School Executives.[2] A fourth scale titled **Overall Satisfaction** with three items, asked respondents to rate their overall satisfaction with support provided to them by the TPP Program leaders, their confidence in being able to provide a high-quality mentoring experience, and their satisfaction with the performance of their mentee.

Likert anchors on the first three scales ranged along a 5-point continuum (e.g., Strongly Disagree to Strongly Agree) and anchors on the Overall Satisfaction scale ranged along a 7-point continuum (Very Dissatisfied to Very Satisfied), with the higher point values on each scale reflecting more positive perceptions towards the program, its leaders, and the mentees. Table 2 provides the averages for all 64 respondents on the items of each scale, along with an average scale score. Appendix A provides results of a confirmatory factor analysis conducted with the survey items. Coefficient alpha reliabilities were satisfactory for all four scales

[1] Suggested citation: Carruthers, W., Lovin, P., & Copeland, J. (2018, June). *Principal Mentors Survey Results: 2017-18*. Garner, NC: Grant*Prose*, Inc.

[2] North Carolina Standards for School Executives (2013, May). Retrieved from http://www.dpi.state.nc.us/docs/district-humanresources/evaluation/standardsadmin.pdf

Table 2. Average Scores on Likert Items and Scales			
Item Description	**ItemCode**	**Count**	**Average**
SCALE: COLLABORATION WITH TPP PROGRAM LEADERS			
A) The program leaders had a deep understanding of what is needed for a high-quality mentoring program.	Coll_01	64	4.53
B) The program leaders provided me with high quality training on being a mentor and evaluating mentee performance before I began in the role.	Coll_02	64	4.19
C) The program leaders have set clear expectations for the type of leadership experiences I should offer my mentee.	Coll_03	64	4.48
D) The program leaders actively seek out my advice on how to implement and strengthen the mentoring program.	Coll_04	64	4.16
E) The program leaders provide me with frequent opportunities to offer feedback on how well my mentee was performing.	Coll_05	64	4.52
F) The program leaders are available to support me if I need their help to improve the mentee's performance.	Coll_06	64	4.58
G) The program leaders provided me with feedback on how to improve my mentoring strategies if needed.	Coll_07	64	4.05
H) I feel the program leaders greatly valued my contributions as a mentor.	Coll_08	64	4.58
I) I greatly enjoyed the opportunity to serve as a mentor in this program.	Coll_09	64	4.72
	Coll_TOT	64	4.42
SCALE: ON BEING A MENTOR			
A) I am confident in my ability to employ strategies that support effective communications with my mentee.	Mentor_01	63	4.62
B) I am confident in my ability to set clear expectations for the mentee's day-to-day performance.	Mentor_02	63	4.59
C) I am confident in my ability to schedule enough of my time to provide my mentee with the support he or she needs.	Mentor_03	63	4.56
D) I am confident in my ability to help my mentee develop strategies to meet goals of the mentorship.	Mentor_04	63	4.60
E) I am confident in my ability to provide my mentee with constructive feedback as needed.	Mentor_05	63	4.63
F) I am confident in my ability to establish a trusting relationship with my mentee.	Mentor_06	63	4.71
G) I am confident in my ability to provide my mentee with the foundation of knowledge that he or she will need to become a high-quality principal.	Mentor_07	63	4.59
H) I am confident in my ability to provide the learning experiences that my mentee will need if he or she is to be a successful school principal	Mentor_08	63	4.62
I) I am confident in my ability to stimulate my mentee's enthusiasm for becoming the best principal possible.	Mentor_09	63	4.67
	Mentor_TOT	63	4.62

SCALE: ABOUT MY MENTEE			
A) Executive Standard 1 (Strategic Leadership): My mentee has demonstrated an understanding of how to create a climate of inquiry that challenges a school community to strive for excellence.	Mentee_01	63	4.46
B) Executive Standard 2 (Instructional Leadership): My mentee has demonstrated an understanding of best instructional practices for the design and implementation of highly engaging schoolwork for students.	Mentee_02	63	4.52
C) Executive Standard 3 (Cultural Leadership): My mentee has demonstrated an understanding of the important role a school's culture contributes to excellence and how to "reculture" a school if needed to improve student and adult learning.	Mentee_03	63	4.56
D) Executive Standard 4 (Human Resource Leadership): My mentee has demonstrated an understanding of the recruitment, induction, support, evaluation and development processes needed to gain and retain a high-performing staff.	Mentee_04	63	4.41
E) Executive Standard 5 (Managerial Leadership): My mentee has demonstrated an understanding of the budgeting, staffing, problem solving, communications, and scheduling processes needed to provide for well-organized work routines.	Mentee_05	63	4.40
F) Executive Standard 6 (External Development Leadership): My mentee has demonstrated an understanding of how to design and implement structures and processes that result in community engagement, support, and ownership.	Mentee_06	63	4.37
G) Executive Standard 7 (Micropolitical Leadership): My mentee has demonstrated an understanding of how to utilize the staff's diversity, and encourage constructive ideological conflict in order to leverage staff expertise, power and influence to realize the school's vision for success.	Mentee_07	63	4.33
H) Executive Standard 8 (Academic Achievement Leadership): My mentee has demonstrated an understanding of structures and processes that will contribute to measurable progress for student achievement and growth.	Mentee_08	63	4.48
I) Upon completion of our mentoring program, my mentee will be adequately prepared to perform the tasks required of a successful principal	Mentee_09	63	4.49
	Mentee_TOT	63	4.45
OVERALL SATISFACTION			
A) Please rate your overall satisfaction with the support you received from the program leaders in your mentor role.	Satisf_01	62	6.61
B) Please rate your overall satisfaction with how well you have been able to provide a high-quality mentoring experience for your mentee.	Satisf_02	62	6.81
C) Please rate your overall satisfaction with the performance of your mentee to date.	Satisf_03	62	6.85
	Satisf_TOT	62	6.76

Generally, the Principal Mentors were confident in their own abilities as mentors, and they expressed satisfaction with their mentee's performance. Three items with the lowest average scores were on the scale for Collaboration with TPP Program Leaders, listed here and marked in green in Table 2 above:

- The program leaders provided me with high quality training on being a mentor and evaluating mentee performance before I began in the role (4.19 average on a 5-point scale).
- The program leaders actively seek out my advice on how to implement and strengthen the mentoring program (4.16 average on a 5-point scale).
- The program leaders provided me with feedback on how to improve my mentoring strategies if needed (4.05 average on a 5-point scale).

Table 3 provides response rates and scale averages by TPP Provider agency. Cells with green highlighting indicate the highest average score for that scale, but it is important to appreciate that the difference among programs on any of the scales is not great.

Table 3. Summary Statistics for Response Rates and Scale Averages

TPP Provider Agency	Number Surveyed	Number of Respondents (% response rate)	Average of Collaboration with TPP Program Leaders	Average of On Being a Mentor	Average of About My Mentee	Average of Overall Satisfaction
DPLA	14	5 (35.7%)	4.22	4.69	4.06	6.58
HPLU	30	19 (63.3%)	4.50	4.67	4.55	6.98
NCLA	19	9 (47.4%)	4.52	4.69	4.42	6.70
PPEERS	19	12 (63.2%)	4.34	4.55	4.52	6.78
Sandhills	26	14 53.8%)	4.42	4.58	4.41	6.62
WCU	14	5 35.7%)	4.36	4.56	4.33	6.53
Total	**122**	**64 (52.5%**	**4.42**	**4.62**	**4.45**	**6.76**

Open-Ended Survey Questions

There was one open-ended question following the four scales.

Q. Please describe how the mentoring program could be improved for future mentors and mentees.

Twenty-nine (29) of the respondents commented on this question with 12 of them indicating they had 'nothing' to suggest or being complimentary about the program. Some example compliments include:

- *I am very proud to have been a part of this experience.*
- *Excellent program at* [redacted] *with significant support for all involved.*
- *Good program; open lines of communication and support when needed.*
- *I am very pleased with the program.*
- *I would love to serve in this program again. The experience was phenomenal for the intern and for me as well.*

- *This is a phenomenal mentoring program that offers support and guidance to aspiring principals.*
- *This program is an excellent example of what leadership training should be.…I wish all new school leaders could have the same experience afforded my mentee.*
- *This was a great program. The ability to have the mentee with us full time for an extended period of time was instrumental in the success of the program.*

All TPP Program agencies received at least one of these comments.

Among the remaining 17 individuals with suggestions for improvement(s), one theme that received the most comments was that the interns were out of the building too much, either for reason of attending class or because of visiting other schools. Regarding visiting other schools, a couple of individuals felt this was particularly disruptive when it occurred in the midst of the school year. Other themes that more than one individual mentioned include lengthening the internship to a full year (e.g., *Let them start at the beginning of the school year and end at the school year. It is very important that they see the beginning of the year*), and increase dialogue between TPP leaders and principal mentors (e.g., *Schedule one or more meetings with mentor principals per semester*). One respondent commented that it would be helpful to provide mentees an opportunity to experience more information about the various budgetary processes at a school, in keeping with a theme the mentee participants expressed in response to their survey. It is interesting to note that two individuals made comparisons to the Principal Fellows program, but had different opinions:

- *This program prepared the student much better than the Principal Fellows program.*
- *In comparison, the Principal Fellows program offers a better real-world internship for mentees in terms of preparation* [expressed in consideration of how often the intern was out of the building].

Appendix A: Confirmatory Factor Analyses

Confirmatory Factor Analyses. Confirmatory factor analyses (CFA) were conducted on the thirty Likert-scaled items to demonstrate the reliability of the Principal Mentors survey. Reliability was measured by Cronbach's coefficient alpha. If a scale is shown to be reliable, it will yield consistent scores across multiple administrations of the scale to the same group and is considered generalizable to other groups in similar contexts. Thus, the purpose of the CFA analysis in this study was to set a baseline comparative scale for repeated and future administrations of the Principal Mentors survey.

Likert items on the survey described varied aspects of serving as a Principal mentor for the TPP participants. Comparable items that were grouped together on the survey reflect conceptual subscales for Collaboration with TPP Leaders (9 items), On Being a Mentor (9 items), About My Mentee (9 items), and Overall Satisfaction with the Program (3 items).

All items were positively worded so that a high score indicated a strong presence of the respective feature while low scores indicated the absence of the respective feature. The scale anchors were 1-5 for all the subscales except for the last. Overall Satisfaction with the Program utilized scale anchors 1-7. Due to the fact that metrics on the four scales differed, the overall thirty item reliability computation utilized standardized scores.

Prior to CFA, three assumptions were verified. First, every item in each subscale was assumed to be equivalent to the other items related to that particular construct (Green & Salkind, 2011). Second, items within each subscale were assumed to contain unrelated measurement errors. For example, items did not relate to separate experiences but to only one program experience. And third, it was assumed that an item's score was a sum of both true and error scores (Green & Salkind, 2011).

Missing Value Analyses. All of the items were inspected for missing values, which can affect CFA analyses. One participant only responded to the first of the four subscales. Consequently, that case was removed from the analysis. In addition, one participant omitted responses on the Overall Satisfaction subscale. For this subscale, the participants' case was removed from the analyses (Tabachnick & Fidell, 2013).

Cronbach's Alpha. In scale development, $\alpha = 0.70$ is considered minimally acceptable, values equal to or greater than 0.90 indicate scale shortening may be needed, and ranges of 0.70 to 0.89 are most desirable (DeVellis, 2012). In this analysis, Cronbach's alpha results were high for the entire set of thirty items ($\alpha = .96$). Moreover, individual subscales demonstrated overall moderately strong to strong alpha values ranging from .76 to .97, which indicates that the entire survey and its subscales are reliable for future administrations with similar cohort groups.

All Items		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
.96	.96	30

COLLABORATION WITH TPP LEADERS		
Cronbach's Alpha = .91		
Item Statistics (*n* = 63)		
Item	Mean	Std. Deviation
Coll_01	4.54	.59
Coll_02	4.17	.75
Coll_03	4.48	.56
Coll_04	4.16	.77
Coll_05	4.52	.62
Coll_06	4.59	.50
Coll_07	4.05	.75
Coll_08	4.59	.59
Coll_09	4.73	.45

Summarized Statistics (9 Items)						
	Mean	Minimum	Maximum	Range	Max/Min	Variance
Item Means	4.43	4.05	4.73	.68	1.17	.09
Item Variances	.39	.20	.59	.39	2.93	.02

ON BEING A MENTOR		
Cronbach's Alpha = .97		
Item Statistics (*n* = 63)		
Item	Mean	Std. Deviation
Mentor_01	4.62	.49
Mentor_02	4.59	.53
Mentor_03	4.56	.56
Mentor_04	4.60	.49
Mentor_05	4.64	.52
Mentor_06	4.71	.46
Mentor_07	4.59	.53
Mentor_08	4.62	.49
Mentor_09	4.68	.51

Summarized Statistics (9 Items)						
	Mean	Minimum	Maximum	Range	Max/Min	Variance
Item Means	4.62	4.56	4.71	.16	1.04	.00
Item Variances	.26	.21	.32	.11	1.52	.00

ABOUT MY MENTEE						
Cronbach's Alpha = .93						
Item Statistics (*n* = 63)						
Item	Mean		Std. Deviation			
Mentee_01	4.46		.56			
Mentee_02	4.52		.59			
Mentee_03	4.56		.53			
Mentee_04	4.41		.59			
Mentee_05	4.40		.52			
Mentee_06	4.37		.51			
Mentee_07	4.33		.57			
Mentee_08	4.48		.50			
Mentee_09	4.49		.56			
Summarized Statistics (9 Items)						
	Mean	Minimum	Maximum	Range	Max/Min	Variance
Item Means	4.45	4.33	4.56	.22	1.05	.00
Item Variances	.30	.25	.35	.09	1.37	.00

OVERALL SATISFACTION WITH THE PROGRAM						
Cronbach's Alpha = .76						
Item Statistics (*n* = 62)						
Item	Mean		Std. Deviation			
Satisf_01	6.61		.99			
Satisf_02	6.82		.44			
Satisf_03	6.86		.40			
Summarized Statistics (3 Items)						
	Mean	Minimum	Maximum	Range	Max/Min	Variance
Item Means	6.76	6.61	6.86	.24	1.04	.02
Item Variances	.41	.16	.86	.71	5.44	.16

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EXECUTIVE COACHES SURVEY RESULTS: 2017-18

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An online survey of the Executive Coaches supporting the TPP participants was released April 13, 2018, with 32 coaches being surveyed among the five TPP Provider agencies. Between April 13 and April 26, 26 individuals opened the survey and 25 completed the survey for a 78.1% response rate. TPP Programs at High Point University, Sandhills Regional Education Consortium, UNC-G, and Western Carolina each had 2-3 coaches complete the survey, while NCSU had 16 coaches complete the survey.[2]

Of the 25 respondents to the survey, 22 indicated that they had more than 10 years' experience as a school leader (e.g., Principal, Assistant Principal, District Superintendent). The remaining three indicated they had 6-10 years such experience. Table 1 indicates how many years' experience the coaches reported they had with being a mentor. Almost half indicated they had six years or more experience with mentoring.

Table 1. Years of Experience As a Mentor

Less than 1 year	1-2 years	3-5 years	6-10 years	More than 10 years	Blank
2	5	5	6	6	1

Likert-scale items on the survey were constructed for four scales. One scale titled **Personal Confidence** with eight items, asked respondents to indicate their level of confidence serving in the role of a coach. A second scale titled **TPP Leadership Support** with 12 items, asked respondents to describe their perceptions of the TPP Program leaders and level of support they received from these leaders. A third scale titled **TPP Mentee Support** with nine items, asked respondents to describe their perceptions of TPP program support being provided to the principal candidates whom they were mentoring. And, a fourth scale titled **Overall Satisfaction** with three items, asked the respondents to rate their overall satisfaction with the program leaders, their mentees, and their ability to provide a high-quality mentoring experience. Likert anchors on the first three scales ranged along a 5-point continuum (e.g., Strongly Disagree to Strongly Agree) and anchors on the Satisfaction scale ranged along a 7-point continuum (Very Dissatisfied to Very Satisfied), with the higher point values on each scale reflecting more positive perceptions towards the program, its leaders, and the mentees. Table 2 provides the averages for all 25 respondents on the items of each scale, along with an average scale score. Appendix A provides results of a confirmatory factor analysis conducted with the survey items. Coefficient alpha reliabilities were satisfactory for the first three of the scales named above.

[1] Suggested citation: Carruthers, W., Lovin, P., & Copeland, J. (2018, June). *Executive Coaches Survey Results: 2017-18*. Garner, NC: Grant*Prose*, Inc.

[2] Surveys for the two programs at NCSU—DPLA and NCLA—are combined for reporting results in these analyses.

Table 2. Average Scores on Likert Items and Scales	
Rating of Personal Confidence in Being a Coach/Mentor (5-point scale)	
A) I am confident in my ability to employ strategies that support effective communications with mentees.	4.88
B) I am confident in my ability to set clear expectations for the mentees' day-to-day performance.	4.68
C) I am confident in my ability to schedule enough of my time to provide each of my mentees with the support he or she needs.	4.80
D) I am confident in my ability to help my mentees develop strategies to meet goals of the principal internship.	4.79
E) I am confident in my ability to provide my mentees with constructive feedback as needed.	4.84
F) I am confident in my ability to establish a trusting relationship with my mentees.	4.92
G) I am confident in my ability to provide my mentee with the foundation of knowledge that he or she will need to become a high-quality principal.	4.76
H) I am confident in my ability to stimulate my mentees' enthusiasm for becoming the best principal possible.	4.80
Average Score on Personal Confidence Scale	***4.81***
Rating of Support Provided to the Coach by the TPP Program Leadership (5-point scale)	
A) The program leaders had a deep understanding of what is needed for a high-quality mentoring program.	4.60
B) The program leaders provided me with high-quality training on being a coach or mentor before I began in this role.	4.00
C) The program leaders set clear expectations for what type of leadership experiences should be included in the principal preparation program.	4.60
D) The program leaders actively sought out my advice on how to implement and strengthen the program.	4.32
E) The program leaders provided me with frequent opportunities to offer feedback on how well my mentees were performing.	4.36
F) The program leaders were available to support me if I needed their help to improve the mentees' performance.	4.76
G) The program leaders were available to support me if I needed their help to resolve an issue with a mentee's internship or performance.	4.84
H) The program leaders provided me with feedback on how to improve my coaching/mentoring strategies if needed.	4.20
I) I feel the program leaders greatly valued my contributions as a coach/mentor.	4.80
J) The program leaders value collaborative relations with LEAs.	4.52
K) I am satisfied with information provided to me from the program leaders about the design and activities of the program.	4.48
L) I had ample opportunity to provide feedback to the program leaders regarding the design and activities of the program.	4.40
Average Score on TPP Leadership Support Scale	***4.49***
Rating of Support Provided by to the Mentees by the TPP Program (5-point scale)	
A) I am confident the program will produce highly-qualified school principal candidates.	4.68
B) Compared with graduates of other programs, I think graduates of this program will be	4.64

better prepared to work as school principals.	
C) I am very satisfied with the overall quality of the program.	4.64
D) The program made an effective effort to recruit the best candidates.	4.40
E) The program is providing strong support to program participants.	4.68
F) The program and districts have provided good internship placements to give principal candidates the experiences needed to develop into strong principals.	4.20
G) The program is providing strong support to principals who are mentoring participants in the program.	4.04
H) I believe there are strong linkages between the university coursework and field-based experiences in this program.	4.44
I) I believe the program is providing program participants with more growth-producing experiences than they would likely experience in a traditional principal preparation program.	4.84
Average Score on TPP Mentee Support Scale	***4.51***
Rating of Coaches Overall Satisfaction with the TPP Program and Mentees (7-point scale)	
A) Please rate your overall satisfaction with the support you received from the program leaders in your coach/ mentor role.	6.56
B) Please rate your overall satisfaction with how well you have been able to provide a high-quality mentoring experience for your mentee.	6.72
C) Please rate your overall satisfaction with the performance of your mentees to date.	6.44
Average Score on Overall Satisfaction Scale	***6.57***

Generally, the coaches were confident in their own abilities, and individual items with the lowest average scores were on other scales as noted here (and marked in green in Table 2 above):

- The program leaders provided me with high-quality training on being a coach or mentor before I began in this role. (4.00 average on 5-point scale)
- The program leaders provided me with feedback on how to improve my coaching/ mentoring strategies if needed. (4.20 average on 5-point scale)
- The program and districts have provided good internship placements to give principal candidates the experiences needed to develop into strong principals. (4.20 average on 5-point scale)
- The program is providing strong support to principals who are mentoring participants in the program. (4.04 average on 5-point scale)

It is interesting to note that themes reflected in these items (e.g., training/feedback provided to Coaches, quality of internship placements) were also described in comments that the Coaches made to a series of open-ended questions that followed the Likert items; see the discussion below.

Because Highpoint University, Sandhills Regional Education Consortium, UNC-G, and Western Carolina all had fewer than five respondents to the survey, average scale scores in Table 3 below are noted only for North Carolina State University. The NCSU averages are reflective of averages for the other TPP Providers with three of these providers demonstrating scores higher than NCSU on one or two of the scales (as well as lower scores).

Table 3. Summary Statistics for Response Rate and Scale Averages						
TPP Provider Agency	**Number Surveyed**	**Number of Respondents (% Response rate)**	**Average of Personal Confidence Scale**	**Average of TPP Leadership Support Scale**	**Average of TPP Mentee Support Scale**	**Average of Overall Satisfaction Scale**
NCSU	22	16 (72.7%)	4.82	4.53	4.61	6.58
Other Agencies Combined	10	9 (90.0%)	4.79	4.42	4.32	6.56
Range by Agency			4.19 to 5.00	3.83 to 4.83	4.00 to 4.72	5.83 to 7.00
All Agencies	32	25 (78.1%)	4.81	4.49	4.51	6.57

Table 4 indicates how often the Coaches met or otherwise communicated with their mentees. For first-person meetings, the mode was 2-3 times per month and for communications (e.g., telephone, email), the mode was once a week or more often.

Table 4. Coaching Meetings and Communications with Mentees					
Meetings			**Communications**		
On average, I meet in person with the program participants that I am coaching or mentoring:			**On average I talk, text, or otherwise (not in person) communicate with the program participants that I am coaching or mentoring:**		
Once a week or more often	**Two-three times per month**	**Once per month or less often**	**Once a week or more often**	**Two-three times per month**	**Once per month or less often**
6	14	5	16	6	3

Open-Ended Survey Questions

Q. What do you believe are the greatest challenges to sustaining the collaboration between LEAs and the principal preparation program?

Twenty-two (22) of the respondents commented on this question. One theme that was most prominent in the comments is that they perceived a conflict between demands of the TPP Program such as attending class, on the one hand, and expectations that LEA and school staff had for the mentees in their role/responsibilities at the school, on the other hand. Examples of such comments include:

- LEAs are not hearing the expectation that fellows will be out of their buildings frequently. They are increasingly hiring them as APs or treating them as such.
- The principal residents are away from their school settings far too frequently. This puts a strain on them and their supervising principal. When the resident returns to the school after a day away for class responsibilities, they are at least a day behind, basically serving as an 80% administrator.
- Competition between course work and being in school.
- The challenge of balancing time in school and the class work.
- Amount of time mentees are out of the building.

Others made comments that spoke of general challenges with balancing time demands between TPP coursework and school responsibilities that are likely in-keeping with this theme.

Another theme that a number of the Coaches commented on was the challenge of placing the mentees with high quality mentor principals. Example comments include:

- Not every master principal is a strong mentor.
- The quality of some of the principals where placement occurs.
- There is a shortage of highly qualified applicants and there is a shortage of highly qualified mentor principals.
- Pairing program participants with strong principal mentors.
- Funding strong mentors[3]

And, a few of the Coaches commented on the challenge of providing continuing support to the TPP participants after they complete the TPP Program.

Q. In what ways might the partnership between the principal preparation program and the participating LEAs be strengthened?

Twenty-two (22) individuals responded to this question. Similar to the earlier question, one common theme addressed reducing the conflict between TPP Program requirements and responsibilities at the school. One such comment was to, *Complete all coursework prior to the internship* and another comment was, *Mentor principals not expecting 100% of time at school site.* Also similar to the earlier question, a theme was to improve the selection and/or subsequent preparation of the principal mentors. One respondent for instance noted, *LEA principals need to be at least proficient, if not exemplary*. A new theme identified in the coaches' response to this question was to increase TPP Program communications and training with LEA staff, including more contact that the coaches could have with LEA district and school staff.

Q. Please describe how the coaching/district mentoring component of the principal preparation program could be improved for future cohorts.

Twenty-one (21) of the respondents commented on this question. The quality of the principal mentors was repeated as a theme in response to this question, and one theme not seen in the earlier two questions addressed increased training and/or support for the coaches. Example comments include:

- Ongoing staff development on mentoring.
- Sharing of best practices and other resources needs to happen at [periodic] meetings.
- Possibly a few more training sessions for new coaches along the year.
- A debriefing session with coaches to highlight what worked well and what areas need improving.

[3] The respondent wrote "Funding" but may have meant to write "Finding."

Appendix A: Confirmatory Factor Analyses

Confirmatory factor analyses (CFA) were conducted with the 32 Likert-scaled items to demonstrate the reliability of the Transforming Principal Preparation (TPP) Program Executive Coaches' Survey. Reliability was measured by Cronbach's coefficient alpha. If a scale is shown to be reliable, it will yield consistent scores across multiple administrations of the scale to the same group and may as well be generalizable to similar groups in similar contexts. Thus, the purpose of the CFA analysis in this study was to set a baseline comparative scale for repeated and future administrations of the TPP Program Executive Coach/District Mentor Survey.

Scale items on the Coaches' survey described varied aspects associated with coaching principals in training, from the perspective of experienced principals or school leaders. Like items that were grouped together on the survey reflect conceptual subscales for coaches' confidence in their own abilities (8 items), coaches' perceptions of support provided to them by the TPP program leaders (12 items), coaches' perceptions of their mentees (9 items), and overall satisfaction with the TPP program (3 items).

All items were positively worded so that high scores (5 or 7) reflected a positive disposition. Alternatively, low scores (i.e., 1) reflected a negative disposition. Three of the four subscales (Confidence, Leaders, and Program) had a scale from 1 to 5, while the overall satisfaction sub-scale with three items had a scale from 1-7. Due to the fact that metrics differed, the overall reliability computation utilized standardized scores.

Prior to CFA, three assumptions were identified. First, every item in each subscale was assumed to be equivalent to the other items related to that particular construct (Green & Salkind, 2011). Second, items within each subscale were assumed to contain unrelated measurement errors. For example, items did not relate to separate experiences but to only one program experience. And third, it was assumed that an item's score was a sum of both true and error scores (Green & Salkind, 2011).

Missing Value Analyses. All of the 32 items (and n = 25 cases) were inspected for missing values, which can affect CFA analyses. One missing value was detected. A listwise average was imputed for the missing value (Tabachnick & Fidell, 2013).

Cronbach's Alpha. Cronbach's alpha results were high for the entire set of 32 items as a group (α = .94). Subscales demonstrated overall high alpha values with the exception of Subscale 4, Coaches' overall satisfaction with the TPP program (α = .39), indicating that this construct may not reliably generalize across repeated administrations for similar groups. Aside from this set of three items, the TPP Program Executive Coaches' Survey demonstrates high reliability for purposes of repeated administrations and generalizability.

All Items		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.94	.94	32

Subscale 1: Coaches' personal confidence in their own abilities						
Cronbach's Alpha = .91						
Item Statistics (*n* = 25)						
Item	Mean		Std. Deviation			
Conf_A	4.88		.33			
Conf_B	4.68		.48			
Conf_C	4.80		.41			
Conf_D	4.79		.41			
Conf_E	4.84		.37			
Conf_F	4.92		.28			
Conf_G	4.76		.44			
Conf_H	4.80		.41			
Summarized Statistics (*N* = 8 Items)						
	Mean	Minimum	Maximum	Range	Max/Min	Variance
Item Means	4.81	4.68	4.92	.24	1.05	.00
Item Variances	.16	.00	.23	.15	2.96	.00

Subscale 2: Coaches' perceptions of the support provided to them by TPP program leaders						
Cronbach's Alpha = .93						
Item Statistics (*n* = 25)						
Item	Mean		Std. Deviation			
Ldrs_A	4.60		.50			
Ldrs_B	4.00		.82			
Ldrs_C	4.60		.57			
Ldrs_D	4.32		.90			
Ldrs_E	4.36		.91			
Ldrs_F	4.76		.52			
Ldrs_G	4.84		.47			
Ldrs_H	4.20		.87			
Ldrs_I	4.80		.50			
Ldrs_J	4.52		.77			
Ldrs_K	4.48		.77			
Ldrs_L	4.40		.96			
Summarized Statistics (*N* = 12 Items)						
	Mean	Minimum	Maximum	Range	Max/Min	Variance
Item Means	4.49	4.00	4.84	.84	1.21	.06
Item Variances	.54	.22	.92	.69	4.10	.07

Subscale 3: Coaches' perceptions of program support provided to the TPP mentee						
Cronbach's Alpha = .91						
Item Statistics (*n* = 25)						
Item	Mean		Std. Deviation			
Prgr_A	4.68		.56			
Prgr_B	4.64		.70			
Prgr_C	4.64		.64			
Prgr_D	4.40		.76			
Prgr_E	4.68		.56			
Prgr_F	4.20		.87			
Prgr_G	4.04		.93			
Prgr_H	4.44		.58			
Prgr_I	4.84		.37			
Summarized Statistics (*N* = 9 Items)						
	Mean	Minimum	Maximum	Range	Max/Min	Variance
Item Means	4.51	4.04	4.84	.80	1.20	.07

Item Variances	.46	.14	.87	.73	6.24	.05

Subscale 4: Coaches' report of overall satisfaction with the TPP program						
Cronbach's Alpha = .39						
Item Statistics (*n* = 25)						
Items	Mean		Std. Deviation			
Stsf_A	6.56		.92			
Stsf_B	6.72		.46			
Stsf_C	6.44		1.23			
Summarized Statistics (*N* = 3 Items)						
	Mean	Minimum	Maximum	Range	Max/Min	Variance
Item Means	6.57	6.44	6.72	.28	1.04	.02
Item Variances	.85	.21	1.51	1.30	7.18	.42

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SURVEY RESULTS: 2017-18

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An online survey of individuals participating in the TPP Program was distributed December 19, 2017, for individuals completing TPP Programs in the fall at High Point, Sandhills and Western Carolina, and distributed again April 25, 2018, for the remaining individuals completing their programs in the spring. In total, 118 individuals were surveyed, 114 individuals accessed the survey, and 110 (93.2%) individuals participated in the survey. The first survey was completed December 19 and the last survey was competed May 26. Results from the two survey releases are combined in this report.

Of the 110 respondents to the survey, 67 (60.9%) indicated that they had 10 years' or more experience in education at the time they began the TPP Program, as shown in Table 1. The average was 11.4 years. Seventy-two (65.5%) of the respondents indicated they had been a regular classroom teacher before beginning the program. The remainder named a number of roles, with academic coach, instructional coach, and curriculum facilitator being most often mentioned.

Table 1. Years of Experience As an Educator

0-4 Years	5-9 Years	10-14 Years	15-19 Years	20+ Years	Blank
13	28	32	29	6	2

Likert-scale items on the survey were constructed for nine scales as indicated in Table 2. For scales #1-4 in Table 2, respondents were asked to rate the extent to which they felt each statement was true of their leadership preparation program. Item anchors ranged from Not at all true to Somewhat True to Very much true, and were scored 1-5 with 5 representing Very much true. For scales #5-8 in Table 2, respondents were asked to rate the extent to which they felt confident doing the task indicated in the item. Item anchors ranged from Not at all confident to Somewhat confident to Very much confident, and were scored 1-5 with 5 representing Very much confident. For scale #9 in Table 2, respondents were asked to rate the extent to which they agreed with each statement. Item anchors on scale #9 were Strongly Disagree, Disagree, Agree, and Strongly Agree, and were scored 1-4 with 4 representing Strongly Agree.

[1] Suggested citation: Carruthers, W., Lovin, P., & Copeland, J. (2018, June). *Participants Survey Results: 2017-18*. Garner, NC: Grant*Prose*, Inc.

Table 2. Characteristics of Attitude Scales on the Participant Survey			
Scale Title	**Description**	**Number of Items**	**Scale Coefficient Alpha**
1. Program Cohort	Attitudes regarding being a member of a cohort	4	.97
2.University Coursework	Attitudes regarding features of the TPP Program	8	.95
3.Mentoring Principal Supports	Attitudes regarding support provided by mentoring principal	9	.95
4. Coaching Supports	Attitudes regarding support provided by the Executive Coach	5	.92
5. Lead Organizational Learning	Confidence regarding their preparation to lead organization learning	4	.95
6. Develop School Mission and Vision	Confidence regarding their preparation to develop a school's mission and vision	7	.91
7. Serve as an Instructional Leader	Confidence regarding their preparation to serve as an instructional leader	8	.95
8. Manage School Operations	Confidence regarding their preparation to manage school operations	7	.82
9. Commitment to the Principalship	Attitudes expressing their commitment to becoming a school principal	4	.49

Appendix A provides results of a confirmatory factor analysis conducted with the survey items. Coefficient alpha reliabilities were satisfactory for all of the scales in Table 2, except the last scale – Commitment to the Principalship – which is not surprising. This scale had only four items, one item was reverse-worded, and another item could be misleading due to how it asked whether an individual expected to remain a principal until retirement; 36 (32.7%) of the respondents indicated some measure of disagreement with this statement.

Table 3 provides average scores on the individual items along with scale averages for the entire group of 110 respondents.

Table 3. Item and Scale Averages			
Item Description	**Item Label**	**N**	**Average**
SCALE: PROGRAM COHORT			
My program cohort serves as a source of social and professional support.	Cohort_01	110	4.75
My program cohort provides collaborative learning opportunities for sharing experiences and knowledge.	Cohort_02	110	4.72
My program cohort helps me learn teamwork and team leadership in authentic practice-oriented activities.	Cohort_03	110	4.68
My program cohort will serve as a professional network that I can rely on for social and professional support throughout my career.	Cohort_04	110	4.67
	Cohort_TOT	110	4.71

SCALE: UNIVERSITY COURSEWORK			
The coursework is comprehensive and provides a coherent learning experience.	CoursseWk_01	110	4.57
The program gives me a strong orientation to the principalship as a career.	CourseWk_02	110	4.67
The program integrates theory and practice.	CourseWk_03	110	4.66
The coursework provides many opportunities for self-assessment as a leader.	CourseWk_04	110	4.75
The coursework provides regular assessments of my skill development and leadership competencies.	CourseWk_05	110	4.55
In my coursework, I am often asked to reflect on practice and analyze how to improve it.	CourseWk_06	110	4.72
Faculty in the program provide me many opportunities to evaluate the coursework.	CourseWk_07	110	4.44
There are strong linkages between the university coursework and field-based experiences.	CourseWk_08	110	4.49
	CourseWk_TOT	110	4.61
SCALE: MENTORING PRINCIPAL SUPPORTS			
The program provides regular opportunities for me to receive mentoring from an experienced principal.	Mentor_01	110	4.74
My mentor principal has a proven track record of success as a principal including building strong school culture and supporting staff growth.	Mentor_02	110	4.40
My mentor principal and I are guided by a learning plan that, in addition to individual goals, requires a core set of experiences.	Mentor_03	110	4.30
My mentor principal and I review my learning plan on a regular basis, updating it to reflect my progress in skill development.	Mentor_04	110	4.08
My mentor principal ensures I am immersed in meaningful leadership work that is intentionally selected and implemented for the benefit of growing my skills.	Mentor_05	110	4.45
I have a strong relationship with my mentor principal and will continue to rely on him/her for social and professional support throughout my career.	Mentor_06	110	4.58
During my mentorship, I had responsibility for leading, facilitating, and making decisions typical of an educational leader.	Mentor_07	110	4.46
My mentorship enabled me to develop the practice of engaging peers and colleagues in shared problem solving and collaboration.	Mentor_08	110	4.58
My mentorship was an excellent learning experience for becoming a principal.	Mentor_09	110	4.65
My internship enabled me to develop the practice of engaging peers and colleagues in shared problem solving and collaboration.	Mentor_TOT	110	4.47
COACHING SUPPORTS			
My leadership coach is an experienced educator with an understanding of and expertise in effective school leadership practice.	Coach_01	109	4.89
My leadership coach provides support and feedback, and helps me internalize new skills and concepts.	Coach_02	109	4.79
My leadership coach visits my mentorship school on a regular basis to ensure my experience offers an appropriate level of rigor to fully develop my skills.	Coach_03	109	4.68
My leadership coach helps me learn from my mentorship experiences by linking my coursework to its practical application in the school.	Coach_04	109	4.67

I have a strong relationship with my leadership coach and will continue to rely on him/her for social and professional support throughout my career.	Coach_05	109	4.72
	Coach_TOT	109	4.75
SCALE: LEAD ORGANIZATIONAL LEARNING			
Engaging faculty and staff to use data to monitor school progress, identify problems, & propose solutions.	OrgLrng_01	110	4.46
Engaging faculty and staff in collaborative decision-making about school curriculum and policies.	OrgLrng_02	110	4.56
Engaging faculty and staff in comprehensive planning for school improvement.	OrgLrng_03	110	4.45
Engaging faculty and staff in self-improvement and continuous learning.	OrgLrng_04	110	4.46
Engaging in comprehensive planning for school improvement.	OrgLrng_TOT	110	4.49
SCALE: DEVELOP SCHOOL MISSION AND VISION			
Developing broad agreement among faculty and staff about the school's mission and vision.	Mission_01	110	4.45
Mobilizing the school's faculty and staff to foster social justice in serving all students.	Mission_02	110	4.41
Using effective written and oral communication skills to communicate with faculty and staff.	Mission_03	110	4.68
Developing a clear set of ethical principles to guide decision-making among faculty and staff.	Mission_04	110	4.67
Working with school faculty and staff to develop goals for their practice and professional learning.	Mission_05	110	4.61
Working with faculty and staff to solve school or department problems.	Mission_06	110	4.59
Working with faculty and staff to meet federal, state, and local policies.	Mission_07	110	4.54
	Mission_TOT	110	4.56
SCALE: SERVE AS AN INSTRUCTIONAL COACH			
Creating a coherent instructional program across the grade levels and subject areas.	InstLdr_01	110	4.42
Facilitating student learning (e.g., eliminating barriers to student learning, establishing high expectations for students).	InstLdr_02	110	4.62
Evaluating curriculum materials for their usefulness in supporting learning.	InstLdr_03	110	4.49
Designing professional development that builds knowledge and skills among school faculty and staff.	InstLdr_04	110	4.50
Evaluating school faculty and staff and providing feedback to support their improvement.	InstLdr_05	110	4.54
Working with faculty and school staff to improve teaching methods when students are not succeeding.	InstLdr_06	110	4.53
Understanding how diverse students learn and how to teach them successfully.	InstLdr_07	110	4.58
Identifying current and/or new instructional initiatives that are best suited to meeting the needs of diverse learners.	InstLdr_08	110	4.47
Identifying current and/or new instructional initiatives that are best suited meeting the needs of all students.	InstLdr_TOT	110	4.52

SCALE: MANAGE SCHOOL OPEATIONS			
Creating and maintaining an orderly, purposeful learning environment.	SchlOps_01	110	4.68
Managing discipline and student support services.	SchlOps_02	110	4.66
Analyzing budgets and reallocating resources to achieve critical objectives.	SchlOps_03	110	3.81
Finding and allocating resources to pursue important school goals.	SchlOps_04	110	3.93
Managing facilities and their maintenance.	SchlOps_05	110	4.24
Working with families from diverse communities to support students' learning.	SchlOps_06	110	4.49
Collaborating with outside agencies for school assistance and partnership.	SchlOps_07	110	4.36
	SchlOps_tot	110	4.31
SCALE: COMMITMENT TO THE PRINCIPALSHIP			
The stress and disappointments involved in serving as principal aren't really worth it. (Reverse worded)	Commt_01	110	3.40
In my career plans for the near future, I am committed to serving as a school principal.	Commt_02	110	3.75
I am especially interested in serving as a principal in a high needs school.	Commt_03	110	3.49
I expect to remain a principal until I retire.	Commt_04	110	2.85
	Commt_TOT	110	3.37

On the whole, respondents were quite positive in their perceptions of the TPP Program. Three items with the lowest averages (green highlighting in Table 3) were on the scale addressing respondents' confidence in their ability to manage school operations (i.e., managing budgets, allocating resources, and managing facilities). Also, the item *"I expect to remain a principal until I retire"* was a low average on the scale addressing respondents' commitment to the principalship. It is probable that some number of the respondents to this question see being a principal as a next step in an educational career that may extend beyond being a principal.

Table 4 provides average scale scores arranged by TPP Provider agency. Cells with green highlighting indicate the highest average score on each scale, although the difference between the highest score and next highest score(s) is often quite small.

Table 4. Scale Average by TPP Program Provider Agency												
TPP Program	**Number Surveyed**	**N**	**Response Rate**	**Scale Averages**								
				Cohort	**Course Work**	**Mentoring Support**	**Coaching Support**	**Organizational Learning**	**Mission and Vision**	**Instructional Leadership**	**School Operations**	**Commitment to Principalship**
DPLA	14	14	100%	4.71	4.35	4.21	4.60	4.43	4.30	4.49	4.11	3.16
HPLU	30	29	96.7%	4.84	4.60	4.52	4.82	4.54	4.67	4.46	4.35	3.41
NCLA	19	18	94.7%	4.89	4.90	4.54	4.87	4.58	4.70	4.59	4.44	3.39
PPEERS	19	18	94.7%	4.39	4.40	4.29	4.62	4.18	4.29	4.32	4.20	3.46
Sandhills	26	24	92.3%	4.85	4.75	4.71	4.87	4.59	4.68	4.67	4.38	3.37
WCU	10	7	70.0%	4.00	4.45	4.25	4.30	4.54	4.61	4.63	4.23	3.36
Grand Total	**118**	**110**	**93.2%**	**4.71**	**4.61**	**4.47**	**4.75**	**4.49**	**4.56**	**4.52**	**4.31**	**3.37**

Open-Ended Survey Questions

Q. Overall, what do you think the program does best to prepare you to become an effective principal?

One hundred three (103) of the respondents commented on this question. One theme that was most prominent in the comments is that they perceived their residency to be an especially important part of their preparation to be principals. Other themes that received frequent mention include how the coursework was relevant to practical experiences in the schools, the value of support they received from their principal mentors, coaches and faculty, the authenticity of their experiences, the focus on developing self-awareness, and the value of relationships they developed including in their cohort groups.

Q. Overall, what do you think the program could do to improve its ability to prepare effective principals?

Ninety-nine (99) of the respondents commented on this question, although 15 of these comments were "Nothing" or a variation of this. One theme that received 18 comments addressed different or additional coursework that the individuals desired, with instruction on budgeting being most frequently mentioned. Also mentioned was instruction on Human Resources, law, and exceptional children.

Eleven (11) individuals commented that the program and/or the residency could be lengthened. Individuals who commented about lengthening the program appear to have been involved in 1-year programs, while individuals who commented about lengthening the residency appear to have been involved in 5-month residencies.

Eight (8) individuals offered comments about the quality of the mentor principals…either about their own experience or what they had heard about from others. Example comments are:

- *Be mindful of the mentor principal's experience and ability to help develop the capacity for leadership.*
- *The program could screen and rate potential host principals in order to determine if they are a good learning example.*
- *They need to select better qualified mentor principals. Not all principals share the* [redacted] *vision and goals.*
- *I do not believe the administrator I was paired with was fully equipped to grow/push me as a leader.*

Other comments that also pertained to the mentor principals indicated that expectations with and for the participant could be clarified. Example comments are:

- *I think the program can work more with the internship principal so that both parties understand how to set goals, devise a plan, implement the plan, and assess its effectiveness.*
- *…making sure that the school districts and principals have a true understanding of the expectation for the internship beyond handling discipline.*
- *Ensure mentor principals are fully aware of program and its requirements*

Six (6) individuals indicated they would like to have had experiences in more varied school settings such as *"We could visit successful high needs schools;" "Visit schools and principals*

across the district;" and *"Embedding an additional experience midway through the internship (perhaps for 3-4 weeks) at a level that is different from the full-time assignment would be beneficial."*

Another 6 individuals indicated that providing more individualized feedback to the participants would be helpful with such feedback being *immediate*, *prompt*, or *more timely*.

Two individuals described conflicts between expectations for them as an intern working in a school, on the one hand, and expectations for them as a student taking university coursework, on the other hand.

- *It would also be helpful that when we were in our full-time internship that we did not have to be out of the building 1-2 days every week.*
- *Acknowledge the differences between residents that have to do the job of assistant principal and residents that are able to be just residents. There is a major difference in the work load and expectations at the residency level, but the same level of expectations is used at the college/coursework level. Also, if a county is going to be able to place a resident in a position without hiring them, I feel that there should be additional guidelines to outline this process.*

The concerns expressed by these two individuals are similar to concerns that the Executive Coaches expressed on their survey, bearing on how the school district views the interns—whether as an actual assistant principal at the school with all the associated responsibilities or as an intern without the level of responsibility that an assistant principal would have.

Also, a number of individuals commented on reducing the redundancy they saw in program elements such as overlap among classes, workshops that were redundant, and seminars that addressed the same topic.

Appendix A: Confirmatory Factor Analyses

Confirmatory Factor Analyses. Confirmatory factor analyses (CFA) were conducted with the 56 Likert-scaled items to demonstrate the reliability of the Participants' survey scales. Reliability was measured by Cronbach's coefficient alpha. If a scale is shown to be reliable, it will yield consistent scores across multiple administrations of the scale to the same group and is expected to be generalizable to similar groups in similar contexts. Thus, the purpose of the CFA analysis in this study was to set a baseline comparative scale for repeated and future administrations of the Participants' survey.

Scale items on the Participants' survey described varied components of principals in their second year of training. Similar items that were grouped together on the survey reflect conceptual subscales across nine competency areas: Perceptions about the participants' program cohort (4 items), university coursework (8 items), mentor support for principals in training (9 items), leadership support for principals in training (5 items), opportunities to lead organizational learning (4 items), developing school mission and vision (7 items), serving as an instructional leader (8 items), managing school operations (7 items), and commitment to serve as a principal (4 items).

All items were positively worded so that high scores (5 or 4, respectively) reflected a positive disposition. Alternatively, low scores (i.e., 1) reflected a negative disposition. Eight of the nine subscales had a scale from 1 to 5. However, the commitment to the principalship had a scale from 1-4. Due to the fact that metrics differed, the overall 56 item reliability computation utilized standardized scores.

Prior to CFA, three assumptions were identified. First, every item in each subscale was assumed to be equivalent to the other items related to that particular construct (Green & Salkind, 2011). Second, items within each subscale were assumed to contain unrelated measurement errors. For example, items did not relate to separate experiences but to only one program experience. And third, it was assumed that an item's score was a sum of both true and error scores (Green & Salkind, 2011).

Missing Value Analyses. All of the 56 items (and n = 110 cases) were inspected for missing values, which can affect CFA analyses. There were ten missing values detected (approximately 0.2%), which represented a very small proportion. However, casewise and listwise averages were computed and found to be similar. Thus, listwise averages were imputed for the missing values (Tabachnick & Fidell, 2013).

Cronbach's Alpha. Cronbach's alpha results were high for the entire set of 56 items as a group (α = .97). Subscales demonstrated overall high alpha values with the exception of Subscale 8, Manage School Operations (α = .82), which demonstrates moderate reliability, and Subscale 9, Commitment to the Principalship (α = .49), indicating that this construct may not reliably generalize across repeated administrations for similar groups. Aside from subscale 9, the Participants'urvey demonstrates high reliability for purposes of repeated administrations and generalizability.

All Items		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.97	.97	56

Subscale 1: Program Cohort		
Cronbach's Alpha = .97		
Item Statistics (*n* = 110)		
Item	Mean	Std. Deviation
Cohort_01	4.75	.59
Cohort_02	4.72	.59
Cohort_03	4.68	.716
Cohort_04	4.67	.731

Summarized Statistics (*N* = 4 Items)						
	Mean	Minimum	Maximum	Range	Max/Min	Variance
Item Means	4.71	4.67	4.75	.08	1.02	.00
Item Variances	.44	.35	.53	.18	1.52	.01

Subscale 2: University Coursework		
Cronbach's Alpha = .95		
Item Statistics (*n* = 110)		
Item	Mean	Std. Deviation
CoursseWk_01	4.57	.71
CourseWk_02	4.67	.59
CourseWk_03	4.66	.68
CourseWk_04	4.76	.53
CourseWk_05	4.56	.76
CourseWk_06	4.72	.61
CourseWk_07	4.44	.82
CourseWk_08	4.49	.83

Summarized Statistics (*N* = 8 Items)						
	Mean	Minimum	Maximum	Range	Max/Min	Variance
Item Means	4.61	4.44	4.76	.32	1.07	.01
Item Variances	.49	.28	.69	.41	2.49	.02

Subscale 3: Mentoring Principal Support						
Cronbach's Alpha = .95						
Item Statistics (*n* = 110)						
Item	Mean		Std. Deviation			
Mentor_01	4.74		.70			
Mentor_02	4.40		1.06			
Mentor_03	4.30		1.01			
Mentor_04	4.08		1.16			
Mentor_05	4.46		.82			
Mentor_06	4.58		.81			
Mentor_07	4.46		.76			
Mentor_08	4.58		.62			
Mentor_09	4.65		.66			
Summarized Statistics (*N* = 9 Items)						
	Mean	Minimum	Maximum	Range	Max/Min	Variance
Item Means	4.47	4.08	4.74	.66	1.16	.04
Item Variances	.75	.39	1.36	.97	3.47	.12

Subscale 4: Coaching Supports						
Cronbach's Alpha = .92						
Item Statistics (*n* = 110)						
Items	Mean		Std. Deviation			
Coach_01	4.89		.37			
Coach_02	4.79		.51			
Coach_03	4.68		.72			
Coach_04	4.67		.68			
Coach_05	4.72		.68			
Summarized Statistics (*N* = 5 Items)						
	Mean	Minimum	Maximum	Range	Max/Min	Variance
Item Means	4.75	4.67	4.89	.22	1.05	.01
Item Variances	.37	.14	.51	.38	3.80	.03

Subscale 5: Lead Organizational Learning						
Cronbach's Alpha = .95						
Item Statistics (*n* = 110)						
Items	Mean		Std. Deviation			
OrgLrng_01	4.46		.67			
OrgLrng_02	4.56		.66			
OrgLrng_03	4.46		.72			
OrgLrng_04	4.46		.74			
Summarized Statistics (*N* = 4 Items)						
	Mean	Minimum	Maximum	Range	Max/Min	Variance
Item Means	4.49	4.46	4.56	.11	1.02	.00
Item Variances	.49	.43	.55	.11	1.26	.00

Subscale 6: Develop School Mission and Vision						
Cronbach's Alpha = .91						
Item Statistics (*n* = 110)						
Items	Mean		Std. Deviation			
Mission_01	4.45		.66			
Mission_02	4.41		.70			
Mission_03	4.68		.52			
Mission_04	4.67		.53			
Mission_05	4.61		.56			
Mission_06	4.59		.56			
Mission_07	4.54		.66			
Summarized Statistics (*N* = 7 Items)						
	Mean	Minimum	Maximum	Range	Max/Min	Variance
Item Means	4.56	4.41	4.68	.27	1.06	.01
Item Variances	.36	.27	.50	.22	1.81	.01

Subscale 7: Serve as an Instructional Leader		
Cronbach's Alpha = .95		
Item Statistics (*n* = 110)		
Items	Mean	Std. Deviation
InstLdr_01	4.42	.66
InstLdr_02	4.62	.55
InstLdr_03	4.49	.66
InstLdr_04	4.50	.63
InstLdr_05	4.54	.59
InstLdr_06	4.53	.59
InstLdr_07	4.58	.61
InstLdr_08	4.47	.62

Summarized Statistics (*N* = 8 Items)

	Mean	Minimum	Maximum	Range	Max/Min	Variance
Item Means	4.52	4.42	4.62	.20	1.05	.00
Item Variances	.38	.31	.44	.12	1.40	.00

Subscale 8: Manage School Operations		
Cronbach's Alpha = .82		
Item Statistics (*n* = 110)		
Items	Mean	Std. Deviation
SchlOps_01	4.68	.56
SchlOps_02	4.66	.53
SchlOps_03	3.81	.91
SchlOps_04	3.93	.91
SchlOps_05	4.24	.85
SchlOps_06	4.49	.66
SchlOps_07	4.36	.76

Summarized Statistics (*N* = 7 Items)

	Mean	Minimum	Maximum	Range	Max/Min	Variance
Item Means	4.31	3.81	4.68	.87	1.23	.12
Item Variances	.57	.28	.84	.55	2.98	.05

Subscale 9: Commitment to the Principalship						
Cronbach's Alpha = .49						
Item Statistics (*n* = 110)						
Items	Mean		Std. Deviation			
Commt_01	3.40		.78			
Commt_02	3.75		.473			
Commt_03	3.49		.62			
Commt_04	2.85		.77			
Summarized Statistics (*N* = 4 Items)						
	Mean	Minimum	Maximum	Range	Max/Min	Variance
Item Means	3.37	2.85	3.76	.91	1.32	.15
Item Variances	.45	.22	.61	.34	2.72	.03

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TPP Surveys 2017-18: Analysis of Variance Methods

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Grant*Prose* conducted four surveys during the 2017-18 year to capture the perceived value and effect of the TPP Program across different population groups and institutions. Each population group received a unique survey: program participants, executive coaches, principal mentors, and LEA representatives. The surveys were administered in the latter half of the 2017-18 school year. One-way Analysis of Variance (ANOVA) was employed to determine whether there were statistically significant differences between the means of two or more TPP Provider agencies from the perspective of various participants' roles.

Principal Mentor Survey

The Principal Mentor survey contained 30 Likert-scaled items that described varying aspects of serving as a principal mentor for TPP participants. Comparable items that were grouped together on the survey reflected four conceptual subscales for Collaboration with TPP Leaders (9 items), On Being a Mentor (9 items), About My Mentee (9 items), and Overall Satisfaction with the Program (3 items). All items were positively worded so that a high score indicated a strong presence of the respective feature while low scores indicated the absence of the respective feature. The scale anchors were 1-5 for all the subscales except for the last. Overall Satisfaction with the Program utilized scale anchors 1-7, but these were also positively worded. Since ANOVA is conducted to assess whether means on a dependent variable (score) are significantly different among groups, the total of scores across all 30 Likert items were computed for each case (n = 63).

Participant Survey

The Participant survey contained 56 Likert-scaled items that described varying aspects of TPP participants in their second year of training. Similar items that were grouped together on the survey reflected conceptual subscales across nine competency areas: Perceptions about the participants' program cohort (4 items), university coursework (8 items), mentor support for principals in training (9 items), leadership support for principals in training (5 items), opportunities to lead organizational learning (4 items), developing school mission and vision (7 items), serving as an instructional leader (8 items), school operations management (7 items), and commitment to serve in the principal practitionership (4 items). All items were positively worded so that high scores (e.g., 4 or 5) reflected a positive disposition. Alternatively, low scores (e.g., 1 or 2) reflected a negative disposition. Eight of the nine subscales had a scale from 1 to 5. However, the principal practitionership subscale had a scale from 1-4. Since ANOVA is conducted to assess whether means on a dependent variable (score) are significantly different among groups, the total of scores across all 56 Likert items were computed for each case (n = 110).

[1] Recommended citation: Copeland, J., & Carruthers, W. (2018, July). *TPP surveys 2017-18: Analysis of Variance methods.* Garner, NC: Grant*Prose*, Inc.

LEA Representative Survey
The LEA Representative survey contained 14 Likert-scaled items that described varying aspects of serving as a school district point of contact for the TPP program directors. In most cases, the point of contact held a district superintendent or similar leadership role in the bureaucratic structure of the school system. Comparable items that were grouped together on the survey reflected conceptual subscales for Collaboration (5 items), Program Quality (4 items), and Program Features (5 items). All items were positively worded so that a high score of 4 or 5 indicated a strong presence of that feature while low scores of 1 or 2 indicated the absence of that feature. Since ANOVA is conducted to assess whether means on a dependent variable (score) are significantly different among groups, the total of scores across all 14 Likert items were computed for each case (n = 31).

Executive Coach Survey
The Executive Coach survey contained 32 Likert-scaled items that described varying aspects of coaching principals in training, from the perspective of experienced principals or school leaders. Like items that were grouped together on the survey reflected conceptual subscales for coaches' confidence in their own abilities (8 items), coaches' perceptions of the TPP program leadership (12 items), coaches' perceptions of their mentees (9 items), and overall satisfaction with the TPP program (3 items). All items were positively worded so that high scores (5 or 7, respectively) reflected a positive disposition. Alternatively, low scores (e.g., 1 or 2) reflected a negative disposition. Three of the four subscales (Confidence, Leaders, and Program) had a scale from 1 to 5. However, the overall satisfaction subscale had a scale from 1-7. Since ANOVA is conducted to assess whether means on a dependent variable (score) are significantly different among groups, the total of scores across all 32 Likert items were computed for each case (n = 25).

Missing Values Analysis
For the **Principal Mentor** survey, all 30 items were inspected across each case. One participant only responded to the first of the four subscales; consequently, that case was removed from the analysis. Two participants each omitted single responses on one of the subscales and listwise averages were imputed for those missing values (Tabachnick & Fidell, 2013). For the **Participant** survey, all of the 56 items were inspected across each case. There were ten missing values detected (approximately .2%), which represented a very small proportion, but can affect comparative analyses. Casewise and listwise averages were very computed and found to be similar. Thus, listwise averages were imputed for the missing values. For the **LEA Representatives** survey, all 14 items were inspected across each case. One missing value was noted in the Program Quality subscale and a listwise average was imputed for that missing value (Tabachnick & Fidell, 2013). Similarly, for the **Executive Coach/District Mentor** survey, the 32 items were inspected across all cases. One missing value was detected and a listwise average was imputed for the missing value.

Assumptions and Effect
Prior to ANOVA, three assumptions were verified (Green & Salkind, 2011). First, the dependent variable (total score across all survey items on each survey) was assumed to be normally distributed for each institution represented (each TPP Provider agency). This was verified using

the Shapiro-Wilk test of normality and in each of the four surveys, tests of normality were violated. However, sample sizes exceeded 15 cases on each survey and Wilcox (2001) notes that fairly accurate *p* values are produced with sample sizes of at least 15, although the power of the ANOVA may be reduced. Second, the variances of the dependent variable are the same for all populations (homogeneity of variances). This was verified utilizing Levene's test of equal variances. Variances were found to be homogeneous in all but the LEA Representative survey responses, requiring post hoc comparison tests that do not assume equal variances (i.e., Dunnett's C procedure) in the event significance is found. Third, all cases were assumed to represent random samples from the population and the scores are independent of one another. This was verified by ensuring that no respondents were in more than one survey group and that no groups were the same (Green & Salkind, 2011).

Effect size statistics for ANOVA is assessed using η^2, with values of 0 indicating there are no differences in the mean scores among the groups and 1 indicating that there are differences between at least two of the groups and no differences on scores within each group. For purposes of this analysis, effect sizes will be interpreted with .01, .06, and .14 as small, medium, and large effect sizes, respectively (Green & Salkind, 2011).

RESULTS

Descriptive Statistics

To provide a holistic perspective of differences between the TPP Provider agencies, averages and standard deviations were computed for total scores relative to each survey. The tables below indicate the highest and lowest means and standard deviations, respectively, for each survey. On average, HPU agents (Principal Mentors, LEA Representatives, and Executive Coaches) had higher total scores and less variation in total scores than the other groups. On the other hand, WCU Principal Mentors, Executive Coaches, and Participants report lower than average total scores. In the case where the number of respondents is small, larger standard deviation is expected.

Table 1. Descriptive Statistics

Principal Mentors			
Institution	**Mean**	**Std. Deviation**	***n* = Number of Respondents**
HPU	143.3	9.6	19
NCSU	140.9	11.3	13
UNCG	141.0	13.0	12
Sandhills	140.5	12.2	14
WCU	138.8	17.5	5
Total	141.4	11.6	63
Participants			
HPU	251.6	20.7	29
NCSU	249.1	23.3	32
UNCG	239.1	29.6	18
Sandhills	256.7	17.6	24
WCU	238.8	21.9	7

Total	249.1	23.0	110
LEA Representatives			
HPU	68.6	1.6	7
NCSU	[redacted]	9.1	3
Sandhills	61.8	6.1	6
UNCG	61.6	4.8	10
WCU	58.0	6.9	5
Total	62.0	6.5	31
Executive Coaches			
HPU	[redacted]	1.4	2
NCSU	154.2	11.6	16
Sandhills	[redacted]	7.1	2
UNCG	[redacted]	6.8	3
WCU	[redacted]	22.6	2
Total	152.6	12.5	25

** Note. Averages are redacted in Table 1 in instances where there were fewer than 5 respondents to a survey for any of the TPP Providers; however, the averages were entered into the ANOVA analyses.*

One-Way ANOVA

A series of one-way ANOVAs were conducted to determine if there was a statistical significance in the average of the total scores. For each of the surveys, the independent variable—TPP Provider agency—included five levels: HPU, NCSU, UNCG Sandhills and WCU. The dependent variable was an individuals' total survey score.

The ANOVA results were significant only for the LEA Representatives survey results, $F(4, 26) = 4.27$, $p < .01$. The strength of the relationship between TPP Provider agency and the overall total survey score, as assessed by η^2, was large with institution accounting for about 40% of the variance in overall total score. These results are illustrated in the table that follows.

Table 2. ANOVA Results

Tests of Between-Subjects Effects Principal Mentors						
Source	**Type III Sum of Squares**	**df**	**Mean Square**	***F***	**Sig.**	**Partial Eta Squared (η^2)**
Corrected Model	115.47[a]	4	28.87	.203	.936	.014
Intercept	1024726.75	1	1024726.75	7207.56	.000	.992
Institution	115.47	4	28.87	.203	*.936*	.014
Error	8246.09	58	142.17			
Total	1267641.70	63				
Corrected Total	8361.56	62				
Tests of Between-Subjects Effects Participants						
Corrected Model	4144.30[b]	4	1036.08	2.02	.096	.072
Intercept	4990324.97	1	4990324.97	9747.79	.000	.989
Institution	4144.30	4	1036.08	2.02	*.096*	.072
Error	53754.15	105	511.94			

Total	6886093.38	110				
Corrected Total	57898.45	109				
Tests of Between-Subjects Effects LEA Representatives						
Corrected Model	504.46[c]	4	126.12	4.27	.009	.397
Intercept	99054.53	1	99054.53	3356.84	.000	.992
Institution	504.46	4	126.12	4.27	.009*	.397
Error	767.21	26	29.51			
Total	120634.16	31				
Corrected Total	1271.68	30				
Tests of Between-Subjects Effects Executive Coaches						
Corrected Model	1054.01[d]	4	263.50	1.96	.139	.282
Intercept	300280.55	1	300280.55	2238.12	.000	.991
Institution	1054.01	4	263.50	1.96	*.139*	.282
Error	2683.32	20	134.17			
Total	586147.46	25				
Corrected Total	3737.33	24				

a. *R* Squared = .014 (Adjusted *R* Squared = -.054)
b. *R* Squared = .072 (Adjusted *R* Squared = .036)
c. *R* Squared = .397 (Adjusted *R* Squared = .304)
d. *R* Squared = .282 (Adjusted *R* Squared = .138)

Post hoc Tests

Because the overall *F* test was significant for the LEA Representatives survey, follow-up tests were conducted to evaluate pairwise differences among the means. Because the variances were not assumed to be homogenous, Dunnett's C test was employed. This test does not assume equal variances among the TPP Provider agencies and controls for Type I error across pairwise comparisons. A significant difference was demonstrated between HPU and UNCG as it relates to LEA Representatives survey responses. Moreover, the pairwise confidence interval does contain 0, indicating that the difference in means between these pairs is equal to zero.

Table 3. LEA Representatives Pairwise Significant Differences Using Dunnett's C

TPP Provider Agency Pairs		Mean Difference	Standard Error	95% Confidence Interval Lower Bound	95% Confidence Interval Upper Bound
HPU	NCSU	12.91	5.27	-27.40	53.21
	Sandhills	6.81	2.55	-3.40	17.01
	UNCG	6.97*	1.65	1.35	12.60
	WCU	10.57	3.16	-3.39	24.53
NCSU	Sandhills	-6.10	5.80	-46.79	34.59
	UNCG	-5.93	5.46	-46.07	34.20
	WCU	-2.33	6.09	-44.04	39.37
Sandhills	UNCG	.17	2.91	-10.10	11.33
	WCU	3.77	3.97	-13.20	20.74

UNCG	WCU	3.60	3.46	-11.03	18.23

** Note. The mean is significant at the .05 level.*

Discussion

The one-way ANOVA resulted in significant results for the LEA Representatives survey. Moreover, the effect was shown to be large with institution accounting for about 40% of the variance in overall total score. ANOVA is an omnibus test, meaning that it can detect statistical significance among groups, but to determine which groups differ significantly, follow up tests were conducted. Here, Dunnett's C test demonstrated that for the LEA Representatives, mean differences in total survey responses were significant between HPU and UNCG.

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TRANSFORMING PRINCIPAL PREPARATION PROGRAM
Secondary Analyses of Expenditure Invoices: 2016-18
William Carruthers & Pamela Lovin[1]
July 2018

During the two-year 2016-18 performance period of the TPP Program, the Provider agencies submitted periodic invoices to NCASLD to recover expenses incurred to date. While these invoices made use of a common set of budget categories for the agencies to follow[2], how particular expenses that had similar purposes were assigned to the budget categories differed widely among the agencies. The information provided in this report presents a 'secondary' analysis of the agency invoices in an effort to align like expenses with like expenses—match apples to apples so-to-speak. A number of new expense categories were created for this secondary analysis, particularly for the purpose of distinguishing 'operational' expenses to implement the program from those that most directly supported the participants (e.g., tuition, stipends, books used in coursework, etc.) or supported the LEAs (e.g., costs of substitutes needed by the participants).

On the whole, the Provider invoices to NCASLD were quite detailed, sometimes running to hundreds of pages, and it was possible to discern the purpose for most of the expenses being invoiced. But, in instances where it was not clear what an expense was supporting, then a best guess judgement was made with regards to how to categorize that expense. To be conservative and not overly estimate the Provider agencies' expenditures for their operational responsibilities, if there was uncertainty whether to classify an expense as operational or participant support, the decision was to classify it as participant support. In some instances, where it was quite unclear what the purpose of the expense was, then the expense would be classified as Other. And, finally, so as to reconcile the secondary analysis to the NCASLD invoices submitted to SEAA, it was sometimes necessary to add a last line designated an Adjustment. Expenses allocated to line items for other and adjustments accounted for less than ½ of a percent of the total expenditures across all Provider agencies.

Accordingly, the analysis reported herein is a 'close approximation' of how expenses can be compared across the Provider agencies. While there are surely errors in the analysis or differences of opinion regarding how a particular expense might be classified, we believe the comparison of how the agencies expended TPP funds is accurate to a considerable degree. The analysis of expenditures that resulted in the graphs that follow was reconciled to each invoice submitted by the Provider agencies[3] and for their reported expenditures for the entire 2016-18 performance period through the end of June 2018, including projected expenses that were reported for the end-of-year

[1] Suggested citation: Carruthers, W., & Lovin, P. (2018, July). *Transforming Principal Preparation Program Secondary analyses of expenditure invoices: 2016-18*. Garner, NC: Grant*Prose*, Inc.
[2] The major budget categories were Personnel, Fringe Benefits, Travel, Equipment, Material/Supplies, Contractual, Other, and Indirect Cost.
[3] NCASLD invoices to SEAA numbers 24, 36, 42, 52, 65, 72 and 80.

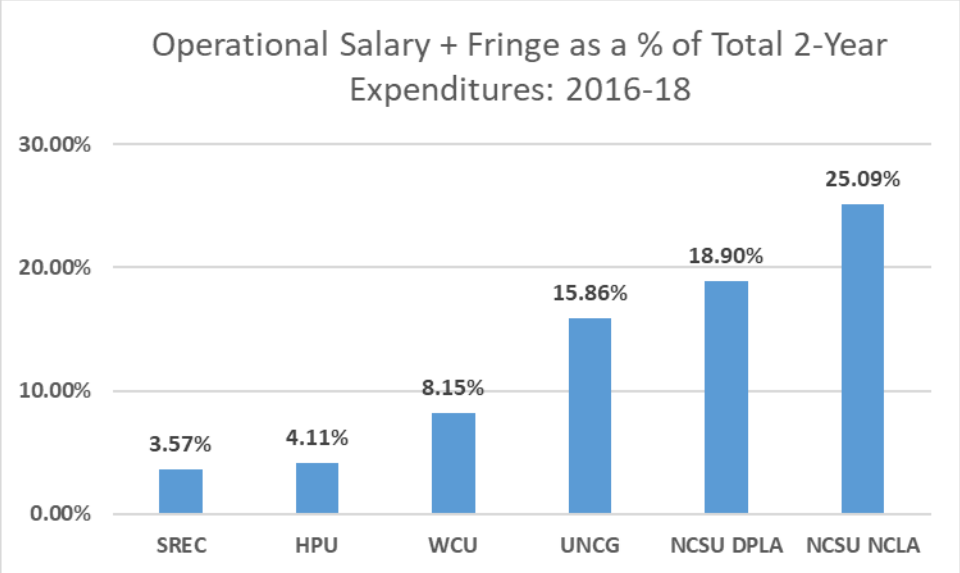
Operational Salaries + Fringe Benefits

The classification of expenses in Table 1 and Figure 1 was determined from the Provider invoices which for the most part detailed the salary and fringe benefits that each individual employed with the institution received from TPP funds. The percentage time such individuals committed to TPP activities was not indicated on these invoices nor was the role that the individual played in the TPP program described. In the case of Sandhills, where the fiscal agent is Hoke County Schools, expenditures classified by Hoke County as contractual and made to the Sandhills Regional Education Consortium where individuals were known to have instrumental operational roles in administering the TPP Program were grouped in this secondary analysis as a Salary expenditure. Similarly, expenditures that Hoke County classified as Personnel and Fringe that were made to TPP participants for their stipend reimbursement were classified in this secondary analysis as Participant + LEA Support and shown in Figure 1.

Table 1. Operational Salaries + Fringe Benefits as a % of Total Expenditures: 2016-18

Institution	Salary+Fringe	Total Expenditure	% of Total
SREC	$52,083.33	$1,459,025.98	3.57%
HPU	$63,510.08	$1,544,389.42	4.11%
WCU	$32,510.08	$398,853.95	8.15%
UNCG	$280,568.08	$1,768,921.39	15.86%
NCSU DPLA	$187,916.21	$994,201.75	18.90%
NCSU NCLA	$431,713.25	$1,720,344.71	25.09%
TOTALS	$1,048,301.03	$7,885,737.20	13.29%

Figure 1



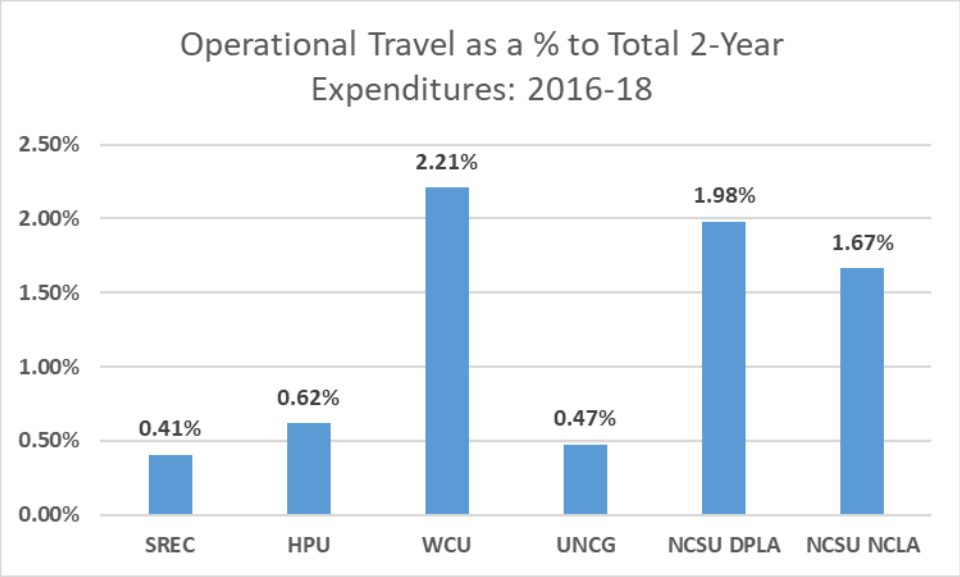
Operational Travel

Operational travel was classified for project staff and others but does not include travel for the participants. For instance, if two faculty and 20 participants attended a conference, then an effort was made to distinguish travel costs such as mileage, lodging, meals, and conference registration for the two faculty from travel costs for the 20 participants which would be shown in a different budget category below for Participant and LEA Support.

Table 2. Operational Travel as a % of Total Expenditures: 2016-18

Institution	Administrative Travel	Total Expenditure	% of Total
SREC	$5,915.84	$1,459,025.98	0.41%
HPU	$9,593.78	$1,544,389.42	0.62%
WCU	$8,808.38	$398,853.95	2.21%
UNCG	$8,389.25	$1,768,921.39	0.47%
NCSU DPLA	$19,693.01	$994,201.75	1.98%
NCSU NCLA	$28,690.48	$1,720,344.71	1.67%
TOTALS	$81,090.74	$7,885,737.20	1.03%

Figure 2



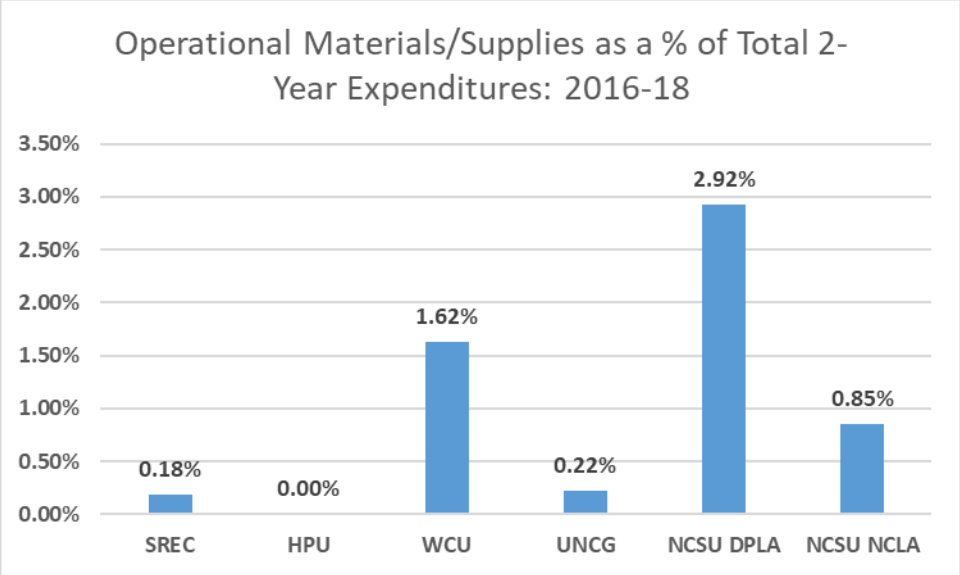
Operational Materials & Supplies

Administrative materials/supplies included items costing less than $5,000 per unit and their use could not be directly assigned to participant support.

Table 3. Operational Materials & Supplies as a % of Total 2-Year Expenditures: 2016-18

Institution	Materials & Supplies	Total Expenditures	% of Total
SREC	$2,692.76	$1,459,025.98	0.18%
HPU	$0.00	$1,544,389.42	0.00%
WCU	$6,480.88	$398,853.95	1.62%
UNCG	$3,953.76	$1,768,921.39	0.22%
NCSU DPLA	$29,074.57	$994,201.75	2.92%
NCSU NCLA	$14,651.89	$1,720,344.71	0.85%
TOTALS	$56,853.86	$7,885,737.20	0.72%

Figure 3



Operational Contractual

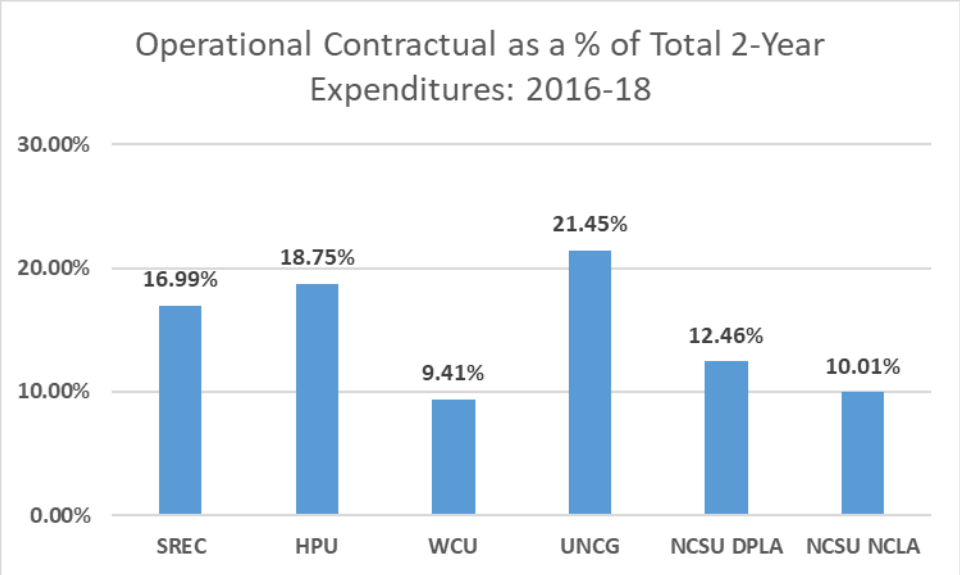
Expenses were classified as administrative contractual (and sometimes reclassified from the original invoices) if they appeared to fall within one of the following line items.

- Assorted Contractual Expenses
- Civil Rights Museum
- Employee Training
- Coaches Consulting Fee
- Coaches Travel Expenses
- Coaches Conference Registration
- Technology Fee
- Subscriptions
- Printing & Binding
- Food Service
- Parking Fee
- Postage
- Agency
- Consultants/Contractors
- Facility Rental
- Other

Table 4. Operational Contractual as a % of Total 2Year Expenditures: 2016-18

Institution	Contractual	Total Expenditures	% of Total
SREC	$247,928.77	$1,459,025.98	16.99%
HPU	$289,630.11	$1,544,389.42	18.75%
WCU	$37,518.03	$398,853.95	9.41%
UNCG	$379,446.44	$1,768,921.39	21.45%
NCSU DPLA	$123,850.50	$994,201.75	12.46%
NCSU NCLA	$172,199.67	$1,720,344.71	10.01%
TOTALS	$1,250,573.52	$7,885,737.20	15.86%

Figure 4



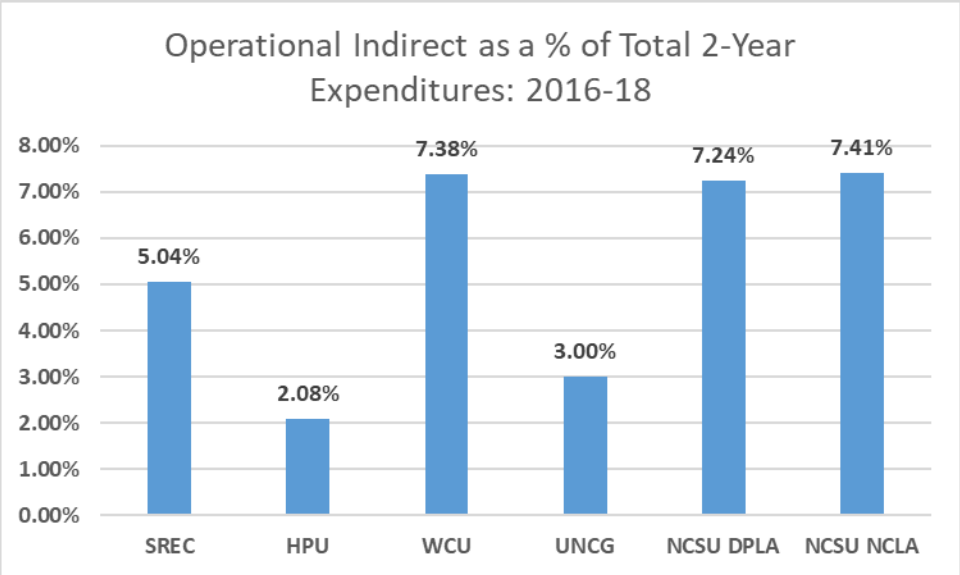
Operational Indirect Charge

Each institution's Indirect Charge was typically a single line item in their invoices and the expense was relatively easy to assign in this secondary analysis. Indirect charge at each institution was limited to a maximum of 8% of direct expenses.

Table 5. Operational Indirect Charge as a % of Total 2-Year Expenditures: 2016-18

Institution	Indirect	Total Expenditures	% of Total
SREC	$73,541.90	$1,459,025.98	5.04%
HPU	$32,145.53	$1,544,389.42	2.08%
WCU	$29,451.62	$398,853.95	7.38%
UNCG	$53,027.30	$1,768,921.39	3.00%
NCSU DPLA	$72,023.85	$994,201.75	7.24%
NCSU NCLA	$127,432.99	$1,720,344.71	7.41%
TOTALS	$387,623.19	$7,885,737.20	4.92%

Figure 5



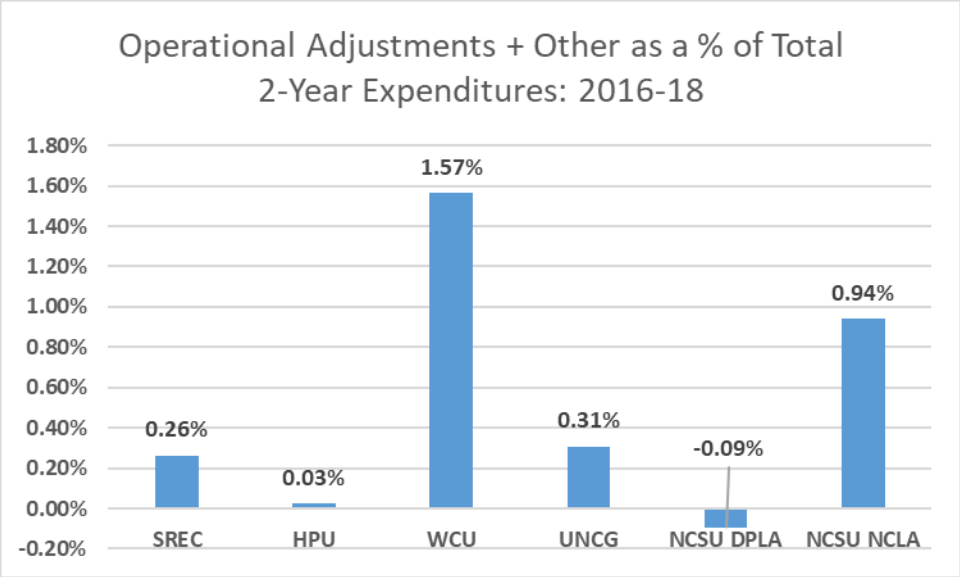
Operational Adjustments and Other

When an expense item was difficult to assign to any of the prior budget categories, it was classified as Other. And, after reviewing all invoices for all Providers multiple times in an effort to assign every expense item to a budget category, still, there would sometimes be a difference between the amount shown in the invoice that NCASLD submitted to SEAA and the sum total of all expenses Grant*Prose* was able to derive for that Provider's invoice. This difference was classified as an Adjustment, which was sometimes a positive difference and sometimes a negative difference.

Table 6. Operational Adjustments and Other as a % of Total 2-Year Expenditures: 2016-18

Institution	Adjustment	Total Expenditures	% of Total
SREC	$3,847.85	$1,459,025.98	0.26%
HPU	$392.11	$1,544,389.42	0.03%
WCU	$6,251.09	$398,853.95	1.57%
UNCG	$5,446.74	$1,768,921.39	0.31%
NCSU DPLA	-$927.23	$994,201.75	-0.09%
NCSU NCLA	$16,201.37	$1,720,344.71	0.94%
	$31,211.93	$7,885,737.20	0.40%

Figure 6



Participant + LEA Support

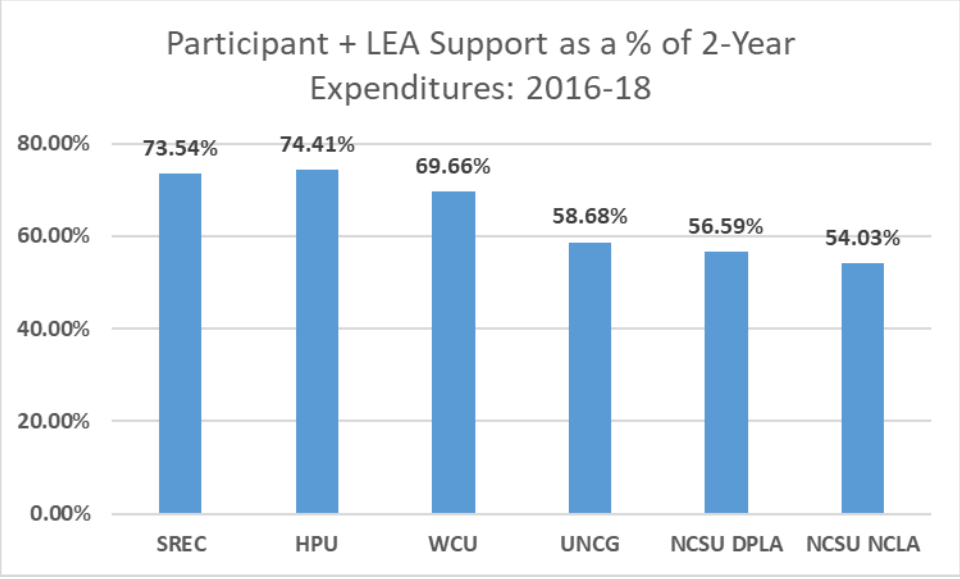
Expenses were classified as supporting the participants or the LEAs if they appeared to fall within one of the following line items.

- Participant Stipends and Benefits
- Participant Travel, Admissions
- Participant Assessment Inventories
- Participant Books & Materials
- Participant Membership & Assorted
- Participant Tuition and Fees
- LEA Representatives
- LEA Principals
- LEA Substitutes

Table 7. Participant + LEA Support as a % of Total 2Year Expenditures: 2016-18

Institution	Participant + LEA Support	Total Expenditures	% of Total
SREC	$1,073,015.53	$1,459,025.98	73.54%
HPU	$1,149,117.81	$1,544,389.42	74.41%
WCU	$277,833.87	$398,853.95	69.66%
UNCG	$1,038,089.82	$1,768,921.39	58.68%
NCSU DPLA	$562,570.84	$994,201.75	56.59%
NCSU NCLA	$929,455.06	$1,720,344.71	54.03%
TOTALS	$5,030,082.93	$7,885,737.20	63.79%

Figure 7

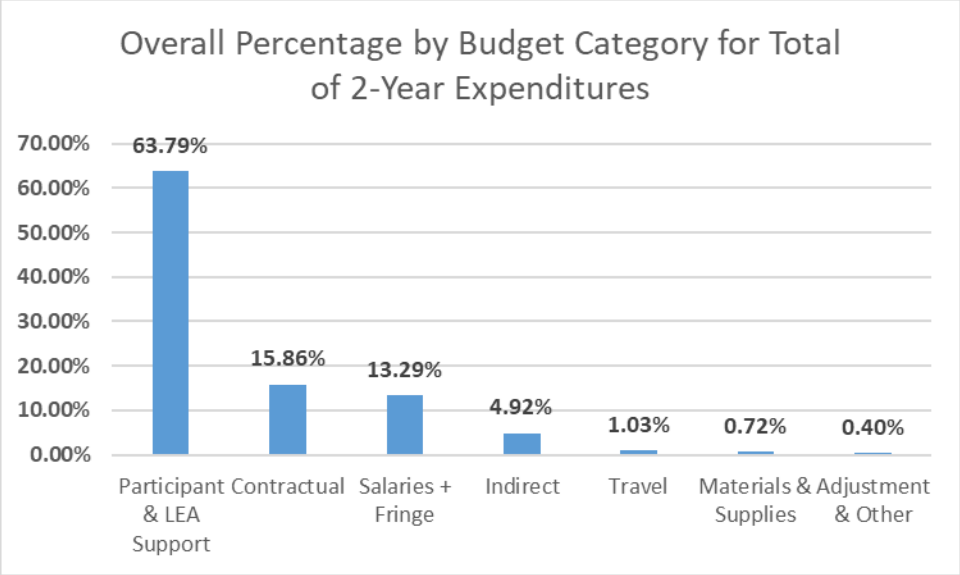


SUPPLEMENTARY ANALYSES

Summary Percentages by Major Budget Category

When data in Tables 1-7 are added together, the percentages across budget categories total to 100% for each TPP Provider agency, and the dollar amounts reconcile to the $7,885,737.20 that was invoiced by all agencies over the 2-year performance period. Figure 8 depicts a bar graph providing an overarching summary of these percentages by budget category for all TPP agencies combined. The combination of Participant and LEA support amounts to almost 2/3rds of the entire expenditures made by the collective TPP agencies.

Figure 8



Participant Stipends and Tuition

Two of the major line item expenses are for stipends (including fringe benefits) paid to TPP participants while they serve their internship and tuition paid for the participants to attend university classes. **Table 8** and **Figures 9 and 10** provide details on these expense lines by TPP Provider agency.

Table 8. Stipends and Tuition as a % of Total 2-Year Expenditures: 201618

Institution	Stipend	Tuition	Total Expenditures	Stipend % of Total	Tuition % of Total
SREC	$819,530.33	$241,980.52	$1,459,025.98	56.17%	16.59%
HPU	$749,993.81	$367,639.00	$1,544,389.42	48.56%	23.80%
WCU	$174,667.36	$74,603.86	$398,853.95	43.79%	18.70%
UNCG	$780,141.00	$248,897.68	$1,768,921.39	44.10%	14.07%
NCSU DPLA	$163,024.12	$241,179.12	$994,201.75	16.40%	24.26%
NCSU NCLA	$185,113.80	$558,706.49	$1,720,344.71	10.76%	32.48%
TOTALS	$2,872,470.42	$1,733,006.67	$7,885,737.20	36.43%	21.98%

Figure 9. Stipend

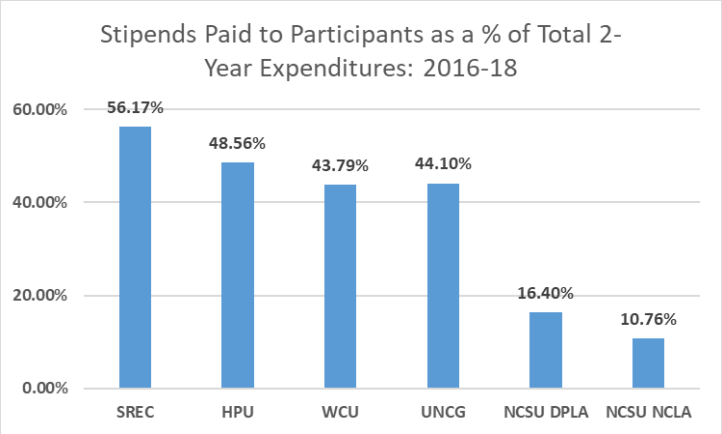
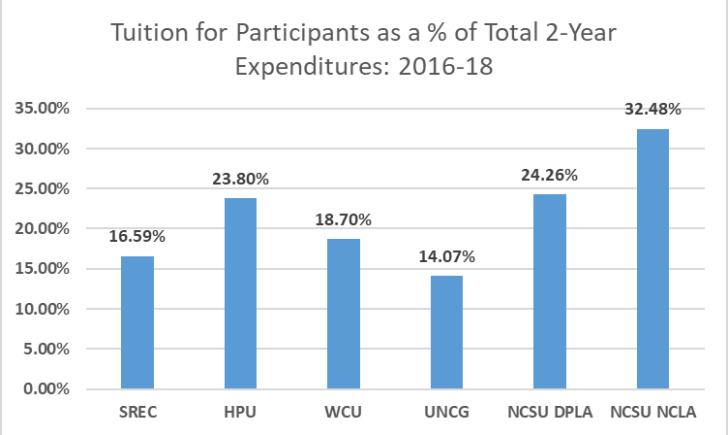


Figure 10. Tuition



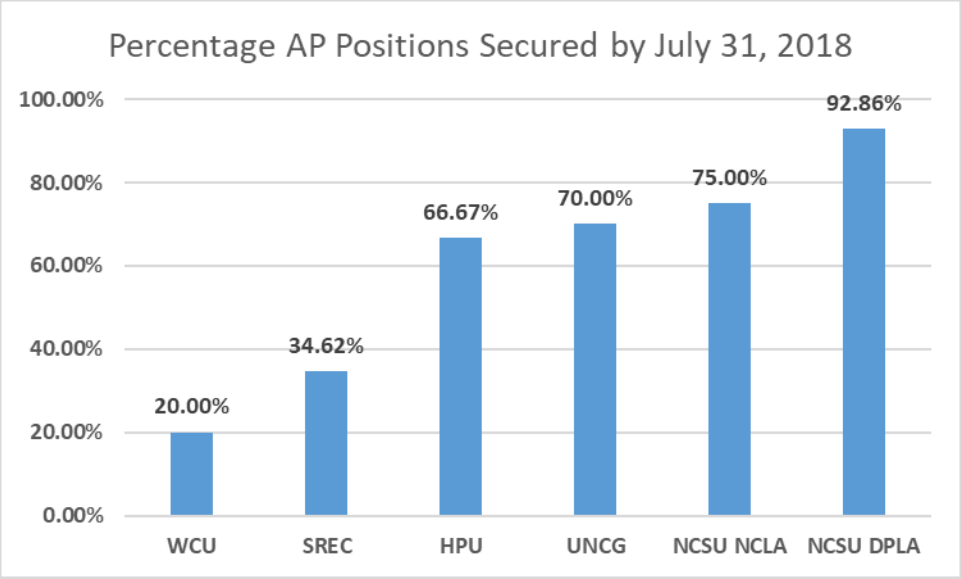
Success with Securing Assistant Principal Positions

At the time this report was produced—July 31, 2018—the TPP Providers had reported that 73 (60.8%) of the original 120 participants had secured an assistant principal position, one of whom may have even advanced to a principal position. **Table 9** and **Figure 11** provide these numbers and percentages for each Provider agency

Table 9. Number and Percentage of AP Positions Secured by July 31, 2018 by TPP Provider

Institution	Number of AP Positions	Number of Participants	Percentage AP Positions
WCU	2	10	20.00%
SREC	9	26	34.62%
HPU	20	30	66.67%
UNCG	14	20	70.00%
NCSU NCLA	15	20	75.00%
NCSU DPLA	13	14	92.86%
Total	73	120	60.83%

Figure 11



Conclusion

There are clearly significant differences between the TPP Provider agencies in how they expended TPP funds during the 2016-18 year as well as the success their participants had with securing assistant principal and principal positions. Considering such differences, questions can

be asked whether expenditures in one or another of the budget categories reported in this secondary analysis are especially important to the success (or relative lack thereof) each of the agencies may have in the short-term with producing graduates who secure positions as assistant principal and principal and the impact these individuals may have on student achievement in the long-term. For instance, how many institutional employees are needed to implement a program, what are their critical roles in the implementation, and how much cost above tuition revenues is it to the institution for these employees? What forms of contractual service such as executive coaches, professional development training consultants, or meeting venues are especially important to the success of a program? Are some solutions for paying participant stipends and/or tuition expenses better than others, or what advantages/disadvantages are there when drawing upon other resources to pay these expenses?

If a TPP program is to be sustained, replicated and/or scaled to other principal preparation programs in the state, it is important to have an understanding of questions such as these.

If best practices in the TPP program are to be taken up by other principal preparation programs in the state, it will be necessary to advise these programs of costs they may expect and to provide solutions for how such costs may be borne.

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EVALUATION PROCEDURES

Identifying High Needs Schools

William Carruthers & Eleanor Hasse[1]

April 2018

METHODS

The authorizing legislation for the Transforming Principal Preparation (TPP) grant program, N.C. Session Law 2015-241 Section 11.9 defines a high-need school as:

> *A public school, including a charter school, that meets one or more of the following criteria:*
>
> *a. Is a school identified under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended.*
>
> *b. Is a persistently low-achieving school, as identified by the Department of Public Instruction for purposes of federal accountability.*
>
> *c. A middle school containing any of grades five through eight that feeds into a high school with less than a sixty percent (60%) four-year cohort graduation rate.*
>
> *d. A high school with less than a sixty percent (60%) four-year cohort graduation rate.*

In order to operationalize this definition for the purposes of program evaluation, Grant*Prose* staff studied data available from the North Carolina Department of Public Instruction (NCDPI) and interpreted each criterion as described below. A TPP Program graduate will be counted as having been placed in a high need school if the school in which they are employed as a school leader meets one or more of these criteria. School status will be determined during the spring semester of each school year based on the most recent data available at the time.

a. Title I Schools: For the purpose of evaluating the TPP Programs, schools in North Carolina will be identified as high need if they are **served in the Title I program**. Data reported by NCDPI indicating whether a school is being served in the Title I program are available at http://www.ncpublicschools.org/program-monitoring/titleIA/, as updated on January 16, 2018, for the 2017-18 year. Data were retrieved 2/20/18 from the file *Title I Schools 2017-18*. When inspected, this Excel dataset included 2,642 unique 6-digit school ID codes, including charter schools, with a host of other variables (i.e., LEA name, school name, grades served, total enrollment, % low income students, and others). Of the 2,642 schools, 1,469 (55.6%) schools were reported to be "served" in the Title I program.

[1] Suggested citation: Carruthers, W. & Hasse, E. (2018, April). *Evaluation Procedures: Identifying High Needs Schools.* Garner, NC: Grant*Prose*, Inc.

b. Persistently Low Achieving Schools: NCDPI does not appear to have a current database of "persistently low achieving schools" but does define and identify **Recurring LowPerforming Schools** each year. As stated on the NCDPI web page for School Transformation (March 2018): *"Low Performing Districts and Schools in North Carolina are defined by the NC General Assembly and are based on the School Performance Grade and EVAAS growth, "Low-performing schools are those that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15."* To be in the recurring low-performing category, *"a school must be identified as low-performing in any two (2) of the last three (3) years."* (North Carolina State Board of Education, 2016). For the purposes of evaluation of the TPP funded programs, schools will be identified as high need if they are identified by NCDPI as **Recurring Low-Performing Schools.** Data on low performing schools are available at: http://www.ncpublicschools.org/accountability/reporting/. Data to determine high need status of schools were retrieved 2/20/18 from the file: *2016-17 Low-Performing Schools, LowPerforming Districts, Recurring Low-Performing Schools and Continually Low-Performing Charter Schools*. When inspected, this Excel dataset included multiple tabs with one tab marked "Recurring LP Schools 16-17" with 468 schools listed; school ID codes for four of these schools were not found in the Title I dataset. Note: The list of 468 recurring low performing schools is from the 2016-17 year while the list of Title 1 schools is from the 2017-18 year. While the difference in years could account for the four schools found in the recurring low performing dataset but not the Title 1 dataset, still, school ID codes for these four schools were added to the 2,642 schools found in the Title 1 dataset.

c. High Schools with less than a sixty percent (60%) 4-year cohort graduation rate: For the purposes of evaluating the TPP funded programs, high schools will be identified as high need if they have a 4-year cohort graduation rate less than 60%. Data with the 4-year cohort graduation rate of North Carolina Schools are available at: http://www.ncpublicschools.org/accountability/reporting/cohortgradrate . Data to determine high need status of schools for principals hired during the 2017-18 school year were retrieved 2/20/18 from the file, *2013-14 Entering 9th Graders Graduating in 2016-2017 or Earlier*. When inspected, this Excel dataset included 58,575 rows of data with graduation rates being disaggregated by many subgroups (e.g., racial, gender, English proficiency, disability, etc.). There were eight school ID codes in this dataset not found in the Title 1 dataset (one of these being among the four found in the recurring low performing schools, resulting in another 7 school ID codes being added to the list of school IDs.

After manipulation to collect only data reported for the subgroup "ALL", 746 unique schools were identified with graduation rates ranging from <5 percent to >95 percent. Figures between these two numbers were reported as actual figures to one decimal point, and figures reported as <5 were converted to 4.9, resulting in a total of 35 schools being identified with graduation rates for ALL being below 60%.

d. Middle schools feeding into high schools with less than a sixty percent (60%) four-year cohort graduation rate: As noted in item C above, 35 schools were found to have graduation rates below 60% in the most recent dataset. Inspection of these schools reveal that all of these graduation rates were based on cohorts of fewer than 100 students. Many of the

identified schools are small alternative high schools. Some are charter schools. For the purposes of evaluation of the TPP funded programs, middle schools will be identified as high need if they are part of a school also serving 9-12th grade that has a 4-year cohort graduation rate less than 60%. Because these schools were already counted in item C above, this decision does not add any unique schools to the High Needs category.

In the course of inspecting the Title 1, recurring low performing, and graduation rate datasets, unique school IDs not found in one or another of these datasets were added to the Grant*Prose* dataset of all schools in the state. Subsequent inspection of other datasets being collected for the purposes of evaluating the TPP Program, including student performance on state achievement examinations for 2013-14, 2014-15, 2015-16 and 2016-17, also identified unique school IDs not found in other datasets. When these unique IDs are found in older datasets, it is possible that the school(s) are not in operation in the 2017-18 school year and are not reflected in the Title 1 dataset that was produced in January 2018. However, whenever unique school IDs are found in any dataset being used in the TPP evaluation, these will be added to the list of all school IDs being maintained by Grant*Prose*. At the time this report is produced (April 2018), the list of unique school IDs numbers 2,692 schools, with 50 school IDs being added to the list found in the January 2018 Title 1 dataset.[1]

FINDINGS

Using Microsoft ACCESS, a query was built from the list of 2,692 school IDs to collect data from the Title 1, recurring low performing, and graduation datasets indicating whether a school was identified as High Needs. A formula was created in the Access query to output a "Y" to a new variable field in the dataset of 2,692 school IDs, indicating whether a school had been designated as high need in any of the Title 1, recurring low performing, and/or graduation datasets. The Access query returned 1,560 (57.9%) schools meeting one or more of the high need criteria among the 2,692 schools in the dataset. The 57.9% figure is possibly somewhat low due to how some of the schools in the dataset of school IDs may not be operating in the 2017-18 year. Still, per this analysis, it appears that more than half of the schools in the state meet legislative requirements in the TPP Program as a High Needs school.

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Public Schools of North Carolina. (n.d.) *Low-Performing School and District Plans*. Retrieved from: http://www.ncpublicschools.org/schooltransformation/low-performing/

[1] One of the "schools" added to the dataset of school IDs has an "NC" ID, representing the entire state of North Carolina, resulting in 2,693 rows of data, 2,692 of which represent individual schools in the state.

CREATING A MATCHED CONTROL GROUP A REVIEW OF THE LITERATURE[1]

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Rationale

The purpose of this systematic review is two-fold. First, to conduct a literature review of recent quasi-experimental research studies that utilize matching control groups. And second, to find a suitable matched pair design methodology on which to evaluate the effect of the TPP program. In this case, schools where graduates of TPP Programs are employed as principals or assistant principals will represent the 'treatment' group and schools where graduates of non-TPP Programs are employed as principals or assistant principals will represent the 'control' group. Accordingly, we conducted our literature review to address the following guiding research questions:

1) What methods are there in recent literature for creating a matching control group in support of conducting a quasi-experimental design?
2) Of these methods, what one or two methods appear most suitable for our situation?

Literature Review Methodology

1. Frame guiding research questions.
2. Conduct database searches to find relevant research papers and articles with publication dates 2011 or later.
3. Review the title and abstract of the individual papers, iteratively narrowing down the search terms and dates to identify the most relevant papers.
4. Extract information from relevant papers including study characteristics, participant characteristics, treatment intervention, setting, method for creating a matched control group, and results.
5. Consideration will also be given for statistical issues, quality of the intervention, and generalizability.
6. Finally, relate the relevance of the literature to the TPP Program and prospective matched-pair study design. This final set of articles should include at minimum 3-5 model papers.

Possible Methodological Approaches as Demonstrated in the Literature Review

Our review of the literature revealed several themes by which researchers have approached measuring principals' impact on student achievement. Such studies tended to measure either the effect of principal preparation or the effect of principal competencies.

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Based on our review of the literature, the themes we identified are numbered here, in descending order of frequency:

1. Value added models, including fixed effect approaches
2. EFA/CFA combined with regressing modeling or tests of statistical significance
3. Qualitative methods such as surveys, interviews, or document analysis
4. Regression models for prediction
5. Tests of statistical significance
6. Propensity matching / propensity scoring

Selecting Papers for Review

Ultimately, we settled on five papers to review in depth as these represent robust peer-reviewed studies. Moreover, the characteristics described in the papers most closely relate to the TPP program characteristics and limitations.

Paper 1

Corcoran, R. P. (2017). Preparing principals to improve student achievement. Child & Youth Care Forum, 46(5), 769-781. doi:http://dx.doi.org.ezproxy.barry.edu/10.1007/s10566-017-9399-9.

Summary

Increasing interest in principal effectiveness as it relates to improving teaching and student learning has resulted in a critical emphasis on principal preparation programs (PPPs), including evaluation, measurement, and accountability systems similar in rigor to those of teacher preparation programs. This study investigated the impact of the National Institute for School Leadership's Executive Development Program (NISL-EDP) on student achievement in one large school district in the Midwestern United States. Sampling included elementary and middle school student-level data (standardized student achievement scores on the state test, the Wisconsin Knowledge and Concepts Examination) whose principals participated in the NISL-EDP compared with students in schools with non-EDP trained principals. In particular, the elementary school (ES) sample had a total of 124 participants, sampled from 40 schools. Propensity scoring methodology was employed, meaning that numerical balancing for potential differences in participant characteristics was achieved so that the subsequent matching process ensures that the comparisons are made among participants with similar demographic background, school experience, and academic achievement scores. That is, equivalence could be established between the NISL-EDP and non-NISL-EDP participants numerically. This resulted in an elementary treatment group of 62 students drawn from 22 schools, and a control group with 62 students drawn from 18 schools. For the elementary middle school (EMS) sample, there were a total of 318 participants, sampled from 28 schools. Again, utilizing propensity scoring methods, the treatment group had 159 students drawn from 13 schools, while the control group had 159 students drawn from 15 schools. Overall, in terms of state reading and mathematics achievement tests, the control students scored higher in spring 2014 relative to their NISL counterparts. The implications are that for both researchers and policymakers, the approach used to evaluate PPP effectiveness and principal effectiveness is informative and could be used as part of larger accountability systems. However, student test scores do not fully capture principal

effectiveness and should not be used as a single high-stakes decision criterion pertaining to programs or individuals.

Paper 2

Nunnery, J. A., Ross, S. M., Chappell, S., Pribesh, S., & Hoag-Carhart, E. (2011). *The impact of the NISL executive development program on school performance in Massachusetts: Cohort 2 results*. Norfolk, VA: The Center for Educational Partnerships at Old Dominion University.

Summary

The National Institute of School Leadership's (NISL) Executive Development Program (EDP) is a curriculum designed by experts to ensure that participating principals have the skills and knowledge to effectively lead teachers and impact students' achievement at their respective schools. To measure the effect of this principal preparation program, studies since 2009 have relied on descriptive and correlational studies, which lack comparison groups and controls over sampling bias. There have been a series of studies (Nunnery, Ross, & Yen, 2010 (a); Nunnery, Ross, & Yen, 2010 (b)), focused on enhancing the rigor of NISL effect measurement, and over time to determine significant impact. These pilot studies, set in Massachusetts and Pennsylvania, respectively, have utilized ex post facto matched comparison group designs to offset of controls over sample selection bias, and demonstrated the significant improvement in student achievement in both cases. The Pennsylvania pilot is referred to as Cohort 1, whereas the Massachusetts pilot is referred to as Cohort 2. The results reported in the current study reflect interim findings in relation to Cohort 2 (MA). The study utilized a rigorous ex post facto research design to determine the effects of the NISL program in Massachusetts. The NISL sample consisted of 38 elementary, middle, or elementary-middle schools led by principals who had participated in the program and remained at the same school from 2007 to 2010, whereas the comparison schools were simply those whose leaders did not participate in the NISL-EDP program and included 977 similar schools in MA. To construct the matched comparison group, a propensity scoring approach was employed. To create a balance between the NISL participant group and non-NISL participant group, standardized mortality ratio (SMR) weights were constructed using a binary logistical regression on the group indicator (NISL or not) as the outcome variable and predictor variables based on student achievement scores and school demographic rates such as special education. SMRs increase statistical power and matching precision by including as the comparison the proportion increase or decrease in mortality of a study cohort with respect to the general population. Analysis of the weighted mean values on prior achievement, free and reduced (F/R) lunch status, and Limited English Proficiency (LEP) status confirmed that NISL and comparison groups were essentially equivalent. Once comparison balances were validated, statistical significance of the NISL effect was assessed utilizing a 2x3x5 repeated-measures analysis of variance, both within- and between-subject effects. The ANOVA results indicated significant advantages for the NISL schools in mathematics and reading, in contrast to the earlier pilot that found NISL advantages only in mathematics. In context, the cost of the NISL program costs only about $4,000 per participant principal, but such effects apply to an entire school, there is educational value to individual schools and to multiple schools state-wide.

Paper 3

Fuller, E. J., & Hollingworth, L. (2014). Evaluating principal preparation programs based on placement rates: Problems and prospects for policy makers. Journal of Research on Leadership Evaluation. doi: 10.1177/1942775114559029.

Summary

This meta-review appraised value added modeling assumptions underlying efforts to evaluate principal effectiveness in terms of student test scores, reviewed pertinent research on efforts to estimate principal effectiveness, and discussed the suitability of principal effectiveness measurements in evaluations of principals. The authors reviewed all the different approaches (10) currently employed by states and districts for estimating principal effectiveness. The conclusion was that there are currently no strategies to estimate principal effectiveness that accurately capture the independent effect of principals on student test scores. The implication is that these analytical approaches may provide inaccurate basis for decisions related to principal effectiveness measurements and evaluation. Consequently, these statistical estimates are not a basis for making judgements about principals but could be used as a screening tool to identify where states and districts could direct more accurate strategies to evaluate principal effectiveness.

Paper 4

Grissom, J., Kalgorides, D., & Loeb, S. (2014). Using student test scores to measure principal performance. Educational Evaluation and Policy Analysis, 37(1), 3–28. doi: 10.3102/0162373714523831.

Summary

Recent trends in utilizing student test scores to measure teacher performance have grown to include the effects of school administrators. This article specifically considers approaches for measuring the contributions of principals to student test score growth. Moreover, this article advances and analyses empirical models to represent these approaches using student level data. The analysis then assesses the magnitude of models' estimate consistency with measures of principal performance that come from sources other than student test scores. The results show that depending which model is employed, results may or may not be significant over the same set of data. For example, some models identify principal effects as large as 0.18 standard deviations in math and 0.12 in reading, others find effects as low as 0.0.05 (math) or 0.03 (reading) for the same principals. Also, the analysis demonstrates that models that over-attribute school effects to principals, align more closely with non-test measures than do approaches that more credibly distinguish the effect of the principal from the effects of other school variables.

Paper 5

Adams, C.M., Olsen, J.J., & Ware, J.K. (2017). The school principal and student learning capacity. Educational Administration Quarterly, Vol 53, Issue 4, pp. 556 – 584. First Published March 1, 2017 https://doi.org/10.1177/0013161X17696556.

Summary

This study focused on whether principals had an effect on student learning based on their ability to nurture learning capacity in students. The study employed multi-phased analysis that

evaluated cross-sectional data from 3,175 students in 70 schools located in a metropolitan area of a Southwestern city. Three hypotheses were tested utilizing hierarchical linear modeling: Hypothesis 1—Principal Support for Student Psychological Needs (PSSPN) is related to school differences in student-perceived autonomy support; Hypothesis 2—PSSPN is related to school differences in student perceived competence-support; Hypothesis 3—Student-perceived need support mediates the relationship between PSSPN and grit. Analytical results demonstrate that student learning capacity and principal support for student psychological needs are correlated. The study reported results in relation to specific student psychological needs. PSSPN underscores the transformative effects that principal–teacher social exchanges can have on instructional practices and student learning capacity.

Table 1. Summary Features of Papers Reviewed

Author	Paper 1 Corcoran, R. P. (2017)	Paper 2 Nunnery et al. (2011)	Paper 3 Fuller & Hollingworth (2014)	Paper 4 Grissom et al. (2014)	Paper 5 Adams et al. (2017)
Participant Characteristics	The participant group is made of all schools in the district. The treatment group is made of all schools whose principals participated in NISL-EDP Cohorts 1–2. Results from the assessment from schools in this treatment group were compared with control schools from the district that did not have NISL trained principals.	Elementary, middle, or elementary-middle school principals in cohort 2 of MA NISL program.	Principal effect measured on data from elementary, middle, and high school level prior student test scores, student characteristics, school characteristics, principal tenure.	Principal effect measured on data from Miami–Dade County Public Schools (M-DCPS) district from the 2003–2004 through the 2010–2011 school years. This is approximately 347,000 students, more than 225,000 of whom were Hispanic. Nearly 90% of students in the district are either Black or Hispanic, and 60% qualify for free or reduced lunches. Our analysis makes use of data from 523 principals with 719 principal-by-school observations	Principal effect measured on data from surveys and characteristics of 3,175 students in 70 schools located in a metropolitan area of a Southwestern City. Schools were sampled purposefully and based on their willingness to participate in a larger study on school capacity. The purpose was to study city schools that serve an urban population defined by high poverty and high non-Caucasian representation. This sample was selected because urban public schools throughout the country serve a majority minority population with a large percentage of students qualifying for federal lunch subsidies.
Intervention	NISL-EDP participation	NISL participation	N/a. Measuring principal effectiveness vis-à-vis test scores and school measures	N/a. Measuring principal effectiveness vis-à-vis test scores and school measures.	N/a. Measuring principal effectiveness vis-à-vis test scores and school measures.
Research Questions	1. What is the impact of the EDP on elementary and middle school students' mathematics	1. How did the 2007-2010 trends in school level performance in mathematics differ	1. What are the assumptions underlying efforts to evaluate principal	1. Which value added approach is most accurate to measure principal performance	Hypothesis 1: PSSPN is related to school differences in student-perceived autonomy-support beyond the measured

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	achievement in schools with EDP-trained principals as compared to students in schools led by non-EDP trained principals? 2. What is the impact of the EDP on elementary and middle school students' reading achievement in schools with EDP-trained principals as compared to students in schools led by non-EDP trained principals?	between schools served by Cohort 2 of the NISL-trained principals and comparison schools at the elementary and middle school levels? 2. How did the 2007-2010 trends in school level performance in English/Language Arts (ELA) differ between schools served by Cohort 2 of the NISL-trained principals and comparison schools at the elementary and middle school levels? 3. How did trends in math and ELA performance differ between Cohort 2 NISL schools and the Commonwealth as a whole?	effectiveness in terms of student test scores? 2. What are current efforts to estimate principal effectiveness in relation to student test scores? 3. What is the appropriateness of current efforts to evaluate principals with respect to student test scores?	based on student achievement? 2. What is the appropriateness of each of the three approaches?	effects of transformational leadership. Hypothesis 2: PSSPN is related to school differences in student-perceived competence-support beyond the measured effects of transformational leadership. Hypothesis 3: Student-perceived need-support mediates the relationship between PSSPN and grit.
Unit of Analysis	School level (elementary and middle school) and student level state mathematics and reading scores; school characteristics.	School and student level standardized achievement scores in mathematics and English/Language Arts; and school characteristics.	School and student level achievement scores and school characteristics.	Number of principals, gender, ethnicity, math and reading scores, principal, parent, and student survey responses, district ratings.	School characteristics and survey response results.
Statistical methods	The design was utilized longitudinal data and propensity scoring procedures that matched	The design was an ex post facto matched comparison method utilizing propensity score	Regression approaches are used to create value added predictive models.	Regression approaches are used to create value added predictive models.	The goal was to determine whether there was a correlation between principal effectiveness and school level

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	participants within intervention and control schools together to establish equivalency along pre-determined characteristics. The matching process ensures that the comparisons are among participants with similar demographic background, school experience, and academic achievement scores. Exclusion/criteria were employed to ensure participants were employed at their respective schools for specified multi-year period. Students who entered the school after the start of the participants' principalship were excluded from the dataset. Propensity scores were estimated utilizing logistic regression on several traits: minority, gender, WKCE reading scores Fall 2010, WKCE math scores Fall 2010.	procedures. Exclusion/criteria were employed to ensure participants were employed at their respective schools for a 2-year period. Here, standardized mortality ratio (SMR) weights were computed to match comparison groups. SMR weights show the percentage of increase or decrease in the mortality of a study cohort. A binary logistic regression was conducted on specific school level traits (ELA and math scores, free and reduced lunch rates, special education rates, and LEP students) as predictor variables and NISL or comparative group as the outcome variable. Normalized SMR values were used in the analyses to validate comparisons were balanced. Mean weighted values by groups were shown to be equivalent prior to the start of the NILA program. To determine	Approach 1: Principal Effectiveness Is Best Measured by School Effectiveness. (a) Changes in Percentage of Students Passing/Proficient, (b) Changes in Scale Scores, (c) Changes in z Scores and Percentile Ranks, (d) Student Growth Percentiles and Median Growth Percentiles, (e) Simple Value-Added Models (VAMs). An additional strategy is to utilize Student Learning Objectives (SLOs), SLOs. Approach 2: Principal Effectiveness Is Best Measured by Within-School Effectiveness school fixed-effects approach in the statistical approach. This allows researchers to	There are three alternative approaches to using data on achievement *A* to differentiate principal performance *P*. Each is a value added model that uses different covariates. Approach 1: School effectiveness. Student achievement at a particular school during the time of a principals' tenure is a function of the student's prior achievement, student characteristics, school characteristics, and class characteristics. This model defines principal effectiveness to be the average covariate-adjusted test score growth for all students in that principal's school over the time the principal works there. The model attributes all of the school's growth during a principal's tenure to that principal.	traits. The study was a multi-phased design. Step 1: The study employed a cross sectional research design with ex post facto data (school data) to create descriptive and bivariate statistics for individual and school level data. The sample had a hierarchical structure meaning that a hierarchical linear prediction model was needed. Step 2: Develop a model so that school average autonomy support was a function of FRL, percent minority, and survey results on transformational leadership, PSSPN index, and error. Step 3: Create a predictive model where grit was a function of autonomy-and competence-support entered as student-level predictors. Additional features of the design included development of an index to capture teacher-perceptions utilizing EFA procedures. Also, existing scales were utilized for student perception and student grit, as well as Baas' transformational leadership scale on principals. ANOVA was completed on

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		Matching variables were gender and ethnicity. The matching procedure utilized the nearest neighbor approach and matched NISL students with non-NISL students, without replacement. Multivariate balancing measures were used to ensure comparison groups were balanced. Repeated measures ANOVAs were utilized on math and reading scores to determine where there were mean changes in either scores year after year, both within- and between-subject effects. F-tests for significance was utilized to demonstrate effect over time, as was partial eta-squared.	school level performance in math and ELA trends for both NILA and non-NILA groups, two 2x3x5 repeated measures ANOVAs were computed, including both between- and within-subject effects. Analyses were conducted on math scores, reading scores, and overall school level measures. Ad hoc tests were needed and employed in some analyses because of covariance violation.	separate out the effects of the unobserved characteristics of schools that influence changes in student test scores. Approach 3: Principal Effectiveness Is Best Measured by School Improvement at the Same School. Under this approach, statistical estimates are employed that compare a principal's effectiveness in Year X to her or his effectiveness in the same school in years X − 1 and X − 2.	Approach 2: Relative within-school effectiveness. For this model, there is a comparison to other principals in the same school. The interpretation of the fixed effects becomes more complicated because the *difference* between the learning of students during the principal's tenure and the learning of students of other principals other times. Approach 3: School improvement. The third approach defines principal effectiveness during their tenure. This approach allows a separate starting point (intercept) for each principal and then allows the school to improve under the principals' leadership.	the on the indexed data to estimate school level variance, and inter-correlation coefficients were computed on the variance.
School-level Variables for	**Grade Levels**	Elementary and middle school students	Elementary and middle school students	Elementary, middle and high school students	Elementary, middle and high school students	Elementary, middle and high school students
	Enrollment	n/a	n/a	n/a	n/a	n/a
	Poverty Rates	n/a	Free and reduced lunch rates	n/a	n/a	Federal lunch program rates

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Matching	**Achievement**	Wisconsin Knowledge and Concepts Examination.	ELA and math scores	Varied across ten studies examined	Varied	Varied
Other Demographics		Gender, ethnicity	Special education rates, and Limited English Proficient (LEP) students	Varied across ten studies examined	Gender, ethnicity, survey scores, district scores	Ethnic minority rates
Results		Elementary School (ES): The results revealed that there was no significant difference between the ES NISL and the non-NISL students across the 2011–2014 WKCE reading scores. The results revealed that there was a significant difference between the ES NISL and the non-NISL students WKCE mathematics scores. Elementary Middle School (EMS): The results revealed that there was a significant effect of time trend for the WKCE reading scores between the 2011 and 2014 school years and had a tendency to vary across the EMS NISL and the non-NISL students. The mean WKCE reading scores indicated an increasing	School Level: The repeated measures analyses of variance for the math z-scores indicated no statistically significant school level interaction for within-subject effects or between-subject effects. Similarly, the repeated measures analyses of variance for the ELA *z*-scores indicated no statistically significant school level interaction for within-subject effects or between-subject effects comparison groups for math & ELA. State Level: (Math): The test of within-subjects effects revealed a statistically significant interaction of trends in mean math scores and NISL program status. Tests of within-subject contrasts revealed a statistically significant	The undisputable conclusion was that even the most sophisticated and thoughtful efforts to estimate principal effectiveness are flawed and produce inaccurate results. In fact, 75% of the states that have adopted a strategy to estimate principal effectiveness have chosen strategies that are extremely simplistic implying that policy makers in such states assume that principal effectiveness can be measured by student test scores without adjusting for other factors.	The comparisons with other ratings indicated that the simplest models, those measuring school effectiveness during the principal's tenure, are most strongly related to the non-test-based measures. The within-school comparison approach was sometimes positively related to other measures, but the results were not at all consistent. The final approach, measuring improvement, showed no positive relationship with any of the other measures.	Results were reported for descriptive, and correlational findings as well as hypothesis tests. Evidence from the empirical part of the study aligns with initial theorizing that student learning capacity manifests itself through instructional practices. Also, principals playing a critical role in developing an instructional environment that students experienced as nurturing autonomy and competence. The findings have relevance for the nature of student learning capacity and actions used by school leaders to develop it.

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	trend over time for both the NISL and non-NISL students. However, the NISL students exhibited faster growth as represented by the steeper line in the means plot. The results revealed that there was a significant effect of time trend for the WKCE mathematics scores over the 2011 and 2014 time period for the NISL and non-NISL students. The mean WKCE mathematics scores indicate that both the EMS NISL and the non-NISL students showed growth over time. The EMS NISL students exhibited stronger growth between 2012 and 2013 before improvement began to slow between 2013 and 2014.	linear component to the interaction. Follow-up multivariate analysis of variance indicated that NISL schools and comparison schools did not statistically significantly differ in math *z*-scores in 2007, 2008, or 2009. However, in 2010, NISL schools had statistically significantly higher positive growth than comparison schools. State Level: (ELA): The test of within-subjects effects revealed a statistically significant interaction of trends in mean ELA scores and NISL program status. Tests of within-subject contrasts revealed a statistically significant linear component to the interaction. Follow-up multivariate analysis of variance indicated that NISL schools and comparison schools did not statistically significantly differ in ELA *z*-scores in 2007, 2008, or 2009. However,			

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		in 2010, NISL schools had statistically significantly higher positive growth than comparison schools.			
Generalizability	Yes, for elementary and middle school math and reading achievement scores.	Yes, for elementary and middle school math and ELA achievement scores.	No, because different approaches yielded different results for the same data.	No, because different approaches yielded different results for the same data.	Possibly, but the study would require survey administration, possibly index development, and student as well as school level data. There would be a high level of replication necessary to ensure that the design model is valid. Further, the student demographics in the Southwestern city metropolitan area may be significantly different than schools in North Carolina represented by prospective TPP participants.
Relevant Strengths and Weaknesses of Experimental Design	**Propensity Scoring Approaches** Strengths: Propensity scoring allows for analyzing treatment and control groups even in the presence of imbalanced groups, lack of randomized control trials, large numbers of confounding variables, and if the groups are small. Retrospective (ex post facto) designs can capture effect of multiple outcomes. The data is generally easy to obtain via state databases. Weaknesses: Variables omitted from the study may contribute to lesser or greater extents, which exhibits variable bias. Further, the nonrandom self-selection of principals into the treatment group is a selection bias that may impact the internal reliability of the study. Also, the self-selection is a convenience sample, which inhibits generalizability of the		**Value Added Model Approaches** Strengths: Value added models attempt to measure the impact of principal effectiveness on student learning by accounting for other variables that may impact learning. VAMs can capture principal effect even for students with different proficiency levels and characteristics. Retrospective (ex post facto) designs can capture effect of multiple outcomes. The data is generally easy to obtain via state databases. Weaknesses: Value added models are predictive models and therefore cannot evaluate principals based on a single year of student data nor can they evaluate principals based on a students' outcome change from one		**Multiphase Approach** Strengths: The approach allows for greater understanding of how principals effect students socially and psychologically in terms of student learning capacity by employing psychometrics rather than student test scores. Weaknesses: Purposeful sampling that included only urban schools in one metropolitan area limits generalizability to schools that

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	findings. Challenges of retrospective designs include the requirement of large samples and cannot determine the effect of time in relation to outcomes.		year to the next. Depending on which variables are selected for the model, predictions will differ across the same set of data, which is variable bias, resulting in lower reliability and generalizability. VAMS cannot measure the inherited characteristics at school such as staff.		serve mostly non-Caucasian, high-poverty schools. The correlational research design limits causal assertions about the effect of principal leadership. The study was not a true randomized design, meaning that a causal effect cannot be established. The approach would be costly and time consuming to replicate.

Conclusion

Ultimately, we seek to quantify the effectiveness of principals' preparedness as measured by school level data, including student achievement scores, and our review in this paper leads us to utilize propensity scoring or matched pairs design to implement a quasi-experimental design. The rationale for this conclusion is based upon the fact that amongst the most rigorous designs reviewed in the literature, propensity scoring techniques provide a basis for causal inference in the absence of randomized controlled experiments. Causal inference is invaluable in establishing the effect of a treatment, such as the TPP curriculum. Although generalizability is one concern of propensity scoring techniques, it is clear from the comparisons above that selection bias inhibiting generalizability (both variable and participant) is present in most study designs. However, given the familiarity of TPP program characteristics and accessible state data, thoughtful variable selection will be employed to improve generalizability and rigor.

Nevertheless, other approaches to measure effect of principals' skills should not be discounted since these robust methodologies may be generalizable to our specific need. Value added models provide a strong alternative because they aim to identify the contributions of principals when a true experimental study is not feasible. Because VAMs are a type of regression model, they can gauge the relationship between a principal's qualifications and student progress in their respective school. VAMs demonstrate the difference between where a student is predicted to be and where they are, and attribute the difference to the impact of selected variables. This demonstration, while desirable, is less compelling as causal inference, such as with the propensity scoring approaches.

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Tingle, E., Corrales, A., & Peters, M. L. (2017). Leadership development programs: Investing in school principals. *Educational Studies*. https://doi.org/10.1080/03055698.2017.1382332.

Zheng, Q., Li, L., Chen, H., & Loeb, S. (2017). What aspects of principal leadership are most highly correlated with school outcomes in China*? Educational Administration Quarterly,* 2017, Vol. 53(3) 409–447. DOI: 10.1177/0013161X17706152.

GrantProse INC.
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TECHNICAL REPORT

QUARTERLY REPORTS

TRANSFORMING PRINCIPAL PREPARATION GRANT PROGRAM: SECOND YEAR

2503 Cravenridge Place
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www.grantproseinc.com

Transforming Principal Preparation Program Grant
Quarterly Report
Jul-Sep 2017

Erin M. Dale, Janey Sturtz McMillen, Pamela Lovin, William Carruthers, & Eleanor Hasse[1]
Released October 2017

OVERVIEW

Quarterly reports produced in the course of evaluating the grant program funded by the N.C. legislation, Session Law 2015-241 Section 11.9, Transforming Principal Preparation (TPP), provide a record of the significant events, activities, and developments in the program at three-month intervals and will be useful for sharing information about the program with interested parties. The reports are organized to provide information on the inputs, strategies and activities, outputs, and outcomes associated with NCASLD, as the administrator of the grants, and the TPP Provider agencies (Providers) that have received grant funding.

This report provides information on Grant*Prose*'s evaluation of NCASLD and Provider activities for the third quarter of 2017, July 1 through September 30. This is the seventh quarterly report produced.

TIER 1: EVALUATION OF NCASLD

Measurability Assessment

The current iteration of NC legislation (Session Law 2016-123) states that any proposed or existing state program may undergo an independent evaluation (i.e., Measurability Assessment) conducted by the North Carolina General Assembly's (NCGA) Program Evaluation Division. In late July and August, NCASLD, Grant*Prose* and SEAA formulated a self-assessment response and compiled all supporting documentation requested. Electronic documentation for the Measurability Assessment is stored at NCASLD.

Budget

NCASLD continues to submit monthly invoices (including Grant*Prose* activities) to SEAA. Budget expenditures appear to be reasonable, allowable, and allocable. Expenditures to date are as expected according to the projected timelines and activities.

NCASLD was budgeted $365,000 for Year 2. Revisions from Year 1 include an additional $65,000 primarily allocated for implementing Professional Learning Network (PLN) meetings (both in-person and virtual) as well as expanding Grant*Prose*'s evaluation activities preparatory to recommending continued funding for each of the Grantees.

[1] Suggested citation: Dale, E. M., Sturtz McMillen, J., Lovin, P., Carruthers, W., & Hasse, E. (2017, October). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jul-Sep 2017.* Garner, NC: Grant*Prose*, Inc.

NCASLD requested adjusted Year 2 budgets from all Grantees on July 20, 2017. Adjustments included any Year 2 expenses (i.e., Fall tuition) covered by Year 1 funds. Once receiving adjusted budgets, NCASLD finalized and returned budget approvals to all Grantees on August 17, 2017.

Fiscal Controls

NCASLD has updated the internal process for reviewing Grantee invoices for allowability, allocability, and adherence to the final approved budgets. On August 30, 2017 and September 13, 2017, NCASLD conducted Digital Finance Meetings (via WebEx) with Grantees to discuss the upcoming changes to the electronic submission process via Google Drive and organization of their budget materials. Additionally, invoices will be reviewed by NCASLD and Grant*Prose* project management and finance personnel before submission to SEAA.

Contractual Obligations

NCASLD appears to be in compliance with all contractual obligations.

NCASLD renewed its contract with SEAA ($365,000) and a sub-contract with Grant*Prose*, Inc. ($108,000) in order to continue administration and evaluation activities for the Transforming Principal Preparation Program grant.

NCASLD also entered into a sub-contract with the NYC Leadership Academy (NYCLA) in the amount of $15,000. NYCLA staff will provide consultation services in a variety of areas to help NCASLD further serve program participants' professional learning needs.

Timeline

The following chart shows the status of activities established in the legislation or NCASLD scope of work for this report period. NCASLD has met milestones established for the seventh quarter of the project (see **Table 1**).

Table 1. NCASLD Activities Completed in the Period July through September 2017

Date	Function	Activity
7/27/2017	Administration	NCASLD and Grant*Prose* meet with NCGA representatives from the Program Evaluation Division (PED) to discuss the upcoming submission of the Measurability Assessment.
7/31/2017	Evaluation	Grant*Prose* submits the Year 1 annual evaluation report to NCASLD.
8/1/2017	Administration	NCASLD disseminates the Year 1 annual evaluation report to Provider agencies.
7/27 & 8/23 2017	Administration	NCASLD, Grant*Prose*, and SEAA meet to develop plan and finalization, respectively, for Measurability Assessment documentation.
8/1- 8/27 2017	Administration	NCASLD, Grant*Prose,* and SEAA develop responses and compile supporting documentation for the Measurability Assessment submission.

Date	Function	Activity
8/28/2017	Administration	NCASLD submits the Measurability Assessment to PED.
9/6/2017	Administration	NCASLD posts the Year 1 annual evaluation report to their website.

Scope of Work

NCASLD has fulfilled the seven key areas of responsibility proposed in its Scope of Work as follows:

A. Issue a Request for Proposal: No new information to report.

B. Evaluate and select eligible applicants: No new information to report.

C. Recommend grant recipients and duration to the SEAA: No new information to report.

D. Collect and report program data from grantee Providers: NCASLD has employed Grant*Prose* to conduct all evaluation activities of the TPP Programs. See Tier 2: Evaluation of Providers.

E. Evaluate grantee(s) for grant renewal: Following NCASLD's recommendation, SEAA approved continued implementation of all five Provider agencies for the 2017-18 year.

F.1. Additional Proposed Activities of NCASLD: Provide technical assistance to grantee Providers: No new information to report.

F.2. *Additional Proposed Activities of NCASLD: Establish and convene a statewide Professional Learning Network:* NCASLD, with consultation from NYCLA, will hold the first in-person Professional Learning Network (PLN) meeting. The meeting will take place on November 1, 2017 at NCSU's Friday Center.

TPP Program Director, Dr. Shirley Prince spoke at BEST NC's 2017 Education Innovation Lab: *Transforming School Leadership: Redefining the Role of a Principal* on August 28. Dr. Prince provided education stakeholders (school administrators, legislators, policy makers, etc.) an overview of the importance of an effective school leader.

TIER 2: EVALUATION OF PROVIDERS

Budget

Providers continue to submit quarterly invoices to NCASLD. Budget expenditures appear to be reasonable, allowable, and allocable. Expenditures to date are as expected according to the projected timelines and activities.

As a private institution, HPU was required to produce additional documentation for Year 1 close-out as per stipulations in the contract between NCASLD and SEAA. These documents included: (1) State Grant Certification and Sworn Statement (Exhibit B for Non-State Entities), (2) State

Grant Compliance Reporting ≥ $500,000 (Exhibit C), (3) No Overdue Tax Debt Certification (Exhibit E), and (4) Conflict of Interest Policy.

Providers are still in the process of finalizing Year 1 budgets and returning funds (for FY 2016-17). Once Fall tuition has been allocated, Providers will finalize their Year 1 budgets in order to return unspent funds and/or amend their Year 2 budgets, accordingly.

In July, providers adjusted their Year 2 budgets based on whether any Year 2 expenses (i.e., Fall tuition) were covered by Year 1 funds. All Providers resubmitted their updated budgets to NCASLD on August 1, 2017. As of August 8, 2017, all Providers had confirmed final balances for Year 2, with the exception of SREC. NCASLD did not receive final Year 2 supporting documentation from SREC until August 16, 2017. NCASLD finalized and returned approved budgets to all Providers upon receipt of their budgets and supporting documentation (i.e., HPU, UNCG, and WCU budgets were approved on August 11; NCLA and DPLA budgets were approved on August 14; and SREC was approved on August 16, 2017).

Timeline

Table 2 provides the status of activities established in the legislation or Provider scope of work for this report period. All Providers have met milestones established for the seventh quarter of the project.

Table 2. Provider Activities Completed in the Period July through September 2017

Date	Function	Activity
8/2017	Implementation	HPU Cohort 1, NCSU-DPLA, NCSU-NCLA, SREC Cohort 1, UNCG, WCU program participants begin full-time internships
8/2017	Implementation	Programs conduct formative assessment of interns.
8/30 & 9/13/2017	Fidelity	Program Directors attend digital finance meetings conducted by NCASLD.
9/11 – 9/22/2017	Evaluation	Grant*Prose* conducts observations of project activities.

Evaluation of Program Data

In September, Grant*Prose* conducted in-person observations for 5 of the 6 TPP programs. The sixth observation is scheduled for October 7, 2017. The observations conducted were of each program's unique learning activities, as listed in **Table 3** below. Program Directors from each program provided Grant*Prose* staff with a list of upcoming learning activities from which to choose and then facilitated scheduling details. Grant*Prose* will produce a report for each observation. These reports will be included in the annual report submitted to SEAA at the end of the 2017-18 year.

Table 3. Grant*Prose* Observations of TPP Programs

Provider	Visit Date	Location	Activity Observed	Visit Status
NCSU-DPLA	9/11/17	Durham, Avila Retreat Center	Digital Storytelling Day 1	Completed
NCSU-NCLA	9/11/17	Durham, Avila Retreat Center	Digital Storytelling Day 2	Completed
UNCG	9/21/17	Davidson County Schools, County Office Boardroom	Internship Seminar	Completed
SREC	9/21/17	Scotland County Schools Central Office	Seminar with Dr. Roben Calcutt: *Using SIT to Lead Conversations for School Improvement* (9am-12pm); Internship Debriefing (12:30pm-1:30pm)	Completed
HPU	9/22/17	Stout School of Education @ HPU	Functional Behavior Assessments & Toolbox of Behavioral Interventions; Internship Seminar	Completed
WCU	10/7/17	Western Carolina University at Biltmore Park Town Square, Room 345,	Internship Networked Learning Community Meeting	Upcoming

CONCLUSIONS

NCASLD continues to implement the program with fidelity to the legislation and their proposal to SEAA. Grantees are fully engaged in the program and committed to sharing insights, lessons learned, and best practices with each other, NCASLD, and the Grant*Prose* evaluation team. Programs began serving participants in January 2017 as required. NCASLD continues to make progress along a challenging timeline while maintaining compliance with program and legislative requirements.

APPENDIX A

This section lists selected documents and reports Grant*Prose* has produced for the TPP grant program.

Quarterly Reports to NCASLD

Carruthers, W., Braswell, J., Hasse, E. (2016, May). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Jan-Mar 2016*. Garner, NC: Grant*Prose*, Inc.

Carruthers, W., Braswell, J., Hasse, E. (2016, July). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Apr-Jun 2016*. Garner, NC: Grant*Prose,* Inc.

Braswell, J., Hasse, E, McMillen, J., & Carruthers, W. (2016, November). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Jul-Sept 2016.* Garner, NC: Grant*Prose,* Inc.

Carruthers, W., Braswell, J., Hasse, E, McMillen, J. (2016, January). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Oct-Dec 2016.* Garner, NC: Grant*Prose,* Inc.

Carruthers, W., Braswell, J., Hasse, E, McMillen, J. (2017, June). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Jan-Mar 2017.* Garner, NC: Grant*Prose,* Inc.

Carruthers, W., Sturtz McMillen, J., & Hasse, E. (2017, July). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Apr-Jun 2017*. Garner, NC: Grant*Prose*, Inc.

Dale, E. M., Sturtz McMillen, J., Lovin, P., Carruthers, W., & Hasse, E. (2017, October). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jul-Sep 2017.* Garner, NC: Grant*Prose*, Inc.

Annual Reports to SEAA

Sturtz McMillen, J., Carruthers, W., Hasse, E., & Dale, E. M. (July 2017). *Transforming Principal Preparation Grant Program: First Year, Annual Report.* Garner, NC: Grant*Prose,* Inc.

Guidances

Guidance 01: *Guidance on Preparing and Submitting Invoices to NCASLD*. (2016, November).

Guidance 02: *Complying with Institutional Review Board procedures associated with the GrantProse evaluation of the Principal Preparation Program*. (2016, November).

Guidance 03: *Use of Grant Funds to Pay for Food and Beverages.* (2017, April).

Other

Transforming Principal Preparation Program Evaluation: Report on Proposal Review and Award Recommendation. (2016, May). Garner, NC: Grant*Prose*, Inc.

Principal Preparation Program Grant: Report on Proposal Review and Award Recommendations: Fall 2016 Competition. (2016, October). Garner, NC: Grant*Prose*, Inc.

Transforming Principal Preparation in NC: Program Update Summary (2017, March). Garner, NC: Grant*Prose*, Inc. (Prepared for Representative Blackwell)

Electronic documentation for the Measurability Assessment (2017, August) composed by NCASLD, Grant*Prose*, and SEAA is stored at the NCASLD offices.

APPENDIX B: PROGRAM MILESTONES TO DATE

Date	Activity
Feb 16, 2016	Contract signing with SEAA to oversee and administer TPP grant program
March 1, 2016	Issued Spring 2016 RFP
April 22, 2016	Spring 2016 proposals received
May 11-25, 2016	Evaluated submissions and selected Spring 2016 applicants
June 1, 2016	Recommended Spring 2016 recipient to SEAA
July 1, 2016	Received amendment to budget and Section 11.9 of Session Law 2015-241 authorizing additional competition
July 6, 2016	Notified recipient of Spring 2016 award
July 12, 2016	Issued Fall 2016 RFP
August 26, 2016	Fall 2016 proposals received
September 14-18, 2016	Evaluated submissions and selected Fall 2016 applicants
September 19, 2016	Recommended Fall 2016 recipients to SEAA
October 1, 2016	Notified recipients of Fall 2016 award
October 20, 2016	Hosted TPP Program Directors' Workshop
December 31, 2016	Five grantee agreements completed; six projects in progress
January 1, 2017	Programs begin serving participants. All Provider contracts executed. Providers submit first invoices for review.
February 2017	IRB approvals for Grant*Prose* evaluation activities received from four of the five Provider Agencies.
March 2017	Mid-year evaluation reports of activities through the end of December 2016 submitted by four of five Provider agencies (four of six projects). NCASLD and Grant*Prose* conduct phone interviews with all Provider agencies on recruitment, selection, and mentor processes.
March 2017	*Transforming Principal Preparation in NC: Program Update Summary* report prepared for Representative Blackwell
April 18, 2017	Mid-year evaluation reports submitted by NCSU for DPLA and NCLA
April/May 2017	Principal candidates participate in an online survey
May 22, 2017	NCASLD conducts a one-day summit for Program Directors and selected principal candidates
May/June 2017	High Point and Sandhills start a second cohort of principal candidates
June 2017	Annual evaluation reports submitted by all six programs.
July 27, 2017	NCASLD and Grant*Prose* meet with NCGA representatives from the Program Evaluation Division (PED) to discuss the upcoming submission of the Measurability Assessment.
July 31, 2017	Grant*Prose* submits the Year 1 annual evaluation report to NCASLD.
August 1, 2017	NCASLD disseminates the Year 1 annual evaluation report to Provider agencies.
July 27 & August 23,	NCASLD, Grant*Prose*, and SEAA meet to develop plan and

2017	finalization, respectively, for Measurability Assessment documentation.
August 2017	NCASLD, Grant*Prose,* and SEAA develop responses and compile supporting documentation for the Measurability Assessment submission.
August 28, 2017	NCASLD submits the Measurability Assessment to PED.
August 2017	HPU Cohort 1, NCSU-DPLA, NCSU-NCLA, SREC Cohort 1, UNCG, WCU program participants begin full-time internships
August 2017	Programs conduct formative assessment of interns.
August 30 & September 13, 2017	Program Directors attend digital finance meetings conducted by NCASLD.
September 6, 2017	NCASLD posts the Year 1 annual evaluation report to their website.
September 11–22, 2017	Grant*Prose* conducts observations of project activities.

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Transforming Principal Preparation (TPP) Program Grant
Quarterly Report
Oct-Dec 2017

Erin M. Dale, Janey Sturtz McMillen, Pamela Lovin, William Carruthers, & Eleanor Hasse[1]
Released January 2017

OVERVIEW

Quarterly reports produced in the course of evaluating the grant program funded by the N.C. Legislature, Session Law 2015-241 Section 11.9, Transforming Principal Preparation (TPP), provide a record of the significant events, activities, and developments in the program at three-month intervals and will be useful for sharing information about the program with interested parties. The reports are organized to provide information on the inputs, strategies and activities, outputs, and outcomes associated with NCASLD, as the administrator of the grants, and the TPP Provider agencies (Providers) that have received grant funding.

This report provides information on Grant*Prose*'s evaluation of NCASLD and TPP Provider activities for the fourth quarter of 2017, October 1 through December 31. This is the eighth quarterly report produced.

TIER 1: EVALUATION OF NCASLD

Budget

NCASLD continues to submit monthly invoices (including Grant*Prose* activities) to SEAA. Budget expenditures appear to be reasonable, allowable, and allocable. Expenditures to date are as expected according to the projected timelines and activities.

Fiscal Controls

NCASLD continues to monitor the internal process for reviewing TPP Provider invoices for allowability, allocability, and adherence to the final approved budgets. The electronic submission process and dual review process instituted last quarter (see NCASLD Quarterly Report 07) appear to be successful in (a) providing Providers with timely feedback, and (b) receiving timely responses from Providers regarding questions/updates.

Contractual Obligations

NCASLD appears to be in compliance with all contractual obligations.

[1] Suggested citation: Dale, E. M., Sturtz McMillen, J., Lovin, P., Carruthers, W., & Hasse, E. (2018, January). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Oct-Dec 2017.* Garner, NC: Grant*Prose*, Inc.

Timeline

The following chart shows the status of activities established in the legislation or NCASLD scope of work for this report period. NCASLD has met milestones established for the eighth quarter of the project (see **Table 1**).

Table 1. NCASLD & Grant*Prose* Activities Completed in Oct through Dec 2017

Date	Function	Activity
10/2017	Administration	NCALSD provides technical assistance to Providers via a virtual meeting regarding planning and budgeting for future cohorts.
10/5/2017	Administration	NCASLD and Grant*Prose* meet to review the **Criteria & Scoring Rubric for Continued Funding Recommendations** (see Appendix D) as well as to discuss each program's internship-related learning activities during Grant*Prose*'s TPP observations conducted in September 2017.
10/31/2017	Evaluation	Grant*Prose* submits the seventh quarterly (Year 2, Quarter 3) NCASLD evaluation report.
11/1/2017	Implementation	NCASLD hosts, along with NYCLA, the first face-to-face Professional Learning Network meeting.
12/13/2017	Implementation	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TPP Program Directors and staff.

Scope of Work

NCASLD has fulfilled the seven key areas of responsibility proposed in its Scope of Work as follows:

A. Issue a Request for Proposal: No new information to report.

B. Evaluate and select eligible applicants: No new information to report.

C. Recommend grant recipients and duration to the SEAA: No new information to report.

D. Collect and report program data from grantee Providers: NCASLD has employed Grant*Prose* to conduct all evaluation activities of the TPP Programs. See **Tier 2: Evaluation of Providers**.

E. Evaluate grantee(s) for grant renewal: SEAA has approved continued funding for all six TPP Programs for the 2017-18 year. Based on evidence collected to date, NCASLD will recommend to SEAA that TPP Programs receive continued funding during years 2018-19, 2019-20, and 2010-21. To continue receiving funds during this period, TPP Programs will be required to make continuous improvements based on recommendations from NCASLD and Grant*Prose*.

F.1. Additional Proposed Activities of NCASLD: Provide technical assistance to grantee Providers: NCASLD held a virtual meeting to provide technical assistance to Providers regarding planning and budgeting for future cohorts.

F.2. *Additional Proposed Activities of NCASLD: Establish and convene a statewide Professional Learning Network:* NCASLD, with consultation from the New York City Leadership Academy, held the first in-person Professional Learning Network (PLN) meeting. The meeting took place on November 1, 2017 at NCSU's Friday Center. Dr. Steve Tozer, a leading expert in urban school leader preparation from the University of Illinois, Chicago, was the keynote speaker. He provided information regarding lessons learned from Chicago and Illinois' next-generation preparation program as well as the policy changes necessary to facilitate such a program. Break-out sessions during the day provided participants with opportunities to discuss these topics both within and across TPP Program teams. Overall, the first PLN meeting was successful in providing a collaborative learning opportunity for TPP Program staff and other attendees.

Additionally, on December 13, 2017, NCASLD held a virtual PLN meeting to foster collaborative discussion among TPP Program directors and staff including Program coaches. A range of topics of current concern to directors were discussed, such as staffing and recruitment, coaching processes beyond degree completion, and allocation of university resources for successful program implementation. See **Appendix C: Virtual PLN Session Topics** for a full list of topics discussed.

TIER 2: EVALUATION OF PROVIDERS

Budget

TPP Program Providers continue to submit quarterly invoices to NCASLD. Budget expenditures appear to be reasonable, allowable, and allocable. Expenditures to date are as expected according to the projected timelines and activities.

Providers have finalized Year 1 expenditures and returned unspent funds (for FY 2016-17) to NCASLD.

Timeline

Table 2 provides the status of activities established in the legislation or Provider scope of work for this report period. All Providers have met milestones established for the eighth quarter of the project.

Table 2. TPP Program Provider & Grant*Prose* Activities Completed in Oct through Dec 2017

Date	Function	Activity
11/6 – 12/7/2017	Evaluation	Grant*Prose* conducts on-site Program Director/team interviews to gather evidences for continued funding recommendations.
11/15 – 11/19/17	Dissemination	TPP Program Directors attend the UCEA Convention and conduct a symposium regarding state-supported innovative leadership preparation programs.
12/2017	Evaluation	Grant*Prose* disseminates electronic surveys to (1) LEA representatives partnered with TPP Programs, (2) TPP Program Participants completing their internships in December/January, and (3) Principal Mentors of TPP Program Participants completing internships in December/January.
12/23/2017	Evaluation	Grant*Prose* distributes the mid-year report template to

		TPP Program Providers on 12/23/17 and requests that Providers complete and return reports by 1/31/18.

Evaluation of Program Data

As noted in the previous quarterly report, Grant*Prose* conducted observations of select learning activities at each TPP Program primarily in September. However, one of these observations occurred on October 7, 2017. See pages 4-5 of the NCASLD Quarterly Report 07 for a complete list of observations completed.

In November and early December, Grant*Prose* conducted on-site, in-person interviews with each of the TPP Program Directors and their teams (see **Table 3**). The purpose of these interviews was to gather evidence necessary for evaluating each program's inputs, activities, and outputs in order to make recommendations for continued funding. TPP Program Directors and their teams provided Grant*Prose* staff with both hard copy and electronic documents (uploaded to a Google Drive folder) of example evidences for each criterion (see **Appendix D: Criteria and Scoring Rubric for Continued Funding Recommendations**). Grant*Prose* will produce (1) individual continuous improvement recommendation reports for each TPP Program based on evidences provided and (2) a collective recommendation report for NCASLD.

Finally, Grant*Prose* began distributing mid-year report templates to TPP Program Providers in late December with a request to complete and return the reports to Grant*Prose* by 1/31/18.

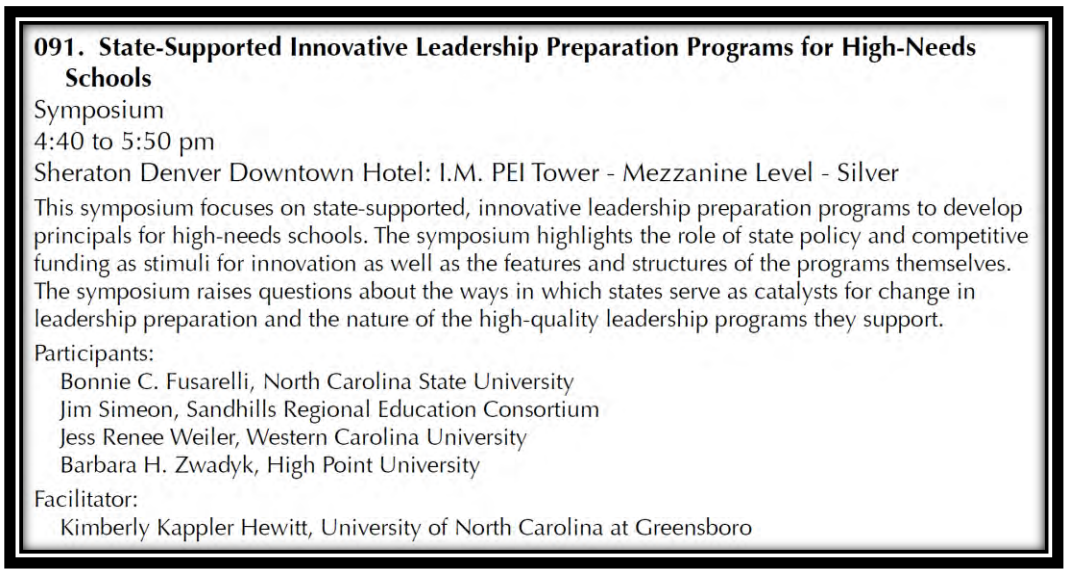
Table 3. Grant*Prose* Site Visits & Program Director Interviews

Program	Date/Time	Location	Visit Status
UNCG	11/6/17 10am	School of Ed Bldg, Room 227, UNC-G campus	Complete
HPU	11/20/17 10am	Stout School of Education HPU, WEBB 206	Complete
SREC	11/27/17 10am	Longleaf Golf & Family Club, 10 Knoll Road, Southern Pines, NC 28387	Complete
WCU	11/30/17 9am	Biltmore Park Town Square Room 358 (3rd floor), WCU	Complete
NCSU (DPLA & NCLA)	12/8/17 9am	608 Poe Hall, NCSU Main Campus	Complete

Additional Program Activities

In mid-November, TPP Program Directors attended the 31st annual University Council for Education Administration (UCEA) Convention in Denver, CO and conducted a symposium. Directors discussed their program's features as well as the role of state policy and competitive funding in motivating innovation. See **Figure 1** for the symposium synopsis from the UCEA Convention Program.

Figure 1. Symposium Synopsis – UCEA Convention Program, 2017



091. State-Supported Innovative Leadership Preparation Programs for High-Needs Schools

Symposium

4:40 to 5:50 pm

Sheraton Denver Downtown Hotel: I.M. PEI Tower - Mezzanine Level - Silver

This symposium focuses on state-supported, innovative leadership preparation programs to develop principals for high-needs schools. The symposium highlights the role of state policy and competitive funding as stimuli for innovation as well as the features and structures of the programs themselves. The symposium raises questions about the ways in which states serve as catalysts for change in leadership preparation and the nature of the high-quality leadership programs they support.

Participants:

Bonnie C. Fusarelli, North Carolina State University
Jim Simeon, Sandhills Regional Education Consortium
Jess Renee Weiler, Western Carolina University
Barbara H. Zwadyk, High Point University

Facilitator:

Kimberly Kappler Hewitt, University of North Carolina at Greensboro

TIER 3: EVALUATION OF PARTICIPANTS

Timeline

Table 4 provides the status of evaluation activities for TPP Program Participants during this report period. Participants have met milestones established for the eighth quarter of the project.

Table 4. Participant & Grant*Prose* Activities Completed in Oct through Dec 2017

Date	Function	Activity
12/2017	Evaluation	Grant*Prose* disseminated electronic surveys to Program Participants completing their internships in December/January. Participants are asked to self-assess their competencies gained through the TPP Program. Electronic surveys were also distributed to Principal Mentors of TPP Program Participants completing their internships in December/January. Mentors are asked to assess their mentee on each of the State standards.

Evaluation of Participant Data

As a result of Grant*Prose* discussions with TPP Program Directors during the course of the site visits, it was revealed that very early evidence suggests a number of TPP Program Participants have been hired by their school districts in Assistant Principal roles.

In mid-December, Grant*Prose* began disseminating surveys to TPP Program Participants who will be completing their survey in January 2018. These surveys will continue to be disseminated within one month of TPP Program Participant completion of the TPP Program/internship. Survey results will be shared in the TPP Program Annual Report in July 2018.

CONCLUSIONS

Tier 1 Evaluation: NCASLD continues to implement the program with fidelity to the legislation and their proposal to SEAA. Tier 2 Evaluation: Similarly, TPP Programs are fully engaged in the program and committed to sharing insights, lessons learned, and best practices with each other, NCASLD, and the Grant*Prose* evaluation team. Tier 3 Evaluation: There is very early evidence that TPP Program Participants are securing assistant principal roles in their school districts.

Overall, NCASLD and the TPP Programs continue to make progress along a challenging timeline while maintaining compliance with program and legislative requirements.

APPENDIX A: GRANT*PROSE* DOCUMENTS & REPORTS PRODUCED

Quarterly Reports to NCASLD

Carruthers, W., Braswell, J., Hasse, E. (2016, May). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Jan-Mar 2016*. Garner, NC: Grant*Prose*, Inc.

Carruthers, W., Braswell, J., Hasse, E. (2016, July). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Apr-Jun 2016*. Garner, NC: Grant*Prose,* Inc.

Braswell, J., Hasse, E, McMillen, J., & Carruthers, W. (2016, November). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Jul-Sept 2016.* Garner, NC: Grant*Prose,* Inc.

Carruthers, W., Braswell, J., Hasse, E, McMillen, J. (2016, January). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Oct-Dec 2016.* Garner, NC: Grant*Prose,* Inc.

Carruthers, W., Braswell, J., Hasse, E, McMillen, J. (2017, June). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Jan-Mar 2017.* Garner, NC: Grant*Prose,* Inc.

Carruthers, W., Sturtz McMillen, J., & Hasse, E. (2017, July). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Apr-Jun 2017*. Garner, NC: Grant*Prose*, Inc.

Dale, E. M., Sturtz McMillen, J., Lovin, P., Carruthers, W., & Hasse, E. (2017, October). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jul-Sep 2017.* Garner, NC: Grant*Prose*, Inc.

Dale, E. M., Sturtz McMillen, J., Lovin, P., Carruthers, W., & Hasse, E. (2018, January). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Oct-Dec 2017.* Garner, NC: Grant*Prose*, Inc.

Annual Reports to SEAA

Sturtz McMillen, J., Carruthers, W., Hasse, E., & Dale, E. M. (July 2017). *Transforming Principal Preparation Grant Program: First Year, Annual Report.* Garner, NC: Grant*Prose,* Inc.

Guidances

Guidance 01: *Guidance on Preparing and Submitting Invoices to NCASLD*. (2016, November).

Guidance 02: *Complying with Institutional Review Board procedures associated with the GrantProse evaluation of the Principal Preparation Program*. (2016, November).

Guidance 03: *Use of Grant Funds to Pay for Food and Beverages.* (2017, April).

Other

Transforming Principal Preparation Program Evaluation: Report on Proposal Review and Award Recommendation. (2016, May). Garner, NC: Grant*Prose*, Inc.

Principal Preparation Program Grant: Report on Proposal Review and Award Recommendations: Fall 2016 Competition. (2016, October). Garner, NC: Grant*Prose*, Inc.

Transforming Principal Preparation in NC: Program Update Summary (2017, March). Garner, NC: Grant*Prose*, Inc. (Prepared for Representative Blackwell)

Electronic documentation for the Measurability Assessment (2017, August) composed by NCASLD, Grant*Prose*, and SEAA is stored at the NCASLD offices.

APPENDIX B: PROGRAM MILESTONES TO DATE

Date	Activity
Feb 16, 2016	Contract signed with SEAA to oversee and administer TPP grant program
March 1, 2016	Issued Spring 2016 RFP
April 22, 2016	Spring 2016 proposals received
May 11-25, 2016	Evaluated submissions and selected Spring 2016 applicants
June 1, 2016	Recommended Spring 2016 recipient to SEAA
July 1, 2016	Received amendment to budget and Section 11.9 of Session Law 2015-241 authorizing additional competition
July 6, 2016	Notified recipient of Spring 2016 award
July 12, 2016	Issued Fall 2016 RFP
August 26, 2016	Fall 2016 proposals received
September 14-18, 2016	Evaluated submissions and selected Fall 2016 applicants
September 19, 2016	Recommended Fall 2016 recipients to SEAA
October 1, 2016	Notified recipients of Fall 2016 award
October 20, 2016	Hosted TPP Program Directors' Workshop
December 31, 2016	Five grantee agreements completed; six projects in progress
January 1, 2017	Programs begin serving participants. All Provider contracts executed. Providers submit first invoices for review.
February 2017	IRB approvals for Grant*Prose* evaluation activities received from four of the five Provider Agencies.
March 2017	Mid-year evaluation reports of activities through the end of December 2016 submitted by four of five Provider agencies (four of six projects). NCASLD and Grant*Prose* conduct phone interviews with all Provider agencies on recruitment, selection, and mentor processes.
March 2017	*Transforming Principal Preparation in NC: Program Update Summary* report prepared for Representative Blackwell
April 18, 2017	Mid-year evaluation reports submitted by NCSU for DPLA and NCLA
April/May 2017	Principal candidates participated in an online survey
May 22, 2017	NCASLD conducted a one-day summit for Program Directors and selected principal candidates
May/June 2017	High Point and Sandhills began a second cohort of principal candidates
June 2017	Annual evaluation reports submitted by all six programs.
July 27, 2017	NCASLD and Grant*Prose* met with NCGA representatives from the Program Evaluation Division (PED) to discuss the upcoming submission of the Measurability Assessment.
July 31, 2017	Grant*Prose* submitted the Year 1 annual evaluation report to NCASLD.
August 1, 2017	NCASLD disseminated the Year 1 annual evaluation report to Provider agencies.
July 27 & August 23, 2017	NCASLD, Grant*Prose*, and SEAA met to develop plan and finalization, respectively, for Measurability Assessment documentation.
August 2017	NCASLD, Grant*Prose,* and SEAA developed responses and compiled supporting documentation for the Measurability Assessment submission.
August 28, 2017	NCASLD submitted the Measurability Assessment to PED.
August 2017	HPU Cohort 1, NCSU-DPLA, NCSU-NCLA, SREC Cohort 1, UNCG, WCU program participants began full-time internships
August 2017	Programs conducted formative assessment of interns.
August 30 & September	Program Directors attended digital finance meetings conducted by

13, 2017	NCASLD.
September 6, 2017	NCASLD posted the Year 1 annual evaluation report to their website.
September 11–22, 2017	Grant*Prose* conducted observations of project activities.
October, 2017	NCALSD provided technical assistance to Providers via a virtual meeting regarding planning and budgeting for future cohorts.
October 5, 2017	NCASLD and Grant*Prose* met to review the **Criteria & Scoring Rubric for Continued Funding Recommendations** (see Appendix D) as well as discuss each program's internship-related learning activities during Grant*Prose*'s TPP observations conducted in September 2017.
October 31, 2017	Grant*Prose* submitted the seventh quarterly (Year 2, Quarter 3) NCASLD evaluation report.
November 1, 2017	NCASLD hosted, along with NYCLA, the first *face-to-face* Professional Learning Network meeting.
November 6 – December 7, 2017	Grant*Prose* conducted on-site Program Director/team interviews to gather evidences for continued funding recommendations.
November 15-19, 2017	Program Directors attended the UCEA Convention and participated in a symposium regarding state-supported innovative leadership preparation programs.
December 2017	Grant*Prose* disseminated electronic surveys to (1) LEA representatives partnered with TPP Programs, (2) Program participants completing their internships in December/January, and (3) Principal Mentors of Program Participants completing their internships in December/January. Surveys included questions evaluating their respective TPP Program. Additionally, the Participant and Principal Mentor surveys included items pertaining to individual Participants and their competencies based on State standards.
December 13, 2017	NCASLD hosted, along with NYCLA, the first *virtual* Professional Learning Network meeting.
December 23, 2017	Grant*Prose* disseminated the mid-year report template to TPP Program Directors with a request to return the completed form by 1/31/18.

APPENDIX C: VIRTUAL PLN SESSION TOPICS, 12/13/17

Norms for virtual PLN meetings:

- Mute self when not speaking
- State name when making comments
- Approach work with others collaboratively – community of learners

Ideas/points that surfaced during the discussion:

- Staffing and Recruitment – difficult when grant funding terms are too short; if legislation can be tweaked to extend funding periods, it would help with this.
- How can universities make sure students in their non-TPP funded programs get the same opportunities/benefits that those in their funded programs do? What benefits would require more $, and which ones require faculties to organize or do their work differently? Coaching is an example of a powerful component of learning, but hard to provide outside of grant-funded program without additional funding.
- Post-degree on-the-job coaching would also be an enormous benefit for participants, if funding could be made available.
- Being able to capture credit hours back from funded programs might help provide support to "spread the wealth," to non-grant funded students, but might also face resistance from other programs/departments who may be concerned that their funds could be reduced
- Importance of using communication tools (updates, spotlight reports) to see form and to bring along all internal and external stakeholders.
- Visioning process among stakeholders helpful in shifting everyone toward a new "this is how we do this work" focus (vs. this is our funded program and that's our non-funded program – NCSU can share more about this process, which they experienced through work with Wallace)
- Visioning process among TPP directors or similar collaboration might be useful to help ID best practices and ways to advocate more effectively for resources; conceptualize ourselves as a consortium and communicate more frequently about the work – view each program as a laboratory of practice. What are we learning from each other? How do we show others the power of that?
- Push on how universities use their resources – more discussion of how work can be done differently among faculty (e.g., weekly online faculty meeting at UNCG)
- For next in-person PLN, need some team time for processing information taken in, but majority of collaboration time should be cross-team around issues/problems of practice (with notice about what these will be so that people can come prepared with info to share).

APPENDIX D: CRITERIA & SCORING RUBRIC FOR CONTINUED FUNDING RECOMMENDATIONS

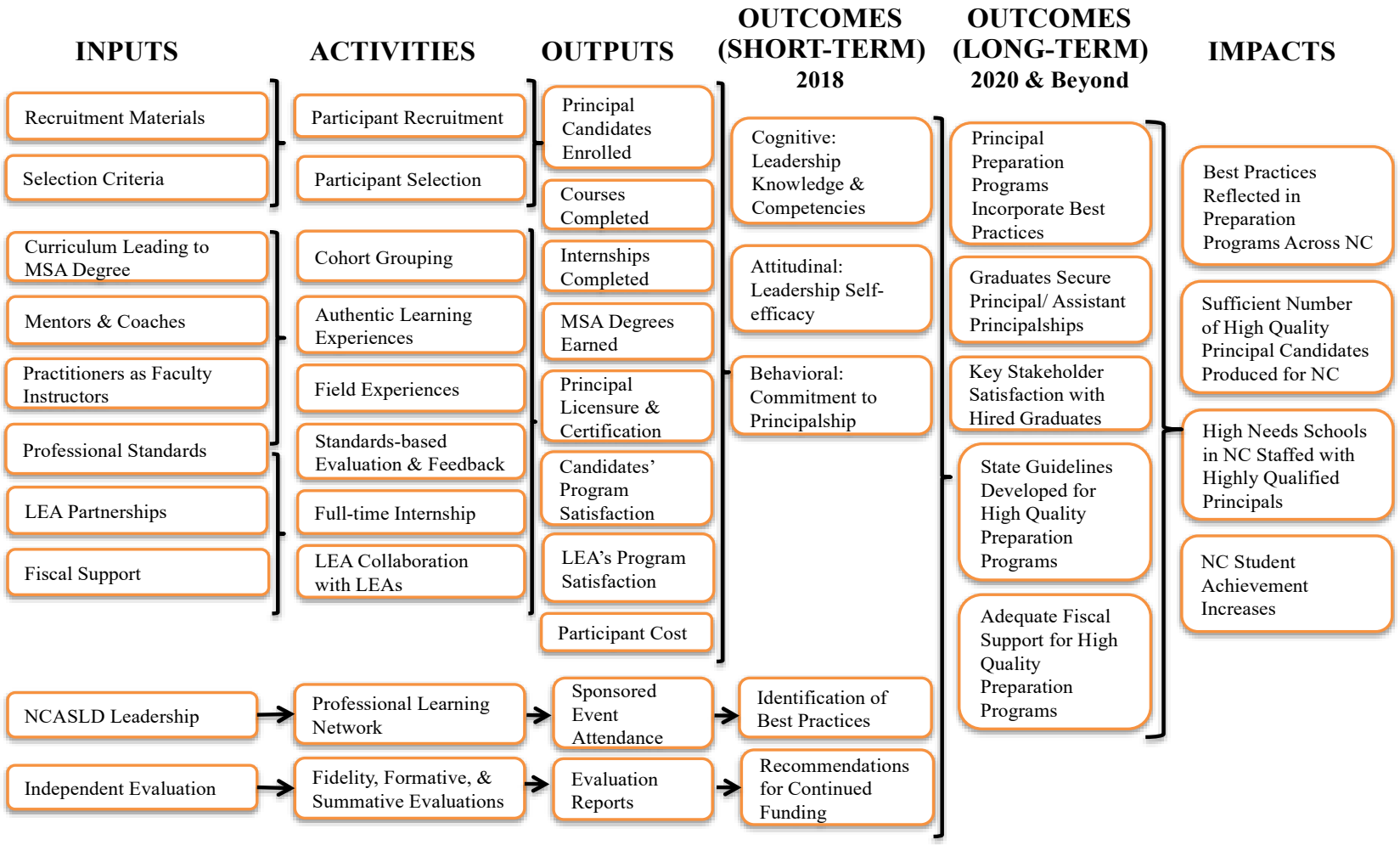
In order to assist in the process for determining program progress and make recommendations for continued grant funding, the TPP program evaluation logic model (previously shared as part of both the Evaluation Plan and Annual Report for 2016-17) was utilized to establish a scoring rubric and corresponding criterion for each element in the logic model. In developing the rubric and criteria, GrantProse drew upon existing resources from the principal preparation literature including those listed below.

Ikemoto, G., Kelemen, M., Young, M., & Tucker, P. (2016). *SEP³ Toolkit: State evaluation of principal preparation programs guide*. Charlottesville, VA: New Leaders and University Council for Educational Administration. Retrieved from http://www.sepkit.org/publications/

Young, M., Tucker, P., & Terry Orr, M. (2012). *University Council for Educational Administration (UCEA) Institutional and Program Quality Criteria: Guidance for Master's and Doctoral Programs in Educational Leadership*. Charlottesville, VA: University Council for Educational Administration. Retrieved from http://www.ucea.org/resource/program-evaluation-resources/

King, C. (2013). *Quality Measures™ Principal Preparation Program Self---Assessment Toolkit: for use in developing, assessing, and improving principal preparation programs*. Waltham, MA: Education Development Center, Inc.

TPP Program Evaluation Logic Model



INPUTS					
Program Element	**0 Needs Improvement**	**1 Effective**	**2 Highly Effective**	**Data Source(s)**	**Example Evidence**
1. Evidence of targeted recruitment materials	• No written plan for recruitment of program participants who demonstrate leadership potential • No defined set of strategies for attracting and recruiting applicants who demonstrate leadership potential • Planned communication at the LEA central office level	• Recruitment materials provide basic explanatory content about program • Has a basic written plan for recruitment of program participants who demonstrate leadership potential • Uses a defined set of limited strategies for attracting and recruiting applicants who demonstrate leadership potential • Does not utilize differential strategies to seek applicants who demonstrate different types of leadership potential • Planned communication at the LEA central office and individual school level	• Recruitment materials provide extensive explanatory content about program • Has a detailed (e.g., timelines, identified sources) written plan for recruitment of program participants who demonstrate leadership potential • Uses a defined set of strategies for attracting and recruiting applicants including a variety of media (e.g., print form, social media, press releases/ media coverage, group meetings) and personal recommendations • Utilizes differential strategies to seek applicants who demonstrate different types of leadership potential • Planned communication at the LEA central office, individual school, and regional levels to give the program high visibility	Program Director (Semi- and annual reports; interviews, site visits)	• Description of recruitment plans, timelines, and documents used • Copy of recruitment plan • Example recruitment materials

INPUTS					
Program Element	**0 Needs Improvement**	**1 Effective**	**2 Highly Effective**	**Data Source(s)**	**Example Evidence**
2. Evidence of rigorous selection criteria	• Selection criteria are articulated, but do not include rubrics for decision-making • Admission decisions involve limited assessment of academic and leadership potential • Applicants are afforded only one method to document academic and leadership potential • Measures for assessing applicant potential are not evidence-based or aligned with principal performance expectations • Admission decisions are made by a single individual.	• Selection criteria are articulated and include limited rubrics for decision-making • Admission decisions involve an assessment of one to two sources of evidence • Applicants are afforded more than one method to document academic and leadership potential • Some (at least 1/3)of the measures for assessing applicant potential are evidence-based, and aligned with principal performance expectations • Admission decisions are made by one or two individuals.	• Selection criteria are articulated with detailed rubrics (e.g., rankings, cut scores, operational definitions) for decision-making • Admission decisions involve a balanced assessment of multiple sources of evidence on academic and leadership potential • Applicants are afforded multiple methods to document academic and leadership potential • Most (at least 2/3) measures for assessing applicant potential are evidence-based, aligned with principal performance expectations and consistently used to make admission decisions • Admission decisions are made by a selection committee.	Program Director (Semi- and annual reports; interviews, site visits)	• Example application materials • Description of program participant selection criteria used (rubrics) and procedures followed (how judged and by whom-areas of expertise) • Measures used for assessing applicant potential, as well as descriptions of their evidence-based, and/or alignment with principal performance expectations • Examples of reviewed applications (admission packets/ portfolios)

INPUTS					
Program Element	**0 Needs Improvement**	**1 Effective**	**2 Highly Effective**	**Data Source(s)**	**Example Evidence**
3. Evidence of quality of curriculum (conceptual coherence, clear alignment with quality leadership standards, developmentally sequenced experiences, field work integrated with coursework) leading to MSA degree	• Description of program requirements for MSA degree includes list of required courses • Course syllabi do not indicate alignment with leadership standards • Courses do not incorporate project-based learning methods, authentic learning experiences, and/or field work	• Description of program requirements for MSA degree includes brief descriptions of required courses, which are logically and sequentially organized, as well as timeline for completion • Course syllabi indicate alignment with leadership standards • Some (1/3) courses incorporate project-based learning methods, authentic learning experiences, and/or field work	• Articulated conceptual framework for course sequence, teaching strategies, learning activities, and assessments • Description of program requirements for MSA degree include brief descriptions of required courses which are logically and sequentially organized, as well as timeline for completion • Course syllabi indicate alignment with leadership standards • Most (2/3) courses incorporate project-based learning methods, authentic learning experiences, and/or field work and require students to critically assess implications for practice	Program Director (Semi- and annual reports; interviews, site visits)	• Course sequences • Description of conceptual framework and application to program delivery • Description of pedagogical approaches used to deliver program content • Description of program requirements (coursework, internships, projects, evaluations) • Syllabi of core coursework, practica, and internships • Description of how project-based learning methods, authentic learning experiences, field experiences are sequenced to build upon one another and how tied to curriculum

INPUTS					
Program Element	**0 Needs Improvement**	**1 Effective**	**2 Highly Effective**	**Data Source(s)**	**Example Evidence**
4. Evidence of high quality mentors and coaches	• Principal mentors and coaches are selected on at least two of the following criteria: relevant professional experience, demonstrated effectiveness in educational leadership, evidence of teaching quality, content knowledge, scholarly expertise • Principal mentors and coaches are not provided specific training on evaluation of program participants nor responsibilities	• Principal mentors and coaches are selected on at least three of the following criteria: relevant professional experience, demonstrated effectiveness in educational leadership, evidence of teaching quality, content knowledge, scholarly expertise • Principal Mentors and coaches are provided specific training on evaluation of program participants and responsibilities	• Principal mentors and coaches are selected on at least four of the following criteria: relevant professional experience, demonstrated effectiveness in educational leadership, evidence of teaching quality, content knowledge, scholarly expertise • Principal mentors and coaches are provided specific and ongoing training and support on evaluation of program participants and responsibilities • Principal mentors and coaches are regularly evaluated and provided feedback for improvement • Principal mentors and coaches provide regular feedback to program staff regarding training and support received	Program Director (Semi- and annual reports; interviews, site visits)	• Complete contact information and resumes/ CVs of mentors/ coaches • Description of criteria used to select mentors and coaches • Description of training provided to mentors and coaches including how they are prepared to evaluate program participants • Description of building and district mentor assignments
				Executive Coaches (Survey)	• Survey response means, standard deviations, ranges, open-ended responses, response rate
				Principal Mentors (Survey)	

INPUTS					
Program Element	**0 Needs Improvement**	**1 Effective**	**2 Highly Effective**	**Data Source(s)**	**Example Evidence**
5. Evidence of involvement of practitioners in program planning and instruction	• Faculty/ instructors have practical experience in K-12 education settings • Program does not consult current K-12 practitioners regarding aspects of program planning, development, content, field work, or quality internships	• Faculty/ instructors have practical experience in K-12 education settings and are able to contribute specialized expertise and/or organizational leadership to program • Program consults current K-12 practitioners in some aspects of program planning, development, content, field work, or quality internships	• Faculty/ instructors have practical experience in K-12 education settings, and are able to contribute specialized expertise and/or organizational leadership to program • Faculty/ instructors are selected based on relevant professional experience, demonstrated effectiveness in educational leadership, and course evaluations or other evidence of teaching quality such as observations • Program consistently engages current K-12 practitioners in program planning, development, content, field work, and quality internships	Program Director (Semi- and annual reports; interviews, site visits)	• Faculty/ instructor resumes/ CVs • Faculty/ instructor course assignments • Description of strategies used for obtaining advice and program participation from field (e.g., surveys, program evaluation, collaborative research) • Program meeting minutes and reports documenting use of practitioner input • Evidence of how practitioner input has informed program's design, content, and field experiences

INPUTS					
Program Element	**0 Needs Improvement**	**1 Effective**	**2 Highly Effective**	**Data Source(s)**	**Example Evidence**
6. Evidence of adhering to professional standards for principal preparation programs (use of performance-based assessments and feedback, continuous improvement cycles)	• None of the required courses are aligned with professional leadership standards • Standards-based summative and formative data are used to give program participants feedback about their performance at least once during the program • Internship provides interns with an opportunity to be observed and receive feedback, but no standards-based assessments are used • Program does not conduct continuous improvement activities to identify needed changes to program.	• Some of the required courses are aligned with professional leadership standards. • Standards-based summative and formative data are used to give program participants feedback about their performance in some courses and overall at least once during the program • Internship provides interns with an opportunity to be observed and receive feedback using standards-based assessments at least once • Program utilizes formal (course evaluations, surveys) data from program participants to identify and implement needed changes to program	• All of the required courses are aligned with professional leadership standards • Standards-based summative and formative data are used to give program participants feedback about their performance in individual courses and overall multiple times during program • Internship provides interns with multiple opportunities for intern to be observed and receive feedback using standards-based assessments • Program utilizes multiple formal (course evaluations, surveys) and informal data from multiple sources (participants, coaches, mentors) to identify and implement program improvements.	Program Director (Semi- and annual reports; interviews, site visits)	• Course sequence and syllabi with standards alignment • Materials describing assessment, & benchmarks: – Criteria for assessment (admission, internship) – Rationale for selecting criteria – Sources of assessment evidence – Description of review process, including who conducts and how trained – Possible assessment point decisions • Description of continuous improvement activities
				Executive Coaches (Survey)	• Survey response means, standard deviations, ranges, open-ended responses, response rate
				Principal Mentors (Survey)	

INPUTS					
Program Element	**0 Needs Improvement**	**1 Effective**	**2 Highly Effective**	**Data Source(s)**	**Example Evidence**
7. Evidence of fiscal management	• Budget expenditures do not reflect planned expenses • Appropriate documentation is provided for some program expenditures • Fiscal reporting is not timely • There is no evidence that grant funds are supported with local or other sources of revenue • There are no plans for sustaining program operations in the absence of TPP grant funding	• Most budget expenditures reflect planned expenses • Appropriate documentation is provided for most program expenditures • Fiscal reporting is timely • There is evidence that grant funds are supported with limited local or other sources of revenue • There are informal plans for sustaining program operations in the absence of TPP grant funding	• All budget expenditures reflect planned expenses • Appropriate documentation is provided for all program expenditures • Fiscal reporting is timely • There is evidence that grant funds are supported with multiple local or other sources of revenue • There are formal plans for sustaining program operations in the absence of TPP grant funding	Program Director (Semi- and annual reports; interviews, site visits) Provider agency fiscal reports	• Fiscal expenditure reports with documentation of expenses • Description of local or other sources of revenue supporting program grant funds • Description of plans for sustaining program operations • Written sustainability plans

INPUTS					
Program Element	**0 Needs Improvement**	**1 Effective**	**2 Highly Effective**	**Data Source(s)**	**Example Evidence**
8. Evidence of collaboration with LEA partners	• Informal collaborative relationship with LEA partner(s) • Little to no description of responsibilities and expectations for partnership • No designated LEA contact for program	• Formally established collaborative relationships (shown through Memorandum of Understanding, etc.) with some LEA partner(s) • Some description of responsibilities and expectations for partnership (e.g., assisting with recruitment, establishing clinical internship sites, providing feedback on program and graduate performance, willingness to hire) • Designated LEA contact for program	• Formally established collaborative relationships (shown through Memorandum of Understanding, etc.) with all LEA partner(s) • Detailed description of responsibilities and expectations for partnership (e.g., establishing clinical internship, assisting with recruitment, sites, providing feedback on program and graduate performance, willingness to hire) • Designated LEA contact for program	Program Director (Semi- and annual reports; interviews, site visits)	• Letters of commitment from LEAs for upcoming years • Copies of MOUs • Complete contact information for designated LEA representative for program
				LEA Admin (Survey)	• Survey response means, standard deviations, ranges, open-ended responses, response rate

ACTIVITIES					
Program Element	**0 Needs Improvement**	**1 Effective**	**2 Highly Effective**	**Data Source(s)**	**Example Evidence**
9. Evidence of targeted participant recruitment	Recruitment activities provide adequate sample for selecting highly qualified participants	Recruitment activities provide adequate sample for competitive selection of highly qualified participants	Recruitment activities provide adequate sample for highly competitive selection of highly qualified participants	Program Director (Semi- and annual reports; interviews, site visits)	• Targeted number of applicants and number of applications received
10. Evidence of rigorous participant selection	All applicants (100%) are selected	The majority of applicants are selected (51% or more)	50% or fewer of applicants are selected	Program Director (Semi- and annual reports; interviews, site visits)	• Description of program participant selection criteria • Number of applicants meeting selection criteria
11. Evidence of cohort grouping	Program participants' report evidence of cohort groupings with average survey responses regarding cohorts are 3.99 or lower on a 5-point scale	Program participants' report evidence of cohort groupings with average survey responses regarding cohorts are between 4.00 and 4.49 on a 5-point scale	Program participants' report evidence of cohort groupings with average survey responses regarding cohorts of 4.50 or higher on a 5-point scale	Program Director (Semi- and annual reports; interviews, site visits)	• Evidence of activities to foster team cohesiveness and support networks
				Program participants (Survey)	• Survey response means, standard deviations, ranges, open-ended responses

ACTIVITIES					
Program Element	**0 Needs Improvement**	**1 Effective**	**2 Highly Effective**	**Data Source(s)**	**Example Evidence**
12. Evidence of authentic learning experiences	Courses, practica, and internships do not provide opportunities for program participants to practice leading, facilitating, and making decisions typical of those made by educational leaders	Courses, practica, and internships provide few opportunities for program participants to practice leading, facilitating, and making decisions typical of those made by educational leaders	Courses, practica, and internships provide multiple opportunities for program participants to practice leading, facilitating, and making decisions typical of those made by educational leaders	Program Director (Semi- and annual reports; interviews, site visits)	• Description of how authentic learning experiences are embedded in program requirements (coursework, internships, projects, evaluations) • Syllabi of core coursework, practica, and internships describing how authentic learning experiences are included • Description of how authentic learning experiences are tied to curriculum
				Program participants (Survey)	• Survey response means, standard deviations, ranges, open-ended responses

ACTIVITIES					
Program Element	**0 Needs Improvement**	**1 Effective**	**2 Highly Effective**	**Data Source(s)**	**Example Evidence**
13. Evidence of field experiences	• Courses, practica, and internships do not provide opportunities for program participants learn from exposure to diverse settings and varied situations • Program participants are not provided opportunities for learning from exposure to professional meetings, conferences, etc.	• Courses, practica, and internships provide <u>few</u> opportunities for program participants learn from exposure to diverse settings and varied situations • Program participants are provided <u>few</u> opportunities for learning from exposure to professional meetings, conferences, etc.	• Courses, practica, and internships provide <u>multiple</u> opportunities for program participants learn from exposure to diverse settings and varied situations • Program participants are provided <u>multiple</u> opportunities for learning from exposure to professional meetings, conferences, etc.	Program Director (Semi- and annual reports; interviews, site visits)	• Description of how field experiences are embedded in program requirements (coursework, internships, projects, evaluations) • Syllabi of core coursework, practica, and internships describing how field experiences are included • Description of how field experiences are sequenced to build upon one another and how tied to curriculum • Descriptions of professional meetings, conferences, etc. attended by program participants
				Program participants (Survey)	• Survey response means, standard deviations, ranges, open-ended responses

ACTIVITIES					
Program Element	**0 Needs Improvement**	**1 Effective**	**2 Highly Effective**	**Data Source(s)**	**Example Evidence**
14. Evidence of standards-based evaluation & feedback	• Competency-based formative data are used to give program participants feedback about their performance at least once during the program • Standards-based summative assessments of student performance are not used in courses • None of the required courses are aligned with professional leadership standards • Internship provides interns with an opportunity to be observed and receive feedback, but no standards-based assessments are used	• Competency-based formative data are used to give program participants feedback about their performance in individual courses and overall at least once during the program • Standards-based summative assessments of student performance are used in some courses • Some of the required courses are aligned with professional leadership standards. • Internship provides interns with an opportunity to be observed and receive feedback using standards-based assessments	• Competency-based formative data are used to give program participants feedback about their performance in individual courses and overall multiple times during program • Standards-based summative assessments of student performance are used in most courses and the program as a whole • All of the required courses are aligned with professional leadership standards • Internship provides interns with multiple opportunities for intern to be observed and receive feedback using standards-based assessments	Program Director (Semi- and annual reports; interviews, site visits)	• Materials describing assessment, including benchmarks: – Criteria for assessment points (admission, internship, licensure) – Rationale for selecting criteria – Sources of evidence for assessment – Description of review process, including who conducts assessment and how trained – Possible decisions made at each assessment point

ACTIVITIES					
Program Element	**0 Needs Improvement**	**1 Effective**	**2 Highly Effective**	**Data Source(s)**	**Example Evidence**
15. Evidence of full-time high quality internship	• Program participants provided internship with regular field experiences over an extended period of time (less than 5 months) • Internship includes planned supervision of interns in clinical settings • Internship is supervised by university or field-based supervisors • Internship provides interns with an opportunity to be observed and receive feedback, but no standards-based assessments are used	• Program participants provided internship with regular field experiences over an extended period of time (minimum 5 months) • Internship includes planned, standards-based supervision of interns in clinical settings • Internship provides a few opportunities for interns to have responsibility leading, facilitating, and making decisions typical of those made by educational leaders • Internship is supervised by university or field-based supervisors • Internship provides interns with an opportunity to be observed and receive feedback using standards-based assessments	• Program participants provided continuous internship with regular field experiences over an extended period of time (more than 5 months) • Internship includes planned, developmentally sequenced, standards-based supervision of interns in clinical settings • Internship provides a wide range of opportunities for interns to have responsibility leading, facilitating, and making decisions typical of those made by educational leaders • Internship is supervised by both university and field-based supervisors • Internship provides interns with expert coaching and mentoring support that includes multiple opportunities for intern to be observed and receive feedback using standards-based assessments	Program Director (Semi- and annual reports; interviews, site visits)	• Description of length of time, number of hours, and minimal conditions necessary to meet requirements • Description of how placement decisions are made • Intern logs, evaluations, and other reporting mechanisms on internships • Description of how program assures internships provide opportunities for authentic leadership responsibilities
				Principal Mentors (Survey)	• Survey response means, standard deviations, ranges, open-ended responses
				Executive Coaches (Survey)	

ACTIVITIES					
Program Element	**0 Needs Improvement**	**1 Effective**	**2 Highly Effective**	**Data Source(s)**	**Example Evidence**
16. Evidence of meaningful collaboration with LEAs	Informal collaborative relationship with one or more LEAs and ongoing negotiation for clinical internship sites	• Formally established collaborative relationships (shown through Memorandum of Understanding, etc.) with multiple LEAs and ongoing negotiations for clinical internships • Actively seeks feedback on program and program graduates • Few or occasional formal and informal meetings with LEA partners • Actively seeks feedback from LEA partners on program and program graduates	• Formally established collaborative relationships (shown through Memorandum of Understanding, etc.) with multiple LEAs for established sites for clinical internships • Planned frequent and ongoing formal and informal meetings with LEA partners • Actively seeks feedback from LEA partners on recruiting and selecting program participants, strengthening program focus and content, and program graduates • Evidence that feedback from LEA partners is gathered and utilized	Program Director (Semi- and annual reports; interviews, site visits)	• Letters of commitment from LEAs for upcoming years • Copies of MOUs • Minutes from meetings with LEAs to gather program feedback • Evidence of planned completed and upcoming meetings with LEA partners • Description of how LEA feedback has been used for program improvement
				LEA Admin (Survey)	• Survey response means, standard deviations, ranges, open-ended responses

OUTPUTS					
Program Element	**0 Needs Improvement**	**1 Effective**	**2 Highly Effective**	**Data Source(s)**	**Example Evidence**
17. Evidence of principal program participants enrolled	51-75% of program participants continuously enrolled	76-90% of program participants continuously enrolled	91-100% of program participants continuously enrolled	Program Director (Semi- and annual reports; interviews, site visits)	• Reported number/ percentage of program participants enrolled • Reported number/ percentage of program participants that have dropped out of the program by [DATE]
18. Evidence of courses completed	51-75% of program participants are on schedule to have completed courses as outlined by program timeline	76-90% of program participants are on schedule to have completed courses as outlined by program timeline	91-100% of program participants are on schedule to have completed courses as outlined by program timeline	Program Director (Semi- and annual reports; interviews, site visits)	• Reported number/ percentage of program participants that have completed coursework by [DATE] • Reported number/ percentage of program participants that have dropped out of the program by [DATE]

OUTPUTS					
Program Element	**0 Needs Improvement**	**1 Effective**	**2 Highly Effective**	**Data Source(s)**	**Example Evidence**
19. Evidence of internships completed	51-75% of program participants are on schedule to have completed courses as outlined by program timeline	76-90% of program participants are on schedule to have completed courses as outlined by program timeline	91-100% of program participants are on schedule to have completed courses as outlined by program timeline	Program Director (Semi- and annual reports; interviews, site visits)	• Reported number/ percentage of program participants on schedule to have completed internship by [DATE] • Reported number/ percentage of program participants that have completed internship by [DATE] • Reported number/ percentage of program participants that have dropped out of the program by [DATE]

OUTPUTS					
Program Element	**0 Needs Improvement**	**1 Effective**	**2 Highly Effective**	**Data Source(s)**	**Example Evidence**
20. Evidence of MSA degrees earned	51-75% of program participants are on schedule to earn MSA degree as outlined by program timeline	76-90% of program participants are on schedule to earn MSA degree as outlined by program timeline	91-100% of program participants are on schedule to earn MSA degree as outlined by program timeline	Program Director (Semi- and annual reports; interviews, site visits)	• Reported number/ percentage of program participants on schedule to earn MSA degree by [DATE] • Reported number/ percentage of program participants earning MSA degree by [DATE] • Reported number/ percentage of program participants that have dropped out by [DATE]

OUTPUTS					
Program Element	**0 Needs Improvement**	**1 Effective**	**2 Highly Effective**	**Data Source(s)**	**Example Evidence**
21. Evidence of principal licensure & certification	51-75% of program participants are on schedule to have received licensure & certification as outlined by program timeline	76-95% of program participants are on schedule to have received licensure & certification as outlined by program timeline	96-100% of program participants are on schedule to have received licensure & certification as outlined by program timeline	Program Director (Semi- and annual reports; interviews, site visits)	• Reported number/ percentage of program participants on schedule to receive licensure & certification by [DATE] • Reported number/ percentage of program participants receiving licensure & certification by [DATE] • Reported number/ percentage of program participants that have dropped out by [DATE]
22. Evidence of program participants' satisfaction	Program participants report low satisfaction with program as evidenced by average survey responses of 3.99 or lower on a 5-point scale	Program participants report moderate satisfaction with program as evidenced by average survey responses between 4.00 and 4.49 on a 5-point scale	Program participants report high satisfaction with program as evidenced by average survey responses of 4.50 or higher on a 5-point scale	Program participants (Survey)	Survey response means, standard deviations, ranges, open-ended responses

23. Evidence of LEAs' program satisfaction	LEAs report low satisfaction with program as evidenced by average survey responses of 3.99 or lower on a 5-point scale	LEAs report moderate satisfaction with program as evidenced by average survey responses between 4.00 and 4.49 on a 5-point scale	LEAs report high satisfaction with program as evidenced by average survey responses of 4.50 or higher on a 5-point scale	LEA Admin (Survey)	Survey response means, standard deviations, ranges, open-ended responses, response rate
OUTPUTS					
Program Element	**0 Needs Improvement**	**1 Effective**	**2 Highly Effective**	**Data Source(s)**	**Example Evidence**
24. Evidence of program cost per participant (TPP state funding only)	• 90-100% dependent on TPP state funding • Most expensive cost per participant	• 80-89% dependent on TPP state funding • Moderately expensive cost per participant	• Less than 80% dependent on TPP state funding • Least expensive cost per participant	Program Director (Semi- and annual reports; interviews, site visits)	Documentation of LEA, participant, and other sources of funding

OUTCOMES (SHORT-TERM)					
Program Element	**0 Needs Improvement**	**1 Effective**	**2 Highly Effective**	**Data Source(s)**	**Example Evidence**
25. Evidence of cognitive: leadership knowledge and competencies	51-75% of program participants demonstrate high levels of leadership knowledge and competencies	76-95% of program participants demonstrate high levels of leadership knowledge and competencies	96-100% of program participants demonstrate high levels of leadership knowledge and competencies	Program Director (Semi- and annual reports; interviews, site visits)	Participant GPAs De-identified scores on Executive Rubric
				Program participants (Survey)	Survey response means, standard deviations, ranges, open-ended responses, response rate
26. Evidence of attitudinal: leadership self-efficacy	Program participants report low levels of leadership self-efficacy as evidenced by average survey responses of 3.99 or lower on a 5-point scale	Program participants report moderate levels of leadership self-efficacy as evidenced by average survey responses between 4.00 and 4.49 on a 5-point scale	Program participants report high levels of leadership self-efficacy as evidenced by average survey responses of 4.50 or higher on a 5-point scale	Program participants (Survey)	Survey response means, standard deviations, ranges, open-ended responses, response rate
27. Evidence of behavioral: commitment to principalship	Program participants report low levels of commitment as evidenced by average survey responses of 3.99 or lower on a 5-point scale	Program participants report moderate levels of commitment as evidenced by average survey responses between 4.00 and 4.49 on a 5-point scale	Program participants report high levels of commitment as evidenced by average survey responses of 4.50 or higher on a 5-point scale	Program participants (Survey)	Survey response means, standard deviations, ranges, open-ended responses, response rate

OUTCOMES (LONG-TERM)					
Program Element	**0 Needs Improvement**	**1 Effective**	**2 Highly Effective**	**Data Source(s)**	**Example Evidence**
28. Program graduates secure principal/ assistant principal positions	• Program participants report low levels of career services support as evidenced by average survey responses of 3.99 or lower on a 5-point scale • Less than 75% of program participants secure principal/ assistant principal positions within 3 years of program completion	• Program participants report moderate levels of career services support as evidenced by average survey responses between 4.00 and 4.49 on a 5-point scale • 76-95% of program participants secure principal/ assistant principal positions within 3 years of program completion	• Program participants report high levels of career services support as evidenced by average survey responses of 4.50 or higher on a 5-point scale • 96-100% of program participants secure principal/ assistant principal positions within 3 years of program completion	Program Director (Semi- and annual reports; interviews, site visits)	• Descriptions of support structures or processes implemented by program to assist graduates in locating positions • Evidence that program participants are being hired to principal/ assistant principal positions
				Program participants (Survey)	Survey response means, standard deviations, ranges, open-ended responses, response rate

Program Element	Rubric Source(s)
1. Evidence of targeted recruitment materials	SEP3 Toolkit; UCEA Criterion 8; Quality Matters-Candidate recruitment & selection
2. Evidence of rigorous selection criteria	SEP3 Toolkit; UCEA Criterion 8; Quality Matters-Candidate recruitment & selection
3. Evidence of quality of curriculum (conceptual coherence, clear alignment with quality leadership standards, developmentally sequenced experiences, field work integrated with coursework) leading to MSA degree	SEP3 Toolkit; UCEA Criterion 5; Quality Matters-Course Content & Pedagogy (II, III, IV)
4. Evidence of high quality mentors and coaches	SEP3 Toolkit
5. Evidence of involvement of practitioners in program planning and instruction	UCEA Criterion 3
6. Evidence of adhering to professional standards for principal preparation programs (use of performance-based assessments and feedback, continuous improvement cycles)	Quality Matters-Course Content & Pedagogy (V)
7. Evidence of fiscal management	
8. Evidence of collaboration with LEA partners	SEP3 Toolkit
9. Evidence of targeted participant recruitment	SEP3 Toolkit
10. Evidence of rigorous participant selection	SEP3 Toolkit
11. Evidence of cohort grouping	SEP3 Toolkit
12. Evidence of authentic learning experiences	
13. Evidence of field experiences	
14. Evidence of standards-based evaluation & feedback	
15. Evidence of full-time high quality internship	SEP3 Toolkit; UCEA Criterion 7; Quality Matters-Supervised Clinical practice
16. Evidence of meaningful collaboration with LEAs	
17. Evidence of principal program participants enrolled	
18. Evidence of courses completed	
19. Evidence of internships completed	
20. Evidence of MSA degrees earned	
21. Evidence of principal licensure & certification	
22. Evidence of program participants' satisfaction	
23. Evidence of LEAs' program satisfaction	
24. Evidence of program cost per participant (TPP state funding only)	
25. Evidence of cognitive: leadership knowledge and competencies	Quality Matters GP01
26. Evidence of attitudinal: leadership self-efficacy	Quality Matters GP01
27. Evidence of behavioral: commitment to principalship	Quality Matters GP01
28. Program graduates secure principal/ assistant principal positions	Quality Matters GP02; UCEA Criterion 9

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Transforming Principal Preparation (TPP) Program Grant
Quarterly Report
Jan – Mar 2018

Pamela Lovin, Erin M. Dale, Janey Sturtz McMillen, William Carruthers, & Eleanor Hasse[1]
Released April 2018

OVERVIEW

Quarterly reports produced in the course of evaluating the grant program funded by the N.C. Legislature, Session Law 2015-241 Section 11.9, Transforming Principal Preparation (TPP), provide a record of the significant events, activities, and developments in the program at three-month intervals and will be useful for sharing information about the program with interested parties. The reports are organized to provide information on the inputs, strategies and activities, outputs, and outcomes associated with NCASLD, as the administrator of the grants, the TPP Provider agencies (Providers) that are implementing principal preparation programs, and the TPP program participants who are receiving principal preparation training.

This report provides information on Grant*Prose*'s evaluation of NCASLD, TPP Provider agencies, and TPP program participants for the first quarter of 2018, January 1 through March 31. The report is organized to reflect Tier I evaluation of NCASLD, Tier II evaluation of the TPP Provider agencies, and Tier III evaluation of the program participants.This is the ninth quarterly report produced.

TIER 1: EVALUATION OF NCASLD

Budget

NCASLD continues to submit monthly invoices to SEAA. Budget expenditures appear to be reasonable, allowable, and allocable. Expenditures to date are as expected according to the projected timelines and activities.

Fiscal Controls

NCASLD continues to monitor the internal process for reviewing TPP Provider invoices for allowability, allocability, and adherence to the final approved budgets. The electronic submission process and dual review process instituted in the seventh quarter (see NCASLD Quarterly Report 07) appear to be successful in (a) providing Providers with timely feedback, and (b) receiving timely responses from Providers regarding questions/updates.

[1] Suggested citation: Lovin, P., Dale, E. M., Sturtz McMillen, J., Carruthers, W., & Hasse, E. (2018, April). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jan-Mar 2018.* Garner, NC: Grant*Prose*, Inc.

Contractual Obligations

NCASLD appears to be in compliance with all contractual obligations, and has initiated contract renewal discussions with the SEAA for the 2018-19 year.

Table 1 indicates significant activities completed during the January to March quarter. NCASLD has met milestones established for the ninth quarter of the project (see **Table 1**).

Table 1. NCASLD & Grant*Prose* Activities Completed in Jan through Mar 2018

Date	Function	Activity
01/15/2018	Evaluation	Grant*Prose* submits the eighth quarterly (Year 2, Quarter 4) NCASLD evaluation report.
01/31/2018	Evaluation	Provider agencies submit TPP mid-year reports
1/31/2018	Implementation	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.
3/7/2018	Administration	NCASLD meets with PED to receive feedback on results of Measurability Assessment and plans for April 9 presentation to Legislature
3/13/2018	Implementation	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TPP Program Directors and staff.
3/22/2018	Administration	NCASLD meets with Representative Blackwell and NC BEST to provide update on the program.
3/22/2018	Evaluation	Grant*Prose* provides NCASLD finalized Growth Plans based on results to date which NCASLD disseminates to each TPP Provider agency
3/28/2018	Administration	NCASLD and Grant*Prose* modify the program's logic model based on the PED Measurability Assessment suggestions.
3/29/2018	Implementation	NCASLD notifies TPP Provider Agencies of NCASLD proposal to continue funding TPP programs at each institution for the 2018-19 year and beyond

Scope of Work

NCASLD has fulfilled the seven key areas of responsibility proposed in its Scope of Work as follows:

A. Issue a Request for Proposal: No new information to report.

B. Evaluate and select eligible applicants: No new information to report.

C. Recommend grant recipients and duration to the SEAA: Based on the NCASLD and Grant*Prose* review TPP Provider agency operations to date, and the expectation that the NC State Legislature will continue funding the TPP program at current levels, NCASLD advised SEAA that it planned to recommend continuation funding for all programs, with recommendations varying by program. SEAA concurred with the NCASLD recommendations and NCASLD notified the Provider agencies of its recommendations for continued funding. **Table 2** provides a summary of these recommendations.

Table 2. NCASLD Recommendations for Continuation Funding

Provider Agency	Number of Program Participants *	2018-19	2019-20	2020-21 **	2021-22 **	Total to Provider Agency
High Point University	30	$868,088	$868,088	$868,088		$2,604,264 Over 3 Years
NC State University * **	34	$1,334,899	$1,334,899	$1,334,899	$1,334,899	$5,339,596 Over 4 Years
Sandhills Regional Education Consortium	26	$780,900	$780,900	$780,900		$2,342,700 Over 3 Years
University of NC-Greensboro	20	$866,110	$866,110	$866,110	$866,110	$3,464,440 Over 4 Years
Western Carolina University	10	$350,000	$350,000			$700,000 Over 2 Years
2-year Sub Totals	120	$4,199,997	$4,199,997			

Notes

* *For the first two fiscal years of this grant cycle, expectations for a minimum number of participants has been specified based on current expenditures. The expectations for a minimum number of participants served in the last two fiscal years of this period will be renegotiated based on availability of funds and other program factors such as analyses of financial data.*

** *Contract extensions in 2020-21 and 2021-22 for Western Carolina University, High Point University, and Sandhills Regional Education Consortium are contingent upon performance and agency interests.*

*** *NCSU's DPLA and NCLA programs have been combined to benefit from the economies of scale that should result.*

D. Collect and report program data from grantee Providers: NCASLD has employed Grant*Prose* to conduct the evaluation of the TPP Programs. This evaluation has been ongoing since the beginning of the program. Recently, in December 2017, Grant*Prose* initiated surveys of different population groups within TPP Programs (i.e., participants, LEA representatives, and principal mentors), conducted site visits with the Program Directors, and collected mid-year reports from the programs. Grant*Prose* used the information collected from the surveys, site visits and mid-year reports to produce Growth Plans for each agency. The Growth Plans informed NCASLD's recommendations for continuation funding for these agencies, as indicated in Table 2 above. The Growth Plans were distributed to the TPP Program Directors mid-March.

E. Evaluate grantee(s) for grant renewal: The Growth Plans produced by Grant*Prose* were aligned with the original Logic Model created for the TPP program. Using data and documents collected from the surveys, site visits, and mid-year reports, each element in the Logic Model was rated along a 1-to-3 continuum, with 1 representing Needs Improvement, 2 representing Effective, and 3 representing Highly Effective. Depending on the information collected for each element and consequent Grant*Prose* rating of the element, Grant*Prose* offered various recommendations for actions that could be taken for continuous improvement.

NCALSD reviewed the Grant*Prose* Growth Plans, offered feedback on how the Growth Plans could be edited, and approved final versions of the Growth Plans.

F.1. Additional Proposed Activities of NCASLD: Provide technical assistance to grantee Providers: NCASLD provided ongoing technical assistance to the TPP Programs during this quarter. In consultation with SEAA, one issue that was clarified was that TPP Programs could use their appropriation in a given year for any activity associated with implementing the TPP Program during that year. An implication of this decision is that the 2017-18 funding is not tied to a specific cohort group but, rather, could be used to support activities in that year associated with recruiting the next cohort group and paying Spring tuition costs for that group. Also, in consultation with SEAA, another question was clarified that TPP Programs were expected to continue documenting all expenditures in their programs with backup receipts, invoices, and the like. A third decision made was that NCSU could combine the DPLA and NCLA programs in the 2018-19 year. And, a question raised by one Program Director regarding whether the program leaders could see the raw survey data Grant*Prose* collects for their program was addressed.[2]

NCASLD and Grant*Prose* also modified the Logic Model for the TPP Program to respond to concerns with the existing model raised in the course of the Measurability Assessment. See **Appendix C** for the current version of the Logic Model.

F.2. *Additional Proposed Activities of NCASLD: Establish and convene a statewide Professional Learning Network:* NCASLD, with consultation from the New York City Leadership Academy, held the second in-person Professional Learning Network (PLN) meeting. The meeting took place on January 31, 2018 at UNC's Center for School Leadership Development. Dr. Susan Korach, an expert in school leader preparation from the University of Denver, was the keynote speaker. She provided information regarding how competency-based assessments enhanced the principal preparation program in Denver, as well as how the University of Denver has facilitated support for the principal residency/internship. Break-out sessions during the day provided participants with opportunities to discuss these topics both within and across TPP Program teams. Overall, the PLN meeting was successful in providing a collaborative learning opportunity for TPP Program staff and other attendees.

Additionally, on March 13, 2018, NCASLD held a virtual PLN meeting to foster collaborative discussion among TPP Program Directors and staff including Program coaches. The goals of the meeting were to acquire input from the Program Directors to inform design of the April PLN session with partner districts and to discuss the grant renewal process and end-of-year financial procedures for SEAA. A range of topics of current concern to the Program Directors were discussed, such as challenges experienced in working with partner districts, aspects of the grant program that NCASLD could change to strengthen the program and district alignment and collaboration, and aspects of the programs' work with districts that are going well.

[2] Grant*Prose* is able to share raw survey data that have been redacted for individual identifying information as well as identifying information for programs other than the one receiving the data.

TIER 2: EVALUATION OF PROVIDERS

Budget

TPP Program Providers continue to submit quarterly invoices to NCASLD. Budget expenditures appear to be reasonable, allowable, and allocable. Expenditures to date are as expected according to the projected timelines and activities.

Timeline

Table 3 provides a summary of the major evaluation activities during this quarter.

Table 3. TPP Program Provider & Grant*Prose* Activities Completed in Jan - Mar 2018

Date	Function	Activity
1/31/2018	Evaluation	TPP Program Directors submit mid-year evaluation reports to Grant*Prose*
1/2018-3/2018	Evaluation	Grant*Prose* continues to disseminate electronic surveys to (1) LEA representatives partnered with TPP Programs, (2) TPP Program participants completing their internships in December/January, and (3) Principal mentors of TPP Program participants completing internships in December/January.
3/20/18	Evaluation	Grant*Prose* provides the TPP Program Directors with Growth Plans.

Evaluation Activities

Grant*Prose* conducted in-person observations of varied learning activities at TPP Programs in February and March (see **Table 4**). Program Directors provided Grant*Prose* staff with a list of upcoming learning activities from which to choose and then facilitated scheduling details. Grant*Prose* produces a report for each observation. These reports will be included in the annual report submitted to SEAA at the end of the 2017-18 year.

Table 4. Grant*Prose* Observations of TPP Programs

Program	Date/Time	Observed Activity & Location	Visit Status
HPU	2/26	School Walkthrough at Ray Jones	Complete
	3/10	New Candidate Assessment Day at Stout School of Education	Complete
NCLA & DPLA	2/13	Mock Interview & Formative Assessment Day @ NCSU Friday Institute for Educational Innovation	Complete
	2/22	School Walkthrough at A.B. Combs Elementary School	Complete
SREC	No observations during this quarter		
UNCG	2/17	Mock Interviews at UNCG School of Education	Complete
	3/15	Internship Seminar @ International Civil Rights Center & Museum	Complete
WCU	No observations during this quarter		

Upon receipt of their Growth Plans in mid-March, TPP Program Directors had opportunity to respond to Grant*Prose* with any additional information that could inform the Growth Plans, or raise any questions or concerns they may have had associated with their Growth Plans. Grant*Prose* adjusted or modified the Growth Plans if appropriate per this feedback. [3] See **Appendix D** for a summary of how the TPP Programs were rated on their Growth Plans.

TIER 3: EVALUATION OF PARTICIPANTS

Table 5 summarizes evaluation activities conducted with TPP program participants during this report period. Participants have met milestones established for the ninth quarter of the project.

Table 5. Participant & Grant*Prose* Activities Completed in Jan through Mar 2018

Date	Function	Activity
1/2018-3/2018	Evaluation	Grant*Prose* continued to disseminate electronic surveys to program participants completing their internships in December/January. Participants are asked to self-assess their competencies gained through the TPP Program. Electronic surveys were also distributed to principal mentors of TPP program participants completing their internships in December/January. Mentors are asked to assess their mentee on each of the NC Executive Leadership standards.

Evaluation of Participants

Grant*Prose* produced an interim report of survey data collected from 33 TPP participants who had completed their internships by mid-year (see **Appendix E**). The survey will be disseminated again this Spring for the remaining participants who will be completing their internships in May/June 2018. Survey results for all participants, mentors, LEA representatives, and coaches will be reported in the next NCASLD quarterly report.

Also during this quarter, Grant*Prose* conducted an analysis of schools in North Carolina to identify those meeting High Needs specifications indicated in the TPP legislation (see **Appendix F**). Per this analysis, 2,692 unique school ID codes were identified for the 2017-18 year, [4] although some of these schools have possibly closed. Among the 2,692 schools, 1,560 (57.9%) schools met one or more of the High Needs criteria described in the legislation; 1,469 of these schools were being served with Title I funding in the 2017-18 year.

At the time this quarterly report was being prepared, Grant*Prose* had been able to determine that one of the original 120 participants has evidently left the TPP Program, indicating a very high rate for persistence in the program. Grant*Prose* could also determine that 30 participants in the TPP program were presently serving as Assistant Principals in North Carolina schools with 18

[3] The Growth Plans will be updated over the Summer 2018 with information that is collected from surveys which are being administered throughout the Spring 2018.
[4] Charter schools are included among the 2,692 schools.

(60.0%) of these individuals employed in High Needs schools. The 60% rate for employment in High Needs schools demonstrated by TPP graduates to date does not statistically differ when compared to the percentage of High Needs schools for the state as a whole. However, it is important to note that these are interim figures based on a small number of TPP participants who had completed their programs at the time this report was being prepared. The next NCASLD quarterly report will provide updated figures as more individuals complete their program and secure assistant principal or principal positions.

SYNERGISTIC DEVELOPMENTS

In February, BestNC produced a Policy Brief, *Transforming Principal Preparation in North Carolina* (http://best-nc.org/policy-briefs/) and launched a YouTube video, Transforming Principal Preparation: A Closer Look (https://www.youtube.com/watch?v=tYA-Y_4fErc). The policy brief looked at the importance of principals, the challenges in North Carolina's principal pipeline, and the TPP Program. The video highlighted three TPP participants.

CONCLUSIONS

Tier 1 Evaluation: NCASLD continues to implement the program with fidelity to the legislation and their proposal to SEAA. Tier 2 Evaluation: Similarly, TPP Programs are fully engaged in the program and committed to sharing insights, lessons learned, and best practices with each other, NCASLD, and the Grant*Prose* evaluation team. Tier 3 Evaluation:

Overall, NCASLD and the TPP Programs continue to make progress along a challenging timeline while maintaining compliance with program and legislative requirements.

APPENDICES

- Appendix A: Grant*Prose* Documents and Reports …….9
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- Appendix C: Logic Model …….13
- Appendix D: Summary Analysis of TPP Growth Plans …….14
- Appendix E: Report on TPP Participant Survey Data ……..……..16
- Appendix F: Report on Identifying High Needs Schools ….…..……..22

APPENDIX A: GRANT*PROSE* DOCUMENTS & REPORTS PRODUCED

Quarterly Reports to NCASLD

Carruthers, W., Braswell, J., Hasse, E. (2016, May). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Jan-Mar 2016*. Garner, NC: Grant*Prose*, Inc.

Carruthers, W., Braswell, J., Hasse, E. (2016, July). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Apr-Jun 2016*. Garner, NC: Grant*Prose,* Inc.

Braswell, J., Hasse, E, McMillen, J., & Carruthers, W. (2016, November). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Jul-Sept 2016.* Garner, NC: Grant*Prose,* Inc.

Carruthers, W., Braswell, J., Hasse, E, McMillen, J. (2016, January). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Oct-Dec 2016.* Garner, NC: Grant*Prose,* Inc.

Carruthers, W., Braswell, J., Hasse, E, McMillen, J. (2017, June). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Jan-Mar 2017.* Garner, NC: Grant*Prose,* Inc.

Carruthers, W., Sturtz McMillen, J., & Hasse, E. (2017, July). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Apr-Jun 2017*. Garner, NC: Grant*Prose*, Inc.

Dale, E. M., Sturtz McMillen, J., Lovin, P., Carruthers, W., & Hasse, E. (2017, October). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jul-Sep 2017.* Garner, NC: Grant*Prose*, Inc.

Dale, E. M., Sturtz McMillen, J., Lovin, P., Carruthers, W., & Hasse, E. (2018, January). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Oct-Dec 2017.* Garner, NC: Grant*Prose*, Inc.

Lovin, P., Dale, E. M., Sturtz McMillen, J., Carruthers, W., & Hasse, E. (2018, April). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jan-Mar 2018.* Garner, NC: Grant*Prose,* Inc.

Evaluation Reports

Sturtz McMillen, J., Carruthers, W., Hasse, E., & Dale, E. M. (July 2017). *Transforming Principal Preparation Grant Program: First Year, Annual Report.* Garner, NC: Grant*Prose,* Inc.

Carruthers, W. (2018, March). *TPP Participants' Survey: Mid-Year 2017-18*. Garner, NC: Grant*Prose*, Inc.

Carruthers, W. & Hasse, E. (2018, April). *Evaluation Procedures: Identifying High Needs Schools*. Garner, NC: Grant*Prose*, Inc.

McMillen, J. S., Lovin, P., Hasse, E., Dale, E. & Carruthers, W. (2018, April). *TPP Growth Plans: Mid-Year 2017-18*. Garner, NC: Grant*Prose*, Inc.

Guidances

Guidance 01: *Guidance on Preparing and Submitting Invoices to NCASLD*. (2016, November).

Guidance 02: *Complying with Institutional Review Board procedures associated with the GrantProse evaluation of the Principal Preparation Program*. (2016, November).

Guidance 03: *Use of Grant Funds to Pay for Food and Beverages.* (2017, April).

Other

Transforming Principal Preparation Program Evaluation: Report on Proposal Review and Award Recommendation. (2016, May). Garner, NC: Grant*Prose*, Inc.

Principal Preparation Program Grant: Report on Proposal Review and Award Recommendations: Fall 2016 Competition. (2016, October). Garner, NC: Grant*Prose*, Inc.

Transforming Principal Preparation in NC: Program Update Summary (2017, March). Garner, NC: Grant*Prose*, Inc. (Prepared for Representative Blackwell)

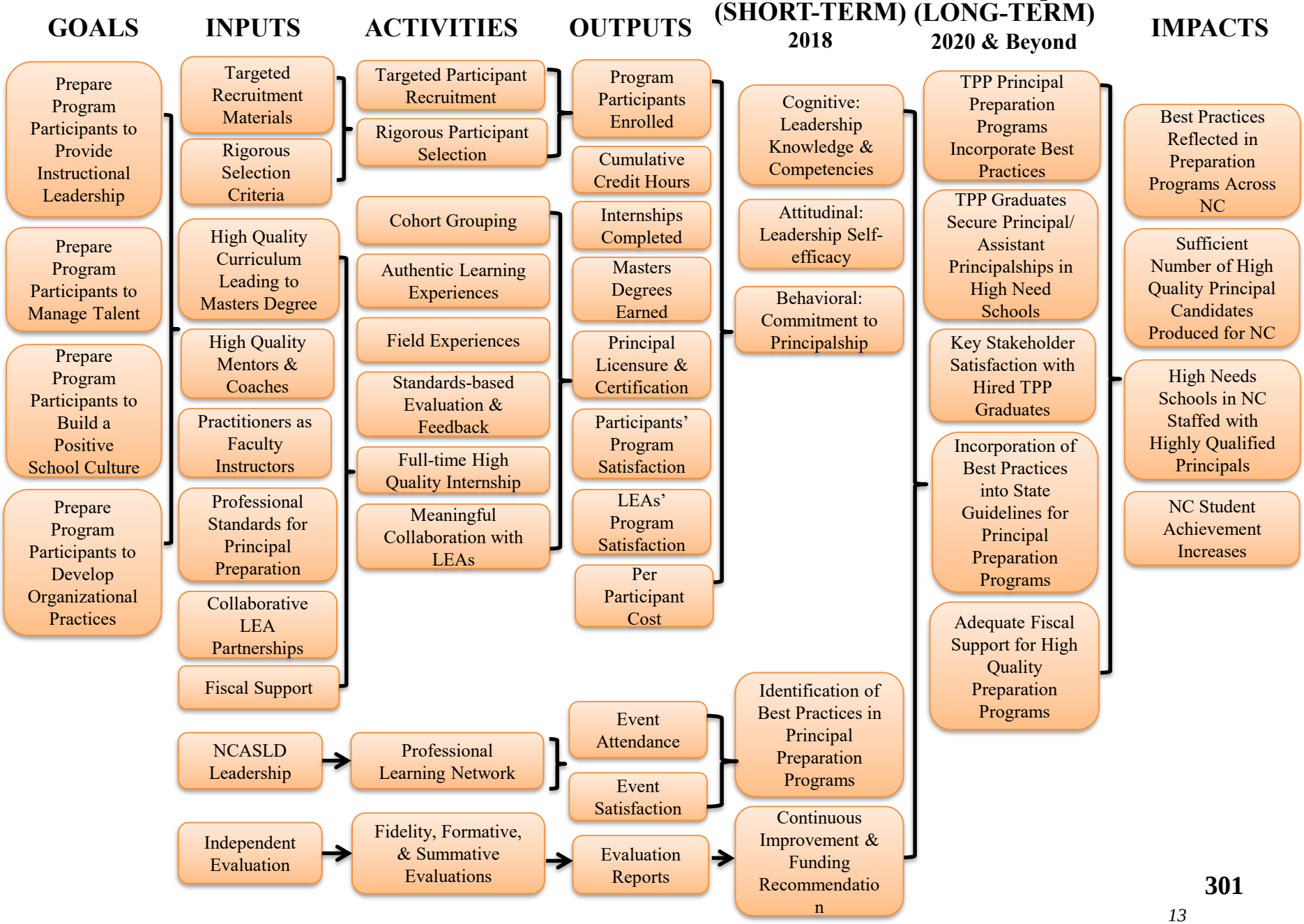
Electronic documentation for the PED Measurability Assessment (2017, August) composed by NCASLD, Grant*Prose*, and SEAA is stored at the NCASLD offices.

APPENDIX B: PROGRAM MILESTONES TO DATE

Date	Activity
Feb 16, 2016	Contract signed with SEAA to oversee and administer TPP grant program
March 1, 2016	Issued Spring 2016 RFP
April 22, 2016	Spring 2016 proposals received
May 11-25, 2016	Evaluated submissions and selected Spring 2016 applicants
June 1, 2016	Recommended Spring 2016 recipient to SEAA
July 1, 2016	Received amendment to budget and Section 11.9 of Session Law 2015-241 authorizing additional competition
July 6, 2016	Notified recipient of Spring 2016 award
July 12, 2016	Issued Fall 2016 RFP
August 26, 2016	Fall 2016 proposals received
September 14-18, 2016	Evaluated submissions and selected Fall 2016 applicants
September 19, 2016	Recommended Fall 2016 recipients to SEAA
October 1, 2016	Notified recipients of Fall 2016 award
October 20, 2016	Hosted TPP Program Directors' Workshop
December 31, 2016	Five grantee agreements completed; six projects in progress
January 1, 2017	Programs begin serving participants. All Provider contracts executed. Providers submit first invoices for review.
February 2017	IRB approvals for Grant*Prose* evaluation activities received from four of the five Provider Agencies.
March 2017	Mid-year evaluation reports of activities through the end of December 2016 submitted by four of five Provider agencies (four of six projects). NCASLD and Grant*Prose* conduct phone interviews with all Provider agencies on recruitment, selection, and mentor processes.
March 2017	*Transforming Principal Preparation in NC: Program Update Summary* report prepared for Representative Blackwell
April 18, 2017	Mid-year evaluation reports submitted by NCSU for DPLA and NCLA
April/May 2017	Principal candidates participated in an online survey
May 22, 2017	NCASLD conducted a one-day summit for Program Directors and selected principal candidates
May/June 2017	High Point and Sandhills began a second cohort of principal candidates
June 2017	Annual evaluation reports submitted by all six programs.
July 27, 2017	NCASLD and Grant*Prose* met with NCGA representatives from the Program Evaluation Division (PED) to discuss the upcoming submission of the Measurability Assessment.
July 31, 2017	Grant*Prose* submitted the Year 1 annual evaluation report to NCASLD.
August 1, 2017	NCASLD disseminated the Year 1 annual evaluation report to Provider agencies.
July 27 & August 23, 2017	NCASLD, Grant*Prose*, and SEAA met to develop plan and finalization, respectively, for Measurability Assessment documentation.
August 2017	NCASLD, Grant*Prose,* and SEAA developed responses and compiled supporting documentation for the Measurability Assessment submission.
August 28, 2017	NCASLD submitted the Measurability Assessment to PED.
August 2017	HPU Cohort 1, NCSU-DPLA, NCSU-NCLA, SREC Cohort 1, UNCG, WCU program participants began full-time internships
August 2017	Programs conducted formative assessment of interns.
August 30 & September	Program Directors attended digital finance meetings conducted by

13, 2017	NCASLD.
September 6, 2017	NCASLD posted the Year 1 annual evaluation report to their website.
September 11–22, 2017	Grant*Prose* conducted observations of project activities.
October, 2017	NCALSD provided technical assistance to Providers via a virtual meeting regarding planning and budgeting for future cohorts.
October 5, 2017	NCASLD and Grant*Prose* met to review the **Criteria & Scoring Rubric for Continued Funding Recommendations** (see Appendix D) as well as discuss each program's internship-related learning activities during Grant*Prose*'s TPP observations conducted in September 2017.
October 31, 2017	Grant*Prose* submitted the seventh quarterly (Year 2, Quarter 3) NCASLD evaluation report.
November 1, 2017	NCASLD hosted, along with NYCLA, the first *face-to-face* Professional Learning Network meeting.
November 6 – December 7, 2017	Grant*Prose* conducted on-site Program Director/team interviews to gather evidences for continued funding recommendations.
November 15-19, 2017	Program Directors attended the UCEA Convention and participated in a symposium regarding state-supported innovative leadership preparation programs.
December 2017	Grant*Prose* disseminated electronic surveys to (1) LEA representatives partnered with TPP Programs, (2) Program participants completing their internships in December/January, and (3) Principal Mentors of Program Participants completing their internships in December/January. Surveys included questions evaluating their respective TPP Program. Additionally, the Participant and Principal Mentor surveys included items pertaining to individual Participants and their competencies based on State standards.
December 13, 2017	NCASLD hosted, along with NYCLA, the first *virtual* Professional Learning Network meeting.
December 23, 2017	Grant*Prose* disseminated the mid-year report template to TPP Program Directors with a request to return the completed form by 1/31/18.
January 15, 2018	Grant*Prose* submits the eighth quarterly (Year 2, Quarter 4) NCASLD evaluation report.
January 31, 2018	Provider agencies submit TPP mid-year reports
January 31, 2018	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.
March 7, 2018	NCASLD meets with PED to receive feedback on results of Measurability Assessment and plans for April 9 presentation to Legislature
March 13, /2018	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TPP Program Directors and staff.
March 22, /2018	NCASLD meets with Representative Blackwell and NC BEST to provide update on the program.
March 22, /2018	Grant*Prose* provides NCASLD finalized Growth Plans based on results to date which NCASLD disseminates to each TPP Provider agency
March 28, 2018	NCASLD and Grant*Prose* modify the program's logic model based on the PED Measurability Assessment suggestions.
March 29, 2018	NCASLD notifies TPP Provider Agencies of NCASLD proposal to continue funding TPP programs at each institution for the 2018-19 year and beyond

Grant*Prose* Inc. **TPP Technical Report: Second Year**



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TPP GROWTH PLANS: MID-YEAR 2017-18

Janey Sturtz McMillen, Pamela Lovin, Eleanor Hasse, Erin Dale & William Carruthers[1]
Released April 2018

INTRODUCTION

In November and December 2017, Grant*Prose* conducted site visits with each TPP Program for the purpose of reviewing program activities and accomplishments to date and collecting documentation of this same. A main purpose of the site visits was to gather information that would inform the creation of a 'Growth Plan' for each TPP Program. The Growth Plans would include recommendations for continuous improvements, and NCASLD would take the Growth Plans into consideration as it formulated recommendations for SEAA to continue funding any of the TPP programs in 2018-19 and beyond.

METHODS

The Growth Plans produced by Grant*Prose* were aligned with the original Logic Model created for the TPP Program. Using data and documents collected from the site visits, 2017-18 mid-year reports submitted by the TPP Provider agencies, and Grant*Prose* surveys being conducted with varied population groups (e.g., participants, principal mentors, LEA representatives), each element in the Logic Model was rated on a rubric that ranged along a 1-to-3 continuum, with 1 representing Needs Improvement, 2 representing Effective, and 3 representing Highly Effective. At the time the mid-year Growth Plans were produced, data were not available to rate some of the rubrics for some of the TPP Provider agencies. The Growth Plans will be updated at the end of the 2017-18 year as more data become available.

Depending on the information collected for each element and consequent Grant*Prose* rating of rubric for each element, Grant*Prose* offered various recommendations for actions that could be taken for continuous improvement.

FINDINGS

Table 1 provides a summary of the ratings on the rubrics and shows that the two programs being conducted by NCSU received the highest ratings while programs at SREC and WCU received the lowest ratings. However, the majority of ratings for all programs were Highly Effective. NCASLD maintains a record of the mid-year Growth Plans for each Provider agency.

[1] Suggested citation: McMillen, J. S., Lovin, P., Hasse, E., Dale, E. & Carruthers, W. (2018, April). *TPP Growth Plans: Mid-Year 2017-18*. Garner, NC: Grant*Prose*, Inc.

Table 1. Summary Table of Scores on Evaluation Rubrics for Growth Plans

Program Element	DPLA	HPU	NCLA	SREC	UNCG	WCU
Inputs						
1. Evidence of widely disseminated, targeted recruitment materials.	3	3	3	2	3	2
2. Evidence of rigorous selection criteria	3	3	3	2	3	2
3. Evidence of quality of curriculum (conceptual coherence, clear alignment with quality leadership standards, developmentally sequenced experiences, field work integrated with coursework) leading to MSA degree	3	3	3	3	3	3
4. Evidence of high quality mentors and coaches	3	2	3	3	2	2
5. Evidence of involvement of practitioners in program planning and instruction	3	3	3	3	3	3
6. Evidence of adhering to professional standards for principal preparation programs (use of performance-based assessments and feedback, continuous improvement cycles)	3	3	3	3	3	3
7. Evidence of fiscal management	3	3	3	1	3	3
8. Evidence of collaboration with LEA partners	3	3	3	3	3	3
Activities						
9. Evidence of targeted participant recruitment	3	3	3	2	3	1
10. Evidence of rigorous participant selection	3	3	3	2	3	2
11. Evidence of cohort grouping	3	3	3	3	3	2
12. Evidence of authentic learning experiences	3	3	3	3	3	2
13. Evidence of field experiences	3	3	3	3	3	3
14. Evidence of standards-based evaluation & feedback	3	3	3	3	3	3
15. Evidence of full-time high quality internship	3	3	3	3	3	3
16. Evidence of meaningful collaboration with LEAs	3	3	3	3	3	2
Outputs						
17. Evidence of principal program participants enrolled	3	3	3	3	3	3
18. Evidence of courses completed	3	3	3	3	3	3
19. Evidence of internships completed	N/A	3	N/A	3	N/A	3
20. Evidence of MSA degrees earned	N/A	3	N/A	3	N/A	3
21. Evidence of principal licensure & certification	N/A	3	N/A	3	N/A	3
22. Evidence of program participants' satisfaction	3	3	3	3	3	2
23. Evidence of LEAs' program satisfaction	N/A	3	N/A	3	3	2
24. Evidence of program cost per participant (TPP state funding only)	N/A	N/A	N/A	N/A	N/A	N/A
Outcomes (Short-term)						
25. Evidence of cognitive: leadership knowledge and competencies	N/A	N/A	N/A	N/A	N/A	N/A
26. Evidence of attitudinal: leadership self-efficacy	3	2	3	2	N/A	2
27. Evidence of behavioral: commitment to principalship	3	2	3	2	N/A	3
Outcomes (Long-term)						
28. Program graduates secure principal/ assistant principal positions	N/A	N/A	N/A	N/A	N/A	N/A
TOTAL	**66 of 66**	**72 of 75**	**66 of 66**	**67 of 75**	**59 of 60**	**64 of 75**

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TPP PARTICIPANTS' SURVEY: MID-YEAR 2017-18

William Carruthers[1]
Released March 2018

INTRODUCTION

A subset of the 120 participants in the 2016-18 TPP Program who were nearing completion of their 5-month internship were surveyed in the period December 2017 through February 2018 to gather information on their attitudes towards and perceptions of the program generally and their internship experience specifically. Individuals surveyed were associated with the TPP Programs at Highpoint University, Western Carolina University, and Sandhills Regional Education Consortium. The survey will be administered again in late Spring 2018 with the remaining TPP participants who will be completing their internship by that later time. This report provides summary findings from the Dec-Feb survey and will be updated when the additional data are available from the late Spring survey.

METHODS

The survey was constructed to align with the original NCASLD logic model for the TPP Program, which specified measurable outcomes that were to be assessed in the Grant*Prose* evaluation of the program.[2] The Dec-Feb survey consisted of items selected from a survey Grant*Prose* conducted with TPP participants in May 2017 as well as items collected from similar nationally-used survey instruments. Nine Likert scales were constructed with each scale having between four and nine items. In total, there were 56 Likert scale items. All items permitted respondents to respond along a 4-point or 5-point Likert scale. Anchors along the scales were scored such that the highest score (4 or 5) represented the most positive perception of the program (i.e., Very much true, Very much confident, Strongly Agree). One item on the Commitment to School Principalship scale was reverse-worded and scoring for this item was adjusted to reflect the disposition towards a positive (i.e., strong commitment) attitude. There were also items that collected demographic and contact information and permitted respondents an opportunity to report their perceptions on a number of open-ended questions. The survey is in a 'beta' phase of development; following the Spring 2018 administration, the survey will be refined to improve validity and reliability, if needed, for future administrations.

The survey was administered online using Survey Monkey. Participants were notified of the survey through their email addresses provided to Grant*Prose* by the TPP Program Directors. Individuals who reported not receiving an email were contacted by other means. The survey was introduced with an Informed Consent statement. Prospective respondents were told that their participation in the survey was voluntary, and periodic reminders and encouragement to participate were sent. The TPP Program Directors also encouraged participation.

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[1] Suggested citation: Carruthers, W. (2018, March). *TPP Participants' Survey: Mid-Year 2017-18*. Garner, NC: Grant*Prose*, Inc.

[2] Following results of the Measurability Assessment conducted by the North Carolina General Assembly Program Evaluation Division (PED), the logic model described in the Grant*Prose* annual report for the 2016-17 year is to be updated to reflect recommendations identified in the PED Measurability Assessment.

RESULTS

This report provides summary results only for the Likert items. Results obtained on the open-ended questions and demographic analyses will be reported for all TPP participants following the Spring 2018 administration.

Notification of the survey was sent to 33 individuals associated with the Highpoint, Sandhills, and Western Carolina TPP programs. The first survey was completed December 12th and the last survey was completed February 7th. In this time, 32 of the 33 individuals opened the survey. Of the 32 individuals opening the survey, 30 completed the survey and 2 individuals used the consent statement to indicate they did not want to participate in the survey. Twenty-six individuals appeared to complete the survey in one session in a single day, with 21 completing the survey in 20 minutes or less.

Data in Table 1 reveal the Highpoint and Sandhills programs received the most overall positive rating when all scales were analyzed as a single set of 56 items, generally falling midway between the two highest scale anchors for the item. The five respondents in the Western program were least positive in their perception of the program on the Program Cohort, Mentoring Principal Supports, and Coaching Supports[3] subscales. However, it is necessary to be cautious when interpreting the Western scale scores because there were a small number of respondents.

Data in Table 2 provide averages for the individual items on each subscale, aggregated for all 30 respondents. Items with green highlighting are the strongest for their subscales, suggesting relative strengths across the three programs. The two items with the highest averages were:

- The coursework provides many opportunities for self-assessment as a leader.
- My leadership coach is an experienced educator with an understanding of and expertise in effective school leadership practice.

Items with red highlighting are the weakest for their scales, suggesting relative weaknesses across the three programs. One item with a low average—*I expect to remain a principal until I retire*—possibly suggests that the respondents may have career aspirations beyond the principalship.

[3] Only 4 of the 5 respondents with Western completed the items on the Coaching Supports scale, further adding to the caution in interpreting these results due to having few respondents.

Table 1. Subscale & Total Scale Scores on TPP Participant Survey: Mid-Year 2017-18			**Highpoint**	**Sandhills**	**Western**
		Number Surveyed	**15**	**10**	**6**
		Number Completing Survey (Participation Rate)	**15 (100%)**	**8 (80.0%)**	**5 (83.3%)**
Scale Label	**Scale Construct**	**Number of Items**	**Average Scale Score**		
Perceptions of Program Features – 5-point scales Not At All True to Very Much True					
Program Cohort	Satisfaction with involvement in the cohort	4	4.95	4.75	3.60
University Coursework	Satisfaction with university coursework	8	4.79	4.69	4.23
Mentoring Principal Supports	Satisfaction with support provided by mentoring principal	9	4.57	4.74	3.96
Coaching Supports *	Satisfaction with support provided by coaches	5	4.88	4.88	3.95
	All Program Features Scales	***26***	***4.76***	***4.75***	***4.01***
Perceptions of Principal Efficacy – 5-point scales Not At All Confident to Very Confident					
Lead Organizational Learning	Confidence in ability to lead organizational learning	4	4.55	4.40	4.35
Develop School Mission and Vision	Confidence in ability to develop the school mission and vision	7	4.67	4.53	4.46
Serve as an Instructional Leader	Confidence in ability to serve as an instructional leader	8	4.46	4.45	4.50
Manage School Operations	Confidence in ability to manage school operations	7	4.32	4.36	4.10
	All Principal Efficacy Scales	***26***	***4.49***	***4.44***	***4.36***
Commitment to the Principalship – 4-point scale Strongly Disagree to Strongly Agree					
Commitment to the Principalship	Expressed interest in serving as a school principal	4	3.28	3.39	3.55
All Scales Combined					
All Scales	An overall disposition reflecting attitudes towards and perceptions of the TPP program. The higher the score, the more positive the attitudes towards and perceptions of the program.	56	4.53	4.51	4.14

** Note: One individual did not complete any of the items on this scale.*

Table 2. Item Averages for All Respondents

PERCEPTIONS OF PROGRAM FEATURES	
PROGRAM COHORT SUBSCALE ITEMS – 5-point scale	
My program cohort serves as a source of social and professional support.	4.67
My program cohort provides collaborative learning opportunities for sharing experiences and knowledge.	4.63
My program cohort helps me learn teamwork and team leadership in authentic practice-oriented activities.	4.67
My program cohort will serve as a professional network that I can rely on for social and professional support throughout my career.	4.67
Program Cohort Average of All Items	4.66

UNIVERSITY COURSEWORK SUBSCALE ITEMS – 5-point scale	
The coursework is comprehensive and provides a coherent learning experience.	4.60
The program gives me a strong orientation to the principalship as a career.	4.70
The program integrates theory and practice.	4.73
The coursework provides many opportunities for self-assessment as a leader.	4.83
The coursework provides regular assessments of my skill development and leadership competencies.	4.57
In my coursework, I am often asked to reflect on practice and analyze how to improve it.	4.80
Faculty in the program provide me many opportunities to evaluate the coursework.	4.50
There are strong linkages between the university coursework and field-based experiences.	4.57
University Coursework Average of All Items	4.66

MENTORING PRINCIPAL SUPPORTS SUBSCALE ITEMS – 5-point scale	
The program provides regular opportunities for me to receive mentoring from an experienced principal.	4.77
My mentor principal has a proven track record of success as a principal including building strong school culture and supporting staff growth.	4.60
My mentor principal and I are guided by a learning plan that, in addition to individual goals, requires a core set of experiences.	4.37
My mentor principal and I review my learning plan on a regular basis, updating it to reflect my progress in skill development.	4.23
My mentor principal ensures I am immersed in meaningful leadership work that is intentionally selected and implemented for the benefit of growing my skills.	4.47
I have a strong relationship with my mentor principal and will continue to rely on him/her for social and professional support throughout my career.	4.67
During my mentorship, I had responsibility for leading, facilitating, and making decisions typical of an educational leader.	4.47
My mentorship enabled me to develop the practice of engaging peers and colleagues in shared problem solving and collaboration.	4.57
My mentorship was an excellent learning experience for becoming a principal.	4.60

Mentoring Principal Supports Average of All Items	4.53

COACHING SUPPORTS SUBSCALE ITEMS – 5-point scale	
My leadership coach is an experienced educator with an understanding of and expertise in effective school leadership practice.	4.83
My leadership coach provides support and feedback, and helps me internalize new skills and concepts.	4.79
My leadership coach visits my mentorship school on a regular basis to ensure my experience offers an appropriate level of rigor to fully develop my skills.	4.76
My leadership coach helps me learn from my mentorship experiences by linking my coursework to its practical application in the school.	4.72
I have a strong relationship with my leadership coach and will continue to rely on him/her for social and professional support throughout my career.	4.66
Coaching Supports Average of All Items	4.75
Perceptions of PROGRAM FEATURES Average of All Items	4.63

PERCEPTIONS OF PRINCIPALSHIP EFFICACY	
LEAD ORGANIZATIONAL LEARNING SUBSCALE ITEMS – 5-point scale	
Engaging faculty and staff to use data to monitor school progress, identify problems, & propose solutions.	4.43
Engaging faculty and staff in collaborative decision-making about school curriculum and policies.	4.57
Engaging faculty and staff in comprehensive planning for school improvement.	4.43
Engaging faculty and staff in self-improvement and continuous learning.	4.43
Lead Organizational Learning Average of All Items	4.47

DEVELOP SCHOOL MISSION AND VISION SUBSCALE ITEMS – 5-point scale	
Developing broad agreement among faculty and staff about the school's mission and vision.	4.53
Mobilizing the school's faculty and staff to foster social justice in serving all students.	4.50
Using effective written and oral communication skills to communicate with faculty and staff.	4.67
Developing a clear set of ethical principles to guide decision-making among faculty and staff.	4.67
Working with school faculty and staff to develop goals for their practice and professional learning.	4.63
Working with faculty and staff to solve school or department problems.	4.60
Working with faculty and staff to meet federal, state, and local policies.	4.50
Develop School Mission and Vision Average of All Items	4.59

SERVE AS AN INSTRUCTIONAL LEADER SUBSCALE ITEMS – 5-point scale	
Creating a coherent instructional program across the grade levels and subject areas.	4.40
Facilitating student learning (e.g., eliminating barriers to student learning, establishing	4.53

high expectations for students).	
Evaluating curriculum materials for their usefulness in supporting learning.	4.47
Designing professional development that builds knowledge and skills among school faculty and staff.	4.43
Evaluating school faculty and staff and providing feedback to support their improvement.	4.43
Working with faculty and school staff to improve teaching methods when students are not succeeding.	4.47
Understanding how diverse students learn and how to teach them successfully.	4.53
Identifying current and/or new instructional initiatives that are best suited to meeting the needs of diverse learners.	4.43
Serve as an Instructional Leader Average of All Items	4.46

MANAGE SCHOOL OPERATIONS SUBSCALE ITEMS – 5-point scale	
Creating and maintaining an orderly, purposeful learning environment.	4.77
Managing discipline and student support services.	4.73
Analyzing budgets and reallocating resources to achieve critical objectives.	3.80
Finding and allocating resources to pursue important school goals.	3.87
Managing facilities and their maintenance.	4.20
Working with families from diverse communities to support students' learning.	4.45
Collaborating with outside agencies for school assistance and partnership.	4.27
Manage School Operations Average of All Items	4.30
Perceptions of PRINCIPALSHIP EFFICACY Average of All Items	4.45

COMMITMENT TO THE PRINCIPALSHIP SUBSCALE ITEMS 4-point scale	
The stress and disappointments involved in serving as principal aren't really worth it. *	3.30
In my career plans for the near future, I am committed to serving as a school principal.	3.73
I am especially interested in serving as a principal in a high needs school.	3.45
I expect to remain a principal until I retire.	2.97
Commitment to the Principalship Average of All Items	3.36

Average of All Items for All Subscales	4.46

** Note: This item is reverse-worded.*

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EVALUATION PROCEDURES

Identifying High Needs Schools

William Carruthers & Eleanor Hasse[1]

April 2018

METHODS

The authorizing legislation for the Transforming Principal Preparation (TPP) grant program, N.C. Session Law 2015-241 Section 11.9 defines a high-need school as:

> *A public school, including a charter school, that meets one or more of the following criteria:*
>
> *a. Is a school identified under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended.*
>
> *b. Is a persistently low-achieving school, as identified by the Department of Public Instruction for purposes of federal accountability.*
>
> *c. A middle school containing any of grades five through eight that feeds into a high school with less than a sixty percent (60%) four-year cohort graduation rate.*
>
> *d. A high school with less than a sixty percent (60%) four-year cohort graduation rate.*

In order to operationalize this definition for the purposes of program evaluation, Grant*Prose* staff studied data available from the North Carolina Department of Public Instruction (NCDPI) and interpreted each criterion as described below. A TPP Program graduate will be counted as having been placed in a high need school if the school in which they are employed as a school leader meets one or more of these criteria. School status will be determined during the spring semester of each school year based on the most recent data available at the time.

a. Title I Schools: For the purpose of evaluating the TPP Programs, schools in North Carolina will be identified as high need if they are **served in the Title I program**. Data reported by NCDPI indicating whether a school is being served in the Title I program are available at http://www.ncpublicschools.org/program-monitoring/titleIA/, as updated on January 16, 2018, for the 2017-18 year. Data were retrieved 2/20/18 from the file *Title I Schools 2017-18*. When inspected, this Excel dataset included 2,642 unique 6-digit school ID codes, including charter schools, with a host of other variables (i.e., LEA name, school name, grades served, total enrollment, % low income students, and others). Of the 2,642 schools, 1,469 (55.6%) schools were reported to be "served" in the Title I program.

[1] Suggested citation: Carruthers, W. & Hasse, E. (2018, April). *Evaluation Procedures: Identifying High Needs Schools.* Garner, NC: Grant*Prose*, Inc.

b. Persistently Low Achieving Schools: NCDPI does not appear to have a current database of "persistently low achieving schools" but does define and identify **Recurring Low-Performing Schools** each year. As stated on the NCDPI web page for School Transformation (March 2018): *"Low Performing Districts and Schools in North Carolina are defined by the NC General Assembly and are based on the School Performance Grade and EVAAS growth, "Low-performing schools are those that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15."* To be in the recurring low-performing category, *"a school must be identified as low-performing in any two (2) of the last three (3) years."* (North Carolina State Board of Education, 2016). For the purposes of evaluation of the TPP funded programs, schools will be identified as high need if they are identified by NCDPI as **Recurring Low-Performing Schools.** Data on low performing schools are available at: http://www.ncpublicschools.org/accountability/reporting/. Data to determine high need status of schools were retrieved 2/20/18 from the file: *2016-17 Low-Performing Schools, Low-Performing Districts, Recurring Low-Performing Schools and Continually Low-Performing Charter Schools*. When inspected, this Excel dataset included multiple tabs with one tab marked "Recurring LP Schools 16-17" with 468 schools listed; school ID codes for four of these schools were not found in the Title I dataset. Note: The list of 468 recurring low performing schools is from the 2016-17 year while the list of Title 1 schools is from the 2017-18 year. While the difference in years could account for the four schools found in the recurring low performing dataset but not the Title 1 dataset, still, school ID codes for these four schools were added to the 2,642 schools found in the Title 1 dataset.

c. High Schools with less than a sixty percent (60%) 4-year cohort graduation rate: For the purposes of evaluating the TPP funded programs, high schools will be identified as high need if they have a 4-year cohort graduation rate less than 60%. Data with the 4-year cohort graduation rate of North Carolina Schools are available at: http://www.ncpublicschools.org/accountability/reporting/cohortgradrate . Data to determine high need status of schools for principals hired during the 2017-18 school year were retrieved 2/20/18 from the file, *2013-14 Entering 9th Graders Graduating in 2016-2017 or Earlier*. When inspected, this Excel dataset included 58,575 rows of data with graduation rates being disaggregated by many subgroups (e.g., racial, gender, English proficiency, disability, etc.). There were eight school ID codes in this dataset not found in the Title 1 dataset (one of these being among the four found in the recurring low performing schools, resulting in another 7 school ID codes being added to the list of school IDs.

After manipulation to collect only data reported for the subgroup "ALL", 746 unique schools were identified with graduation rates ranging from <5 percent to >95 percent. Figures between these two numbers were reported as actual figures to one decimal point, and figures reported as <5 were converted to 4.9, resulting in a total of 35 schools being identified with graduation rates for ALL being below 60%.

d. Middle schools feeding into high schools with less than a sixty percent (60%) four-year cohort graduation rate: As noted in item C above, 35 schools were found to have graduation rates below 60% in the most recent dataset. Inspection of these schools reveal that all of these graduation rates were based on cohorts of fewer than 100 students. Many of the

identified schools are small alternative high schools. Some are charter schools. For the purposes of evaluation of the TPP funded programs, middle schools will be identified as high need if they are part of a school also serving 9-12th grade that has a 4-year cohort graduation rate less than 60%. Because these schools were already counted in item C above, this decision does not add any unique schools to the High Needs category.

In the course of inspecting the Title 1, recurring low performing, and graduation rate datasets, unique school IDs not found in one or another of these datasets were added to the Grant*Prose* dataset of all schools in the state. Subsequent inspection of other datasets being collected for the purposes of evaluating the TPP Program, including student performance on state achievement examinations for 2013-14, 2014-15, 2015-16 and 2016-17, also identified unique school IDs not found in other datasets. When these unique IDs are found in older datasets, it is possible that the school(s) are not in operation in the 2017-18 school year and are not reflected in the Title 1 dataset that was produced in January 2018. However, whenever unique school IDs are found in any dataset being used in the TPP evaluation, these will be added to the list of all school IDs being maintained by Grant*Prose*. At the time this report is produced (April 2018), the list of unique school IDs numbers 2,692 schools, with 50 school IDs being added to the list found in the January 2018 Title 1 dataset.[2]

FINDINGS

Using Microsoft ACCESS, a query was built from the list of 2,692 school IDs to collect data from the Title 1, recurring low performing, and graduation datasets indicating whether a school was identified as High Needs. A formula was created in the Access query to output a "Y" to a new variable field in the dataset of 2,692 school IDs, indicating whether a school had been designated as high need in any of the Title 1, recurring low performing, and/or graduation datasets. The Access query returned 1,560 (57.9%) schools meeting one or more of the high need criteria among the 2,692 schools in the dataset. The 57.9% figure is possibly somewhat low due to how some of the schools in the dataset of school IDs may not be operating in the 2017-18 year. Still, per this analysis, it appears that more than half of the schools in the state meet legislative requirements in the TPP Program as a High Needs school.

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Public Schools of North Carolina. (2017). *Title I, Part A Handbook*. Retrieved from: http://www.ncpublicschools.org/docs/program-monitoring/resources/titleia-handbook.pdf

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[2] One of the "schools" added to the dataset of school IDs has an "NC" ID, representing the entire state of North Carolina, resulting in 2,693 rows of data, 2,692 of which represent individual schools in the state.