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TECHNICAL REPORT

TRANSFORMING PRINCIPAL PREPARATION GRANT PROGRAM: FOURTH YEAR

JULY 2020

William Carruthers, Pamela Lovin & Eleanor Hasse ⁺

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TECHNICAL REPORT EVALUATION REPORTS

**TRANSFORMING PRINCIPAL PREPARATION
GRANT PROGRAM: FOURTH YEAR**

CONSIDERATIONS FOR THE TP3 COMMISSION

Report 4.01

William Carruthers, Eleanor Hasse, & Pamela Lovin ¹

Released August 2019

OVERVIEW

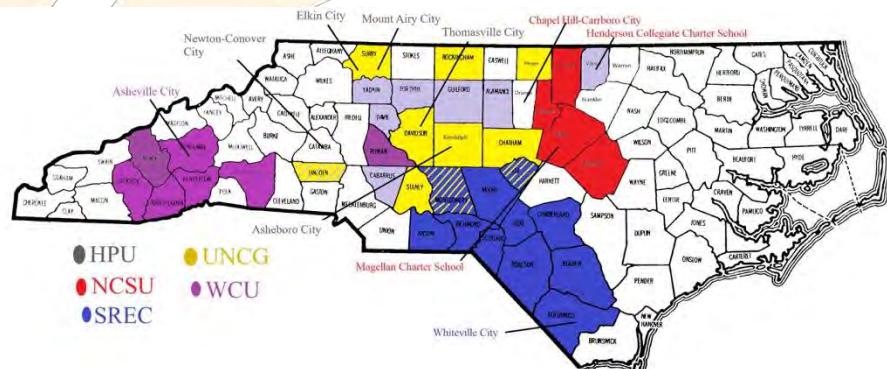
This report is developed for the North Carolina Alliance for School Leadership Development (NCASLD) to share with the recently constituted North Carolina Principal Fellows and TP3 Commission (TP3 Commission). The purpose of the report is to summarize the most significant findings and considerations for the TP3 Commission that GrantProse presented in its July 2019 annual report to the North Carolina State Education Assistance Authority (NCSEAA). ²

Five institutions, referred to as Providers, have been implementing Transforming Principal Preparation Programs (TPP Programs) since the 2016-17 year:

- *High Point University (HPU)*
- *North Carolina State University (NCSU)*
- *Sandhills Regional Education Consortium (SREC)*
- *University of North Carolina-Greensboro (UNCG)*
- *Western Carolina University (WCU)*

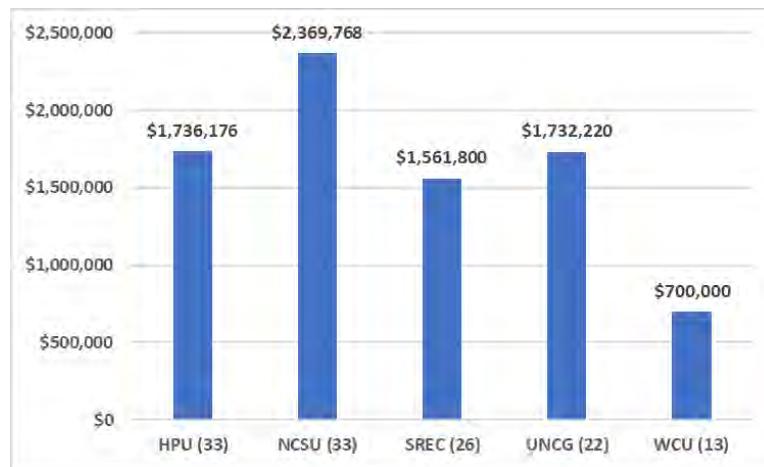
These Providers completed one cycle of grant programs during the 2016-18 period graduating 118 participants. A second cycle is now underway for the 2018-20 period with 127 participants enrolled. In 2018-19, the Providers established partnerships with 47 Local Educational Agencies (LEA) in 37 of North Carolina's counties, shown in **Figure 1**. **Figure 2** indicates that NCSU is operating with the largest grant award and WCU is operating with the smallest award. Numbers in parentheses on this and later figures indicate the number of participants each Provider is serving.

Figure 1. County and City LEAs Partnered with TPP Providers



¹ Suggested citation: Carruthers, W., Hasse, E., & Lovin, P. (2019, August). *Considerations for the TP3 Commission (Report 4.01)*. Garner, NC: GrantProse, Inc.

² Carruthers, W., Sturtz McMillen, J., Lovin, P., & Hasse, E. (2019, July). *Transforming Principal Preparation Grant Program: Third Year, Annual Report*. Garner, NC: GrantProse, Inc.

Figure 2. Total Amount of 2-Year TPP Awards Made to Each Provider

EVALUATION FINDINGS

Since 2016-17, NCASLD has contracted with *GrantProse, Inc.* to carry out an independent evaluation of the TPP Program. *GrantProse* is a private firm that specializes in developing funding proposals and conducting program evaluations. This evaluation has three tiers: 1) an evaluation of NCASLD's performance as TPP Program administrator, 2) an evaluation of the institutions implementing TPP grants, and 3) an evaluation of the individuals participating in the TPP Programs. This report summarizes evaluation activities for Tiers II and III.

Tier II: Evaluation of TPP Providers. The *GrantProse* evaluation is multi-faceted, incorporating observations, surveys, interviews, reports from the Providers, and analyses of Provider invoices. When program and fiscal aspects of each TPP Program are considered, findings across all methods of evaluation reveal the TPP Programs are more similar than they are different in their programs; however, there are notable fiscal differences among the programs. Programmatically, all of the TPP Programs are implementing a suite of research-based best practices with varying degrees of emphases, including:

- Providing dedicated leadership of the TPP Program,
- Broadly recruiting and rigorously selecting program participants,
- Forming partnerships and collaborating closely with Local Educational Agencies,
- Operating with participants as a cohort completing the program together,
- Featuring authentic, project-based, and hands-on learning activities within and outside of the university coursework,
- Emphasizing instructional leadership and issues associated with student equity,
- Giving special consideration to the demands of high needs schools,
- Conducting full-time clinical internships of at least 5 months duration, and
- Engaging in continuous improvement processes.

Data on enrollment and placement as Principals or Assistant Principals (P/AP) are reported in **Table 1**. A total of 248 individuals are currently or have been enrolled in the five TPP Programs across both funding cycles, and 92 (37.1%) are known to have secured P/AP positions at the time of this report; 87 (94.6%) of the 92 individuals in P/AP positions are at high needs schools.

Table 1. Enrollment and Placement as Principals or Assistant Principals (P/AP)					
	HPU	NCSU	SREC	UNCG	WCU
2016-18 Funding Cycle					
Number of partnering LEAs	7	4	13	11	18
Number of individuals initially enrolled in the program	30	34	26	20	10
Number and percentage of individuals securing P/AP positions in NC by June 2019	24/30 (80.0%)	30/34 (91.2%)	14/26 (53.8%)	15/20 (75.0%)	4/10 (40.0%)
Number and percentage of individuals in P/AP positions at NC high needs schools by June 2019	23/24 (95.8%)	29/30 (96.7%)	12/14 * (85.7%)	14/15 (93.3%)	4/4 (100%)
2018-20 Funding Cycle					
Number of partnering LEAs	13	7	12	10	8
Number of individuals initially enrolled in the program	33	34	26	22	13
Number and percentage of individuals securing P/AP positions in NC by June 2019	--	1/34 (2.9%)	4/26 (15.4%)	--	--
Number and percentage of individuals in P/AP positions at NC high needs schools by June 2019	--	1/1 (100%)	4/4 (100%)	--	--

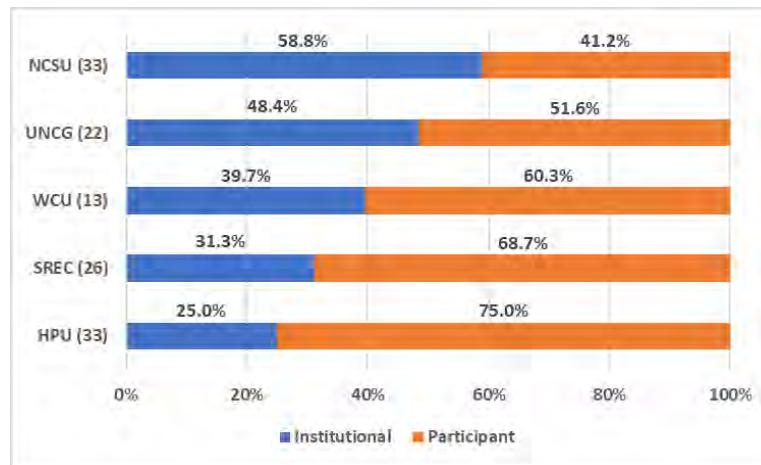
* The school placement for one individual with SREC is unknown at the time of this report.

GrantProse interviews and surveys with representatives of LEAs partnering with the TPP Programs, university faculty teaching TPP courses, TPP project directors, and participants in the TPP Programs found all populations viewed their programs positively. Interviews with LEA representatives in May 2019 found 39 (95.1%) of 41 indicated they were 'Satisfied' or 'Very Satisfied' with the TPP Program. Interviews with TPP project directors in May 2019 found the five practices most often identified as important to program success were executive coaching, LEA partnerships, full-time internships, coursework aligned to NC Executive Leadership Standards, and selection of program participants using rigorous criteria. Observations in 2018-19 and interviews with university faculty delivering TPP courses found that the courses require high levels of active engagement, focus on serving high need schools, incorporate multiple authentic learning experiences, and are integrated into cohesive programs rather than stand-alone experiences. And, a survey of participants in April 2019 found that participants held positive perceptions of their program cohort, university coursework, and executive coaches.

While the TPP Programs are generally similar in their programmatic features, there are significant differences in how the programs budget for their operations—most notably in the percentage of the budget devoted to institutional expenses versus participant expenses. Institutional expenses include salaries and fringe benefits for program directors/staff, travel, materials and contractual services to support operations, executive coaches, indirect costs charged by the institutions, and varied other expenses. Participant expenses include salaries and fringe benefits paid to participants during their internship and summers, university tuition/fees, varied other participant expenses (e.g., travel, books, supplies), and support provided to LEAs. **Figure 3** shows that NCSU has the highest percentage of its budget (58.8%) devoted to institutional expenses and HPU has the highest percentage of its budget (75.0%) devoted to participant expenses.³

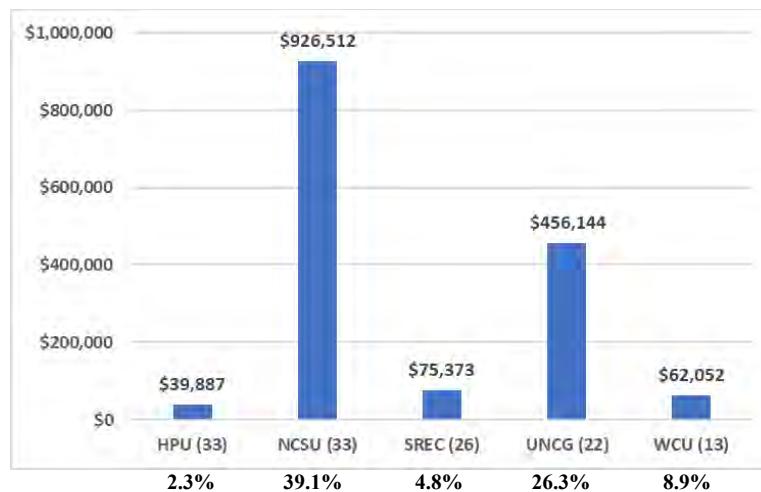
³ Figures 3 through 7 are derived from adding together expenditures Providers reported for the 2018-19 year and projected expenditures for the 2019-20 year indicated in budget proposals approved by NCASLD in May 2019 for HPU and SREC and in August 2019 for NCSU, UNCG and WCU. Appendix A at the end of this report provides a table showing the dollar value and percentages used in these figures.

Figure 3. Actual and Projected Institutional and Participant Expenses as a Percentage of Total Expenditures from TPP Funds: 2018-20



When the varied **institutional expenses** are separately analyzed, the largest expenditure in this category is for personnel salaries and fringe benefits. Based on actual expenditures in the 2018-19 year added to projected expenditures for the 2019-20 year, **Figure 4** shows that NCSU is projected to expend the greatest amount and largest percentage from its 2-year total budget for institutional employee salaries/fringe benefits. Comparatively, HPU, SREC and WCU will expend much smaller portions and percentages of their total budgets for institutional employee salaries/fringe benefits. Percentages shown along the bottom axis in this and later figures indicate the percentage of the total 2-year budget devoted to this expense.

Figure 4. Actual and Projected Expenditures for Institutional Salary and Benefits from TPP Funds: 2018-20



When the varied **participant expenses** are separately analyzed, the two largest expenditures in this category are for salaries/fringe benefits paid to participants during their internship (and extra summer employment if any) and for university tuition/fees, as shown in **Figures 5 and 6**. Comparing only participant salaries/fringe benefits, HPU expends the largest amount and percentage for this line item. Comparing only tuition and fees, NCSU expends the largest amount for this line item while HPU expends the largest percentage.

Figure 5. Actual and Projected Expenditures for Participant Salaries and Benefits from TPP Funds: 2018-20

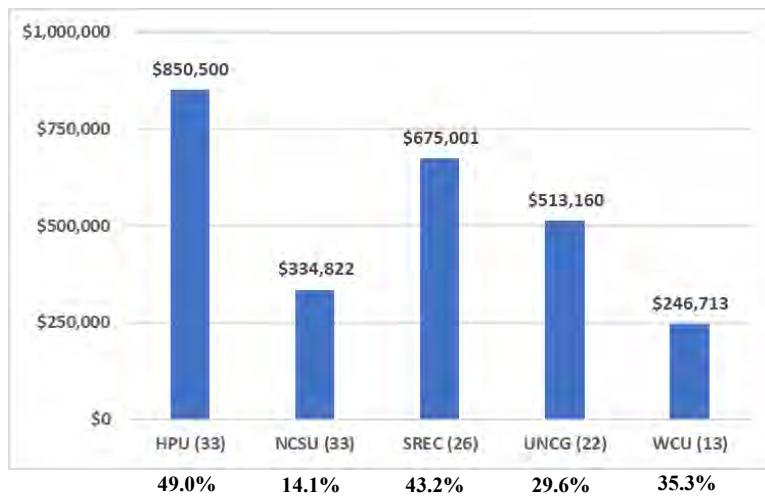


Figure 6. Actual and Projected Expenditures for Participant Tuition/Fees from TPP Funds: 2018-19

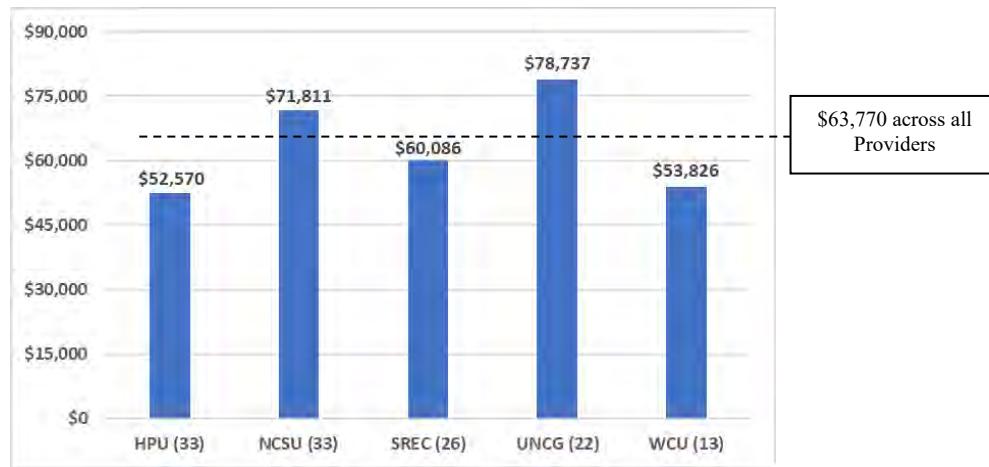


Considering all expenses associated with TPP funds—institutional and participant—the average per participant cost across the five Providers is \$63,770 for the 2-year 2018-20 performance period.⁴ This average varies from \$52,570 at HPU to \$78,737 at UNCG as shown in **Figure 7**.

It is important to note that this average does not include MSA funds that NCSU, UNCG and WCU access to supplement participant salaries/fringe benefits during their internships or funds that LEAs partnering with HPU and SREC commit in support of the participant salaries/fringe benefits. When these other sources of state revenue are considered, per-participant averages may approach or exceed \$100,000 at NCSU, UNCG and WCU and may approach or exceed \$75,000 at HPU and SREC.

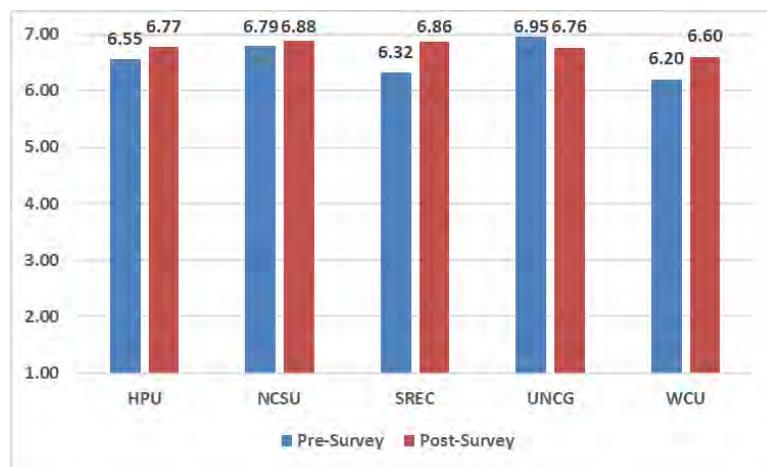
⁴ This average assumes that the Providers fully expend their 2019-20 budgets.

Figure 7. Average 2-Year Per Participant Cost Disaggregated by TPP Provider, Considering only TPP Funds

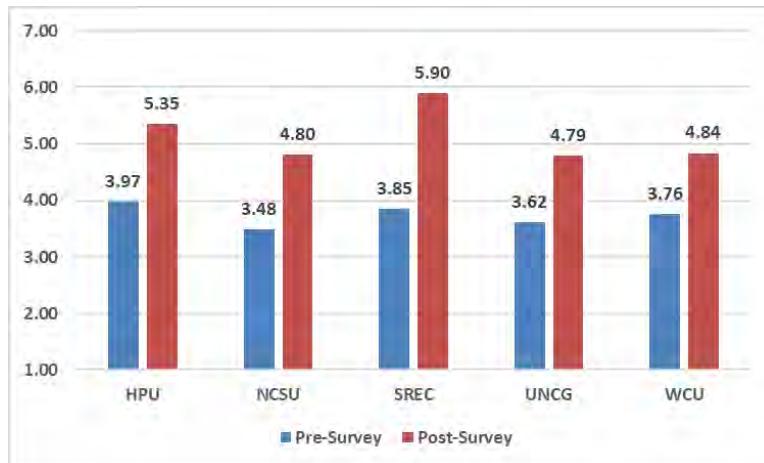
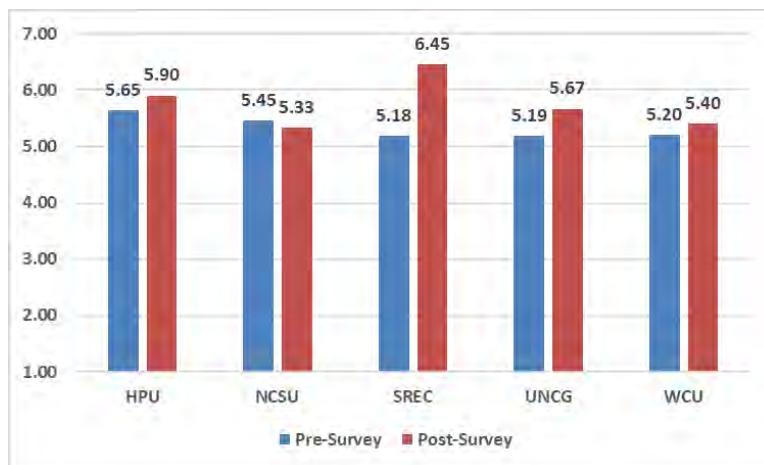


Tier III: Evaluation of TPP Participants. A pre-post survey was conducted with participants in the 2018-20 funding cycle to assess what change over the 2018-19 year there might be in their self-reported perceptions of, a) commitment to becoming a school principal, b) knowledge and competencies with the NC Standards for School Executives, and c) confidence that they can be a successful principal.⁵ Measured on 7-point scales, with 7 representing the most positive perception, statistically significant change in the positive direction on all three measures was found for the entire group across all TPP Programs. When disaggregated by TPP Program, participants in the SREC program demonstrate some of the highest averages on the post-survey as well as the greatest change between the pre- and post-surveys, as shown in **Figures 8, 9 and 10**.

Figure 8. Change in Commitment



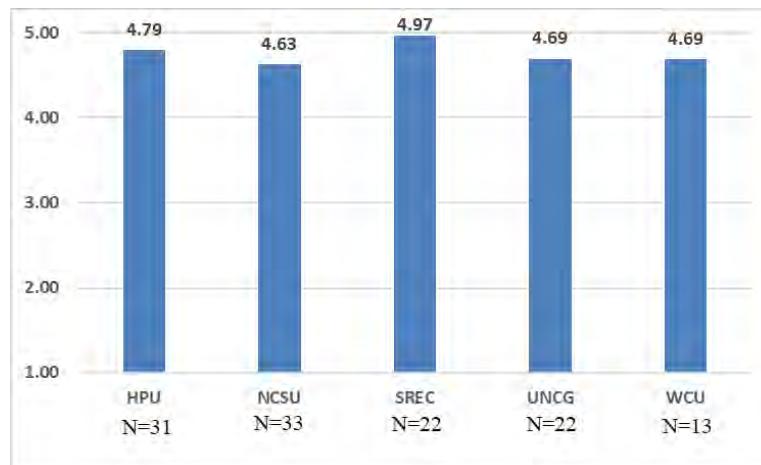
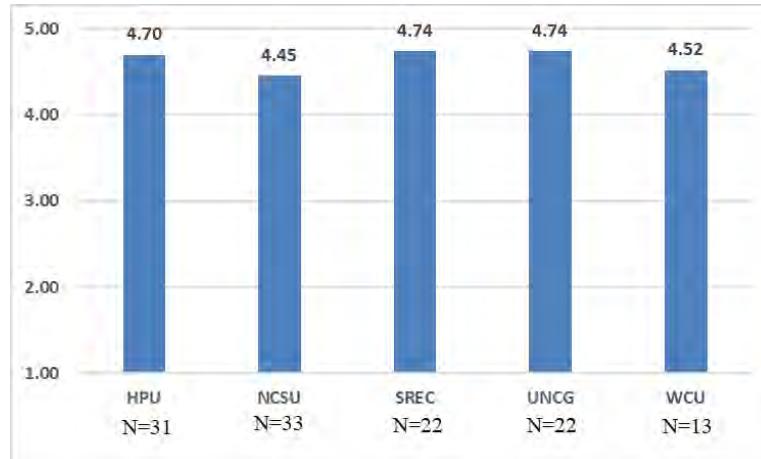
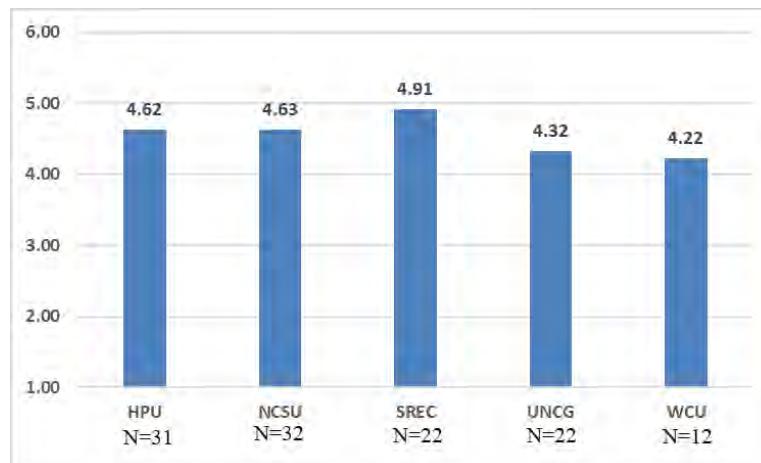
⁵ Commitment to becoming a principal was measured with a single Likert item; knowledge and competencies were measured with eight Likert items paralleling the eight standards for school administrators; and confidence with being successful as a principal was measured with a single Likert item.

Figure 9. Change in Knowledge and Competencies**Figure 10. Change in Confidence**

The post-survey administered in the spring 2019 also included three attitude scales measuring respondents' perceptions of their Program:

- Cohort Model* - Four questions each on a 5-point rating scale. The higher the average across all questions among all respondents, the more positive perception respondents held toward their Program's implementation of a cohort model;
- University Coursework* - Eight questions each on a 5.0 rating scale. The higher the average across all questions among all respondents, the more positive the perception respondents held toward their university coursework; and
- Executive Coaches* - Three questions each on a 5-point rating scale. The higher the average across all questions among all respondents, the more positive perception respondents held toward support being provided to them by their executive coach.

In general, the SREC program scored strongest on the three scales, possibly due in part to how many SREC participants would be near completing their 1-year program. Findings from the post-survey associated with these three attitude scales are indicated in **Figures 11, 12 and 13**.

Figure 11. Participants' Perceptions of the Cohort Model at Their TPP Program**Figure 12. Participants' Perceptions of the University Coursework at Their TPP Program****Figure 13. Participants' Perceptions of Support Provided by Their Executive Coaches**

CONSIDERATIONS FOR THE TP3 COMMISSION

In the July 2019 annual report that GrantProse submitted to the NCSEAA, one section provided a discussion of considerations that the TP3 Commission might want to entertain as it prepares to conduct a grant competition for TP3 funding. The following discussion summarizes these considerations.

Soliciting Applicants. GrantProse encourages the TP3 Commission to cast a wide net in their recruitment of applicants to submit grant proposals. Results of GrantProse evaluation activities to date and reports in the research literature indicate Providers other than the traditional state public universities (e.g., Regional Education Service Alliances, private universities, LEAs) perform generally as well if not better in some respects as the UNC Providers in the TPP Program. Additionally, non-traditional Providers have demonstrated creativity and flexibility in their programs.

Average Size of Awards and Number of Participants. Estimating that the TP3 Commission may have \$14M to make as many as eight awards over a 2-year period, the average award would be \$1.75M for the 2-year period. To ensure that each awardee is able to implement the full suite of best practices, the TP3 Commission should consider setting a minimum award size of at least \$800,000 for the 2-year period. The TP3 Commission should also consider setting the minimum number of participants an awardee is expected to serve based on the size of its award. For instance, using a 2-year per-participant average of \$70,000, a recipient of a \$1.75M award would be expected to serve no less than 25 participants as indicated in **Table 2**.

It is important to note, the 2-year \$70,000 per-participant average used in **Table 2** does not include funds that NCSU, UNCG and WCU accessed through the state's MSA program or were committed by LEAs with the HPU and SREC programs.⁶

Table 2. Minimum Number of Participants By Size of 2-Year Award	
Size of Award	Minimum number of participants selected for program
\$1,500,001 to \$1,750,000 total for 2 years	At least 25
\$1,250,001 to \$1,500,000 total for 2 years	At least 21
\$1,000,001 to \$1,250,000 total for 2 years	At least 17
\$800,000 to \$1,000,000 total for 2 years	At least 14

Provision of Participant Support. Significant factors contributing to recruiting and selecting the most qualified participants for the TPP Program are paying for participant salaries/fringe benefits during the internship and paying for university tuition and fees as well as other participant expenses such as books for courses, parking fees, and field trips and conferences. The TP3 Commission should consider standardizing this manner of support so that participants across all

⁶ In instances where a TPP Provider implements a 10-month internship, it could access as much as \$41,650 in MSA funding to pay participant salaries/fringe benefits during the internship. NCSU, UNCG and WCU made use of this program. At HPU, the Provider pays \$25,000 towards the participant internship salary with TPP funds and the LEAs make up the difference, presumably to hold participants harmless. At SREC, the Provider pays the entire salary/fringe benefits package with TPP funds except for the local supplement that LEAs pay, also presumably to hold participants harmless. For the most part, HPU and SREC implement 5-month internships.

grant programs are treated equitably. Especially important, the TP3 Commission should consider standardizing participant remuneration during their internship to ‘hold harmless’ the salary and fringe benefits paid during the internship relative to the individual’s prior most recent employment. If the Provider intends to implement a 5-month internship, it is possible this can be done within the bounds of the TPP funds, especially if a ceiling on institutional expenses (discussed below) is placed on the percentage allotted to institutional expenses. If the Provider intends to implement a 10-month internship, it is probable the Provider will need to supplement TPP funds with MSA funds or secure fiscal commitments from their partnering LEAs.

Provision of Program Leadership. Unquestionably, program leadership has been critical to the success of the TPP Program; however, expenses for institutional employees, contractual services and indirect costs vary widely among the TPP Providers, contributing in turn to considerable variation in how the Providers supported participant expenses. If participant salary/fringe benefits during their internship will be standardized to hold them harmless as advised above, then it will likely be necessary for TP3 programs to pare back other expenses. One consideration for any new grant competition is that a ceiling could be set on institutional expenses which based on these evaluation findings GrantProse believes could be 35-45% of the total TP3 funding, thereby freeing 55-65% of the TP3 funds to support participant expenses as discussed in the previous consideration. As demonstrated in **Figure 3** of this report, HPU, SREC and WCU are within this boundary, UNCG is close, and NCSU is above this boundary.

LEA Partnerships. The TP3 Commission should require applicants to demonstrate how they will form partnerships with LEAs including an MOU that delineates roles and responsibilities such as assisting with recruitment and selection, advising program leaders on continuous improvements, and arranging and supporting the participant’s internship with an accomplished school principal.

During the period of the full-time internship, LEAs should not expect that participants will fulfill other roles or duties in the school district. Although participant salaries/fringe benefits during the internship can be reimbursed from the TP3 program (possibly with MSA or LEA supplementing), the LEA should continue to carry the individual as an employee with the district to allow the individual to continue participating in the state’s retirement system.

And, to allow the greatest opportunity for participants to secure employment as a principal or assistant principal, the TP3 Commission should also seek to limit any restrictions that LEAs might place on participants finding employment outside the school district. This can become a problem if the LEA requires the individual to stay in the school district for some number of years after the program, possibly in exchange for funds the LEA may have committed in support of the individual during the program. In such instances, if an opening to advance to the principal or assistant principal position is not available in that school district, the individual’s career development is possibly impacted.

Application of a Cohort Model. The TP3 Commission should require applicants for grant funding to indicate how they will treat their participants as a cohort such that they progress together through the university coursework and participate together in other activities that are offered in the program. In its evaluation, GrantProse found that the cohort model allows for camaraderie and professional networking that may extend well beyond their program.

Independent Evaluation. Per legislative intent, the TP3 Commission is expected to “...develop a process with the Authority for early retrieval of grant funds from grant recipients due to noncompliance with grant terms, including participation in third-party evaluation activities.” While each grant recipient should be required to implement its own evaluation activities to inform continuous improvement activities, the TP3 Commission should consider implementing a robust independent third-party evaluation of all grant recipients that will look at participant outcomes as well as compare and contrast how the different grant recipients implement their programs with fidelity to the research-based best practices GrantProse has identified. An independent evaluation can apply common metrics across all programs to best ensure that programs can be compared for their relative strengths and weaknesses. How funds are expended in support of recruiting, supporting, and graduating the most highly qualified individuals to serve and raise achievement in the state’s high needs schools should be a part of this evaluation.

Defining High Need Schools. A final consideration for the TP3 Commission is to closely inspect the legislative definition of a high need school. The legislation specifies a number of criteria that must be factored together, and it is not clear to GrantProse how the word ‘identified’ should be interpreted in the criterion associated with Title I schools: *Is a school identified under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended.* Certainly, ‘identified’ is meant to include schoolwide Title I programs with relatively high incidence of lower income students.⁷ However, is the term also meant to include targeted assistance Title I programs where the incidence of lower income students may be much lower? GrantProse has produced a report identifying high need schools in the state appearing to meet the legislative definition when both schoolwide and targeted assistance programs are included in the analyses.⁸ In this instance, almost 80% of the schools in the state meet the high need definition. The legislation creates a forgivable scholarship loan program, valued as great as \$40,000, and establishes a standard of ‘Forgiveness Through Service’ that distinguishes between whether an individual serves at a high need school or a school that is not high need. For each year the individual serves at a high need school, 50% of the loan will be forgiven; however, only 25% of the loan is forgiven for each year served at a school that is not high need. Program graduates will be motivated to secure positions in high need schools, programs receiving TP3 grant funding will be motivated to prepare their participants for service in high need schools, and LEAs will be motivated to employ participants in high need schools. Considering this high stakes environment, individuals participating in TP3 grant programs as well as the TP3 Commission will be well served with a definition that clearly specifies what is and is not a high need school.

⁷ In North Carolina, schools with at least 40% low income students can participate in Title I schoolwide programs.

⁸ Carruthers, W. (2019, 3.06). *Evaluation Procedures: Identifying High Needs Schools: Second Report with Addendum (Report 3.06)*. Garner, NC: GrantProse, Inc.

APPENDIX A

Throughout 2018-19, the TPP Providers submitted periodic invoices to NCASLD to recover expenses incurred in their programs. The Providers used a common set of budget categories to classify these expenses: Personnel, Fringe Benefits, Travel, Materials/Supplies, Contractual, Other, and Indirect Costs. They used these same categories with the projected budgets submitted for 2019-20. However, there are many differences in how the Providers classify varied expenditures using these categories, and GrantProse sought to group like expenses in similar categories. For instance, a line item might indicate travel for 36 individuals...33 of whom were participants and 3 of whom were faculty. In this instance, 3/36th of the expense would be allocated to Institutional Travel and 33/36th of the expense would be allocated to Participant Other. **Table 3** provides the breakout of the Institutional and Participant expenses organized by GrantProse in the secondary analysis of Provider invoices and budget projections.

Table 3. GrantProse Secondary Analyses of Actual and Projected Expenses for 2018-20 Performance Period											
	HPU	NCSU		SREC		UNCG		WCU		Totals	
INSTITUTIONAL EXPENSES											
Personnel + Fringe	\$39,887	2.3%	\$926,512	39.1%	\$75,373	4.8%	\$456,144	26.3%	\$62,052	8.9%	\$1,559,967
Travel	\$9,667	0.6%	\$14,811	0.6%	\$28,192	1.8%	\$30,416	1.8%	\$24,393	3.5%	\$107,478
Materials	\$0	0.0%	\$0	0.0%	\$6,124	0.4%	\$3,933	0.2%	\$15,772	2.3%	\$25,830
Contractual	\$123,700	7.1%	\$47,316	2.0%	\$23,704	1.5%	\$58,275	3.4%	\$69,429	9.9%	\$322,424
Other	\$0	0.0%	\$17,091	0.7%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$17,091
Indirect	\$52,488	3.0%	\$175,539	7.4%	\$73,855	4.7%	\$68,903	4.0%	\$51,781	7.4%	\$422,566
Executive Coaches	\$207,844	12.0%	\$211,675	8.9%	\$281,354	18.0%	\$221,000	12.8%	\$54,320	7.8%	\$976,193
Institutional SubTotal	\$433,586	25.0%	\$1,392,943	58.8%	\$488,603	31.3%	\$838,671	48.4%	\$277,747	39.7%	\$3,431,550
PARTICIPANT EXPENSES											
Payments to LEAs	\$4,950	0.3%	\$17,169	0.7%	\$0	0.0%	\$0	0.0%	\$10,650	1.5%	\$32,769
Participant Stipends	\$850,500	49.0%	\$334,822	14.1%	\$675,001	43.2%	\$513,160	29.6%	\$246,713	35.3%	\$2,620,195
Participant Tuition	\$423,637	24.4%	\$459,375	19.4%	\$161,173	10.3%	\$269,921	15.6%	\$93,748	13.4%	\$1,407,856
Participant Other	\$22,152	1.3%	\$165,458	7.0%	\$237,452	15.2%	\$110,466	6.4%	\$70,874	10.1%	\$606,403
Participant SubTotal	\$1,301,239	75.0%	\$976,825	41.2%	\$1,073,626	68.7%	\$893,548	51.6%	\$421,985	60.3%	\$4,667,223
TOTAL	\$1,734,825	100.0%	\$2,369,768	100.0%	\$1,562,229	100.0%	\$1,732,219	100.0%	\$699,732	100.0%	\$8,098,772
											100.0%



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HIGHLIGHTS OF 2018-19 EVALUATION

Report 4.02

William Carruthers, Eleanor Hasse, & Pamela Lovin ¹

Released August 2019

OVERVIEW

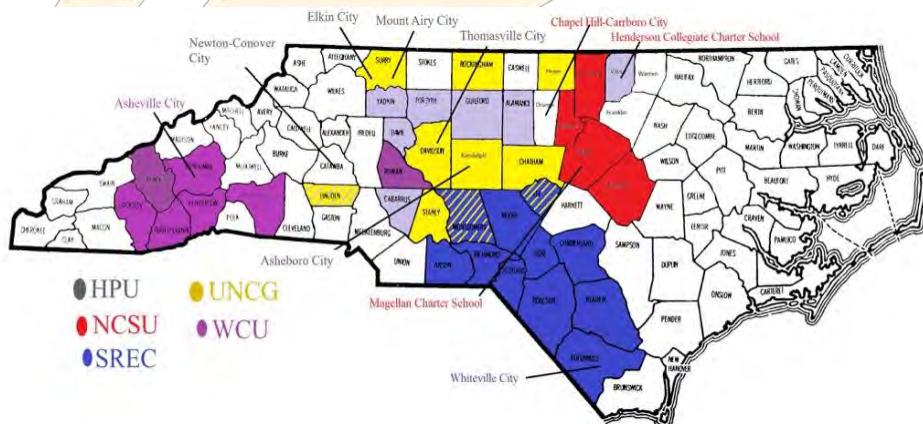
The purpose of the report is to highlight the most significant findings of the *GrantProse* evaluation of the TPP Program during the 2018-19 year as presented in its July 2019 annual report to the North Carolina State Education Assistance Authority (NCSEAA).²

Five institutions, referred to as Providers, have been implementing Transforming Principal Preparation Programs (TPP Programs) since the 2016-17 year:

- *High Point University (HPU)*
- *North Carolina State University (NCSU)*
- *Sandhills Regional Education Consortium (SREC)*
- *University of North Carolina-Greensboro (UNCG)*
- *Western Carolina University (WCU)*

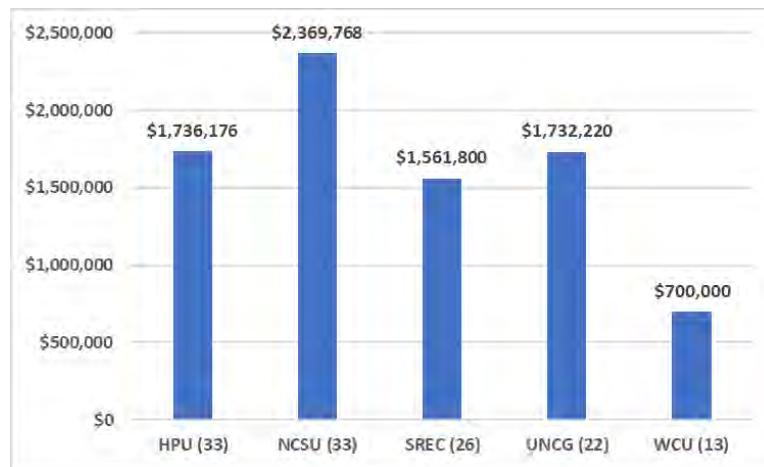
These Providers completed one cycle of grant programs during the 2016-18 period graduating 118 participants. A second cycle is now underway for the 2018-20 period with 127 participants enrolled. In 2018-19, the Providers established partnerships with 47 Local Educational Agencies (LEA) in 37 of North Carolina's counties, shown in **Figure 1**. **Figure 2** indicates that NCSU is operating with the largest grant award and WCU is operating with the smallest award. Numbers in parentheses on this and later figures indicate the number of participants each Provider is serving.

Figure 1. County and City LEAs Partnered with TPP Providers



¹ Suggested citation: Carruthers, W., Hasse, E., & Lovin, P. (2019, August). *Highlights of 2018-19 Evaluation (Report 4.02)*. Garner, NC: GrantProse, Inc.

² Carruthers, W., Sturtz McMillen, J., Lovin, P., & Hasse, E. (2019, July). *Transforming Principal Preparation Grant Program: Third Year, Annual Report*. Garner, NC: GrantProse, Inc.

Figure 2. Total Amount of 2-Year TPP Awards Made to Each Provider

EVALUATION FINDINGS

Since 2016-17, NCASLD has contracted with GrantProse, Inc. to carry out an independent evaluation of the TPP Program. This evaluation has three tiers: 1) an evaluation of NCASLD's performance as TPP Program administrator, 2) an evaluation of the institutions implementing TPP grants, and 3) an evaluation of the individuals participating in the TPP Programs. This report highlights evaluation findings for Tiers II and III.

Tier II: Evaluation of TPP Providers. The GrantProse evaluation is multi-faceted, incorporating observations, surveys, interviews, reports from the Providers, and analyses of Provider invoices. When program and fiscal aspects of each TPP Program are considered, findings across all methods of evaluation reveal the TPP Programs are more similar than they are different in their programs; however, there are notable fiscal differences among the programs.

Programmatically, all of the TPP Programs are implementing a suite of research-based best practices with varying degrees of emphases, including:

- Providing dedicated leadership of the TPP Program,
- Broadly recruiting and rigorously selecting program participants,
- Forming partnerships and collaborating closely with Local Educational Agencies,
- Operating with participants as a cohort completing the program together,
- Featuring authentic, project-based, and hands-on learning activities within and outside of the university coursework,
- Emphasizing instructional leadership and issues associated with student equity,
- Giving special consideration to the demands of high needs schools,
- Conducting full-time clinical internships of at least 5 months duration, and
- Engaging in continuous improvement processes.

Data on enrollment and placement as Principals or Assistant Principals (P/AP) are reported in **Table 1**. A total of 248 individuals are currently or have been enrolled in the five TPP Programs across both funding cycles, and 92 (37.1%) are known to have secured P/AP positions at the time of this report; 87 (94.6%) of the 92 individuals in P/AP positions are at high needs schools.

Table 1. Enrollment and Placement as Principals or Assistant Principals (P/AP)					
	HPU	NCSU	SREC	UNCG	WCU
2016-18 Funding Cycle					
Number of partnering LEAs	7	4	13	11	18
Number of individuals initially enrolled in the program	30	34	26	20	10
Number and percentage of individuals securing P/AP positions in NC by June 2019	24/30 (80.0%)	30/34 (91.2%)	14/26 (53.8%)	15/20 (75.0%)	4/10 (40.0%)
Number and percentage of individuals in P/AP positions at NC high needs schools by June 2019	23/24 (95.8%)	29/30 (96.7%)	12/14 * (85.7%)	14/15 (93.3%)	4/4 (100%)
2018-20 Funding Cycle					
Number of partnering LEAs	13	7	12	10	8
Number of individuals initially enrolled in the program	33	34	26	22	13
Number and percentage of individuals securing P/AP positions in NC by June 2019	--	1/34 (2.9%)	4/26 (15.4%)	--	--
Number and percentage of individuals in P/AP positions at NC high needs schools by June 2019	--	1/1 (100%)	4/4 (100%)	--	--

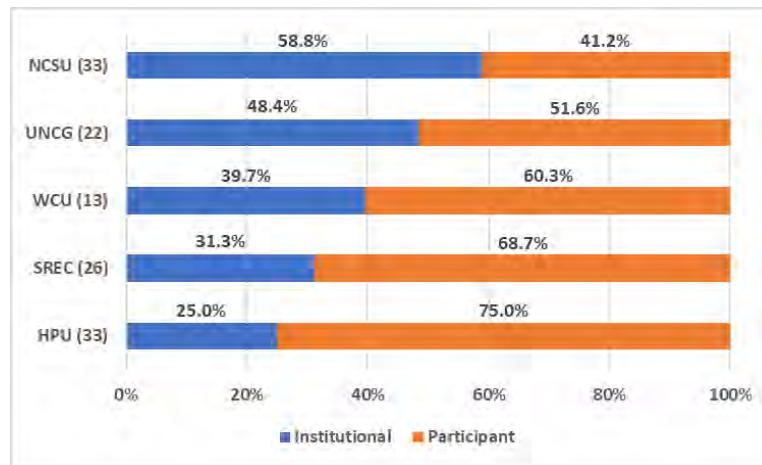
* The school placement for one individual with SREC is unknown at the time of this report.

GrantProse interviews and surveys with representatives of LEAs partnering with the TPP Programs, university faculty teaching TPP courses, TPP project directors, and participants in the TPP Programs found all populations viewed their programs positively. Interviews with LEA representatives in May 2019 found 39 (95.1%) of 41 indicated they were 'Satisfied' or 'Very Satisfied' with the TPP Program. Interviews with TPP project directors in May 2019 found the five practices most often identified as important to program success were executive coaching, LEA partnerships, full-time internships, coursework aligned to NC Executive Leadership Standards, and selection of program participants using rigorous criteria. Observations in 2018-19 and interviews with university faculty delivering TPP courses found that the courses require high levels of active engagement, focus on serving high need schools, incorporate multiple authentic learning experiences, and are integrated into cohesive programs rather than stand-alone experiences. And, a survey of participants in April 2019 found that participants held positive perceptions of their program cohort, university coursework, and executive coaches.

While the TPP Programs are generally similar in their programmatic features, there are significant differences in how the programs budget for their operations—most notably in the percentage of the budget devoted to institutional expenses versus participant expenses. Institutional expenses include salaries and fringe benefits for program directors/staff, travel, materials and contractual services to support operations, executive coaches, indirect costs charged by the institutions, and varied other expenses. Participant expenses include salaries and fringe benefits paid to participants during their internship and summers, university tuition/fees, varied other participant expenses (e.g., travel, books, supplies), and support provided to LEAs. **Figure 3** shows that NCSU has the highest percentage of its budget (58.8%) devoted to institutional expenses and HPU has the highest percentage of its budget (75.0%) devoted to participant expenses.³

³ Figures 3 through 7 are derived from adding together expenditures Providers reported for the 2018-19 year and projected expenditures for the 2019-20 year indicated in budget proposals approved by NCASLD in May 2019 for HPU and SREC and in August 2019 for NCSU, UNCG and WCU. Appendix A at the end of this report provides a table showing the dollar value and percentages used in these figures.

Figure 3. Actual and Projected Institutional and Participant Expenses as a Percentage of Total Expenditures from TPP Funds: 2018-20



When the varied **institutional expenses** are separately analyzed, the largest expenditure in this category is for personnel salaries and fringe benefits. Based on actual expenditures in the 2018-19 year added to projected expenditures for the 2019-20 year, **Figure 4** shows that NCSU is projected to expend the greatest amount and largest percentage from its 2-year total budget for institutional employee salaries/fringe benefits. Comparatively, HPU, SREC and WCU will expend much smaller portions and percentages of their total budgets for institutional employee salaries/fringe benefits. Percentages shown along the bottom axis in this and later figures indicate the percentage of the total 2-year budget devoted to this expense.

Figure 4. Actual and Projected Expenditures for Institutional Salary and Benefits from TPP Funds: 2018-20



When the varied **participant expenses** are separately analyzed, the two largest expenditures in this category are for salaries/fringe benefits paid to participants during their internship (and extra summer employment if any) and for university tuition/fees, as shown in **Figures 5 and 6**. Comparing only participant salaries/fringe benefits, HPU expends the largest amount and percentage for this line item. Comparing only tuition and fees, NCSU expends the largest amount for this line item while HPU expends the largest percentage.

Figure 5. Actual and Projected Expenditures for Participant Salaries and Benefits from TPP Funds: 2018-20

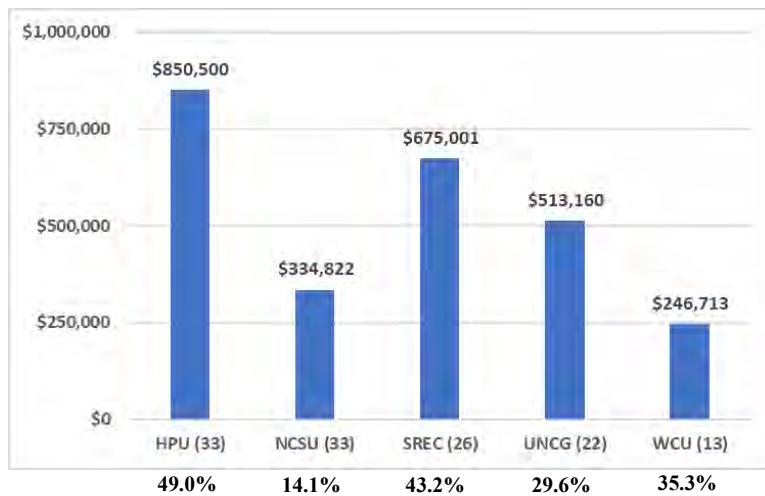


Figure 6. Actual and Projected Expenditures for Participant Tuition/Fees from TPP Funds: 2018-19

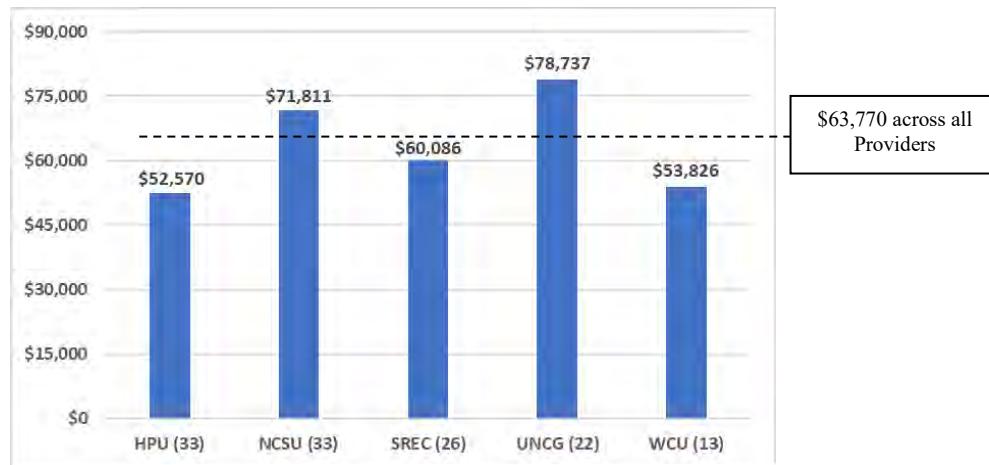


Considering all expenses associated with TPP funds—institutional and participant—the average per participant cost across the five Providers is \$63,770 for the 2-year 2018-20 performance period.⁴ This average varies from \$52,570 at HPU to \$78,737 at UNCG as shown in **Figure 7**.

It is important to note that this average does not include MSA funds that NCSU, UNCG and WCU access to supplement participant salaries/fringe benefits during their internships or funds that LEAs partnering with HPU and SREC commit in support of the participant salaries/fringe benefits. When these other sources of state revenue are considered, per-participant averages may approach or exceed \$100,000 at NCSU, UNCG and WCU and may approach or exceed \$75,000 at HPU and SREC.

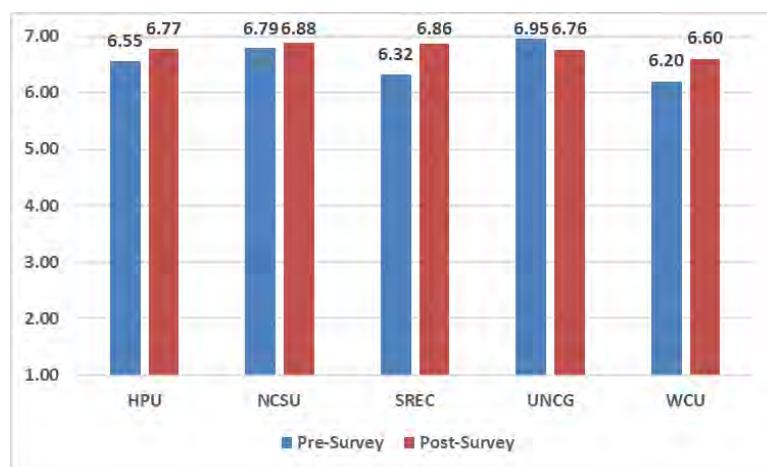
⁴ This average assumes that the Providers fully expend their 2019-20 budgets.

Figure 7. Average 2-Year Per Participant Cost Disaggregated by TPP Provider, Considering only TPP Funds

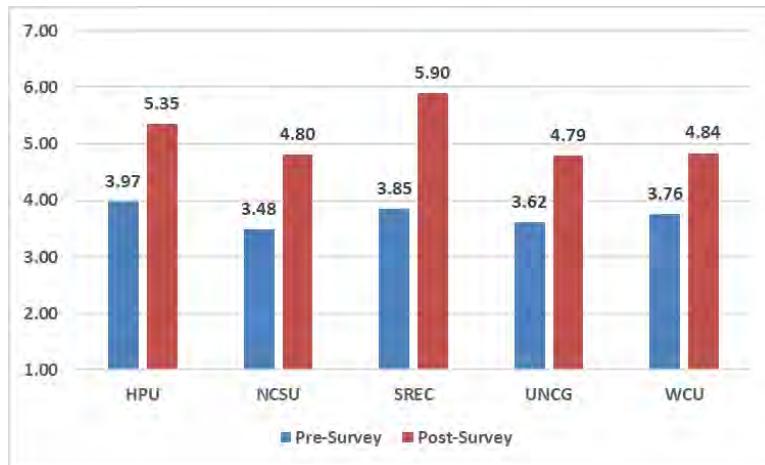
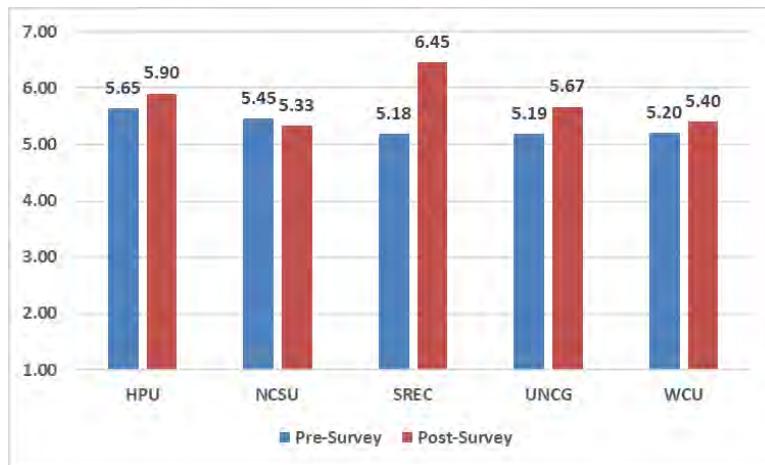


Tier III: Evaluation of TPP Participants. A pre-post survey was conducted with participants in the 2018-20 funding cycle to assess what change over the 2018-19 year there might be in their self-reported perceptions of, a) commitment to becoming a school principal, b) knowledge and competencies with the NC Standards for School Executives, and c) confidence that they can be a successful principal.⁵ Measured on 7-point scales, with 7 representing the most positive perception, statistically significant change in the positive direction on all three measures was found for the entire group across all TPP Programs. When disaggregated by TPP Program, participants in the SREC program demonstrate some of the highest averages on the post-survey as well as the greatest change between the pre- and post-surveys, as shown in **Figures 8, 9 and 10**.

Figure 8. Change in Commitment



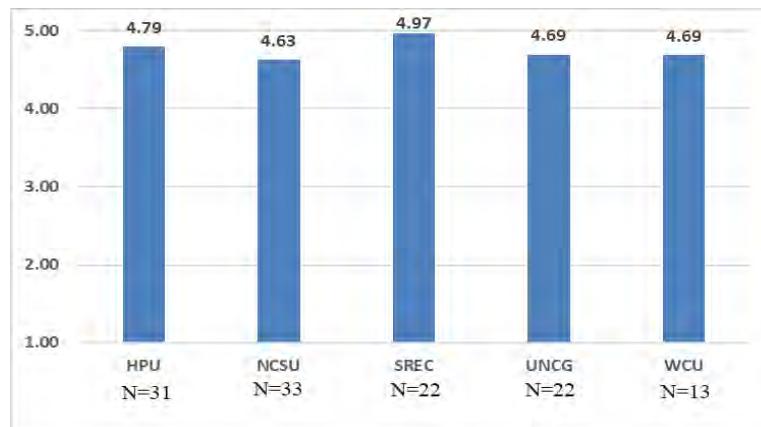
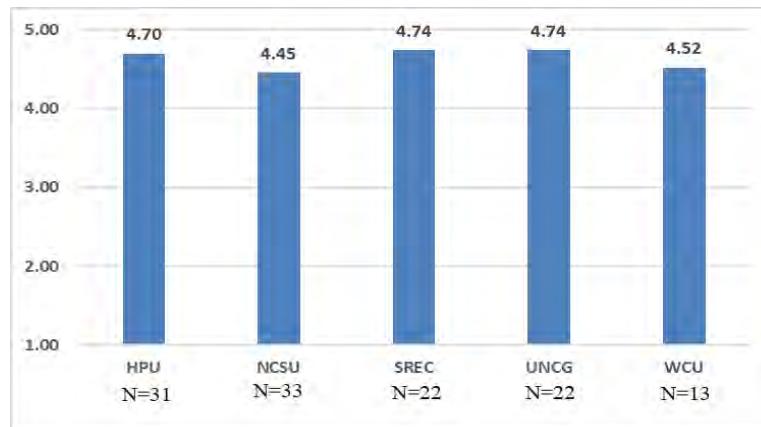
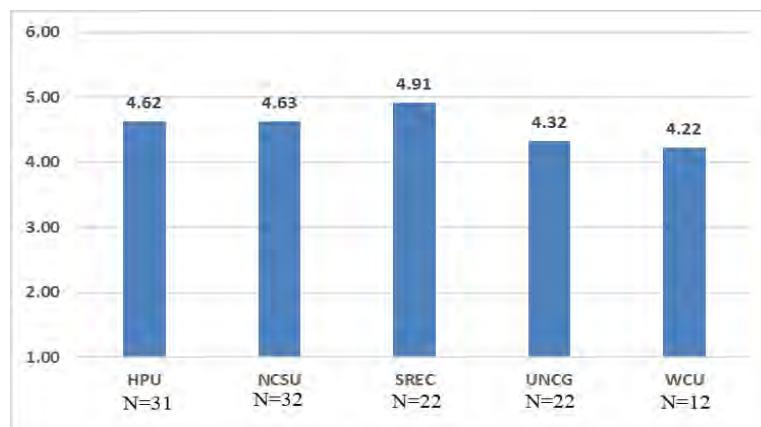
⁵ Commitment to becoming a principal was measured with a single Likert item; knowledge and competencies were measured with eight Likert items paralleling the eight standards for school administrators; and confidence with being successful as a principal was measured with a single Likert item.

Figure 9. Change in Knowledge and Competencies**Figure 10. Change in Confidence**

The post-survey administered in the spring 2019 also included three attitude scales measuring respondents' perceptions of their Program:

- Cohort Model* - Four questions each on a 5-point rating scale. The higher the average across all questions among all respondents, the more positive perception respondents held toward their Program's implementation of a cohort model;
- University Coursework* - Eight questions each on a 5.0 rating scale. The higher the average across all questions among all respondents, the more positive the perception respondents held toward their university coursework; and
- Executive Coaches* - Three questions each on a 5-point rating scale. The higher the average across all questions among all respondents, the more positive perception respondents held toward support being provided to them by their executive coach.

In general, the SREC program scored strongest on the three scales, possibly due in part to how many SREC participants would be near completing their 1-year program. Findings from the post-survey associated with these three attitude scales are indicated in **Figures 11, 12 and 13**.

Figure 11. Participants' Perceptions of the Cohort Model at Their TPP Program**Figure 12. Participants' Perceptions of the University Coursework at Their TPP Program****Figure 13. Participants' Perceptions of Support Provided by Their Executive Coaches**

CONCLUSIONS

Programmatically, the five TPP Programs appear to be generally similar in their implementation of a suite of best practices and their impact on program participants appears similar as well. Fiscally, there are wide differences in how the TPP Programs allocate their funds to implement their programs.

APPENDIX A

Throughout 2018-19, the TPP Providers submitted periodic invoices to NCASLD to recover expenses incurred in their programs. The Providers used a common set of budget categories to classify these expenses: Personnel, Fringe Benefits, Travel, Materials/Supplies, Contractual, Other, and Indirect Costs. They used these same categories with the projected budgets submitted for 2019-20. However, there are many differences in how the Providers classify varied expenditures using these categories, and *GrantProse* sought to group like expenses in similar categories. For instance, a line item might indicate travel for 36 individuals...33 of whom were participants and 3 of whom were faculty. In this instance, 3/36th of the expense would be allocated to Institutional Travel and 33/36th of the expense would be allocated to Participant Other. **Table 3** provides the breakout of the Institutional and Participant expenses organized by *GrantProse* in the secondary analysis of Provider invoices and budget projections.

Table 3. GrantProse Secondary Analyses of Actual and Projected Expenses for 2018-20 Performance Period											
	HPU		NCSU		SREC		UNCG		WCU		Totals
INSTITUTIONAL EXPENSES											
Personnel + Fringe	\$39,887	2.3%	\$926,512	39.1%	\$75,373	4.8%	\$456,144	26.3%	\$62,052	8.9%	\$1,559,967
Travel	\$9,667	0.6%	\$14,811	0.6%	\$28,192	1.8%	\$30,416	1.8%	\$24,393	3.5%	\$107,478
Materials	\$0	0.0%	\$0	0.0%	\$6,124	0.4%	\$3,933	0.2%	\$15,772	2.3%	\$25,830
Contractual	\$123,700	7.1%	\$47,316	2.0%	\$23,704	1.5%	\$58,275	3.4%	\$69,429	9.9%	\$322,424
Other	\$0	0.0%	\$17,091	0.7%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$17,091
Indirect	\$52,488	3.0%	\$175,539	7.4%	\$73,855	4.7%	\$68,903	4.0%	\$51,781	7.4%	\$422,566
Executive Coaches	\$207,844	12.0%	\$211,675	8.9%	\$281,354	18.0%	\$221,000	12.8%	\$54,320	7.8%	\$976,193
Institutional SubTotal	\$433,586	25.0%	\$1,392,943	58.8%	\$488,603	31.3%	\$838,671	48.4%	\$277,747	39.7%	\$3,431,550
PARTICIPANT EXPENSES											
Payments to LEAs	\$4,950	0.3%	\$17,169	0.7%	\$0	0.0%	\$0	0.0%	\$10,650	1.5%	\$32,769
Participant Stipends	\$850,500	49.0%	\$334,822	14.1%	\$675,001	43.2%	\$513,160	29.6%	\$246,713	35.3%	\$2,620,195
Participant Tuition	\$423,637	24.4%	\$459,375	19.4%	\$161,173	10.3%	\$269,921	15.6%	\$93,748	13.4%	\$1,407,856
Participant Other	\$22,152	1.3%	\$165,458	7.0%	\$237,452	15.2%	\$110,466	6.4%	\$70,874	10.1%	\$606,403
Participant SubTotal	\$1,301,239	75.0%	\$976,825	41.2%	\$1,073,626	68.7%	\$893,548	51.6%	\$421,985	60.3%	\$4,667,223
TOTAL	\$1,734,825	100.0%	\$2,369,768	100.0%	\$1,562,229	100.0%	\$1,732,219	100.0%	\$699,732	100.0%	\$8,098,772
											100.0%



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TP3 PROGRAM PLN: OBSERVATIONS 2019-2020¹ Report 4.03

Pamela Lovin, William Carruthers, & Eleanor Hasse²
Released June 2020

AUGUST 2019 OBSERVATION REPORT

OVERVIEW

The North Carolina Association for School Leadership Development (NCASLD) hosted the NC Transforming Principal Preparation Program (TP3) Professional Learning Network (PLN) Fall Meeting on Tuesday, August 27, 2019, at The Friday Institute for Educational Innovation at North Carolina State University in Raleigh, North Carolina. The meeting lasted from 10:00am to 3:00pm. The Agenda is provided in Appendix A. The conference room was arranged in eight table groups. All five principal preparation programs attended along with other stakeholders, such as GrantProse. Thirty attendees participated in the meeting. The attendees are listed in Appendix B. Each TPP program was represented by a variety of individuals, such as the director, program team members, and coaches. The presenters were Shirley Prince, NCASLD; Mary Jo Dunnington, New York City Leadership Academy; Bill Carruthers, GrantProse; Pamela Lovin, GrantProse; Eleanor Hasse, GrantProse; and leadership from each of the five TPP programs. Ms. Dunnington led small and large group discussions on differentiating participant's residency experience.

OBSERVATION

Shirley Prince welcomed participants, reviewed the goals of both TPP and the PLN, and shared the goals for the day. The goals of the meeting were to kick off the PLN work for 2019-20, review and discuss legislative updates, program expansion, and evaluation plans for the year, and provide opportunities for team-based work time and cross-team sharing to encourage collaboration, with focus on strengthening and differentiating the residency experience for individual students. The PLN PowerPoint slides are in Appendix C. Shirley led a discussion of the legislative updates of S227. TP3 (TPP was renamed TP3 in the legislation) has begun a phased merger with the Principal Fellows Program. TP3 will continue to provide funds to SREC,

¹ This report organizes three observations conducted during the 2019-20 year: 8/27/19, 10/25/19, and 1/22/20.

² Suggested citation: Lovin, P., Carruthers, W., & Hasse, E. (2020, June). *TP3 Program PLN: OBSERVATIONS 2019-2020 (Report 4.03)*. Garner, NC: GrantProse, Inc.

programs will reapply for funds from the Principal Fellows and TP3 Commission. This commission, which will meet for the first time at the end of August, has been tasked with issuing an RFP to solicit applicants for TP3 grants. The attendees asked many questions about the new legislation, including the application/reapplying process, forgivable loan, and the definition of high needs schools.

Bill Carruthers presented *Highlights of 2018-19 Evaluation* which highlights the most significant findings from the July 2019 annual report to SEAA. He discussed how the TP3 Programs are based on researched-based practices, such as authentic project-based and hands-on learning activities, close partnerships with Local Educational Agencies (LEA), and full-time clinical internships of at least 5 months duration. The funding differences during the internship process, which includes the access of MSA funds versus LEA partnership support were also discussed. Pamela Lovin discussed how GrantProse will continue to track TP3 participant placement with the assistance of the TP3 programs. Eleanor Hasse presented the evaluation emphasis for 2019-20 which will focus on observing authentic experiences and the TP3-LEA partnerships. During the question and answer time, the attendees discussed the difficulty of accessing MSA funds and the restrictions on earning a year of service/retirement. Shirley Prince suggested that the October PLN be a policy session. Presenters could discuss how to handle a forgivable loan, MSA funding and fringe benefits (including retirement) using the internship.

Mary Jo Dunnington led a series of lightning presentations by the programs on *Differentiating the Residency Experience for Individual Students*. Each program was asked to introduce a student while highlighting what learning/leadership growth needs were identified specific to the student, how the program assessed the needs, and how support and activities were customized for the student. HPU highlighted how assessments and coaching help a participant with a negative attitude toward school leadership to consider why decisions were made as they were and what alternative, if any were available. WCU shared the story of a participant who had led a sheltered life but has been challenged through the social justice and equity focus of the program. SREC discussed how the Switch Experience help a participant gain experience with low-performing, low-socioeconomic schools and changed his professional goals. NCSU showed the time management dashboard that interns complete throughout the internship. The data is used to help the intern and coach monitor how time is distributed across the principal standards. UNCG shared the story of a struggling participant who needed to work on interpersonal skills and the knowledge of the curriculum. Ms. Dunnington then led a whole-group discussion on questions raised from the lightning presentations, which included confidentiality in coaching, financial assistance of the LEA, and use of the time management dashboard. The meeting transitioned into program working time. The programs were asked to look at any surprises about struggling students, the sources of student need/progress data, prompt and useful feedback, and participant accountability with individual learning plans. Lunch was provided on site.

After lunch, Ms. Dunnington and Ms. Prince asked the programs what topics they would like to see addressed in the 2019-20 TP3 PLNs. One program suggested sharing how licensure requirements are integrated into the field experiences or ways to reflect and assess LEA partnerships. The programs were reminded that future PLNs may include other principal preparation programs. Current TP3 programs will be allowed to share some of their best practices in order to scale the successes of the TP3 across the state.

Ms. Dunnington transitioned to roundtable discussions focusing on strengthening the residency experience. SREC led a table discussion on coaching. UNCG led a discussion on working with mentor principals, and HPU directed the discussion on residency activities that engage students in cycles of inquiry. Attendees chose two different roundtables to join. Each round lasted 30 minutes. The lead programs opened the discussion sharing what they do and then allowed the other programs to share what they do and ask questions of each other. After the two rounds, the programs reconvened and had a program-level reflection on the afternoon session. As the meeting ended, the participants were reminded to complete the evaluation form.

FEEDBACK

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

The survey began with eight Likert-scale items addressing the PLN. One hundred percent of the respondents chose either Strongly Agree or Agree for the eight Likert items. **Table 1** shows the percentage of individuals who responded Strongly Agree or 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 or Agree
Q1. This PLN session had clear objectives.	100%
Q2. This PLN session was relevant to my professional development needs.	100%
Q3. This PLN session was led by effective facilitators.	100%
Q4. This PLN session was well structured.	100%
Q5. This PLN session provided me with useful resources.	100%
Q6. This PLN session was engaging.	100%
Q7. This PLN session included adequate opportunities for participants to consider applications to their own professional practice.	100%
Q8. This PLN session was of high quality overall.	100%

The feedback form continued with six Likert-scale items addressing the sessions. Participants highly rated the Program Business and Updates and the Roundtables: Mentors. The participants were least satisfied by the Roundtable: Cycles of Inquiry. **Table 2** shows the percentage of individuals who responded Satisfied and Very Satisfied to each item.

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

Survey Item	Percentage Responding Very Satisfied or Satisfied
Q9. Program business and updates	100%
Q10 Differentiating for individual students lightning presentations, discussion and team working time	89%
Q11. Roundtables (overall)	89%
Q11. Roundtables: Coaching	89%
Q11. Roundtables: Mentors	100%
Q11. Roundtables: Cycles of Inquiry	78%

Participants' comments to the open-ended request, "*Please provide any specific thoughts and feedback you have regarding the August 27th PLN session:*" are recorded in **Table 3**.

Table 3. Please provide any specific thoughts and feedback you have regarding the August 27th PLN session:

"I appreciate our programs being able to discuss and share."

"The opportunity to learn from colleagues is always appreciated."

"I appreciated the Roundtable Protocol which structured the activity."

CONCLUSIONS

The professional learning network conducted by NCASLD for TP3 programs furnished an opportunity for principal preparation programs to meet and discuss share insights. The opening session of the PLN provided updates on the TP3 legislation and the GrantProse evaluation. The TP3 programs had opportunities to learn from each other during the lightning presentations and roundtable discussions which focused on the residency experience. Intra-program reflection time was also provided after each inter-program discussion. The day provided opportunities for the partners to strengthen their own programs and help strengthen other programs.

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Appendix A: PLN August 2019 Agenda

**Transforming Principal Preparation PLN Meeting**

Tuesday, August 27, 2019 10:00 a.m. – 3:00 p.m.

[Friday Institute](#), Raleigh**Agenda****10:00 a.m. – Welcome, Introductions, and Program Updates** Shirley Prince

- Updates on new TP3 legislation, expansion, and oversight
- Introduce new forgivable loan policies and process
- GrantProse activities for 2019-20

11:00 a.m. – 12:30 p.m. – Differentiating the Residency Experience to Individual Students

During our morning session we will discuss effective practices around differentiating residency learning to individual students.

PRE-WORK ALERT: We will start with **lightning presentations**, during which each program will be asked to share *a 3-minute presentation about one actual student*. Presentations should speak to: what learning/leadership growth needs you identified specific to this student, how you assessed these needs, what specific steps you took as a result, and how support and activities were customized for this student. If you want to share slides while you talk (completely optional), please email those to tstory@ncasld.org no later than August 23.

After each program has presented, we'll have the opportunity for questions and discussion, and will then break into program teams to dig into this topic further. **12:30 – 1:30 p.m. – Lunch**

1:30 – 3:00 p.m. – Sharing and Pushing Our Residency Practice: Roundtable Discussions During the afternoon session we will spend some time in cross-program working groups to go deeper into three areas related to supporting aspiring leaders during their residency:

- **Coaching aspiring leaders** (coaching protocols and activities, coach selection/training, etc.)
- **Developing the capacity of mentor principals who work with aspiring leaders** (mentor selection, training, monitoring)
- **Designing residency activities that support inquiry learning** (examples of how you ensure learners engage in cycles of inquiry, action, and reflection)

PRE-WORK ALERT: These sessions will be most effective if people come prepared to share ideas, examples, and artifacts related to how you are doing this work. Please think with your teams in advance about who will participate in which roundtable topic, and gather materials you can share with the other teams.

We will give project teams time to regroup and share what they learned during the roundtables before adjourning the meeting.

Appendix B: PLN August 2019 Meeting Attendees

Organizers	Mary Jo Dunnington-NYC Leadership Academy Tracy McBride- NCASLD Shirley Prince- NCASLD Jamie Woodlief- NCASLD
Attendees by Program	HPU-HPLA: Amy Holcombe Sandy Sikes Debra Barham Barbara Zwadyk
	NCSU: Bonnie Fusarelli Lance Fusarelli Brenda Champion Cathy Williams Pat Ashley Lesley Wirt Tim Drake Bill McNeal Wiladean Thomas Lisa Bass Karen Anderson
	SREC-SLPDP: Ashley Hinson George Norris Jim Simeon Emilee Simeon
	UNCG-PPEERS: Kimberly Kapper-Hewitt Candice Nelson Mark Rumley
	WCU-NCSELP: Heidi VonDohlen Jess Weiler
GrantProse Evaluation Team	Bill Carruthers Eleanor Hasse Pamela Lovin



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

Transforming Principal Preparation

Professional Learning Network Session – August 27, 2019

Goals for Today

- ▶ Kick off our PLN work for 2019-20
- ▶ Review and discuss legislative updates, program expansion, and evaluation plans for the year
- ▶ Provide opportunities for team-based work time and cross-team sharing to encourage collaboration, with focus on strengthening and differentiating the residency experience for individual students

TP3 Program Updates

- ▶ Highlights of S277
 - ▶ Maintains current administration of the Transforming Principal Preparation Program (TP3) until June 30, 2021
 - ▶ Changes the current service requirement for TP3 effective for participants starting after June 1, 2020
 - ▶ Provides for a phased-in merger of the TP3 with the Principal Fellows program (PF)
 - ▶ Establishes a newly constituted PF/TP3 Commission effective July 1, 2019
 - ▶ Allows new Commission to issue an RFP to solicit applicants for TP3 grants using unencumbered funds
 - ▶ Establishes July 1, 2021 as the date for the complete merger

GrantProse 2019-2020

- ▶ Bill discuss highlights of 2018-19 evaluation
- ▶ Pam discuss tracking Assistant Principal/Principal placements
- ▶ Eleanor discuss evaluation emphases in 2019-20

2019-20 PLN Planning

- ▶ Three additional in-person sessions planned
 - October 15 (hosted by High Point University)
 - January 22 REVISED
 - March 31
- ▶ Intention is to start inviting additional preparation programs to attend
- ▶ What would you and your teams find most valuable for the coming year?
 - ▶ Are there topics you want to focus on?
 - ▶ Experts you want to hear from?
 - ▶ Discussions we could help foster with your partner districts?

Differentiating the Residency Experience for Individual Students

Lightning Presentations (3 minutes per program)

Introduce an actual student, highlighting

- ▶ what learning/leadership growth needs you identified specific to this student
- ▶ how you assessed these needs
- ▶ how support and activities were customized for this student.

Differentiating the Residency Experience

Full group discussion

- ▶ What questions did the lightning presentations raise for you?
- ▶ What is most challenging about differentiating the residency learning experience for students?

Differentiating the Residency Experience

Program working time

Suggested prompts:

- ▶ Are you ever caught by surprise when a student is struggling? Unpack one of these situations as a group. What could you do/have done differently?
- ▶ Are there sources of data you aren't using but could to help inform how you assess individual learning needs and progress?
- ▶ How are you ensuring that students get prompt and useful feedback to contribute to their personal growth? What would it look like to do more of this?
- ▶ What would it look like to give students more accountability for their own individual learning plan?

LUNCH

*Please be back and ready for our afternoon work
at 1:30 p.m.*

Strengthening the Residency Experience: Roundtables

- ▶ Coaching
- ▶ Mentor Principals
- ▶ Residency Activities that Engage Students in Cycles of Inquiry

Focus on:

- Sharing best practices/tools with each other
- Deepening quality of implementation

Roundtable protocol (30 minutes)

- ▶ 2-minute share out per program (what key ideas/materials do you want to share with your colleagues)?
- ▶ Q&A – what do you want to get feedback on or learn from the other programs? (10 minutes)
- ▶ Problem of practice: identify one challenge related to this work for the group to discuss (10 minutes)

Wrap Up

- ▶ Plus/delta for today
- ▶ Evaluation forms

Appendix D: PLN August 2019 Meeting Feedback Form



TPP PLN Session Feedback

August 28, 2019

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, GrantProse 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.

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

Using the scale below, indicate your level of satisfaction with each of today's agenda:

<u>Session</u>	<u>Very Unsatisfied</u> <input type="checkbox"/>	<u>Unsatisfied</u> <input type="checkbox"/>	<u>Neutral</u> <input type="checkbox"/>	<u>Satisfied</u> <input type="checkbox"/>	<u>Very Satisfied</u> <input type="checkbox"/>
Program business and updates	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiating for individual students/lightning presentations, discussion, and team working time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Roundtables (overall)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Roundtables: Coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Roundtables: Mentors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Roundtables: Cycles of Inquiry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide any specific thoughts and feedback you have regarding the August 27th PLN session (feel free to use the back of page for additional comments):

--



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

OCTOBER 2019 OBSERVATION REPORT

OVERVIEW

The North Carolina Association for School Leadership Development (NCASLD) hosted the NC Transforming Principal Preparation Program (TP3) Professional Learning Network (PLN) Fall Meeting on Thursday, October 25, 2019, at Vidrio in Raleigh, North Carolina. The meeting lasted from 10:00am to 3:00pm. The Agenda is provided in Appendix A. The meeting room was arranged in six table groups. All five TP3 principal preparation programs attended along with invited principal preparation programs and other stakeholders, such as GrantProse, SEAA, North Carolina Department of Public Instruction, and NCPFP/TP3 Commission. Thirty-two attendees participated in the meeting. The attendees are listed in Appendix B. Each TP3 program was represented by a variety of individuals, such as the director, program team members, and coaches. The presenters were Shirley Prince, NCASLD; Tom Tomberlin, NCDPI; Terrance Scarborough, SEAA; and Eddie Price, NCPFP/TP3 Commission.

OBSERVATION

Shirley Prince welcomed participants and reviewed the goals of the day. The goals of the meeting included a discussion regarding issues related to the use of the North Carolina's MSA funds, overview and discussion of the forgivable loan process and how it applies to TP3, and a discussion about the current TP3 RFP and the newly-combined NCPFP/TP3 Commission. (The PLN PowerPoint slides are available in Appendix C.)

A key feature of the TP3 program has been a goal to "hold harmless" the participant salary during their internship, in part through accessing MSA funds. Dr. Tomberlin led a discussion of the source, availability and prioritization of the MSA funds. An explanation was provided for how the amount of the MSA fund (\$41,650 per participant in a 10-month internship) was determined. Dr. Carruthers noted that the TP3 programs are recruiting seasoned educators who often have National Board certification and advanced degrees thus higher salaries. Participants compared how during the internship medical and FICA expenses are paid in the TP3 and the Principal Fellows process. Paying interns through the use of local funds versus state funds prompted a discussion of equity. Dr. Tomberlin noted the need for legislative clarification for the capacity and support of the MSA funding since less than a quarter of LEAs are currently accessing this funding.

A forgivable loan process will apply to TP3 participants who begin a program after June 1, 2020. Terrance Scarborough and Tom Tomberlin answered questions from the TP3 programs about the implementation of this new process. Participants who do not work as an assistant principal (AP) or principal (P) in North Carolina will have to repay the loan at a 10% interest rate over 10 years. If a participant works as a P/AP in North Carolina the loan will be forgiven after 4 years of service or 2 years of service in a high needs school. Dr. Eddie Price noted that the NCPFP/TP3 Commission understands the evolution of school leadership positions and will consider forgiving the loans of participants who take comparable leadership positions such as Dean of Students or some central office positions. Program directors emphasized the importance of having a draft promissory note to share with recruits during the recruitment process. Programs also asked for a clear process for distributing and returning the promissory notes. Concerns were voiced about requiring participants to repay \$20,000 if they realize school leadership is the wrong career path.

Guests from other principal preparation programs joined the PLN. Introductions were made and guests were invited to sit with current TP3 programs to talk during lunch. After lunch, Shirley Prince welcomed everyone to the afternoon session and discussed several resources that the TP3 program would like to share. Bill Carruthers provided a report created by *GrantProse, Best Practices in Pre-Service Principal Preparation* (See Appendix D). Mary Jo Dunnington provided a list of best practice resources.

Dr. Price, Director of the NCPFP/TP3 Commission, spent the rest of the afternoon explaining the role of commission and the new RFP. The commission is composed of 15 members from across the state and various roles including private and public universities and K-12 educational leaders. The timeline for merging the TP3 and NCPF programs and the new RFP was presented. Dr. Price provided a list of questions for each table to discuss:

- When should the RFP go out for 2022-27?
- Should there be stakeholder meetings (virtual) to discuss what this RFP should look like? To discuss other issues/concerns that are obstacles?
- In the current funding cycle, is it possible to have less per cohort but more students per year? If so what does that look like? If not, what do we need to change?
- Miscellaneous considerations?

Individual tables discussed these concerns. The participants emphasized that university processes require extensive lead time and developing relationships with LEAs take time. Participants suggested a year and a half lead time for when an RFP should go out. As an example, the drop dead for the universities would be early August 2021 if the funding would start July 2022. One plan is to release the RFP in January 2021 and have the RFPs due March 2021. Concern has been expressed that the current legislation does not permit staggered cohorts because the RFP states that the program must serve students by a certain date. The existing TP3 programs suggested that renewal might be different for those programs that had a strong external evaluation. Dr. Carruthers suggested three areas for evaluative consideration: Fidelity evaluation is monitoring the program to determine if it is doing what it said it would do; Formative evaluation is understanding how implementation strategies and activities are working (such as the best practices described in the attached report); and Summative evaluation is measuring

desired outputs and outcomes such as P/AP placement rate (output) and student achievement (outcome). A participant also suggested that a rubric be created that addressed both IHE and RESA led programs.

Before discussing the current RFP offered by the NCPFP/TP3 Commission, Dr. Price announced that four TPP programs will be renewed until 2022 (SREC and HPU will have a renewal for 1 year and UNCG and NCSU will have a renewal for 2 years). The latest RFP was released September 23 and due November 1. Programs will be notified of awards on December 16. The participants thanked Dr. Price for asking for input from the principal preparation providers. Dr. Price urged the participants to submit any suggestions in writing to the commission for consideration.

CONCLUSIONS

The professional learning network conducted by NCASLD for TP3 programs furnished an opportunity for principal preparation programs—both existing and prospective—to meet and discuss shared insights. The opening session provided a discussion of issues related to the MSA funds and the forgivable loan process. During lunch, guests from prospective principal preparation program joined the group, increasing the networking opportunities. The afternoon session focused on explaining who the NCPFP/TP3 Commission is and what will the process for new RFPs. Throughout the day, attendees were encouraged to ask the speakers clarifying questions and discuss strengths and weaknesses with other programs.

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Appendix A: October 2019 Meeting Agenda**Transforming Principal Preparation PLN Meeting**

Friday, October 25, 2019 10:00 a.m. – 3:00 p.m.

Vidrio, Raleigh

Agenda**10:00 a.m.-10:15a.m.-Dr. Shirley Prince**

- Welcome and Introduction of TP3 Providers

10:15 a.m. – 12:00 p.m. – Dr. Tom Tomberlin & Terrance Scarborough

- Discussion regarding issues related to the use of the North Carolina's MSA funds.
- Overview and discussion of the forgivable loan process and how it applies to TP3

12:00 – 1:00 p.m. – Lunch for Principal Preparation Program Guests and Current TP3 PLN Participants

- Introduction of current TP3 providers and guests from principal preparation programs.

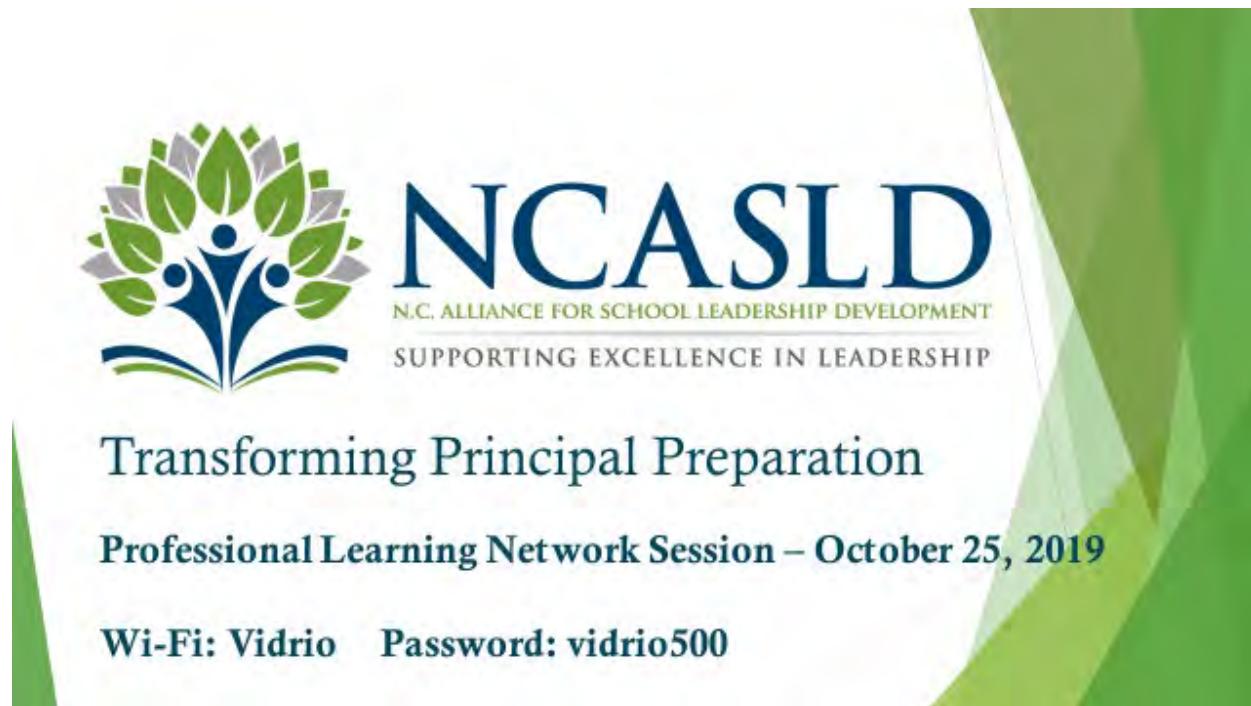
1:00 – 2:50 p.m. – Dr. Eddie Price, Dr. Shirley Prince, & Current TP3 Providers

- Discussion about the current TP3 RFP and the newly combined TP3/NC Fellows Commission

2:50 – 3:00 p.m. – Wrap Up

Appendix B: PLN October 2019 Meeting Attendees

Organizers	Mary Jo Dunnington-NYC Leadership Academy Tracy McBride- NCASLD Shirley Prince- NCASLD Jamie Woodlief- NCASLD
Speakers	Dr. Tom Tomberlin-NCDPI Terrance Scarborough-SEAA Dr. Eddie Price-TP3/NC Principal Fellows Program Commission
Attendees by TP3 Program	HPU-HPLA: Barbara Zwadyk
	NCSU: Bonnie Fusarelli Lance Fusarelli Brenda Champion Cathy Williams Lesley Wirt
	SREC-SLPDP: Ashley Hinson George Norris Jim Simeon Emilee Simeon
	UNCG-PPEERS: Kimberly Kapper-Hewitt Candice Nelson Mark Rumley Donna Peters
	WCU-NCSELP: Heidi VonDohlen Jess Weiler Phyllis Robertson
Attendees by Guest Programs	ECU Karen Jones Hal Holloman
	UNC-CH Martinette Horner
	NCCU Lakisha Rice
	Southeast Education Alliance Kathy Spencer
GrantProse Evaluation Team	Bill Carruthers Eleanor Hasse Pamela Lovin

Appendix C: PLN October 2019 Meeting PowerPoint

The slide features the NCASLD logo on the left, which consists of a stylized tree with green and purple leaves and three blue human figures integrated into the trunk. To the right of the logo, the text "NCASLD" is written in large blue letters, with "N.C. ALLIANCE FOR SCHOOL LEADERSHIP DEVELOPMENT" and "SUPPORTING EXCELLENCE IN LEADERSHIP" in smaller text below it. The background of the slide is white with a large, abstract green and white geometric shape on the right side. The main title "Transforming Principal Preparation" is in large teal text, followed by "Professional Learning Network Session – October 25, 2019" in a smaller teal font. Below that, the Wi-Fi and password information is displayed in teal text: "Wi-Fi: Vidrio Password: vidrio500".

Outline for Today

- ▶ Welcome & Introduction of TP3 Providers.
- ▶ Discussion regarding issues related to the use of the North Carolina's MSA funds.
- ▶ Overview and discussion of the forgivable loan process and how it applies to TP3.
- ▶ Discussion about the current TP3 RFP and the newly-combined TP3/NC Fellows Commission.

MSA Funds & Forgivable Loans

- ▶ Clarify the source, availability, and prioritization of these funds.
- ▶ Consider the development of a suggested timeline for application and decision process to better support programs and their prospective students.
- ▶ Explore ways to make the MSA-related policies more conducive to attracting high-quality aspiring leaders.
- ▶ Overview and discussion of the forgivable loan process and how it applies to TP3.

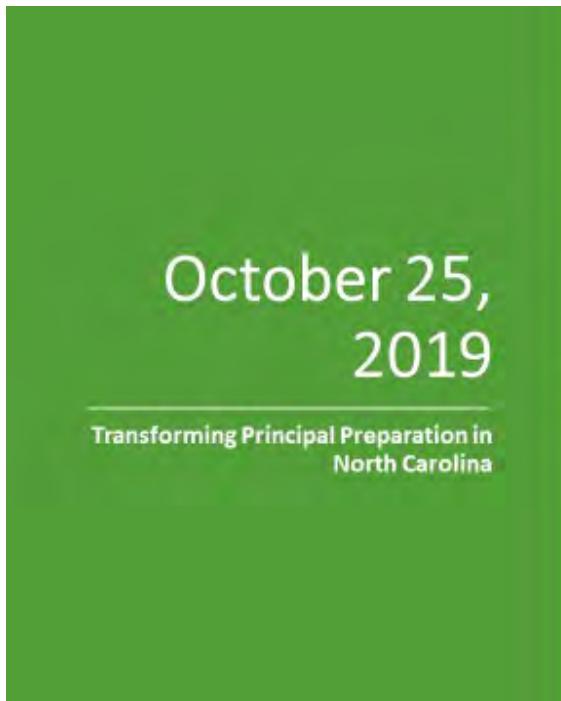
LUNCH

Welcome guests of principal preparation programs

*Please be back and ready for our afternoon discussion
at 1:00 p.m.*

TP3 Defining Features

- Rigorous selection of principal interns
- Strong, authentic partnerships between preparation providers and school districts
- Fully-released, fully-paid residency in a school with a strong mentor principal
- Fully paid tuition, etc.
- Masters degree requirement
- Frequent coaching from trained practitioners
- Focus on high-needs schools and districts



NCPFP

STRONG LEADERS = STRONG SCHOOLS

NCPFP/TP3 Commission

Member

Ann Maxwell

Olivia Oxendine

Richard Cornette

Michael Ray

Mamie Sutphin

Brenda Berg

Chris Godwin

Marcie Holland

Leah Carper

Shirley Prince

Jim Watson

James Roberts

Melba Spooner

Ethan Lenker

Eddie Price

Position

Board of Governor (outgoing)

State Board of Education

Principal Surry County

Business

Local Board of Education

Best NC

Private University Representative

PANC President

Teacher Guilford County

NCPAPA

Business

NCSEAA Board Chair

Public University Representative

Superintendent Pitt County

Director NCPFP/TP3 Transition



NCPFP / TP3 Merger: Timeline



Table Talk

When should the RFP go out for 2022-2027?

Should we have stakeholder meetings (virtual) to discuss what this RFP should look like? To discuss other issues/concerns that are obstacles?

In the current funding cycle, is it possible to have concurrent cohorts – less per cohort but more students per year?

If so, what does that look like?

If not, what do we need to change?

Miscellaneous considerations?



Request for Proposals (RFP) Overview

Award Information:

- **Estimated Average Size of Awards:** \$750,000 to \$1,000,000 per year for 5 years (contingent upon the continued availability of funds)
- **Estimated Number of Awards:** 3 – 5
- **Project Period:** Up to 60 months, with the possibility of future funding. Renewal applications to request additional funding should be submitted at the end of the 4th year.
- **Considerations**
 - Legislated 8 Programs
 - 6 Year Project Period With Termination Period (instead of 5)



Request for Proposals (RFP) Overview

Eligibility:

- Entities, agencies and organizations eligible to submit a proposal to the NCPFP/TP3 Provider program include:
 - a for-profit or nonprofit organization

OR

 - an institution of higher education that has an evidence-based plan for preparing school leaders in North Carolina who will implement school leadership practices linked to increased student achievement.
- Previous NCPFP/TP3 grant applicants and current NCPFP/TP3 grant recipients are eligible to apply for funding under this RFP.
- Current grantees may not apply to serve the same participants or cohort covered under the current grant.



Request for Proposals (RFP) Overview

Review Process:

- NCPFP/TP3 Commission will score the proposals based on a predetermined scoring rubric.
- Proposals will be evaluated according to completeness, content, experience with similar projects, ability of the Provider agency and its staff, number of anticipated participants, cost effectiveness, and anticipated service area.
- Following review of the written proposals, NCPFP/TP3 will share anticipated awards with the SEAA by December 2, 2019.
- Award announcements for NCPFP/TP3 Providers are anticipated to occur by December 16, 2019.



Request for Proposals (RFP) Overview

Required Elements of a Proposal:

- **Cover Page**
 - Use format found in Appendix D in the RFP.
 - Signed in blue ink.
- **Abstract**
 - Does not exceed two pages.
- **Table of Contents**
 - Not included in the 30-page narrative.
- **Proposal Narrative**
 - Does not exceed 30 pages.
- **Competitive Preference Priority**
 - Having more than one local educational agency (LEA).
 - Proposing to serve principal candidates in currently underserved areas
- **Attachments**
 - Budget, Goal/Objective Table, Letters of Commitment, etc.



Request for Proposals (RFP) Overview

Required Elements of a Proposal:

Priority shall be given to an eligible entity with a record of preparing principals by demonstrating the following elements:

- Improvement in student achievement.
- Placement as school leaders in eligible schools. *
- A proposed focus on and, if applicable, a record of serving high-need schools, high-need local school administrative units, or both.
- A detailed plan and commitment to share lessons learned and to improve the capacity of other entities in reaching similar outcomes.
- A service area that is underserved by existing principal preparation programs or demonstrates unmet need despite current available programs.



Request for Proposals (RFP) Overview

Appendix C:

- High-need local school administrative unit.** – A local school administrative unit with the majority of its schools deemed to be high-need schools.
- High-need school.** – A public school that meets one or more of the following criteria:
 - Is a school identified under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended.
 - Is a persistently low-achieving school, as identified by the Department of Public Instruction for purposes of federal accountability.
 - A middle school containing any of grades five through eight that feeds into a high school with less than a seventy-five percent (75%) four-year cohort graduation rate.
 - A high school with less than a seventy-five percent (75%) four-year cohort graduation rate.

Note: Dr. Prince "eligibility list"



NCPFP Request for Proposals (RFP) Overview

Important Dates:

- September 23, 2019 – RFPs Released
- November 1, 2019 – RFPs Due by 5:00pm
**Meredith Riggs-Spangler, Annex Building,
UNC Chapel Hill
NC Principal Fellows Program c/o Dr. Eddie Price
910 Raleigh Road
Chapel Hill, NC 27514**
- December 16, 2019 – Notification of Awards



NCPFP Request for Proposals (RFP) Overview

Have additional questions



Contact

Dr. Eddie Price

ceprice@northcarolina.edu

919-291-0008



Wrap Up

- ▶ Plus/delta for today
- ▶ Evaluation forms



JANUARY 2020 OBSERVATION REPORT

OVERVIEW

The North Carolina Association for School Leadership Development (NCASLD) hosted a meeting of the NC Transforming Principal Preparation Program (TP3) Professional Learning Network (PLN) on January 22, 2020, at NCSU Friday Institute in Raleigh, North Carolina. The meeting lasted from 10:00am to 3:00pm. The Agenda is provided in Appendix A. The meeting room was arranged in twelve table groups. The five original TP3 principal preparation programs (HPULA, NCSU, SREC, UNCG, and WCU) attended along with new TP3 principal preparation programs (ECU, UNCC, NCCU, and NCSU) as well as other principal preparation providers (ASU and UNCW). Other stakeholders, such as GrantProse, SEAA, North Carolina Department of Public Instruction and TP3/NC Principal Fellow (NCPF) Commission members, attended. Forty-six attendees participated in the meeting. The attendees are listed in Appendix B. Each TPP program was represented by a variety of individuals, such as the director, program team members, and coaches. The presenters were Shirley Prince, NCASLD; Mary Jo Dunnington, NYCLA; Bill Carruthers, GrantProse; Rochelle Herring, Wallace Foundation; NCDPI; Terrance Scarborough, SEAA; and TP3 Panel.

OBSERVATION

Shirley Prince welcomed participants, and reviewed the goals of the day. The goals of the meeting included a) reflecting on lessons learned nationally and within North Carolina about best practices in transforming principal preparation and b) providing a form for networking and connecting with peers engaged in this work. (The PLN PowerPoint slides are available in Appendix C.)

After a short ice breaker activity, Rochelle Herring, Senior Program Officer for The Wallace Foundation presented University Principal Preparation: Lessons from a National Initiative. The Wallace Foundation was created by the founders of Reader's Digest to enhance the arts and education. After initial funding cycles, the foundation saw that principals are the education leaders for a school; and funding became focused not just on training effective principals but a principal pipeline initiative that creates a systemic approach to the whole journey from selection, training, on the job support and central office support for principals. Based on a study of seven universities in Wallace's University Principal Preparation Initiative², RAND found:

- On-going **partnerships** with districts are essential.

² *Launching a Redesign of University Principal Preparation Programs: Partners Collaborate for Change*, RAND, 2018

- **Benchmarking** against evidence-based best practices challenges long-held assumptions
- Local **Theories of Action** and **Logic Models** help clarify mutual visions and program/district goals.
- Convening **teams** across the initiative provides critical friends feedback and a sense of larger national importance
- **Project leadership** is important; support at high levels needed.

Through this research, the programs were provided the opportunities for design intensive work. To provide a similar opportunity, Ms. Herring led the program groups through the Rapid Prototype Exercise. During a discussion time, the table groups were instructed to take 2 to 3 of the residency experiences where they will address one or more of the following areas: create equitable outcomes, work with principal supervisors, make decisions, lead teacher teams, and engage the community. Several table groups shared their discussion. SREC discussed equitable instruction by analyzing classrooms, assignments, and scores. NCSU explained how they teach participants to take a deeper dive into data. UNCG shared how they are working to strengthen the parent-community bridge by bringing parents into the schools and listening to the community's perspective.

Since NCSU was part of the Wallace's University Principal Preparation Initiative, Bonnie Fusarelli and Tim Drake presented the history of the NCSU principal preparation program. The program has transitioned from a single track traditional program to a dual track, traditional and cohort models, and finally after the Wallace redesign to only a single track, cohort model. The program redesigned the candidate recruitment and selection process including a participant assessment day. Through the participant assessment day, NCSU tries "to distinguish between those things that we can select for versus those things we can train." The course content was redesigned with the advice of partner school districts to create a coherent program aligned to program framework. The Residency Log was designed to provide qualitative and quantitative data on the clinical practice/residency. The log provides graphic data presentations for the participant and the program leadership. This Residency Log has served as a basis for the state-wide leadership development dashboard.

Ms. Herring wrapped up the Wallace Foundation presentation by providing an opportunity for discussion and questions. Next, Bill Carruthers from GrantProse presented the evaluation plan for the new TP3 programs and other principal preparation programs. A copy of the evaluation logic model was encouraged.

Terrance Scarborough, NCSEAA, explained that the memo of understanding between the institutions and SEAA is currently being reviewed by the legal department. He introduced Katheryn Marker whose department will be overseeing the forgivable loan. SEAA legal counsel decided that as of June 1, 2020 any TP3 student will fall under the new forgivable loan provision. Brenda Berg, a member of the TP3/Principal Fellows Commission, stated that she would ask for clarification on this matter and the definition of high need schools. Dr. Prince noted that this promissory note will inhibit the ability to recruit the best and the brightest. Dr. Bonnie Fusarelli explained that in order to exit those that should leave the program a staggered payback system should be created. Mr. Scarborough noted that SEAA has nothing to do with a

staggered system and that type of change would need to be addressed by the commission and the legislature.

Mary Jo Dunnington facilitated the afternoon TP3 panels. These panels provided an opportunity for the newly selected TP3 programs and other principal preparation program in attendance to learn from the original TP3 program leadership. Kimberly Hewitt-UNCG, Barbara Zwadyk-HPULA, and Jim Simeon-SREC served on the program budgeting panel. Key features discussed were a dedicated program manager and drawing on the expertise of the partner districts. The residency redesign panel included Heidi Von Dohlen-WCU, Emilie Simeon-SREC, and Mark Rumley-UNCG. One program provided for each competency the opportunity for cohort members to state what they did and what it meant to them. The programs each mentioned the importance of the coaches and mentor principals. The recruitment and selection panel consisted of Bonnie Fusarelli-NCSU, Jess Weiller-WCU, and Barbara Zwadyk-HPULA. The programs mentioned the desire to receive a 2 to 1 ratio of applicant to placement for programs.

To close the PLN, Dr. Prince noted “there is a wealth of information from these 5 programs so they will welcome questions and comments.” Next PLN meeting is March 31. 2020.

FEEDBACK

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

The survey began with seven Likert-scale items addressing the PLN. Eighty-five percent or more of the respondents choose either Strongly Agree or Agree for the seven Likert-scale items. **Table 1** shows the percentage of individuals who responded Strongly Agree or 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 or Agree
Q1. This PLN had clear objectives.	92.9%
Q2. This PLN was relevant to my professional development needs.	85.7%
Q3. This PLN was well structured.	92.8%
Q4. This PLN provided me with useful resources.	92.9%
Q5. This PLN was engaging.	92.8%
Q6. This PLN included adequate opportunities for participants to consider applications to their own professional practice.	85.8%
Q7. This PLN was of high quality overall.	92.8%

The feedback form continued with four Likert-scale items addressing the sessions. **Table 2** shows the percentage of individuals who responded Satisfied and Very Satisfied to each item.

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

Survey Item	Percentage Responding Very Satisfied or Satisfied
Q8. Transforming University Principal Preparation: The Wallace Foundation Perspective	92.8%
Q9. Program Budgeting Panel	85.8%
Q10. Residency Design Panel	92.9%
Q11. Participant Recruitment and Selection Panel	92.9%

Participants' comments to the open-ended request, "Please provide any specific thoughts and feedback you have regarding the January 22nd PLN session:" are recorded in **Table 3**.

Table 3. Specific Thoughts and Feedback Regarding the January 22nd PLN

“Would love to hear more about the NC State Program. How do they do ALL that?”
“Would love more opportunity to work in groups/teams across program/universities”
“It is always great to hear from other institutions!”
“This was wonderful!”
“Very informative to hear what the first five have been doing”

CONCLUSIONS

The professional learning network conducted by NCASLD for TP3 programs furnished an opportunity for the original TP3 programs, new TP3 program and other principal preparation programs to meet and discuss shared insights. The day was structured to provide opportunities for the attendees to ask clarifying questions from the speaker and other participants.

The morning session focused on the principle preparation pipeline research conducted by the Wallace Foundation. Because of their participation in the research, NCSU's program was highlighted. Bill Carruthers provided an overview of the evaluation plan. During the afternoon session, Terrance Scarborough shared insights on the forgivable loan process from the SEAA perspective. Mary Jo Dunnington facilitated the discussion for the three TP3 panels, Program Budgeting, Residency Design, and Participant Recruitment and Selection.

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Appendix A: PLN January 2020 Meeting Agenda

Transforming Principal Preparation PLN Meeting

Wednesday, January 22, 2020 10:00 a.m.–3:00 p.m.

Friday Institute for Educational Innovation
1890 Main Campus Drive, Raleigh, NC 27606

Agenda

10:00 a.m.	Welcome, Introductions	Dr. Shirley Prince NCASLD
10:15 a.m.	Transforming University Principal Preparation: The Wallace Foundation Perspective	Rochelle Herring The Wallace Foundation
11:45 a.m.	Successes to Date	Bill Carruthers GrantProse
12:00 p.m.	Lunch	
12:45 p.m.	TP3 Best Practices – Insights from Original Grantees	Panel Discussions
	<ul style="list-style-type: none">Program Budgeting (12:50-1:30)Residency Design (1:30-2:10)Participant Recruitment and Selection (2:10-2:50)	
2:50 p.m.	Wrap Up	

Appendix B: PLN January 2020 Meeting Attendees

Organizers	Mary Jo Dunnington-NYC Leadership Academy Tracy McBride- NCASLD Shirley Prince- NCASLD Katie Patterson- NCASLD
Speaker	Rochelle Herring-Wallace Foundation
NCSEAA	Terrance Scarborough Kathryn Marker
TP3/NCPF Commission Members	Dr. Eddie Price-Director Brenda Berg-BEST NC Marcie Holland-Personnel Administrators of North Carolina Melba Spooner-ASU
Attendees by TP3 Program	HPU-HPLA: Barbara Zwadyk Sandy Sikes Debra Barham
	NCSU: Bonnie Fusarelli Lance Fusarelli Brenda Champion Cathy Williams Lesley Wirt Pat Ashley Karen Anderson Tim Drake Greg Hicks
	SREC-SLPDP: Ashley Hinson George Norris Jim Simeon Emilee Simeon Charles Jenkins
	UNCG-PPEERS: Kimberly Kapper-Hewitt Candice Nelson Mark Rumley
	WCU-NCSELP: Heidi VonDohlen Jess Weiler
Non-TP3 Attendees	ECU* Karen Jones
	ASU Barbara Howard William Gummerson Precious Mudiwa
	UNC-C* Jillian LaSerna
	NCA&T Loury Ollison Floyd
	NCCU* Lakisha Rice

	UNC-W	Kerry Robinson
	Southeast Education Alliance*	Kathy Spencer
	Central Carolina RESA*	Dana Stutzman
GrantProse Evaluation Team		Bill Carruthers Eleanor Hasse Pamela Lovin

*Newly Selected TP3 Grantees

Appendix C: PLN January 2020 Meeting PowerPoint

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

Transforming Principal Preparation

Professional Learning Network Session – January 22, 2020

Goals for Today

- ▶ Welcome new TP3 grantees and others to the PLN
- ▶ Reflect on lessons learned nationally and within NC about best practices in transforming principal preparation
- ▶ Provide a forum for networking and connecting with peers engaged in this work

Agenda

- ▶ Welcome/Introductions
- ▶ University Principal Preparation: Lessons from a National Initiative (Guest: Rochelle Herring/The Wallace Foundation)
- ▶ TP3 Successes to Date (GrantProse)
- ▶ Networking Lunch
- ▶ TP3 Best Practice Sharing
 - ▶ Program Budgeting
 - ▶ Residency Design
 - ▶ Participant Recruitment & Selection

Introductions

- ▶ Find someone you've never met or don't know well. (1 minute)
- ▶ Introduce yourselves to each other and share a resolution or aspiration you have for your work related to principal preparation in 2020. (3 minutes)

GUEST SPEAKER

Rochelle Herring
Senior Program Officer



The Wallace Foundation*

University Principal Preparation



Principal Elizabeth Nambu, right, visits a classroom at Hyde-Addison Elementary in Washington, D.C. as Principal supervisor Janice Harris, at rear, observes.

Rochelle Herring, Senior Program Officer, The Wallace Foundation

About The Wallace Foundation

- The mission of The Wallace Foundation is to foster
 - improvements in learning and enrichment for disadvantaged children and
 - the vitality of the arts for everyone
- We work with grantee partners to develop -- then broadly share -- evidence-based, practical, effective approaches in our focus areas



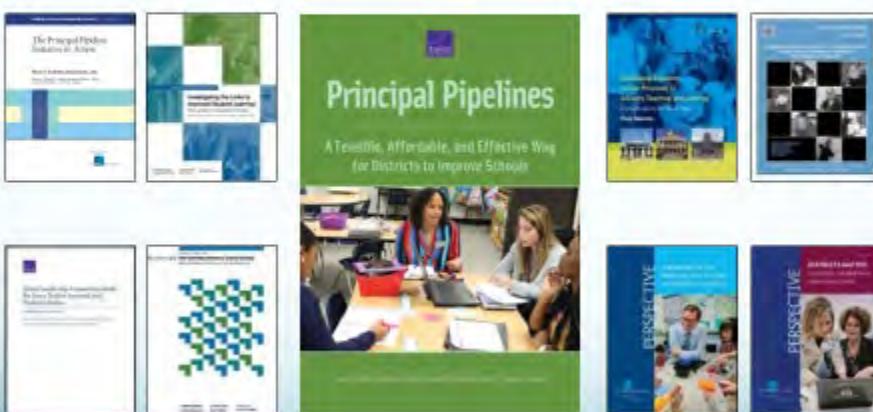
7

Today's discussion

- The Wallace Foundation
- **Impact of principals and other school leaders and the importance of their preparation**
- New evidence that principal pipelines are a major strategy for improving student achievement districtwide
- How your states have included school leadership in your ESSA plans
- Questions for the three breakout sessions today

8

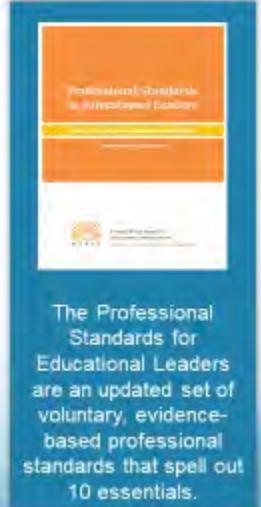
Wallace has funded a wide array of research on school leadership over two decades



9

Effective principals matter for student learning

- Principals are “**second only to classroom instruction** among all school-related factors that contribute to what students learn at school.”
— *How Leadership Influences Student Learning*, Kenneth Leithwood, et al, University of Minnesota, University of Toronto, 2004.
- “Principals are **multipliers of effective teaching**.”
— *Developing Excellent School Principals to Advance Teaching and Learning: Considerations for State Policy*, Paul Maruya, The Wallace Foundation, 2015
- Updated voluntary, professional standards for principals reflect this new research and a new understanding of the role



The Professional Standards for Educational Leaders are an updated set of voluntary, evidence-based professional standards that spell out 10 essentials.

10

A strong link between teachers and effective principals

"Teacher turnover is lower in schools led by high-quality principals.... Research further indicates that principal turnover leads to lower teacher retention and lower gains for students."

-School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review, Rebecca Herman, et al, RAND, 2016



"Our results suggest that **strategic retention is evidenced among more effective principals. **High-performing teachers**, measured both by classroom observation and value-added scores, are less likely to leave schools with effective principals. Yet teachers who receive low observation scores are in fact more likely to leave schools with effective principals..."**

-Strategic Retention: Principal Effectiveness and Teacher Turnover in Multiple-Measure Teacher Evaluation Systems, Jason A. Grissom and Brendan Bartenev, Vanderbilt University, American Educational Research Journal, 2018



11

Principals are critical to improving struggling schools

- "...there are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader. Many other factors may contribute to such turnarounds, but leadership is the catalyst."**
- "There seems little doubt that both district and school leadership provides a critical bridge between most educational-reform initiatives, and having those reforms make a genuine difference for all students."**



12

Investing in principals is cost-effective

- Because of leaders' influence on schools, "efforts to improve their recruitment, training, evaluation and ongoing development should be considered **highly cost-effective** approaches to successful school improvement."

— *How Leadership Influences Student Learning*, Kenneth Leithwood, et al., University of Minnesota, University of Toronto, 2004



13

Principal supervisors: A new role

- With support from Wallace, six districts sought to change the principal supervisor role from a focus on operations and compliance to **developing principals as instructional leaders**
- A 2018 evaluation by Vanderbilt University and Mathematica Policy Research found:
 - Participating districts reduced supervisors' **span of control** – the number of principals per supervisor dropped from 17 to 12
 - Principal supervisors spent, on average, **63%** of time in schools and/or meetings with principals
 - Principals reported **little tension** between supervisors' role in coaching and evaluation
 - This resulted in several **reorganizations** of central office – also to support principals



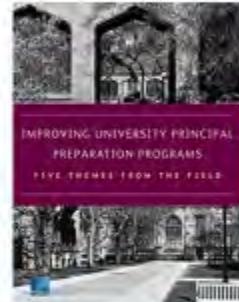
The six districts in Wallace's Principal Supervisor Initiative: Broward County, Fla.; Baltimore; Cleveland; Des Moines; Long Beach, Calif.; and Minneapolis.

Source: *A New Role Emerges for Principal Supervisors: Evidence from Six Districts in the Principal Supervisor Initiative*, Ellen R. Goldring, et al., 2018.

14

Principal preparation: Districts and universities cite need for improvement

- District leaders are largely dissatisfied with the quality of **principal preparation programs**, and many universities believe that their programs have room for improvement
- Strong **university-district partnerships** are essential to high-quality preparation but are far from universal
- The course of study at preparation programs does not always **reflect principals' real jobs**
- Some **university policies and practices** can hinder change
- **States** have authority to play a role in improving principal preparation, but many are not using this power as effectively as possible



Source: *Improving University Principal Preparation Programs: Five Themes from the Field*, Jacqueline Davis, The Wallace Foundation, 2016.

15

2018 RAND study: Early lessons on principal preparation redesign

- Based on a study of seven universities in Wallace's University Principal Preparation Initiative, RAND found:
 - On-going **partnerships** with districts are essential
 - **Benchmarking** against evidence-based best practices challenges long-held assumptions
 - Local **Theories of Action and Logic Models** help clarify mutual visions and program/district goals
 - Convening **teams** across the initiative provides critical friends feedback and a sense of larger national importance
 - **Project leadership** is important; support at high levels needed



Source: *Launching a Redesign of University Principal Preparation Programs: Partners Collaborate for Change*, RAND, 2018.

16

Rapid Prototype Exercise

How will you teach your students to:

- Create equitable outcomes
- Work with Principal Supervisors
- Make Decisions
- Lead Teacher Teams
- Engage the Community

17

North Carolina State Example

18

NC State Principal Preparation

Tim Drake, Ph.D.
Bonnie Fusarelli, Ph.D.

January 22, 2020



Timeline



Our approach

- Generate buy-in by co-defining the dispositions, knowledge, skill-sets, and actions of a “highly effective principal.”
- Use this information to create program standards.
- Align those standards to state and national (PSEL) standards.



NC STATE PRINCIPAL PREPARATION
Developing Excellent Leaders, Effective Schools, and Enriched Communities



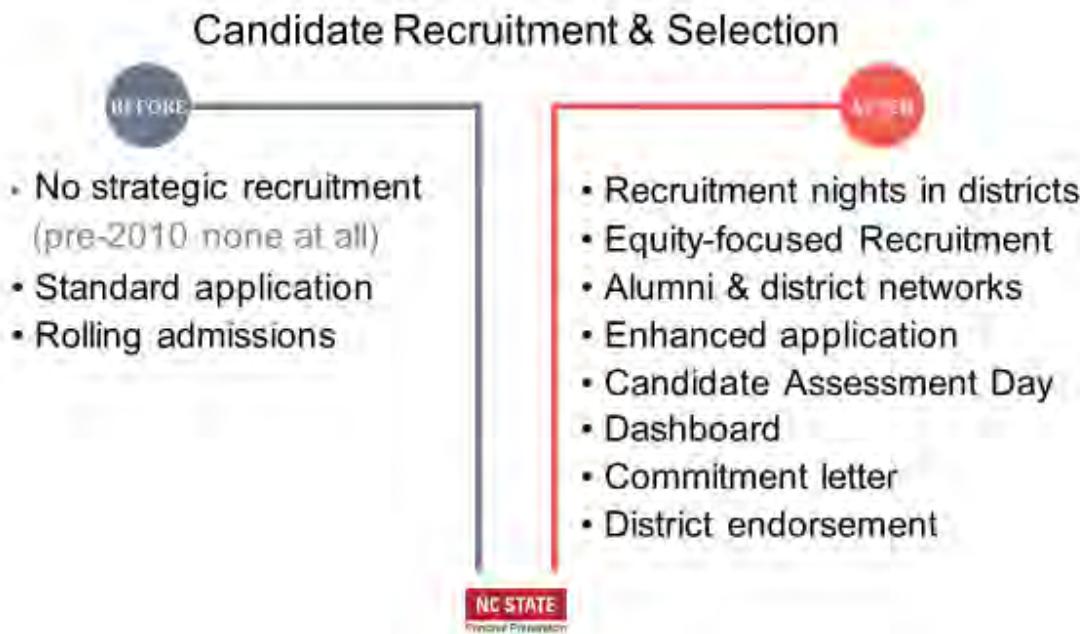
EQUITY-FOCUSED LEADERSHIP

THE HEART OF GREAT LEADERS	LEADS WITH VISION & SETS CULTURE	LEADS QUALITY TEACHING & LEARNING	LEADS INNOVATIVE SYSTEMS	LEADS BY EMPOWERING OTHERS
CHIEF CARETAKER AND ADVOCATE	FOSTERS AND MODELS HIGH EXPECTATIONS	INSTRUCTIONAL LEADER FOR THE CLASSROOM	MODELS SYSTEMS INNOVATION	EMPOWERS THROUGH CAPACITY BUILDING
LEADS WITH COURAGE	CONTINUALLY EVALUATES AND SHAPES A HEALTHY SCHOOL CULTURE	TEAM BUILDER FOR INSTRUCTIONAL IMPROVEMENT FOR THE SCHOOL	INTEGRATES SYSTEMS OF CONTINUOUS IMPROVEMENT	EMPOWERS THROUGH DISTRIBUTIVE LEADERSHIP
LEAD LEARNER	COMMUNICATES EFFECTIVELY	MODELS AND PROMOTES DATA LITERACY FOR CONTINUOUS IMPROVEMENT	MANAGES THE INTERFACE AMONG SYSTEMS	
ENTREPRENEURIAL AND VISIONARY	BUILDS TRUSTING RELATIONSHIPS	ENVISIONS THE FUTURE		



BUILDING RELATIONSHIPS





Spotlight

NC State's Candidate Assessment Day



NC STATE
Principal Preparation

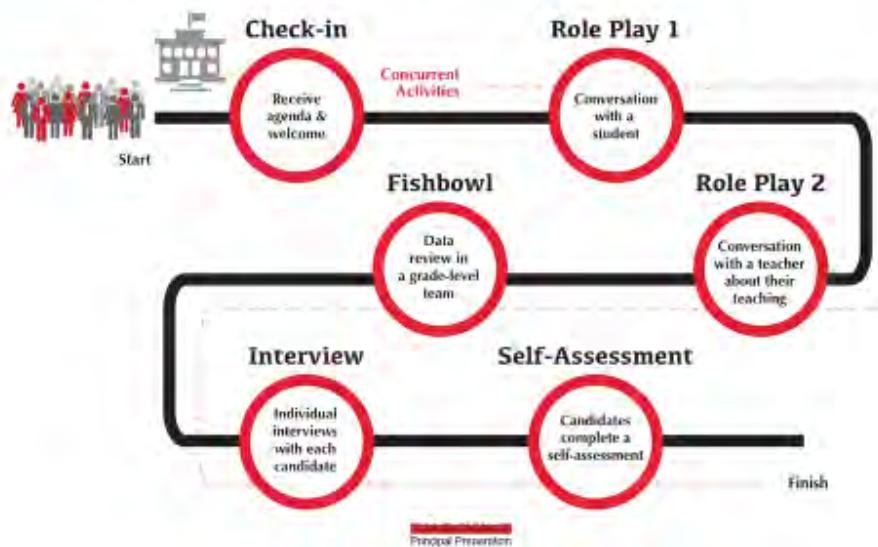
selection process



selection process



candidate assessment day



evaluation teams



evaluation teams



role play 1

"Your strongest biology teacher sends a student to the office because he has skipped class three times in the past two weeks. This student has been referred to your office. The student appears visibly upset."



role play 1

"Your strongest biology teacher sends a student to the office because he has skipped class three times in the past two weeks. This student has been referred to your office. The student appears visibly upset."

In addition to the information presented in the scenario above, the evaluation team members know that the student is skipping class because he/she is performing poorly and has family problems. The Candidate will need to get the student to disclose that information.



role play 1

"Your strongest biology teacher sends a student to the office because he has skipped class three times in the past two weeks. This student has been referred to your office. The student appears visibly upset."

In addition to the information presented in the scenario above, the evaluation team members know that the student is skipping class because he/she is performing poorly and has family problems. The Candidate will need to get the student to disclose that information.

3 minutes	Welcome Candidate.
7 minutes	Candidate role play. Use rubric titled, "Part I: Role Play Scenario #1 Conversation with a Student Rubric for Evaluation Team"
2 minutes	Direct candidate out of the room; discuss feedback for candidate - one positive and two improvements
8 minutes	Invite candidate back in the room and provide feedback
7 minutes	Role play the second time to see how candidate incorporates feedback. Use rubric titled, "Part II: Student Self Reflection, Response to Feedback, & Second Role Play Scenario #1 Conversation with a Student Rubric for Evaluation Team"



role play 1: rubrics

NC STATE Principal Preparation									
PART 1: ROLE PLAY SCENARIO IN CONVERSATION WITH A VISITOR RUBRIC FOR EVALUATOR TEAM									
<table border="1"> <thead> <tr> <th colspan="2">Evaluation Rubric</th> </tr> </thead> <tbody> <tr> <td>1. Excellent</td><td>2. Good</td></tr> <tr> <td>3. Satisfactory</td><td>4. Needs Improvement</td></tr> <tr> <td>5. Poor</td><td>6. Very Poor</td></tr> </tbody> </table>		Evaluation Rubric		1. Excellent	2. Good	3. Satisfactory	4. Needs Improvement	5. Poor	6. Very Poor
Evaluation Rubric									
1. Excellent	2. Good								
3. Satisfactory	4. Needs Improvement								
5. Poor	6. Very Poor								
PART 2: VISITOR RUBRIC FOR EVALUATOR TEAM									
<table border="1"> <thead> <tr> <th colspan="2">Evaluation Rubric</th> </tr> </thead> <tbody> <tr> <td>1. Excellent</td><td>2. Good</td></tr> <tr> <td>3. Satisfactory</td><td>4. Needs Improvement</td></tr> <tr> <td>5. Poor</td><td>6. Very Poor</td></tr> </tbody> </table>		Evaluation Rubric		1. Excellent	2. Good	3. Satisfactory	4. Needs Improvement	5. Poor	6. Very Poor
Evaluation Rubric									
1. Excellent	2. Good								
3. Satisfactory	4. Needs Improvement								
5. Poor	6. Very Poor								

Looking for:

1. Heart & Rapport Building
2. Problem Identification & Building Trust
3. Plan of Action
4. Asset-based Thinking

Looking for:

1. Self-reflection
2. Positive Attitude & Disposition; Growth Mindset
3. Feedback Implementation

NC STATE
Principal Preparation

role play 2

"You are the principal of a mid-sized high school. Each morning, you conduct walk-throughs, or very brief observations of your teachers. Your goal is to observe every teacher during the first month of school.



During today's walk-through, you make a point of observing three or four minutes of your new 9th grade English teacher's class, as you recently heard from the department chair that this teacher is struggling. She is a first-year teacher, and this observation is the first time you have seen her in action. You know she is working hard and is frequently one of the last teachers to leave the building each night. You decide after this brief observation that you will stop by her room after school to talk about what you saw during your observation.

Your observation was the **short video you reviewed in preparation for Candidate Assessment Day**. Assume the role of the high school principal and conduct a debrief with this teacher."

NC STATE
Principal Preparation

role play 2



Used with permission from Teach for America.



role play 2: rubric

Talk with a Teacher about Teaching Rubric for Evaluation Team			
(Teacher Name) _____ (Evaluator Name) _____			
Score Categories: Communication and Rapport Building NC State Principals are ready to facilitate effective communication and rapport building with their teachers.	Communication and Rapport Building NC State Principals are ready to facilitate effective communication and rapport building with their teachers.	Problem Identification NC State Principals are ready to identify problems in the classroom.	Problem Identification NC State Principals are ready to identify problems in the classroom.
Plan of Action: Set the Conditions for the Role Play NC State Principals are ready to set the conditions for the role play.	Plan of Action: Set the Conditions for the Role Play NC State Principals are ready to set the conditions for the role play.	Plan of Action: Set the Conditions for the Role Play NC State Principals are ready to set the conditions for the role play.	Plan of Action: Set the Conditions for the Role Play NC State Principals are ready to set the conditions for the role play.
Overall Impression of Student: Excellent _____ Good _____ Fair _____ Poor _____	Overall Impression of Student: Excellent _____ Good _____ Fair _____ Poor _____	Overall Impression of Student: Excellent _____ Good _____ Fair _____ Poor _____	Overall Impression of Student: Excellent _____ Good _____ Fair _____ Poor _____

Looking for:

1. Heart & Rapport Building
2. Problem Identification
3. Plan of Action



fishbowl

Candidates are organized into teams of 4 to 5, one of whom is an evaluation team member, and receive the following prompt:

"You work at a high performing school that always meets performance expectations and typically does quite well with growth scores. Below are the test results from a recent unit for one of the teachers in your PLC, though this dataset is representative of your class and other teachers in your PLC as well. In addition, these results are virtually identical to the data from previous years, and students at your school always perform well on the end-of-grade/course tests. Please conduct a data discussion with your PLC, focusing on developing a plan for what to do next."

Current Performance Data Review PLC Day									
Item	Mean	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1	80.0	75	85	80	85	80	85	80	85
2	80.0	75	85	80	85	80	85	80	85
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95	80.0	75	85	80	85	80	85	80	85
96	80.0	75	85	80	85	80	85	80	85
97	80.0	75	85	80	85	80	85	80	85
98	80.0	75	85	80	85	80	85	80	85
99	80.0	75	85	80	85	80	85	80	85
100	80.0	75	85	80	85	80	85	80	85

NC STATE Principal Preparation

Fishbowl: rubric

Item	1	2	3	4
Problem Identification & Data Literacy	<input type="checkbox"/> Candidate does not contribute to the problem identification process or fails to communicate effectively.	<input type="checkbox"/> Candidate contributes to the problem identification process or communicates effectively.	<input type="checkbox"/> Candidate contributes to the problem identification process or communicates effectively. Candidate identifies a variety of data sources.	<input type="checkbox"/> Candidate identifies the problem and communicates effectively. Candidate identifies a variety of data sources.
Problem Solving	<input type="checkbox"/> Candidate does not contribute to the problem solving process or fails to communicate effectively.	<input type="checkbox"/> Candidate contributes to the problem solving process or communicates effectively.	<input type="checkbox"/> Candidate contributes to the problem solving process or communicates effectively. Candidate identifies a variety of data sources.	<input type="checkbox"/> Candidate identifies the problem and communicates effectively. Candidate identifies a variety of data sources.
Plan of Action: Instructional Leader	<input type="checkbox"/> Candidate does not contribute to the plan of action or fails to communicate effectively.	<input type="checkbox"/> Candidate contributes to the plan of action or communicates effectively.	<input type="checkbox"/> Candidate contributes to the plan of action or communicates effectively. Candidate identifies a variety of data sources.	<input type="checkbox"/> Candidate identifies the problem and communicates effectively. Candidate identifies a variety of data sources.
Collaboration and Communication	<input type="checkbox"/> Candidate does not contribute to the collaboration and communication process or fails to communicate effectively.	<input type="checkbox"/> Candidate contributes to the collaboration and communication process or communicates effectively.	<input type="checkbox"/> Candidate contributes to the collaboration and communication process or communicates effectively. Candidate identifies a variety of data sources.	<input type="checkbox"/> Candidate identifies the problem and communicates effectively. Candidate identifies a variety of data sources.

Looking for:

1. Problem Identification & Data Literacy
2. Problem Solving
3. Plan of Action: Instructional Leader
4. Collaboration and Communication

NC STATE Principal Preparation

interview

7 Questions related to:

- Leadership strategies for high poverty schools
- School reform
- Mistakes
- Collaboration
- How candidates believe others view them
- Work-life balance



Interview: rubric

Candidate Interview Rating for Evaluation Team			
Candidate Service Method			
	Approaching	Meeting	Following
1. Communication, Persuasion:	<input type="checkbox"/> Candidate did not mention that he/she was good at it. <input checked="" type="checkbox"/> Good at presenting material, making a good impression, able to relate well to others.	<input type="checkbox"/> Candidate did not fully answer the question. <input checked="" type="checkbox"/> Candidate did not fully answer the question. Candidate has a choice. To add to it or not.	<input type="checkbox"/> Candidate did not answer it. <input checked="" type="checkbox"/> Candidate did not answer it. Candidate has a choice. To add to it or not.
2. Communication, Vision:	<input type="checkbox"/> Candidate did not respond to the question. <input checked="" type="checkbox"/> Good at coming up with ideas, coming up with ways to solve problems.	<input type="checkbox"/> Person is not used to the interview process. <input checked="" type="checkbox"/> Person is not used to the interview process. Candidate has a choice. Add to it or not.	<input type="checkbox"/> Person is not used to the interview process. <input checked="" type="checkbox"/> Person is not used to the interview process. Candidate has a choice. Add to it or not.
3. Communication, Emotion:	<input type="checkbox"/> Very little overall basic expression, as if cold. Boring, flat, no genuine smile, respect or enthusiasm, strong monotone.	<input type="checkbox"/> Felt expression was not well taught, experienced, engaged, active, etc. <input checked="" type="checkbox"/> Felt expression was not well taught, experienced, engaged, active, etc. Candidate makes the respect or enthusiasm.	<input type="checkbox"/> Felt expression was not well taught, experienced, engaged, active, etc. <input checked="" type="checkbox"/> Felt expression was not well taught, experienced, engaged, active, etc. Candidate makes the respect or enthusiasm.
4. Information, Assessment, Evaluation:	<input type="checkbox"/> The answer was did not provide any additional information or assessment of the question, or was presented as a mere collection of ideas.	<input type="checkbox"/> The answer provided some insights into the candidate's abilities and potential. (As specific, the characteristics of those were not provided).	<input type="checkbox"/> The answer provided additional information or assessment of the question, or was presented as a mere collection of ideas.
5. None:			

Looking for:

LOOKING for:

1. Answers the question
2. Communication: Poise, Voice, Life
3. Insights into leadership abilities and potential

concurrent activities

- Letter Home Writing Prompt (30 minutes)
- Candidate Video Booth (10 minutes)
- Growth-mindset short response
- Why I want to be a principal (500 words) (20 minutes or less)
- Humility scale

Optional

- Time management writing prompt
- Rapid response writing prompts on teaching, student achievement, rapport-building, conflict, and email



NC STATE
Principal Preparation

focus on the heart

We try to distinguish between those things that we can *select for* versus those things that we can *train*.



One of our graduate students dressed up like a janitor and took notes on how candidates interacted with him throughout the day

focus on the heart

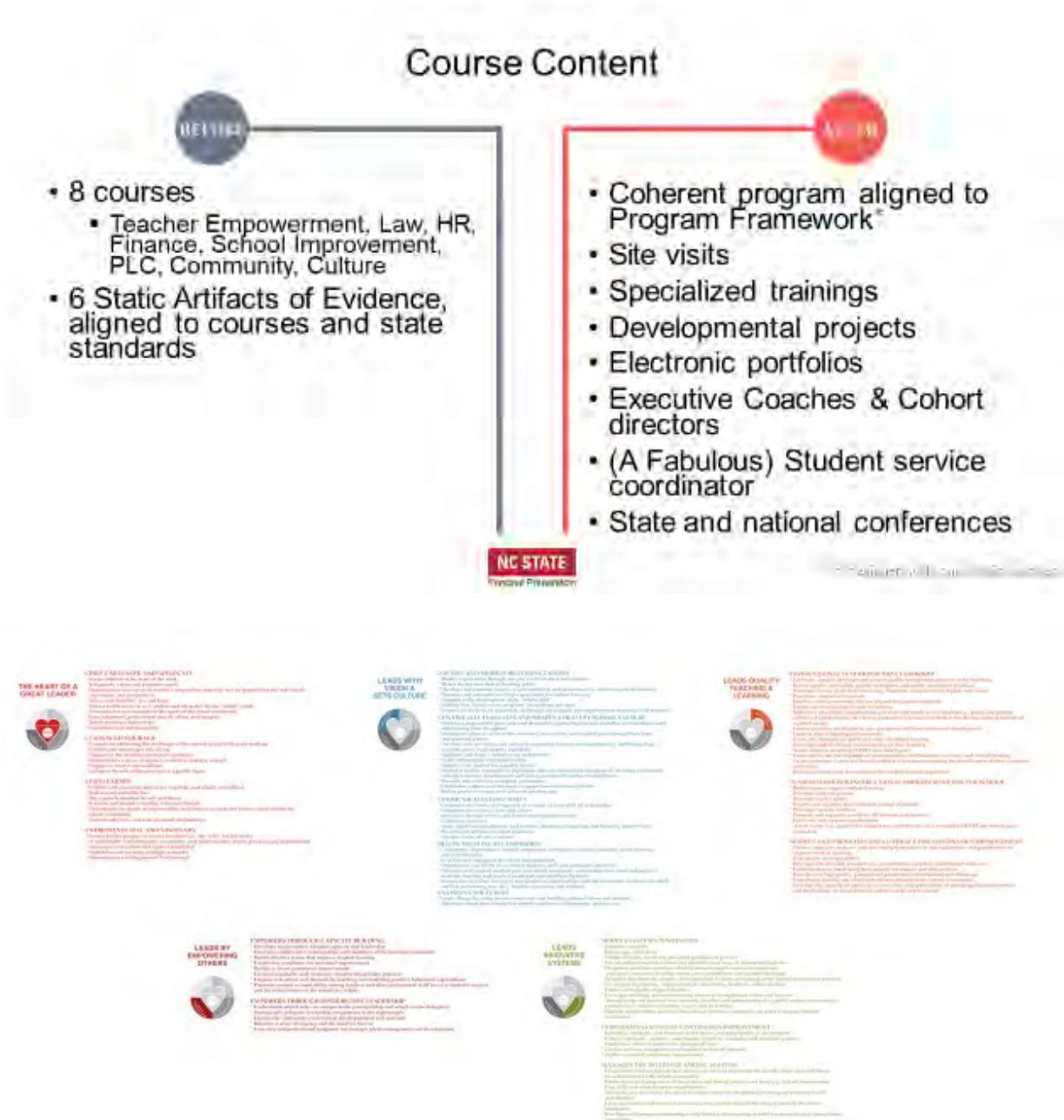
We try to distinguish between those things that we can *select for* versus those things that we can *train*.



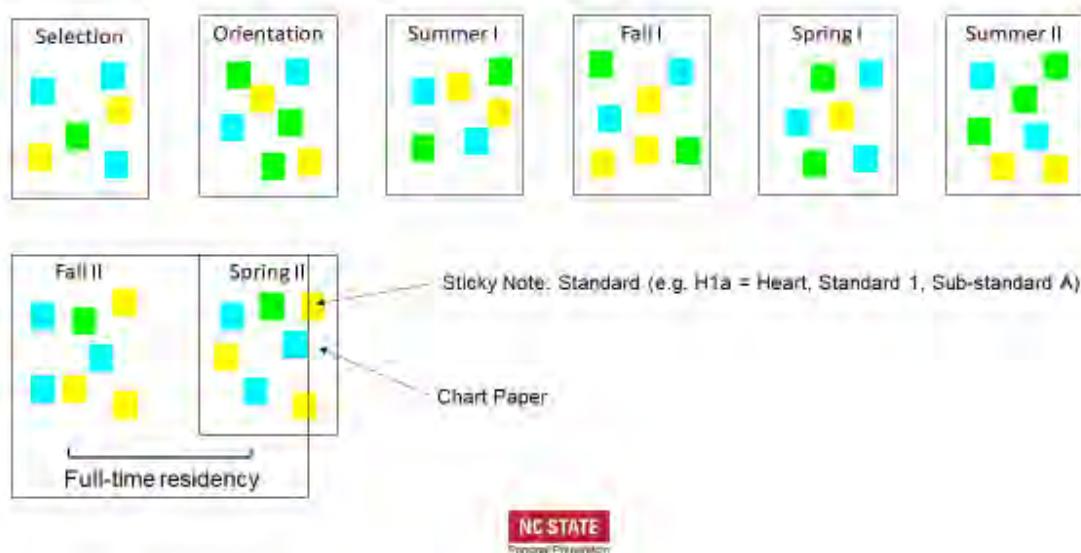
One of our graduate students dressed up like a janitor and took notes on how candidates interacted with him throughout the day

data-informed selection





NC State Faculty sorted standards into academic calendar



	Selection	Orientation	Summer I	Fall I	Spring I	Summer II	Fall II	Spring II
Equity-Focused Leadership	○		○	○		○	○	
Leads Innovative Systems								
Leads by Empowering others		○	○	○				
Leads Quality Teaching & Learning			○	○	○	○		
Leads with Vision and Sets Culture								
The Heart of Great Leaders	○	○	○	○	○	○	○	○
Building Relationships			○	○	○	○	○	○

Select Research Articles that Informed the Redesign

Branch, Hanushek, & Rivkin (2014). *Estimating the Effect of Leaders on Public Sector Productivity: The Case of School Principals*.
 Darling-Hammond et al. (2007). *Preparing School Leaders for a Changing World: Lessons from Exemplary Leadership Development Programs*.
 DeVita, M. C. et al. (2007). *Educational Leadership: A Bridge to School Reform*.
 Herman, R. et al. (2017). *School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review*.
 King, C.L. (2014). *Quality Measures™ Partnership Effectiveness Continuum*.
 King, C.L. (2013). *Quality Measures™ Principal Preparation Program Self-Assessment Toolkit*.
 Leithwood, L. (2004). *How Leadership Influences Student Learning*.
 National Policy Board for Educational Administration (2015). *Professional Standards for Educational Leaders 2015*.
 Spiro, J. (2011). *Leading Change Step-by-Step: Tactics, Tools, and Tales*.
 The Wallace Foundation (2013). *The School Principal As Leader: Guiding Schools to Better Teaching and Learning*.
 The Wallace Foundation (2016). *Improving University Principal Preparation Programs: Five Themes From the Field*.
 The Wallace Foundation (2016). *Check Out of Date: How School Districts Are Building Leader Tracking Systems to Support Principal Pipelines*.
 Young et. al (2009, 2016). *Handbook of Research on the Education of School Leaders* (1st, 2nd Editions)

Principal Preparation

Assessment & Evaluation

BEFORE

- Artifacts
- Self-assessment on NC School Executive Standards

After

- Formative Assessment Days each semester
- Self-Assessment
- Cohort director evaluations
- Mentor principal assessment
- Coach assessment
- Teaching toolbox

NC STATE
Principal Preparation

Log on to https://ncasld.principalpreparation.ncstate.edu/2019-2020/2019-2020-dispositions

Pedagogy

BEFORE

- Varied by professor

After

- Coordinated assignments within- and across-semester
- Role Plays
- Simulated School
- Authentic, school-based assignments
- Address dispositions/soft-skills
- Learning in public

NC STATE
Principal Preparation

Role Plays (27)

ROLE PLAYING		SCENARIOS	
FACILITATOR GUIDE		SCENARIO 1: THE POLICE	
INSTRUCTIONS		<p>The role play is limited to 10 minutes. Each student actively participates in their role, receives feedback from the other students, and receives a debriefing from the facilitator. The facilitator should be present during the role play, but not participate in the role play.</p> <p>If the scenario fails to begin, students are provided options presented on page 4 and 5 to continue the role play. If the scenario fails to begin, the facilitator should read the scenario, then provide a brief summary of similar world news events and begin role play.</p> <p>If the scenario fails to begin, students are provided options presented on page 4 and 5 to continue the role play. When the facilitator is ready to begin, the facilitator must read the scenario and provide a brief summary of similar world news events and begin role play.</p> <p>If the scenario fails to begin, the facilitator should start with the debrief questions for the project. Address any issues or questions with the facilitator. If necessary, additional time can be provided for the project. Address any issues or questions with the facilitator. If necessary, additional time can be provided for the project. Address any issues or questions with the facilitator.</p>	
MATERIALS		<p>Each role play activity component includes the following items:</p> <ul style="list-style-type: none"> • A document used now. The facilitator will use this document over the duration of the role play activity. The document contains all information regarding key role play (e.g., scenario, planned meeting, Laptops, phones, screen projection, laptops and hard drives, printing and scanning, etc.). • Four role play activity components (one student and one group member from the same family) (depending on the class size, each student will be assigned to a different group member). • Optimum setting. The learning scenario will participate in either a classroom (10' x 10' room) or a room with a table and chairs (approximately 10' x 10' room) during the role play. 	
SCENARIOS		<p>The following table provides the time and scenario descriptions for all of the multiple activities included in this guide.</p>	

Simulated School



NC STATE
UNIVERSITY

SimSchool Creator

[LOG IN](#) [CREATE PROFILE](#)

DESIGN YOUR SCHOOL

Primary Colors

Select your characteristics

SCHOOL

CHARACTERISTICS

- CITY
- COUNTRY
- TROPICAL
- SUBURBAN

SCHOOL LEVEL

- PRIMARY
- MIDDLE
- HIGH

CLIMATE & ENVIRONMENT

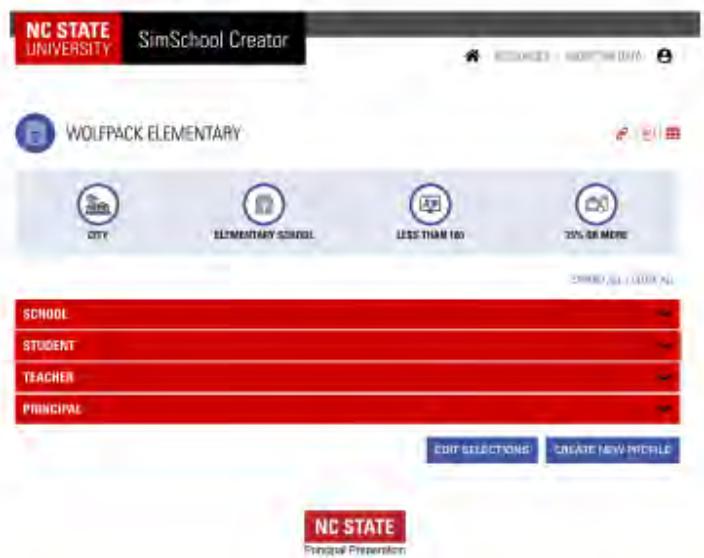
- DESERT
- COAST
- FOREST
- MOUNTAIN
- PLAINS

PERCENTAGE OF ALUMNI & PARENTS
FOR HIGH OR REDUCED TUITION

- 0%
- 25%
- 50%
- 75%
- 100%

CREATE PROFILE

Simulated School



Clinical Practice/Residency

BEFORE

- Internship hours
- Optional full-time

AFTER

- Required full-time, yearlong residency at a new school & school-level
- Daily log, weekly reflections
- Executive coaching
- Problem of practice
- Principal & coach evaluations

Residency Daily Log





Detailed view of each domain:

Examples



WITH WHOM DID YOU WORK?

Principal

Percent	Number of Days
0 to 75%	2
76 to 85%	9
86 to 95%	18
96 to 100%	38
100%	8

Assistant Principal

Percent	Number of Days
0 to 25%	5
26 to 50%	7
51 to 75%	5
76 to 100%	13
100%	31

Teachers

Percent	Number of Days
0 to 75%	1
76 to 100%	1
100%	28
11 to 24%	17
15 to 39%	7
25 to 49%	10
50 to 74%	15
100%	0

Non-teaching Staff

Percent	Number of Days
0 to 75%	2
76 to 85%	1
86 to 95%	2
96 to 100%	18
100%	8

Families/Parents, Community

Percent	Number of Days
0 to 25%	5
26 to 50%	3
51 to 75%	11
76 to 100%	13
100%	1

NC State Students, Faculty, Coaches

Percent	Number of Days
0 to 75%	1
76 to 100%	9
100%	0

Alone

Percent	Number of Days
0 to 49%	1
50 to 74%	2
75 to 99%	22
100%	9
100%	0

Graduate Outcomes



- Informal
- Relationship-based



- Spreadsheet tracking of each cohort
- Monthly calls/emails
- Surveys
- Leadership Development Dashboard*



Partnerships

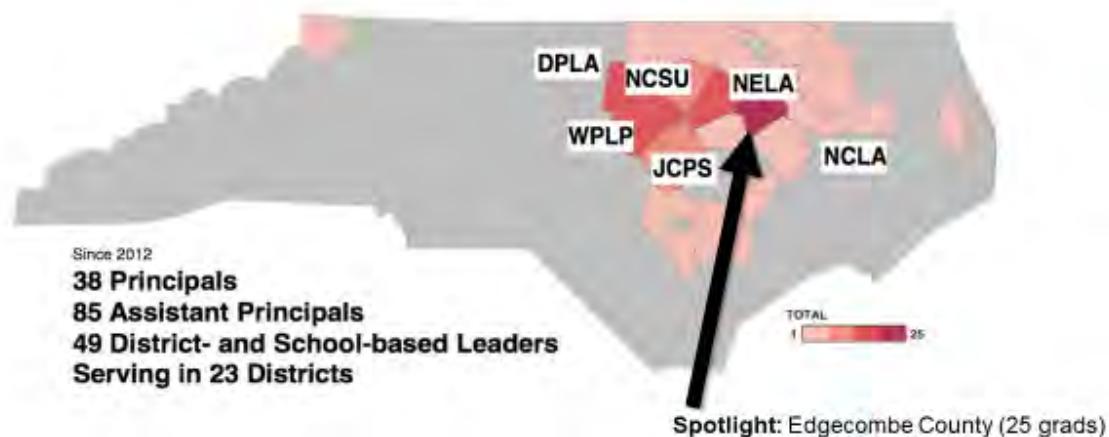
BEFORE

- Wake cohort in early 2000s
- JCPS cohort in 2012-14

NC STATE
Principal Preparation

AFTER

- **NELA Districts:** Bertie, Edgecombe, Franklin, Granville, Halifax, Hertford, Martin, Nash, Rocky Mount, Northampton, Roanoke Rapids, Graded School District, Vance, Warren, Washington, Weldon City
- **NCLA cohort:** Added Duplin, Greene, Lenoir, Wilson
- **DPLA cohort:** Added Durham
- **WPLP cohort:** Added Wake
- **JPLA cohort:** Added Johnston
- **NCSU cohort:** Added Chapel Hill-Carrboro
- **Current:** Added Orange, Kannapolis City Schools (no MOU)



90% of NELA Principals met or exceeded growth compared to 75% of NC principals statewide or only 64% of their district peers.

NC STATE
Principal Preparation

State Work

1. Revising North Carolina School Executive Standards

- Tighter alignment with PSEL
- Focus on Student Learning
- Focus on Equity (additional standard and infused across all standards)



State Work

2. Statewide Leadership Development Dashboard

Administrator Summary

Administrators			
	Administrator	Current Name	Current School
1	Administrator	Principal	Green Middle School
2	Administrator	Assistant Principal	Horizon High Secondary School
3	Administrator	Assistant Principal	Maplewood Middle School
4	Administrator	Principal	Maplewood High Elementary School
5	Administrator	Principal	Maplewood Secondary School



State Work

2. State-wide Leadership Development Dashboard

Administrators		
Administrators present in the NC State Family with a paper request and/or the permanent enrollment of family members in a public or private school operated by the university. Contact your administrator via email for a meeting or paper application to update your information.		
Name	Administrator	Current School
<input checked="" type="checkbox"/> Evaluation Rating	✓	Principal
<input checked="" type="checkbox"/> Highly Effective	✓	Assistant Principal
<input checked="" type="checkbox"/> Effective	✓	Assistant Principal
<input type="checkbox"/> Ineffective	✓	Principal
<input type="checkbox"/> Doesn't Meet	✓	Principal

State Work

2. State-wide Leadership Development Dashboard

Administrator Summary				
Administrators				
Administrator Summary				
Name:	Administrator Name	Common Name	Address/Location	Mobile Number
Administrator Name:	John Holmes	Principal	Green Middle School	Mobile Number:
Administrator Name:	John Holmes	Assistant Principal	Greenwood Intermediate School	Mobile Number:
Administrator Name:	Janet Holmes	Assistant Principal	Mayberry Middle School	Mobile Number:
Administrator Name:	John Holmes	Principal	Mayberry Jem Elementary School	Mobile Number:
Administrator Name:	John Holmes	Principal	Purple Pizzazz Elementary School	Mobile Number:

State Work

2. State-wide Leadership Development Dashboard

State Work

3. Principal Fellows Convenings (UPPI supported)

April 25-26, 2019

- 25th anniversary convening and luncheon
- PF networking
- University sessions on program improvement

October 17-18, 2019

- Flippen Training

December 12-13, 2019

• Trego Ed

Future convenings scheduled for 2020



Let's Hear More Examples in
the Room

19

For more evidence and information –
wallacefoundation.org/principalpipeline

20

TP3 Successes to Date

Bill Carruthers
President & CEO



LUNCH

*Please be ready for our afternoon work
to begin at 12:45 p.m.*

TP3 Lessons Learned

PANEL 1: PROGRAM BUDGETING

TP3 Lessons Learned

PANEL 2: RESIDENCY DESIGN



TP3 Lessons Learned

PANEL 3: RECRUITMENT & SELECTION



Wrap Up

- ▶ Plus/delta for today
- ▶ Evaluation forms



Appendix D: PLN January 2020 Evaluation Form



TPP PLN Session Feedback
January 22, 2020

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, GrantProse 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.	<input type="checkbox"/>				
was relevant to my professional development needs.	<input type="checkbox"/>				
was well structured.	<input type="checkbox"/>				
provided me with useful resources.	<input type="checkbox"/>				
was engaging.	<input type="checkbox"/>				
included adequate opportunities for participants to consider applications to their own professional practice.	<input type="checkbox"/>				
was of high quality overall.	<input type="checkbox"/>				

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

Activity	Very Unsatisfied	Unsatisfied	Neutral	Satisfied	Very Satisfied
Transforming University Principal Preparation: The Wallace Foundation Perspective	<input type="checkbox"/>				
Program Budgeting Panel	<input type="checkbox"/>				
Residency Design Panel	<input type="checkbox"/>				
Participant Recruitment and Selection Panel	<input type="checkbox"/>				

Below or on back, please provide any specific thoughts and feedback you have regarding the January 22nd PLN session:

HIGHLIGHTS OF THE 2018-19 TPP ANNUAL REPORT

Report 4.04

William Carruthers, Eleanor Hasse, & Pamela Lovin ¹

Released October 2019

OVERVIEW

This report was originally developed for the North Carolina Alliance for School Leadership Development (NCASLD) to share with the recently constituted North Carolina Principal Fellows and TP3 Commission (TP3 Commission). Repurposed here, the report summarizes the most significant findings and considerations that GrantProse presented in its July 2019 annual report to the North Carolina State Education Assistance Authority (NCSEAA). ²

Five institutions, referred to as Providers, have been implementing Transforming Principal Preparation Programs (TPP Programs) since the 2016-17 year:

- *High Point University (HPU)*
- *North Carolina State University (NCSU)*
- *Sandhills Regional Education Consortium (SREC)*
- *University of North Carolina-Greensboro (UNCG)*
- *Western Carolina University (WCU)*

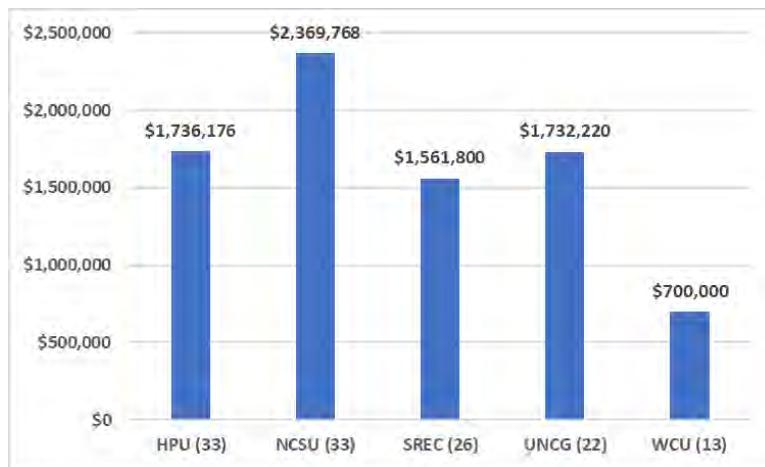
These Providers completed one cycle of grant programs during the 2016-18 period graduating 118 participants. A second cycle is now underway for the 2018-20 period with 127 participants enrolled. In 2018-19, the Providers established partnerships with 47 Local Educational Agencies (LEA) in 37 of North Carolina's counties, shown in **Figure 1**. **Figure 2** indicates NCSU is operating with the largest grant award during the 2018-20 performance period and WCU is operating with the smallest award. Numbers in parentheses on this and later figures indicate the number of participants each Provider is serving.

Figure 1. County and City LEAs Partnered with TPP Providers



¹ Suggested citation: Carruthers, W., Hasse, E., & Lovin, P. (2019, October). *Highlights of the 2018-19 TPP Annual Report (Report 4.04)*. Garner, NC: GrantProse, Inc.

² Carruthers, W., Sturtz McMillen, J., Lovin, P., & Hasse, E. (2019, July). *Transforming Principal Preparation Grant Program: Third Year, Annual Report*. Garner, NC: GrantProse, Inc.

Figure 2. Total Amount of 2-Year TPP Awards Made to Each Provider

EVALUATION FINDINGS

Since 2016-17, NCASLD has contracted with GrantProse, Inc. to carry out an independent evaluation of the TPP Program. GrantProse is a private firm that specializes in developing funding proposals and conducting program evaluations. This evaluation has three tiers: 1) an evaluation of NCASLD's performance as TPP Program administrator, 2) an evaluation of the institutions implementing TPP grants, and 3) an evaluation of the individuals participating in the TPP Programs. This report summarizes evaluation activities for Tiers II and III.

Tier II: Evaluation of TPP Providers. The GrantProse evaluation is multi-faceted, incorporating observations, surveys, interviews, reports from the Providers, and analyses of Provider invoices. When program and fiscal aspects of each TPP Program are considered, findings across all methods of evaluation reveal the TPP Programs are more similar than they are different in their program features; however, there are notable fiscal differences among the programs.

Programmatically, all of the TPP Programs are implementing a suite of research-based best practices with varying degrees of emphases, including:

- Providing dedicated leadership of the TPP Program,
- Broadly recruiting and rigorously selecting program participants,
- Forming partnerships and collaborating closely with Local Educational Agencies,
- Operating with participants as a cohort completing the program together,
- Featuring authentic, project-based, and hands-on learning activities within and outside of the university coursework,
- Emphasizing instructional leadership and issues associated with student equity,
- Giving special consideration to the demands of high needs schools,
- Conducting full-time clinical internships of at least 5 months duration, and
- Engaging in continuous improvement processes.

Data on enrollment and placement as Principals or Assistant Principals (P/AP) are reported in **Table 1**. A total of 248 individuals are currently or have been enrolled in the five TPP Programs across both funding cycles, and 92 (37.1%) are known to have secured P/AP positions at the time of this report; 87 (94.6%) of the 92 individuals in P/AP positions are at high needs schools.

Table 1. Enrollment and Placement as Principals or Assistant Principals (P/AP)					
	HPU	NCSU	SREC	UNCG	WCU
2016-18 Funding Cycle					
Number of partnering LEAs	7	4	13	11	18
Number of individuals initially enrolled in the program	30	34	26	20	10
Number and percentage of individuals securing P/AP positions in NC by June 2019	24/30 (80.0%)	30/34 (91.2%)	14/26 (53.8%)	15/20 (75.0%)	4/10 (40.0%)
Number and percentage of individuals in P/AP positions at NC high needs schools by June 2019	23/24 (95.8%)	29/30 (96.7%)	12/14 * (85.7%)	14/15 (93.3%)	4/4 (100%)
2018-20 Funding Cycle					
Number of partnering LEAs	13	7	12	10	8
Number of individuals initially enrolled in the program	33	34	26	22	13
Number and percentage of individuals securing P/AP positions in NC by June 2019	--	1/34 (2.9%)	4/26 (15.4%)	--	--
Number and percentage of individuals in P/AP positions at NC high needs schools by June 2019	--	1/1 (100%)	4/4 (100%)	--	--

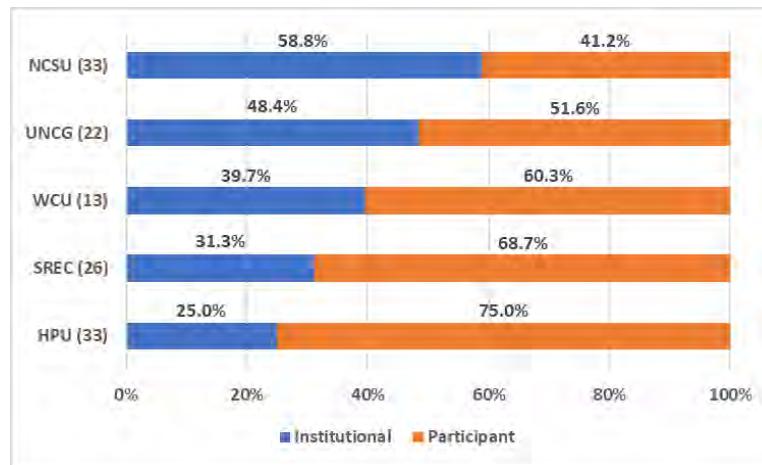
* The school placement for one individual with SREC is unknown at the time of this report.

GrantProse interviews and surveys with representatives of LEAs partnering with the TPP Programs, university faculty teaching TPP courses, TPP project directors, and participants in the TPP Programs found all populations viewed their programs positively. Interviews with LEA representatives in May 2019 found 39 (95.1%) of 41 indicated they were 'Satisfied' or 'Very Satisfied' with the TPP Program. Interviews with TPP project directors in May 2019 found the five practices most often identified as important to program success were executive coaching, LEA partnerships, full-time internships, coursework aligned to NC Executive Leadership Standards, and selection of program participants using rigorous criteria. Observations in 2018-19 and interviews with university faculty delivering TPP courses found that the courses require high levels of active engagement, focus on serving high need schools, incorporate multiple authentic learning experiences, and are integrated into cohesive programs rather than stand-alone experiences. And, a survey of participants in April 2019 found that participants held positive perceptions of their program cohort, university coursework, and executive coaches.

While the TPP Programs are generally similar in their programmatic features, there are significant differences in how the programs budget for their operations—most notably in the percentage of the budget devoted to institutional expenses versus participant expenses. Institutional expenses include salaries and fringe benefits for program directors/staff, travel, materials and contractual services to support operations, executive coaches, indirect costs charged by the institutions, and varied other expenses. Participant expenses include salaries and fringe benefits paid to participants during their internship and summers, university tuition/fees, varied other participant expenses (e.g., travel, books, supplies), and support provided to LEAs. **Figure 3** shows that NCSU has the highest percentage of its budget (58.8%) devoted to institutional expenses and HPU has the highest percentage of its budget (75.0%) devoted to participant expenses.³

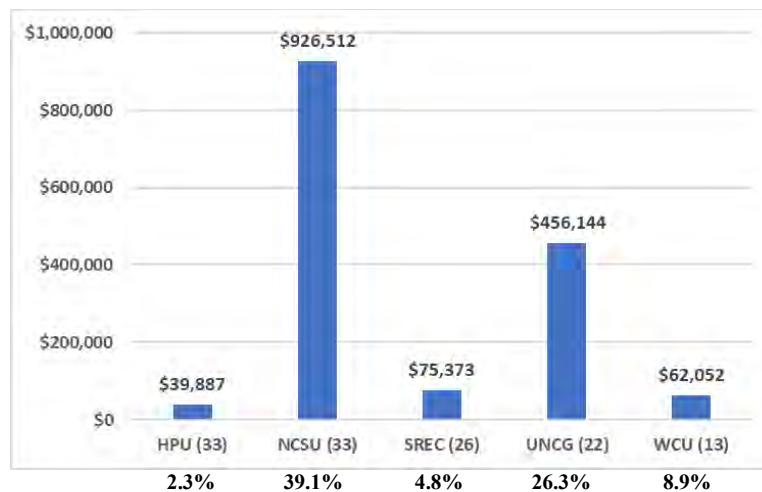
³ Figures 3 through 7 are derived from adding together expenditures Providers reported for the 2018-19 year and projected expenditures for the 2019-20 year indicated in budget proposals approved by NCASLD in May 2019 for HPU and SREC and in August 2019 for NCSU, UNCG and WCU. Appendix A at the end of this report provides a table showing the dollar value and percentages used in these figures.

Figure 3. Actual and Projected Institutional and Participant Expenses as a Percentage of Total Expenditures from TPP Funds: 2018-20



When the varied **institutional expenses** are separately analyzed, the largest expenditure in this category is for personnel salaries and fringe benefits. Based on actual expenditures in the 2018-19 year added to projected expenditures for the 2019-20 year, **Figure 4** shows that NCSU is projected to expend the greatest amount and largest percentage from its 2-year total budget for institutional employee salaries/fringe benefits. Comparatively, HPU, SREC and WCU will expend much smaller portions and percentages of their total budgets for institutional employee salaries/fringe benefits. Percentages shown along the bottom axis in this and later figures indicate the percentage of the total 2-year budget devoted to this expense.

Figure 4. Actual and Projected Expenditures for Institutional Salary and Benefits from TPP Funds: 2018-20



When the varied **participant expenses** are separately analyzed, the two largest expenditures in this category are for salaries/fringe benefits paid to participants during their internship (and extra summer employment if any) and for university tuition/fees, as shown in **Figures 5 and 6**. Comparing only participant salaries/fringe benefits, HPU expends the largest amount and percentage for this line item. Comparing only tuition and fees, NCSU expends the largest amount for this line item while HPU expends the largest percentage.

Figure 5. Actual and Projected Expenditures for Participant Salaries and Benefits from TPP Funds: 2018-20

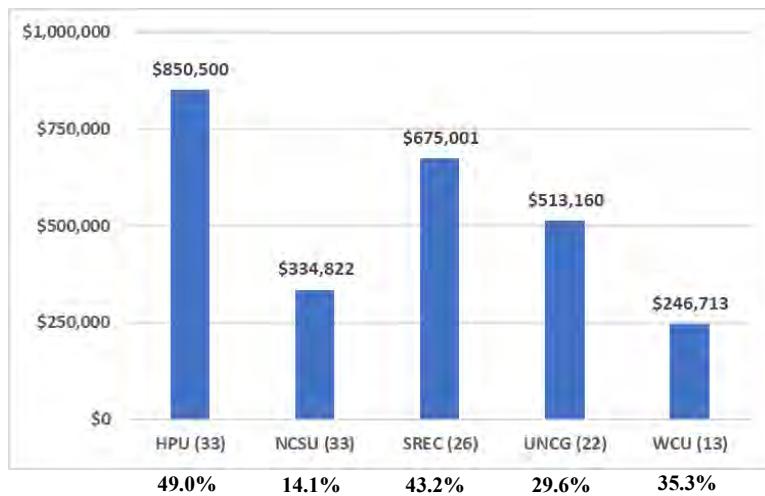


Figure 6. Actual and Projected Expenditures for Participant Tuition/Fees from TPP Funds: 2018-19



Considering all expenses associated with TPP funds—institutional and participant—the average per participant cost across the five Providers is \$63,770 for the 2-year 2018-20 performance period.⁴ This average varies from \$52,570 at HPU to \$78,737 at UNCG as shown in **Figure 7**.

It is important to note that this average does not include MSA funds that NCSU, UNCG and WCU access to supplement participant salaries/fringe benefits during their internships or funds that LEAs partnering with HPU and SREC commit in support of the participant salaries/fringe benefits. When these other sources of state revenue are considered, per-participant averages may approach or exceed \$100,000 at NCSU, UNCG and WCU and may approach or exceed \$75,000 at HPU and SREC.

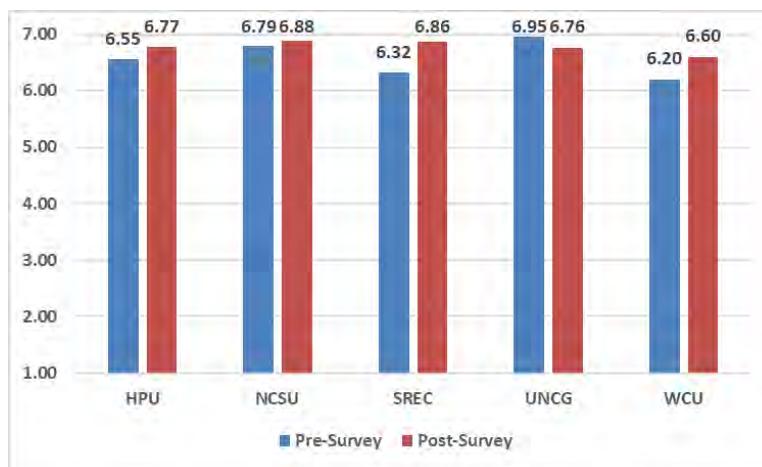
⁴ This average assumes that the Providers fully expend their 2019-20 budgets.

Figure 7. Average 2-Year Per Participant Cost Disaggregated by TPP Provider, Considering only TPP Funds

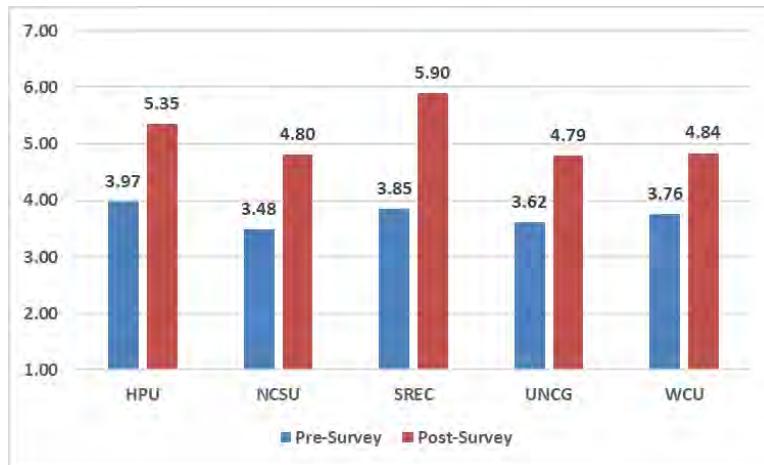
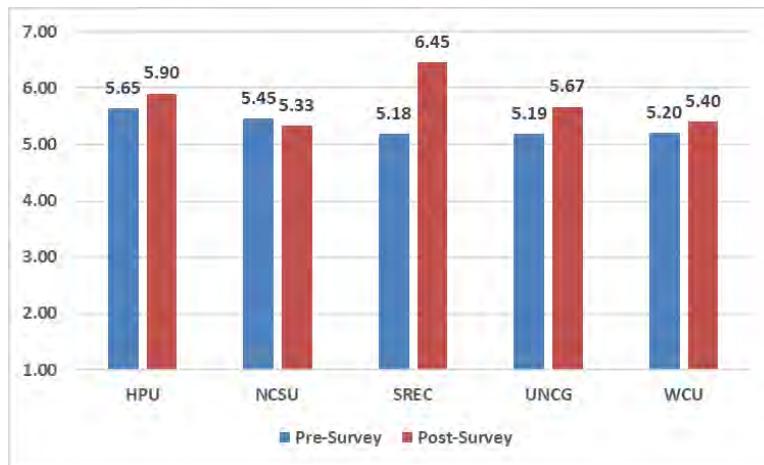


Tier III: Evaluation of TPP Participants. A pre-post survey was conducted with participants in the 2018-20 funding cycle to assess what change over the 2018-19 year there might be in their self-reported perceptions of, a) commitment to becoming a school principal, b) knowledge and competencies with the NC Standards for School Executives, and c) confidence that they can be a successful principal.⁵ Measured on 7-point scales, with 7 representing the most positive perception, statistically significant change in the positive direction on all three measures was found for the entire group across all TPP Programs. When disaggregated by TPP Program, participants in the SREC program demonstrate some of the highest averages on the post-survey as well as the greatest change between the pre- and post-surveys, as shown in **Figures 8, 9 and 10**.

Figure 8. Pre-Post Change in Commitment: 2018-19



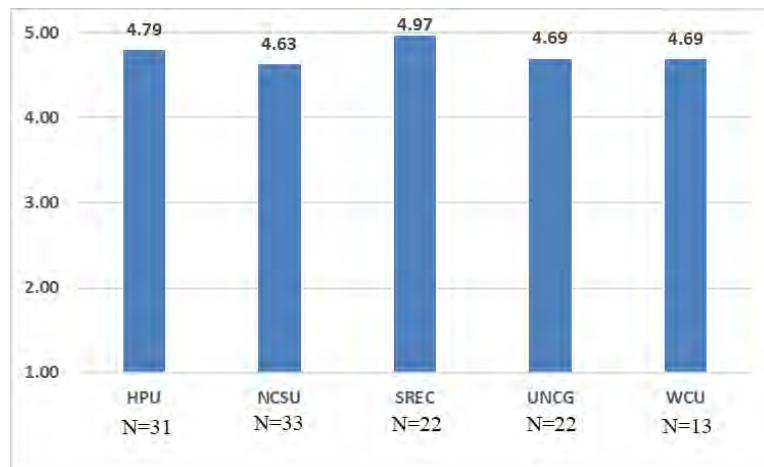
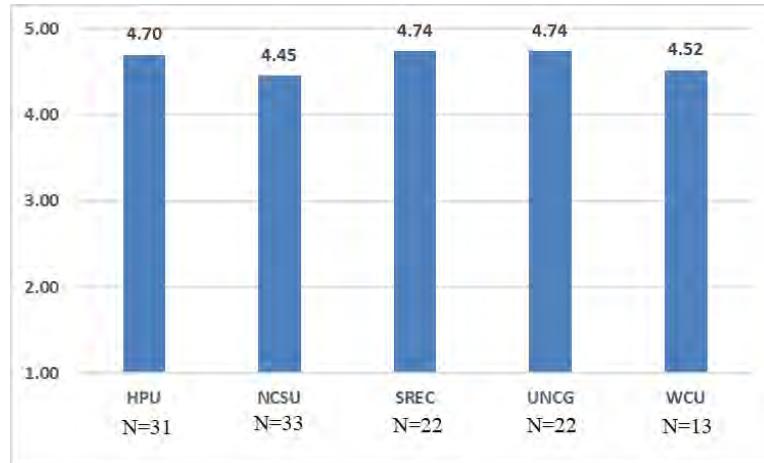
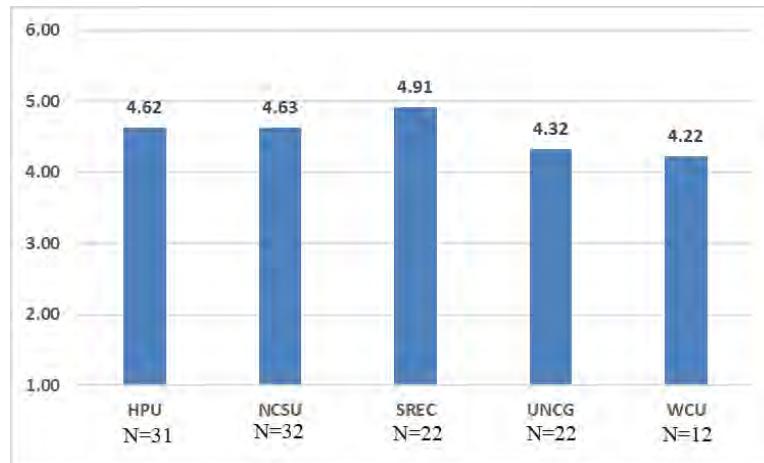
⁵ Commitment to becoming a principal was measured with a single Likert item; knowledge and competencies were measured with eight Likert items paralleling the eight standards for school administrators; and confidence with being successful as a principal was measured with a single Likert item.

Figure 9. Pre-Post Change in Knowledge and Competencies: 2018-19**Figure 10. Pre-Post Change in Confidence: 2018-19**

The post-survey administered in the spring 2019 also included three attitude scales measuring respondents' perceptions of their Program:

- Cohort Model* - Four questions each on a 5-point rating scale. The higher the average across all questions among all respondents, the more positive perception respondents held toward their Program's implementation of a cohort model;
- University Coursework* - Eight questions each on a 5.0 rating scale. The higher the average across all questions among all respondents, the more positive the perception respondents held toward their university coursework; and
- Executive Coaches* - Three questions each on a 5-point rating scale. The higher the average across all questions among all respondents, the more positive perception respondents held toward support being provided to them by their executive coach.

In general, the SREC program scored strongest on the three scales, possibly due in part to how many SREC participants would be near completing their 1-year program. Findings from the post-survey associated with these three attitude scales are indicated in **Figures 11, 12 and 13**.

Figure 11. Participants' Perceptions of the Cohort Model at Their TPP Program**Figure 12. Participants' Perceptions of the University Coursework at Their TPP Program****Figure 13. Participants' Perceptions of Support Provided by Their Executive Coaches**

CONSIDERATIONS FOR THE TP3 COMMISSION

In the July 2019 annual report that GrantProse submitted to the NCSEAA, one section provided a discussion of considerations that the TP3 Commission might want to entertain as it prepares to conduct a grant competition for TP3 funding. The following discussion summarizes these considerations.

Soliciting Applicants. GrantProse encourages the TP3 Commission to cast a wide net in their recruitment of applicants to submit grant proposals. Results of GrantProse evaluation activities to date and reports in the research literature indicate Providers other than the traditional state public universities (e.g., Regional Education Service Alliances, private universities, LEAs) perform generally as well if not better in some respects as the UNC Providers in the TPP Program. Additionally, non-traditional Providers have demonstrated creativity and flexibility in their programs.

Average Size of Awards and Number of Participants. Estimating that the TP3 Commission may have \$14M to make as many as eight awards over a 2-year period, the average award would be \$1.75M for the 2-year period. To ensure that each awardee is able to implement the full suite of best practices, the TP3 Commission should consider setting a minimum award size of at least \$800,000 for the 2-year period. The TP3 Commission should also consider setting the minimum number of participants an awardee is expected to serve based on the size of its award. For instance, using a 2-year per-participant average of \$70,000, a recipient of a \$1.75M award would be expected to serve no less than 25 participants as indicated in **Table 2**.

*It is important to note, the 2-year \$70,000 per-participant average used in **Table 2** does not include funds that NCSU, UNCG and WCU accessed through the state's MSA program or were committed by LEAs with the HPU and SREC programs.⁶*

Table 2. Minimum Number of Participants By Size of 2-Year Award	
Size of Award	Minimum number of participants selected for program
\$1,500,001 to \$1,750,000 total for 2 years	At least 25
\$1,250,001 to \$1,500,000 total for 2 years	At least 21
\$1,000,001 to \$1,250,000 total for 2 years	At least 17
\$800,000 to \$1,000,000 total for 2 years	At least 14

Provision of Participant Support. Significant factors contributing to recruiting and selecting the most qualified participants for the TPP Program are paying for participant salaries/fringe benefits during the internship and paying for university tuition and fees as well as other participant expenses such as books for courses, parking fees, and field trips and conferences. The TP3 Commission should consider standardizing this manner of support so that participants across all

⁶ In instances where a TPP Provider implements a 10-month internship, it could access as much as \$41,650 in MSA funding to pay participant salaries/fringe benefits during the internship. NCSU, UNCG and WCU made use of this program. At HPU, the Provider pays \$25,000 towards the participant internship salary with TPP funds and the LEAs make up the difference, presumably to hold participants harmless. At SREC, the Provider pays the entire salary/fringe benefits package with TPP funds except for the local supplement that LEAs pay, also presumably to hold participants harmless. For the most part, HPU and SREC implement 5-month internships.

grant programs are treated equitably. Especially important, the TP3 Commission should consider standardizing participant remuneration during their internship to ‘hold harmless’ the salary and fringe benefits paid during the internship relative to the individual’s prior most recent employment. If the Provider intends to implement a 5-month internship, it is possible this can be done within the bounds of the TPP funds, especially if a ceiling on institutional expenses (discussed below) is placed on the percentage allotted to institutional expenses. If the Provider intends to implement a 10-month internship, it is probable the Provider will need to supplement TPP funds with MSA funds or secure fiscal commitments from their partnering LEAs.

Provision of Program Leadership. Unquestionably, program leadership has been critical to the success of the TPP Program; however, expenses for institutional employees, contractual services and indirect costs vary widely among the TPP Providers, contributing in turn to considerable variation in how the Providers supported participant expenses. If participant salary/fringe benefits during their internship will be standardized to hold them harmless as advised above, then it will likely be necessary for TP3 programs to pare back other expenses. One consideration for any new grant competition is that a ceiling could be set on institutional expenses which based on these evaluation findings GrantProse believes could be 35-45% of the total TP3 funding, thereby freeing 55-65% of the TP3 funds to support participant expenses as discussed in the previous consideration. As demonstrated in **Figure 3** of this report, HPU, SREC and WCU are within this boundary, UNCG is close, and NCSU is above this boundary.

LEA Partnerships. The TP3 Commission should require applicants to demonstrate how they will form partnerships with LEAs including an MOU that delineates roles and responsibilities such as assisting with recruitment and selection, advising program leaders on continuous improvements, and arranging and supporting the participant’s internship with an accomplished school principal.

During the period of the full-time internship, LEAs should not expect that participants will fulfill other roles or duties in the school district. Although participant salaries/fringe benefits during the internship can be reimbursed from the TP3 program (possibly with MSA or LEA supplementing), the LEA should continue to carry the individual as an employee with the district to allow the individual to continue participating in the state’s retirement system.

And, to allow the greatest opportunity for participants to secure employment as a principal or assistant principal, the TP3 Commission should also seek to limit any restrictions that LEAs might place on participants finding employment outside the school district. This can become a problem if the LEA requires the individual to stay in the school district for some number of years after the program, possibly in exchange for funds the LEA may have committed in support of the individual during the program. In such instances, if an opening to advance to the principal or assistant principal position is not available in that school district, the individual’s career development is possibly retarded.

Application of a Cohort Model. The TP3 Commission should require applicants for grant funding to indicate how they will treat their participants as a cohort such that they progress together through the university coursework and participate together in other activities that are offered in the program. In its evaluation, GrantProse found that the cohort model allows for camaraderie and professional networking that may extend well beyond their program.

Independent Evaluation. Per legislative intent, the TP3 Commission is expected to “...develop a process with the Authority for early retrieval of grant funds from grant recipients due to noncompliance with grant terms, including participation in third-party evaluation activities.” While each grant recipient should be required to implement its own evaluation activities to inform continuous improvement activities, the TP3 Commission should consider implementing a robust independent third-party evaluation of all grant recipients that will look at participant outcomes as well as compare and contrast how the different grant recipients implement their programs with fidelity to the research-based best practices GrantProse has identified. An independent evaluation can apply common metrics across all programs to best ensure that programs can be compared for their relative strengths and weaknesses. How funds are expended in support of recruiting, supporting, and graduating the most highly qualified individuals to serve and raise achievement in the state’s high needs schools should be a part of this evaluation.

Defining High Need Schools. A final consideration for the TP3 Commission is to closely inspect the legislative definition of a high need school. The legislation specifies a number of criteria that must be factored together, and it is not clear to GrantProse how the word ‘identified’ should be interpreted in the criterion associated with Title I schools: *Is a school identified under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended.* Certainly, ‘identified’ is meant to include schoolwide Title I programs with relatively high incidence of lower income students.⁷ However, is the term also meant to include targeted assistance Title I programs where the incidence of lower income students may be much lower? GrantProse has produced a report identifying high need schools in the state appearing to meet the legislative definition when both schoolwide and targeted assistance programs are included in the analyses.⁸ In this instance, almost 80% of the schools in the state meet the high need definition. The legislation creates a forgivable scholarship loan program, valued as great as \$40,000, and establishes a standard of ‘Forgiveness Through Service’ that distinguishes between whether an individual serves at a high need school or a school that is not high need. For each year the individual serves at a high need school, 50% of the loan will be forgiven; however, only 25% of the loan is forgiven for each year served at a school that is not high need. Program graduates will be motivated to secure positions in high need schools, programs receiving TP3 grant funding will be motivated to prepare their participants for service in high need schools, and LEAs will be motivated to employ participants in high need schools. Considering this high stakes environment, individuals participating in TP3 grant programs as well as the TP3 Commission will be well served with a definition that clearly specifies what is and is not a high need school.

⁷ In North Carolina, schools with at least 40% low income students can participate in Title I schoolwide programs.

⁸ Carruthers, W. (2019, 3.06). *Evaluation Procedures: Identifying High Needs Schools: Second Report with Addendum (Report 3.06)*. Garner, NC: GrantProse, Inc.

APPENDIX A

Throughout 2018-19, the TPP Providers submitted periodic invoices to NCASLD to recover expenses incurred in their programs. The Providers used a common set of budget categories to classify these expenses: Personnel, Fringe Benefits, Travel, Materials/Supplies, Contractual, Other, and Indirect Costs. They used these same categories with the projected budgets submitted for 2019-20. However, there are many differences in how the Providers classify varied expenditures using these categories, and *GrantProse* sought to group like expenses in similar categories. For instance, a line item might indicate travel for 36 individuals...33 of whom were participants and 3 of whom were faculty. In this instance, 3/36th of the expense would be allocated to Institutional Travel and 33/36th of the expense would be allocated to Participant Other. **Table 3** provides the breakout of the Institutional and Participant expenses organized by *GrantProse* in the secondary analysis of Provider invoices and budget projections.

Table 3. <i>GrantProse</i> Secondary Analyses of Actual and Projected Expenses for 2018-20 Performance Period											
	HPU	NCSU		SREC		UNCG		WCU		Totals	
INSTITUTIONAL EXPENSES											
Personnel + Fringe	\$39,887	2.3%	\$926,512	39.1%	\$75,373	4.8%	\$456,144	26.3%	\$62,052	8.9%	\$1,559,967
Travel	\$9,667	0.6%	\$14,811	0.6%	\$28,192	1.8%	\$30,416	1.8%	\$24,393	3.5%	\$107,478
Materials	\$0	0.0%	\$0	0.0%	\$6,124	0.4%	\$3,933	0.2%	\$15,772	2.3%	\$25,830
Contractual	\$123,700	7.1%	\$47,316	2.0%	\$23,704	1.5%	\$58,275	3.4%	\$69,429	9.9%	\$322,424
Other	\$0	0.0%	\$17,091	0.7%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$17,091
Indirect	\$52,488	3.0%	\$175,539	7.4%	\$73,855	4.7%	\$68,903	4.0%	\$51,781	7.4%	\$422,566
Executive Coaches	\$207,844	12.0%	\$211,675	8.9%	\$281,354	18.0%	\$221,000	12.8%	\$54,320	7.8%	\$976,193
Institutional SubTotal	\$433,586	25.0%	\$1,392,943	58.8%	\$488,603	31.3%	\$838,671	48.4%	\$277,747	39.7%	\$3,431,550
PARTICIPANT EXPENSES											
Payments to LEAs	\$4,950	0.3%	\$17,169	0.7%	\$0	0.0%	\$0	0.0%	\$10,650	1.5%	\$32,769
Participant Stipends	\$850,500	49.0%	\$334,822	14.1%	\$675,001	43.2%	\$513,160	29.6%	\$246,713	35.3%	\$2,620,195
Participant Tuition	\$423,637	24.4%	\$459,375	19.4%	\$161,173	10.3%	\$269,921	15.6%	\$93,748	13.4%	\$1,407,856
Participant Other	\$22,152	1.3%	\$165,458	7.0%	\$237,452	15.2%	\$110,466	6.4%	\$70,874	10.1%	\$606,403
Participant SubTotal	\$1,301,239	75.0%	\$976,825	41.2%	\$1,073,626	68.7%	\$893,548	51.6%	\$421,985	60.3%	\$4,667,223
TOTAL	\$1,734,825	100.0%	\$2,369,768	100.0%	\$1,562,229	100.0%	\$1,732,219	100.0%	\$699,732	100.0%	\$8,098,772
											100.0%



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BEST PRACTICES IN PRE-SERVICE PRINCIPAL PREPARATION

Report 4.05

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INTRODUCTION

GrantProse, Inc. has served as an independent evaluator of the Transforming Principal Preparation Program (TP3) since 2016.² This report identifies and describes a suite of best practices commonly described in the research literature that principal preparation programs might implement if they desire to introduce ‘transformational’ improvements to their programs. To a large extent, the TP3 programs that have been funded since 2016 are implementing these practices.

OVERVIEW

Informed by the legislation funding TP3 and the literature (e.g. Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007) on which the legislative requirements were based, GrantProse staff identified important best practices in pre-service principal preparation and documented ways in which these practices were implemented across the five TP3 programs funded to date (Carruthers, Sturtz McMillen, Lovin, & Hasse, 2019). In addition, two projects with rigorous evaluation designs, the New Leaders Aspiring Principals (NLAP) program and the Principal Pipeline Initiative (PPI), recently reported positive, statistically significant student and school level achievement outcomes (Gates, Baird, Doss, Hamilton, Opper, Master, Tuma, Vuollo & Zaber, 2019; Gates, Baird, Master, & Chavez-Herreras, 2019). These projects have key pre-service principal preparation components that largely overlap the best practices employed by the TP3 funded programs and provide additional evidence for best practices in pre-service principal preparation. A third project, the University Principal Preparation Initiative (UPPI), is focused on the redesign of university principal preparation programs. The evaluation report for the first year of the UPPI (Wang, Gates, Herman, Mean, Perera, Tsai, Whipkey & Andrew, 2018) provides additional insight into the implementation of best practices, particularly in the beginning stages of the transformation process.

BEST PRACTICES

Programmatically, all of the currently funded TP3 initiatives are implementing a suite of research-based best practices with varying degrees of emphases, including:

- Providing dedicated leadership to the program,
- Broadly recruiting and rigorously selecting program participants,
- Forming partnerships and collaborating closely with Local Educational Agencies,
- Operating with participants as a cohort completing the program together,

¹ Suggested citation: Hasse, E., Carruthers, W., & Lovin, P. (2019, October). *Best Practices in Pre-Service Principal Preparation (Report 4.05)*. Garner, NC: GrantProse, Inc.

² In earlier reports produced in the course of evaluating the program, GrantProse has referred to the program as the “TPP program.” Per legislation passed in the summer 2019, the acronym for the program is now TP3 which is used throughout this report.

- Featuring authentic, project-based, and hands-on learning activities within and outside of the university coursework,
- Emphasizing instructional leadership and issues associated with student equity,
- Giving special consideration to the demands of high needs schools,
- Conducting full-time clinical internships of at least 5 months duration with coaching and mentoring, and
- Engaging in continuous improvement processes.

When asked in 2019 by GrantProse to rank order best practices, leaders in the five currently funded programs gave the highest rankings to executive coaching provided to participants, LEA partnerships, full-time internships, coursework aligned to NC Executive Leadership Standards, and selection of program participants using rigorous criteria. In the following discussion we provide more detail on the suite of best practices.

- *Provision of program leadership.* The quality and depth of implementation of the other best practices depends on program leadership. All five of the TP3 programs funded to date identify Project Directors, sometimes referred to as Principal Investigators, and provide for other forms of staffing. The TP3 Project Directors provide overall direction for the programs and work closely with key leaders such as the university faculty providing coursework, school district leaders partnering with the program provider, and contractors providing specialized services to the program. The program leadership also maintains close and supportive relationships with the program participants. The UPPI evaluators cited above also note the importance of effective leaders and find that program redesign requires both strategic and operational leadership from the lead and partner organizations. Furthermore, they found that documentation of work and cross training of leaders from each organization reduced disruption due to turnover.
- *How participants are recruited.* The extent to which programs work with Local Education Authority (LEA) partners to recruit highly effective and committed educators with demonstrated leadership potential is a key difference between TP3 and traditional programs. All of the TP3 programs funded to date have worked closely with LEA partners to develop recruitment strategies to meet the districts' needs from within. All of these programs also report the use of 'tapping' strategies where LEAs identify and personally recruit highly qualified individuals with strong leadership potential. One program reported an initial focus on high performing teachers broadening to other school specialists such as counselors and instructional facilitators (Mallory, Zwadyk, Johnson, & Davis, 2017). Some of the TP3 funded programs have worked with their districts to use targeted recruitment strategies to increase the diversity of the applicant pool. Similarly, The PPI, NLAP, and UPPI initiatives cited above all report the use of recruitment strategies focused on attracting high quality applicants.
- *How participants are selected.* A rigorous selection process is another key difference between TP3 and traditional programs. TP3 providers typically include an application and interview process and often live formative assessment of key leadership skills using tools such as simulations and group exercises. Programs look for evidence of ability to impact student growth and communicate with diverse audiences as well as successful experience leading adults. Programs describe multiple levels of screening so that candidates meet school district, university, and program criteria. Participants are selected by a selection committee using detailed decision-

making rubrics with active LEA involvement. Again, the PPI, NLAP, and UPPI initiatives all report changes in processes to make the selection of participants more rigorous and better aligned with the skills and dispositions needed to lead schools.

- *Engagement with LEAs.* Partnership with LEAs is also critical to many of the other best practices. Strong LEA partnerships include such features as Memoranda of Understanding clarifying financial and other commitments, regularly scheduled meetings and other forms of communication, cross organization working groups, frequent contact between program and LEA leaders including superintendents, joint work on curriculum design or redesign, a joint recruitment and selection process, close collaboration in planning internship (residency) placements and mentoring principal assignments, and joint participation in a continuous improvement process. The programs funded to date by the TP3 legislation generally include these features and have strengthened partner roles over time. The UPPI evaluation notes the importance of developing a shared vision as a guiding step to redesign.
- *Implementation of a cohort.* Traditional principal preparation programs typically present little to no expectation for the program participants to get to know each other and develop professional relations that support or otherwise advance their preparation. However, the TP3 programs funded to date treat their participants as cohorts with participants taking courses at the same time and sharing in similar experiences. These programs instituted a number of specific activities designed to develop trust and strong relationships in their cohorts including in-person experiences such as ropes courses, structured sharing of personal background and motivation, and field trips to schools and conferences as well as virtual experiences such as on-line forums and chat groups. TP3 participants have generally rated their cohort experience very highly.
- *Authenticity of experiences.* Authentic leadership experiences through project-based learning assignments (such as case studies and equity audits requiring interns to analyze school data), realistic simulations, coached practice in observing classroom instruction and providing feedback to teachers, and other actual leadership responsibilities before and during the internship provide opportunity for growth and development of leadership skills in authentic settings. TP3 faculty interviewed by GrantProse report collaborating to develop and embed authentic learning assignments across courses and TP3 participant survey responses emphasize the value of these experiences. Similarly, the NLAP initiative emphasizes experiential learning and scaffolding of experiences from discussion and simulation to leadership responsibilities in the clinical internship (residency). And, the UPPI programs worked to design both course curricula and internships to incorporate more authentic leadership activities characteristic of the activities of principals.
- *Emphasis on instructional leadership and issues of equity.* TP3 funded programs share an emphasis on the primary role of the principal as an instructional leader responsible for working with the school community to create a culture focused on learning and equity of outcomes for students rather than just acting as a building manager. The five programs funded through TP3 convey this emphasis through the focus of their classes, choice of required reading, and many of their additional workshops, seminars, speakers, and leadership experiences. When interviewed by GrantProse, TP3 faculty members described their programs as focused on equity and leadership in high need school settings. The NLAP program also stressed the importance of

instructional leadership as demonstrated by its assessment of participants on five standards including Instructional Leadership which included “measures of pedagogical and instructional leadership, data-driven instruction, observation and supervision of instruction, standards-based planning, and curriculum assessment” (Gates et al., 2019, p.53-54). Similarly, the PPI school districts increased emphasis on instructional leadership in their pre-service programs and in evaluation of principals.

- Emphasis on high need schools. Aligned with the legislation funding TP3, the five programs funded to date are focused on preparing principals and assistant principals to serve in high need schools and LEAs, and emphasize the particular challenges found in their partner LEAs. The emphasis on high need schools is seen in course work, special seminars, workshops and field experiences that address equity, social justice, and strategies for helping schools and students overcome the challenges of poverty. Assignments such as interviewing the school social worker or the school district coordinator of services to homeless students are used to broaden students’ perspectives and help them to understand the programs and services available in their districts. Several programs visit schools that have been successful with high need populations of students; others invite guest speakers with successful experiences working with these populations.
- Full-time internship with coaching/mentoring. Traditional principal preparation programs often do not require a full-time residency but rather candidates carry out part-time internships while continuing to work in their full-time teaching position at the same school. Per a requirement of the legislation, TP3 funded programs worked with LEA partners to create full-time internship positions for at least five months; three of the five programs were able to implement 10-month academic year internships for all of their interns. GrantProse finds that most stakeholders including TP3 directors, LEA representatives, and mentor principals express strong support for a 10-month internship, explaining that the interns need to experience a full academic year to learn the tasks involved in hiring, scheduling, opening school, budgeting, planning for the subsequent year, testing, and closing school. All of the TP3 funded programs have multiple levels of mentoring and coaching with support provided by on-site mentor principals, executive coaches, and university faculty. TP3 directors explain the importance of close cooperation with LEA partners in order to place interns with mentor principals who will teach them the skills they need rather than placing them in the schools where the district needs to fill a position. The NLAP and PPI programs used various models to provide internship experiences with individualized coaching to participants. For example, the NLAP interns, known as residents, usually serve as district employee assistant principals during a year-long residency.
- Independent evaluation and continuous improvement processes. Each of the TP3 funded programs engages in continuous review and program improvement activities. The programs utilize formal and informal data from multiple sources (e.g., participants, coaches, mentors, faculty) to identify and implement program improvements. Further, the programs conduct periodic and ongoing formal and informal meetings with LEA partners and actively seek program feedback. Additionally, the North Carolina Alliance for School Leadership Development contracts with GrantProse, Inc. to conduct an independent evaluation of the Transforming Principal Preparation program with the express purpose of identifying best practices and measuring outcomes especially with respect to impact on student achievement. In other practices, the PPI and UPPI efforts both include the development of Leader Tracking

Systems (Anderson, Turnbull, Arcaira, 2017) to inform continuous improvement and NLAP emphasizes collection and use of data for continuous improvement at the participant, district, and program level.

While TP3 initiatives funded to date as well as the other programs we review in this report are each unique and have developed different activities, characteristics, and qualities, they are all distinguished from more traditional principal preparation programs by the quality of their commitment to the best practices described above. Initial results from North Carolina's TP3 initiatives funded to date as well as the research literature indicate graduates of these 'transformational' programs will have enhanced skills for providing leadership to high need students and schools. The variety of models both within and beyond TP3 indicates that there are multiple ways to implement these best practices while adapting to local conditions and meeting local needs. In the next section, we provide more detail from a selection of recent research reports that validate the emphasis on principal preparation as a strategy for improving student and school outcomes and include discussion of strategies and tools for implementation.

RECENT RESEARCH REPORTS

Our review of recent reports in the literature associated with principal preparation programs provides support for many of the best practices we have described above. GrantProse staff reviewed recent (2017-2019) literature with an emphasis on multisite programs with rigorous evaluations, detailed evaluation reports, and North Carolina connections. Three initiatives were identified and reviewed in depth. These initiatives are discussed below chronologically according to their baseline year. **Table 1** provides a summary of the publications related to these initiatives. Additional recent publications specific to innovations in North Carolina programs are summarized in **Table 2**. Finally, a sampling of additional literature discussing tools and methodology specific to the evaluation of principal preparation programs is presented in **Table 3**.

The first initiative, evaluation of the New Leaders Aspiring Principals Program (Gates, Baird, Doss, Hamilton, Opper, Master, Tuma, Vuollo & Zaber, 2019) was funded by a Department of Education i3 validation grant. The New Leaders Program required three components: 1) selective recruitment and admission, 2) training and endorsement, and 3) support for new principals. While many key features of these components are similar to those required by the North Carolina TP3 programs, a major difference is that the NLAP program includes intensive support for new principals for at least their first year in that role while the TP3 legislation is focused chiefly on pre-service preparation. The training component included a year-long residency or clinical internship where aspiring principals were employed by school districts usually as an assistant principal, while receiving extensive training, mentoring, and coaching. Similar to the NC TP3 programs funded to date, the aspiring principals did not pay tuition and were paid salaries during their residencies. A quasi-experimental design analyzing school and student outcomes in partner districts across the U.S. (including Charlotte Mecklenburg Schools (CMS)) for cohorts graduating from the New Leaders program in 2012-13 or later found statistically significant positive effects on elementary and middle school student and school level measures of achievement in mathematics and English Language Arts (ELA) when compared to effects of other novice principals in the same districts.

The second initiative, the Principal Pipeline Initiative was funded by the Wallace Foundation from 2012-15 with the evaluation (Gates, Baird, Master, & Chavez-Herrerias, 2019) extending beyond to data collected through the 2016-17 school year. This initiative, with six large urban districts (including CMS), had four required components: principal standards, pre-service preparation, selective hiring and placement, and aligned evaluation and support for principals. Districts were also required to begin development of a Leader Tracking System. Each of the six districts involved in the initiative successfully implemented all four components while adapting them to their local context. The quasi-experimental methodology included comparisons of the results of schools that received a new principal in participating districts with a pool of matched schools also led by a new principal in non-participating districts in the same state. District wide effects were also studied. Positive and statistically significant effects were found on student achievement in mathematics and for English language arts in schools that received a new principal and across all schools in the participating districts. The initiative also had positive effects on retention of new principals. The evaluation was not designed to tease out the effects of the individual program components but did analyze and report on the cost of the initiative (Kaufman, Gates, Harvey, Wang, & Barrett, 2017) and the ways in which the initiative was sustained after the grant funding (Anderson & Turnbull, 2019). The overall cost of the entire pipeline initiative was calculated and found to be low in proportion to overall district budgets and low as a per pupil expenditure. The cost per principal (not just pre-service principals in training) was also low. Two components in particular—developing principal standards and improving hiring and placement practices—were very low cost. Delivery of pre-service preparation and aligned evaluation and support for serving principals were both much more expensive than the other two components and more variable from district to district. Variation in length of the residency was a key cost driver of pre-service preparation. Some districts spent more on pre-service preparation while others appeared to shift the cost to job-embedded professional development and support for principals and assistant principals. The initiative was sustained by all of the districts after grant funding ended although some reduced emphasis and expenditures on the preparation of new principals possibly due to increased retention and performance of principals supported by the pipeline.

The third initiative, the University Principal Preparation Initiative, is funded by the Wallace Foundation and ongoing. This initiative includes seven University Principal Preparation Programs and their district, state, and mentor program partners and is funded for four years (2016-20). Initial evaluation results focusing on implementation during the first year have been published (Wang, Gates, Herman, Mean, Perera, Tsai, Whipkey & Andrew, 2018). This initiative with its focus on pre-service preparation, university/school district partnerships, and goals to develop state policies to promote better preparation statewide is the most similar of the three reviewed to the North Carolina TP3 initiative. The researchers reported on the process of developing a shared vision for each program, redesign of the curriculum and other program elements, leadership elements critical to the redesign process, partner engagement strategies, development and implementation of Leader Tracking Systems, and strategies to overcome challenges such as turnover and institutional barriers to change such as university policies. Lessons learned included the importance of: engaging the right partner organizations and people, devoting time to building strong relationships, and taking time to build common definitions, understandings, and vision. The appendix includes a meeting observation protocol, which may be useful to other programs in their continuous improvement processes.

Table 1: Summary of Publications related to Principal Preparation Initiatives

Topic or Initiative	Citation	Type of resource	Study design	Relevant Findings
New Leaders Aspiring Principals Program (preparing pre-service principals) evaluation funded by a Department of Education i3 validation grant. School and student outcomes were analyzed in partner districts across U.S. (including CMS and DC Public Charter schools) for the cohorts graduating in 2012-2013 or later.	Gates, S. M., Baird, M. D., Doss, C. J., Hamilton, L. S., Opper, I. M., Master, B. K., & Zaber, M. A. (2019). Preparing School Leaders for Success: Evaluation of New Leaders' Aspiring Principals Program, 2012-2017. RAND Corporation.	Evaluation Report A separate appendix with technical details is also available.	Quasi-experimental quantitative design comparing results of New Leaders principals with other novice principals in the same districts. This study was designed to meet WWC standards with reservations and includes extensive description of the study's methodology in the report and its technical appendices.	The New Leaders Aspiring Principals (NLAP) program has three components: 1) selective recruitment and admission, 2) training and endorsement, and 3) support for new principals. While many key features of these components are similar to those required by the North Carolina TP3 initiative, a major difference is that the NLAP program includes intensive support for new principals for at least their first year in that role while the NC TP3 legislation focuses on pre-service preparation. The NLAP program is premised on Darling Hammond et al. 2007 and Larsen et al. 2016 who establish features of effective principal preparation programs. The study discusses how NLAP incorporates the features of effective principal preparation programs and then goes on to analyze outcome data for graduates of the program including placement and retention in principal role, student achievement and attendance, and district and participant satisfaction with the program. The study reported 91% of graduates had served as a principal or assistant principal by three years after program completion and 67% had served as a principal by five years after completion. The study reported that New Leaders principals had statistically significant positive effects on elementary and middle school student and school level measures of achievement in mathematics and English Language Arts when compared to effects of other novice principals in the same districts. Statistically significant effects were not found for high school students and schools probably due to small sample sizes as few graduates served as high school principals; the researchers noted that in many districts the career path to becoming a high school principal was longer with multiple stages. Another confounding factor was that several of the districts were working with multiple principal preparation programs providing similar key features.

Table 1 Continued

Topic or Initiative	Citation	Type of resource	Study design	Relevant Findings
Principal Pipeline Initiative - 6 large urban districts (including CMS) funded by Wallace Foundation from 2012-2015. Three studies	Gates, S. M., Baird, M. D., Master, B. K., & Chavez-Herrerias, E. R. (2019). Principal pipelines: A feasible, affordable, and effective way for districts to improve schools. RAND Corporation.	Evaluation Report	Quasi-experimental quantitative and qualitative analysis of the Pipeline Initiative.	The initiative had four required components: principal standards, pre-service preparation, selective hiring and placement, and aligned evaluation and support for principals. Districts were also required to begin development of a Leader Tracking System. Each of the six districts involved in the initiative successfully implemented all four components while adapting them to their local context. Positive and statistically significant effects were found on student achievement in mathematics and for English language arts in schools that received a new principal and across all schools in the districts. The initiative also had positive effects on retention of new principals. The evaluation was not designed to tease out the effects of the individual components. Data sources and methodology including the matching algorithm for the quantitative outcome evaluation are presented in detail in the appendices.
	Anderson, L. M., & Turnbull, B. J. (2019). Sustaining a Principal Pipeline. Washington D.C. Policy Studies Associates.	Evaluation Report	This was a follow-up study based on interviews and surveys describing how the pipeline initiative was maintained and developed and perceptions of its effects through 2018.	All six districts maintained principal pipeline initiatives based on four components: principal standards, pre-service preparation, selective hiring and placement, and aligned evaluation and support for principals. Due to better retention, some of the districts were able to reduce number of new principals being prepared. New principals prepared after the initiative began reported more emphasis on school improvement and instructional leadership in their preparation programs and better preparation on leadership practices than principals prepared earlier. Districts reported investing in improved partnerships with university preparation programs. District leaders' responses support importance of leader tracking systems and principal supervisors in the hiring and support of new principals. The report notes that many of the pipeline innovations are very low cost.

Table 1 Continued

Topic or Initiative	Citation	Type of resource	Study design	Relevant Findings
	Kaufman, J. H., Gates, S. M., Harvey, M., Wang, Y., & Barrett, M. (2017). <i>What It Takes to Operate and Maintain Principal Pipelines: Costs and Other Resources</i> .	Evaluation Report - a shorter research brief is also available	Analysis of district and grant funder spending and use of resources including personnel time to support the pipeline initiative	<p>The overall cost of the entire pipeline initiative was calculated and found to be low in proportion to overall district budgets and low as a per pupil expenditure. The cost per principal (not just pre-service principals in training) was also low. Two components in particular, developing principal standards and improving hiring and placement practices were very low cost. Delivery of pre-service preparation and aligned evaluation and support for serving principals were both much more expensive than the other two components and more variable from district to district. Variation in length of the residency was a key cost driver of pre-service preparation. Some districts spent more on pre-service preparation while others appeared to shift the cost to professional development for principals and assistant principals. Costs for developing Leadership Tracking Systems and for implementation of the School Administration Manager process to increase instructional leadership are separately broken out.</p> <p>This report includes an appendix and separate downloadable spreadsheet tool for collecting and analyzing cost data that may be of particular interest to district partners tracking the cost of principal pipeline efforts.</p>

Table 1 Continued

Topic or Initiative	Citation	Type of resource	Study design	Relevant Findings
University Principal Preparation Initiative - 7 University Principal Preparation Programs and their district, state and mentor program partners funded for 4 years (2016-2020) by the Wallace foundation.	Wang, E. L., Gates, S. M., Herman, R., Mean, M., Perera, R., Tsai, T., ... & Andrew, M. (2018). <i>Launching a Redesign of University Principal Preparation Programs: Partners Collaborate for Change</i> . Santa Monica, CA.: RAND Corporation.	Evaluation Report	Qualitative	This paper discusses findings from the first year of redesign of seven programs (including NCSU) supported by the Wallace Foundation University Principal Preparation Initiative (UPPI). Each of the seven programs had a lead university, multiple partner districts, a state partner, and a mentor program. The findings include discussion of best practices previously identified by Darling-Hammond et al. (2007) and an in-depth analysis of curriculum and internship redesign and partner engagement strategies. The programs were quite different in their initial starting point with respect to various of the identified best practices, thus different programs faced different challenges in redesign. The researchers reported on the process of developing a shared vision for each program, redesign of the curriculum and other program elements, leadership elements critical to the redesign process, partner engagement strategies, development and implementation of Leader Tracking Systems, and strategies to overcome challenges such as turnover and institutional barriers to change (e.g. university policies). Lessons learned included the importance of: engaging the right partner organizations and people, devoting time to building strong relationships, and taking time to build common definitions, understandings, and vision.

Table 2: North Carolina Programs

Topic or Initiative	Citation	Type of Resource	Summary
North Carolina Programs	Fusarelli, B. C., Fusarelli, L. D., & Drake, T. A. (2019). NC State's Principal Leadership Academies: Context, Challenges, and Promising Practices. <i>Journal of Research on Leadership Education</i> , 14(1), 11-30.	Journal Article	This article describes the development of NCSU's Principal Leadership Academies.
	Fusarelli, B. C., Fusarelli, L. D., & Wirt, L. G. (2018). Developing and Sustaining School-University-Community Collaborative Partnerships to Develop School Leaders in Rural Areas. In Reardon, R. M., & Leonard, J. (Eds.). (2018). <i>Innovation and Implementation in Rural Places: School-university-community Collaboration in Education</i> . (pp. 3-28). Charlotte, NC.: IAP.	Book Chapter	This book chapter describes the development of NCSU's Northeast Leadership Academy to meet the needs of North Carolina's rural northeastern school districts. It explains the defining values and features of the program, how it differs from traditional programs, features of the partnership, and lessons learned.
	Hewitt, K., Schmidt-Davis, J., & Davis, A. (2018). Germinating, Growing, And Renewing A District-University Partnership To Prepare Rural School Leaders. In Reardon, R. M., & Leonard, J. (Eds.). <i>Innovation and Implementation in Rural Places: School-university-community Collaboration in Education</i> . (pp. 29-56). Charlotte, NC.: IAP.	Book Chapter	This book chapter describes the development of UNC-Greensboro's Principal Preparation for Excellence and Equity in Rural Schools (PPEERS) program to meet the needs of its rural school district partners. It explains the overarching conceptual framework of the program and the ways in which program design was co-created with the partners.
	Holloman, H. L., & Novey, D. A. (2018). Developing a National Model for Principal Preparation through Service Leadership. <i>International Journal of Educational Leadership Preparation</i> , 13(1), 24-50.	Journal Article	The researchers explain service learning pedagogy and describe its implementation in the East Carolina University Principal Preparation Program.

Table 2 Continued

Topic or Initiative	Citation	Type of Resource	Summary
	Mallory, B. J., Zwadyk, B., Johnson, T., & Davis, J. V. (2017). Selecting Top-of-the-Class Teachers for an Alternative Principal Preparation Program. <i>Journal of the National Association for Alternative Certification</i> , 12(2), 3-20.	Journal Article	This article discusses the recruitment and selection process used by High Point University Leadership Academy and their partner districts for Cohorts I and II. The authors discuss both the advantages and dangers inherent in a personalized targeted district tapping process and makes recommendations for increasing the candidate pool and the equity of the process.

Table 3: Additional Tools

Topic or Initiative	Citation	Type of resource	Study Design	Summary
Leader Tracking Systems	Anderson, L.M., Turnbull, B.J. Arcaria, E.R. (2017). Leader Tracking Systems: Turning Data into Information for School Leadership. Washington D.C.: Policy Studies Associates.	Report	Descriptive	Describes what a Leader Tracking System (LTS) is, why school districts should invest in an LTS, and school district advice for development and implementation of an LTS.
Continuous Improvement	Cosner, S. (2019). What Makes a Leadership Preparation Program Exemplary?. <i>Journal of Research on Leadership Education</i> , 14(1), 98-115.	Journal Article	Review	Reviews exemplary programs use of continuous improvement processes.

Table 3 Continued

Topic or Initiative	Citation	Type of resource	Study Design	Summary
Outcome Measures	Fuller, E., & Hollingworth, L. (2018). Questioning the use of outcome measures to evaluate principal preparation programs. <i>Leadership and Policy in Schools</i> , 17(2), 167-188.	Journal Article	Review of other studies' methodologies and program evaluation standards.	The three most common outcome measures used to evaluate principal preparation program success are placement as a principal, retention as a principal, and improvement of student achievement. The authors conclude that evaluation of programs based on these outcomes is not necessarily accurate.
	Grissom, J. A., Mitani, H., & Woo, D. S. (2019). Principal preparation programs and principal outcomes. <i>Educational Administration Quarterly</i> , 55(1), 73-115.	Journal Article	Analysis of ten years of Tennessee's administrative data comparing graduates of different principal preparation programs on a variety of outcome measures.	Different results are found depending on which outcome measures are studied. Further challenges are presented by variation in the schools in which new principals serve and programs with too few graduates to assess.
Making changes at the state level	Hunt, E. L., Hood, L., Haller, A. M., & Kincaid, M. (2019). <i>Reforming Principal Preparation at the State Level: Perspectives on Policy Reform from Illinois</i> . Routledge.	Book	Multiple chapters with different authors present different stages of the reform process.	This book describes Illinois' long and detailed process to develop, implement, sustain, and evaluate transformation of principal preparation programs.

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Hewitt, K., Schmidt-Davis, J., & Davis, A. (2018). Germinating, Growing, And Renewing A District-University Partnership To Prepare Rural School Leaders. In Reardon, R. M., & Leonard, J. (Eds.). *Innovation and Implementation in Rural Places: School-university-community Collaboration in Education*. (pp. 29-56). Charlotte, NC.: IAP.

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Transforming Principal Preparation (TPP) Program Grant Quarterly Report Jul–Sept 2019

Report 4.06

Pamela Lovin, William Carruthers, & Eleanor Hasse¹

Released November 2019

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 have received grant funding, and the TPP program participants who are receiving principal preparation training.

This report provides information on GrantProse's evaluation of NCASLD, TPP Provider agencies, and TPP program participants for the third quarter of 2019, July 1 through September 30. This is the fifteenth 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

In August, NCASLD finalized its approval of all five TPP budgets for the 2019-20 year. 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 updated earlier (see NCASLD Quarterly Report Jul-Sep 2018) appear to be successful in (a) supplying Providers with timely feedback, and (b) receiving timely responses from Providers regarding questions/updates.

¹ Suggested citation: Lovin, P., Carruthers, W., & Hasse, E. (2019, November). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jul–Sep 2019 (Report 4.06)*. Garner, NC: GrantProse, Inc.

Contractual Obligations

NCASLD appears to be in compliance with all contractual obligations. Effective June 30, 2019, Senate Bill 227 was passed in Session 2019 of the NC General Assembly. This legislation established *“An act to maintain administration for current grant recipients of the existing Transforming Principal Prep Program and phase in administration by the new Principal Fellows and TP3 Commission.”* NCASLD will continue to administer the TPP program for the 2019-20 year with the current five TPP Providers and for the 2020-21 year with High Point University, Sandhills Regional Education Consortium, and UNC-Greensboro. Dr. Shirley Prince with NCASLD is appointed a member of the TP3 Commission.

Timeline

The following chart shows the status of activities established in the legislation or NCASLD scope of work for this reporting period. NCASLD has met milestones established for the fourteenth quarter of the project. **Table 1** indicates significant activities completed during the July to September quarter.

Table 1. NCASLD & GrantProse Activities Completed in July through September 2019

Date	Function	Activity
7/31/2019	Evaluation	GrantProse submitted the Year 3 annual evaluation report to NCASLD.
8/27/2019	Implementation	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.

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: Dr. Prince provided consultation to the TP3 Commission during this quarter on the process of conducting a new grant competition. Dr. Prince also shared with the Commission the Request for Proposal that NCASLD distributed in the 2016-17 year when soliciting initial applicants for the TPP program.

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 GrantProse to conduct all evaluation activities of the TPP Programs. This evaluation has been ongoing since the beginning of the program.

E. Evaluate grantee(s) for grant renewal: No new information to report.

F.1. Additional Proposed Activities of NCASLD: Provide technical assistance to grantee Providers: In varied communications and meetings, NCASLD shared information about the new legislation and the TP3 Commission with the current TPP Providers.

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 a meeting of the Professional Learning Network (PLN) on August 27, 2019. The meeting took place at NCSU's Friday Institute. The PLN focused on differentiating the residency experience for individual students. GrantProse has produced an observation report of this meeting.

TIER 2: EVALUATION OF PROVIDERS

Budget

In August, NCASLD finalized its approval of all five TPP budgets for the 2019-20 year. **Table 2** provides a breakdown of these budgets by major budget category.

Table 2. TPP Budgets for 2019-20.

Category	HPU	NCSU	SREC	UNCG	WCU
Personnel	\$17,835.00	\$358,411.00	\$10,000.00	\$184,886.00	\$78,700.00
Fringe	\$2,882.00	\$113,247.00	\$2,722.00	\$59,076.00	\$6,517.75
Travel	\$6,242.02	\$57,430.00	\$40,000.00	\$40,728.00	\$67,200.00
Materials	\$4,684.00	\$3,850.00	\$24,570.87	\$22,119.00	\$12,830.00
Contractual	\$1,043,124.00	\$159,312.00	\$173,000.00	\$230,833.00	\$79,830.00
Other	\$313,973.00	\$456,724.00	\$573,944.67	\$395,827.00	\$255,162.62
Indirect	\$41,981.00	\$91,918.00	\$41,211.88	\$33,867.00	\$40,019.23
Total	\$1,430,721.02	\$1,240,892.00	\$865,449.42	\$967,336.00	\$540,259.60

TIER 3: EVALUATION OF PARTICIPANTS

GrantProse continued to monitor the placement of TPP participants in Principal and Assistant Principal positions as well as the retention of 2018-20 TPP participants by the TPP Providers.

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 GrantProse evaluation team. Tier 3 Evaluation: GrantProse continues to track Principal and Assistant Principal (P/AP) placements of individuals completing the 2016-18 funding cycle and those currently involved in the 2018-20 funding cycle. An analysis of achievement test results is being initiated for those from the 2016-18 cycle who are now in P/AP positions.

Overall, NCASLD and the TPP Programs continue to make progress along a challenging timeline while maintaining compliance with program and legislative requirements.

APPENDIX A

This section lists selected documents and reports GrantProse has produced for the TPP grant program to date.

Annual Reports to SEAA

Sturtz McMillen, J., Carruthers, W., Hasse, E., & Dale, E. M. (2017, July). *Transforming Principal Preparation Grant Program: First Year, Annual Report*. Garner, NC: GrantProse, Inc.

Sturtz McMillen, J., Carruthers, W., Hasse, E., Lovin, P., & Hasse, E. (2018, July). *Transforming Principal Preparation Grant Program: Second Year, Annual Report*. Garner, NC: GrantProse, Inc.

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Carruthers, W., Sturtz McMillen, J., Lovin, P., & Hasse, E. (2019, July). *Transforming Principal Preparation Grant Program: Third Year, Technical Report*. Garner, NC: GrantProse, Inc.

Quarterly Reports to NCASLD

Carruthers, W., Braswell, J., Hasse, E. (2016, May). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Jan-Mar 2016*. Garner, NC: GrantProse, Inc.

Carruthers, W., Braswell, J., Hasse, E. (2016, July). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Apr-Jun 2016*. Garner, NC: GrantProse, Inc.

Braswell, J., Hasse, E., McMillen, J., & Carruthers, W. (2016, November). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Jul-Sept 2016*. Garner, NC: GrantProse, Inc.

Carruthers, W., Braswell, J., Hasse, E., McMillen, J. (2016, January). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Oct-Dec 2016*. Garner, NC: GrantProse, Inc.

Carruthers, W., Braswell, J., Hasse, E., McMillen, J. (2017, June). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Jan-Mar 2017*. Garner, NC: GrantProse, Inc.

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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: GrantProse, 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: GrantProse, Inc.

Note: The annual report for the 2017-18 year doubles as the quarterly report for Apr-Jun 2018.

Lovin, P., Sturtz McMillen, J., Carruthers, W., & Hasse, E. (2018, October). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jul-Sep 2018 (Report 3.02)*. Garner, NC: GrantProse, Inc.

Lovin, P. M., Sturtz McMillen, J., Carruthers, W., & Hasse, E. (2019, February). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Oct-Dec 2018 (Report 3.04)*. Garner, NC: GrantProse, Inc.

Lovin, P. M., Sturtz McMillen, J., Carruthers, W., & Hasse, E. (2019, June). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jan-Mar 2019 (Report 3.07)*. Garner, NC: GrantProse, Inc.

Note: The annual report for the 2018-19 year doubles as the quarterly report for Apr-Jun 2019.

Lovin, P., Carruthers, W., & Hasse, E. (2019, November). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jul-Sep 2019 (Report 4.06)*. Garner, NC: GrantProse, Inc.

Evaluation Reports

Carruthers, W. (2018, March). *TPP Participants' Survey: Mid-Year 2017-18*. Garner, NC: GrantProse, Inc.

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Carruthers, W., Hasse, E., & Lovin, P. (2019, August). *Highlights of 2018-19 Evaluation (Report 4.02)*. Garner, NC: GrantProse, Inc.

Carruthers, W., Hasse, E., & Lovin, P. (2019, October). *Highlights of the 2018-19 TPP Annual Report (Report 4.04)*. Garner, NC: GrantProse, Inc.

Hasse, E., Carruthers, W., & Lovin, P. (2019, October). *Best Practices in Pre-Service Principal Preparation (Report 4.05)*. Garner, NC: GrantProse, 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: GrantProse, Inc.

Principal Preparation Program Grant: Report on Proposal Review and Award Recommendations: Fall 2016 Competition. (2016, October). Garner, NC: GrantProse, Inc.

Transforming Principal Preparation in NC: Program Update Summary (2017, March). Garner, NC: GrantProse, Inc. (Prepared for Representative Blackwell)

Electronic documentation for the PED Measurability Assessment (2017, August) composed by NCASLD, GrantProse, 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 <i>GrantProse</i> 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 <i>GrantProse</i> conduct phone interviews with all Provider agencies on recruitment, selection, and mentor processes.
March 2017	<i>Transforming Principal Preparation in NC: Program Update Summary</i> 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 <i>GrantProse</i> met with NCGA representatives from the Program Evaluation Division (PED) to discuss the upcoming submission of the Measurability Assessment.
July 31, 2017	<i>GrantProse</i> 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, <i>GrantProse</i> , and SEAA met to develop plan and finalization, respectively, for Measurability Assessment documentation.
August 2017	NCASLD, <i>GrantProse</i> , 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 13, 2017	Program Directors attended digital finance meetings conducted by NCASLD.
September 6, 2017	NCASLD posted the Year 1 annual evaluation report to their website.
September 11-22, 2017	<i>GrantProse</i> conducted observations of project activities.
October, 2017	NCASLD provided technical assistance to Providers via a virtual meeting regarding planning and budgeting for future cohorts.

Date	Activity
October 5, 2017	NCASLD and GrantProse 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 GrantProse's TPP observations conducted in September 2017.
October 31, 2017	GrantProse submitted the seventh quarterly (Year 2, Quarter 3) NCASLD evaluation report.
November 1, 2017	NCASLD hosted, along with NYCLA, the first <i>face-to-face</i> Professional Learning Network meeting.
November 6 – December 7, 2017	GrantProse 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	GrantProse 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 <i>virtual</i> Professional Learning Network meeting.
December 23, 2017	GrantProse 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	GrantProse 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.
Feb 13 – March 15, 2018	GrantProse conducted observations of project activities.
March 7, 2018	NCASLD meets with PED to receive feedback on results of Measurability Assessment and plans for April 9 presentation to NC 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 BEST NC to provide update on the program.
March 22, 2018	GrantProse provides NCASLD finalized Growth Plans based on results to date, which NCASLD disseminates to each TPP Provider agency
March 28, 2018	NCASLD and GrantProse 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.
April 9, 2018	NCASLD and GrantProse attend PED Measurability Assessment results presentation to NC Legislature.
April 24, 2018	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TPP Program Directors and staff.
May 21, 2018	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TPP Program Directors and staff.
April/May 2018	GrantProse disseminated electronic surveys to (1) LEA representatives partnered with TPP Programs, (2) Program participants completing their internships in May/June, (3) Principal mentors of program participants completing their internships in May/June, and (4) Executive Coaches.

Date	Activity
May 24 – June 28, 2018	GrantProse conducted continued observations of project activities.
June 2018	Annual evaluation reports submitted by all six programs.
May-August 2018	GrantProse disseminated electronic surveys to incoming Program participants in order to assess baseline knowledge, self-efficacy, and commitment to the principalship.
July 31, 2018	GrantProse submits the Year 2 annual evaluation report to NCASLD.
August 8, 2018	NCASLD hosts virtual legislation update for TPP Providers
August 31, 2018	NCASLD and NCDPI execute an MOA for sharing NCDPI data on graduates of all principal prep programs in the state.
September 2018	NCASLD approves four of the five TPP Provider budgets.
September 7, 2018	NCASLD hosts a virtual discussion of Financial Handbook for TPP Providers
October – December 2018	GrantProse continues observing select coursework/authentic learning experiences for each Provider
October 2, 2018	NCASLD hosts in-person meeting of the PLN at the NCSU Friday Institute
October 17, 2018	GrantProse releases report on Funding Cycle II Participants' Pre-Survey Results
November 13, 2018	GrantProse submits the quarterly (Year 3 Quarter 3) NCASLD Evaluation Report
December 15, 2018	Provider agencies submit TPP Mid-Year Report
January-March 2019	GrantProse continues observing select coursework/authentic learning experiences for each TPP Provider
January-March 2019	GrantProse conducted interviews with faculty members from each course observed this quarter
January-March 2019	GrantProse continued to develop electronic surveys for participants to be disseminated in April 2019.
January 15, 2019	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.
February 18, 2019	GrantProse submits the eleventh quarterly (Year 2, Quarter 4) NCASLD evaluation report.
March 20, 2019	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TPP Program Directors and staff.
April 2, 2019	NCASLD hosts in person meeting of the PLN at the Center for School Leadership Development at UNC-CH.
June 18, 2019	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TPP Program Directors and staff.
July 31, 2019	GrantProse submitted the Year 3 annual evaluation report to NCASLD.
August 27, 2019	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.

REPORT TO INSTITUTIONAL REVIEW BOARDS

Report 4.07

Janey McMillen, William Carruthers, Eleanor Hasse, & Pamela Lovin ¹
 Released January 2020

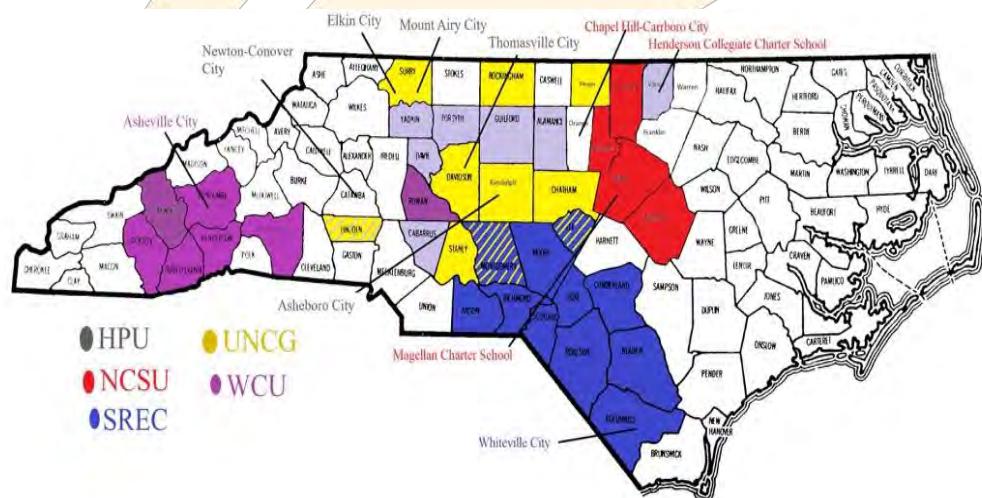
OVERVIEW

Five institutions, referred to as Providers, have been implementing Transforming Principal Preparation Programs (TPP Programs) since the 2016-17 year:

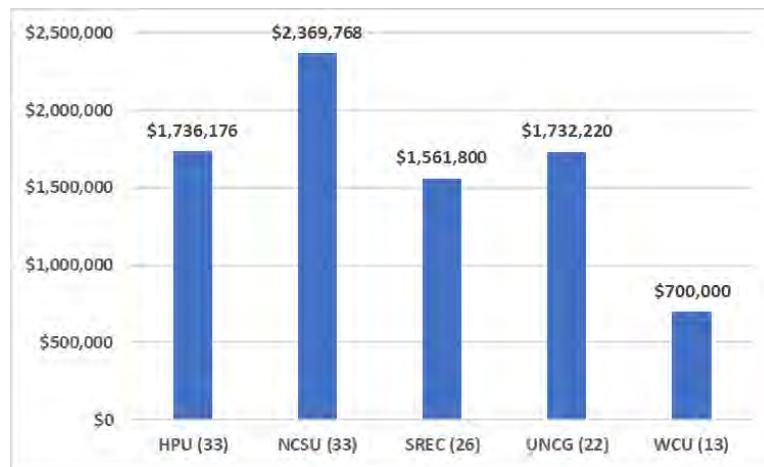
- *High Point University (HPU)*
- *North Carolina State University (NCSU)*
- *Sandhills Regional Education Consortium (SREC)*
- *University of North Carolina-Greensboro (UNCG)*
- *Western Carolina University (WCU)*

These Providers completed one cycle of grant programs during the 2016-18 period graduating 118 participants. A second cycle is now underway for the 2018-20 period with 127 participants enrolled. In 2018-19, the Providers established partnerships with 47 Local Educational Agencies (LEA) in 37 of North Carolina's counties, shown in **Figure 1**. **Figure 2** indicates NCSU is operating with the largest grant award during the 2018-20 performance period and WCU is operating with the smallest award. Numbers in parentheses on this and later figures indicate the number of participants each Provider is serving.

Figure 1. County and City LEAs Partnered with TPP Providers



¹ Suggested citation: McMillen, J., Carruthers, W., Hasse, E., & Lovin, P. (2020, January). *Report to Institutional Review Boards (Report No. 4.07)*. Garner, NC: GrantProse, Inc.

Figure 2. Total Amount of 2-Year TPP Awards Made in 2018-20 to Each Provider

EVALUATION FINDINGS

Since 2016-17, the North Carolina Alliance for School Leadership Development (NCASLD) has contracted with GrantProse, Inc. to carry out an independent evaluation of the TPP Program. This evaluation has three tiers: 1) an evaluation of NCASLD's performance as TPP Program administrator, 2) an evaluation of the institutions implementing TPP grants, and 3) an evaluation of the individuals participating in the TPP Programs. This report summarizes evaluation activities for Tiers II and III.

Tier II: Evaluation of TPP Providers. The GrantProse evaluation is multi-faceted, incorporating observations, surveys, interviews, reports from the Providers, and analyses of Provider invoices. When program and fiscal aspects of each TPP Program are considered, findings across all methods of evaluation reveal the TPP Programs are more similar than they are different in their program features; however, there are notable fiscal differences among the programs.

Programmatically, all of the TPP Programs are implementing a suite of research-based best practices with varying degrees of emphases, including:

- Providing dedicated leadership of the TPP Program,
- Broadly recruiting and rigorously selecting program participants,
- Forming partnerships and collaborating closely with Local Educational Agencies,
- Operating with participants as a cohort completing the program together,
- Featuring authentic, project-based, and hands-on learning activities within and outside of the university coursework,
- Emphasizing instructional leadership and issues associated with student equity,
- Giving special consideration to the demands of high needs schools,
- Conducting full-time clinical internships of at least 5 months duration, and
- Engaging in continuous improvement processes.

Data on enrollment and placement as Principals or Assistant Principals (P/AP) are reported in **Table 1**. A total of 248 individuals are currently or have been enrolled in the five TPP Programs

across both funding cycles, and 92 (37.1%) are known to have secured P/AP positions at the time of this report; 87 (94.6%) of the 92 individuals in P/AP positions are at high needs schools.

Table 1. Enrollment and Placement as Principals or Assistant Principals (P/AP)					
	HPU	NCSU	SREC	UNCG	WCU
2016-18 Funding Cycle					
Number of partnering LEAs	7	4	13	11	18
Number of individuals initially enrolled in the program	30	34	26	20	10
Number and percentage of individuals securing P/AP positions in NC by June 2019	24/30 (80.0%)	30/34 (91.2%)	14/26 (53.8%)	15/20 (75.0%)	4/10 (40.0%)
Number and percentage of individuals in P/AP positions at NC high needs schools by June 2019	23/24 (95.8%)	29/30 (96.7%)	12/14 * (85.7%)	14/15 (93.3%)	4/4 (100%)
2018-20 Funding Cycle					
Number of partnering LEAs	13	7	12	10	8
Number of individuals initially enrolled in the program	33	34	26	22	13
Number and percentage of individuals securing P/AP positions in NC by June 2019	--	1/34 (2.9%)	4/26 (15.4%)	--	--
Number and percentage of individuals in P/AP positions at NC high needs schools by June 2019	--	1/1 (100%)	4/4 (100%)	--	--

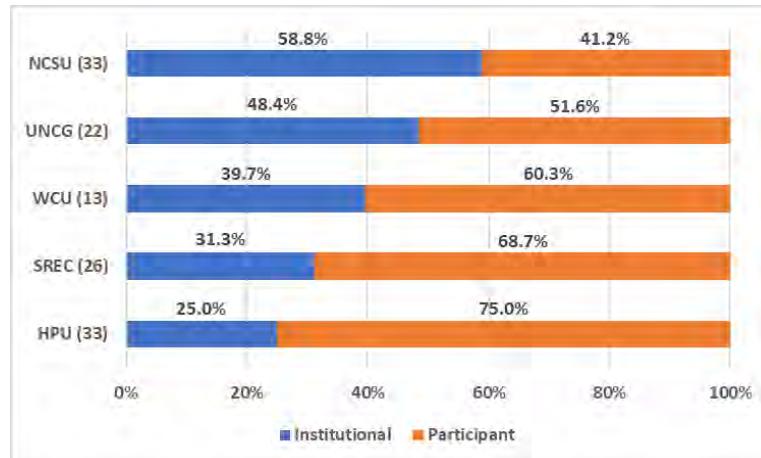
* The school placement for one individual with SREC is unknown at the time of this report.

GrantProse interviews and surveys with representatives of LEAs partnering with the TPP Programs, university faculty teaching TPP courses, TPP project directors, and participants in the TPP Programs found all populations viewed their programs positively. Interviews with LEA representatives in May 2019 found 39 (95.1%) of 41 indicated they were 'Satisfied' or 'Very Satisfied' with the TPP Program. Interviews with TPP project directors in May 2019 found the five practices most often identified as important to program success were executive coaching, LEA partnerships, full-time internships, coursework aligned to NC Executive Leadership Standards, and selection of program participants using rigorous criteria. Observations in 2018-19 and interviews with university faculty delivering TPP courses found that the courses require high levels of active engagement, focus on serving high need schools, incorporate multiple authentic learning experiences, and are integrated into cohesive programs rather than stand-alone experiences. An April 2019 survey of participants in the 2018-20 funding cycle with 122 respondents found they held positive perceptions of their program cohort, university coursework, and executive coaches. And, a November 2019 follow-up survey of participants in the 2016-18 funding cycle found they expressed very strong commitment to serving as a principal or assistant principal. Four of these individuals were in principal positions and 39 were in assistant principal positions.

While the TPP Programs are generally similar in their programmatic features, there are significant differences in how the programs budget for their operations—most notably in the percentage of the budget devoted to institutional expenses versus participant expenses. Institutional expenses include salaries and fringe benefits for program directors/staff, travel, materials and contractual services to support operations, executive coaches, indirect costs charged by the institutions, and varied other expenses. Participant expenses include salaries and fringe benefits paid to participants during their internship and summers, university tuition/fees, varied other participant expenses (e.g., travel, books, supplies), and support provided to LEAs. **Figure 3** shows that NCSU has the highest percentage of its 2018-20 budget (58.8%) devoted to

institutional expenses and HPU has the highest percentage of its budget (75.0%) devoted to participant expenses.²

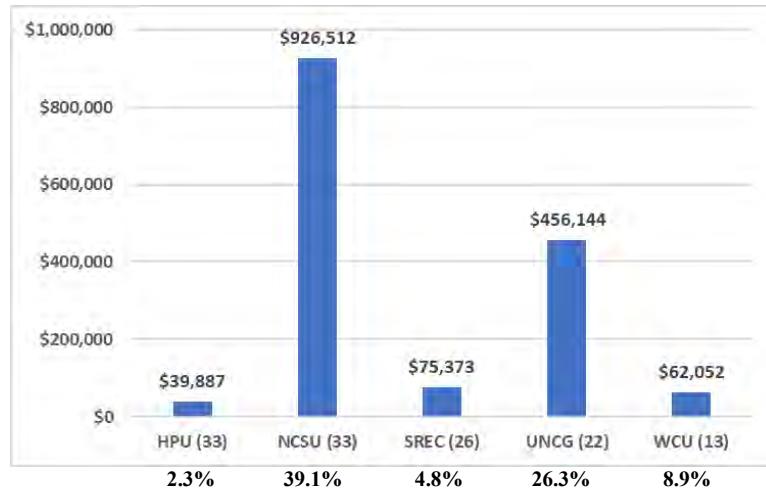
Figure 3. Actual and Projected Institutional and Participant Expenses as a Percentage of Total Expenditures from TPP Funds: 2018-20



When the varied **institutional expenses** are separately analyzed, the largest expenditure in this category is for personnel salaries and fringe benefits. Based on actual expenditures in the 2018-19 year added to projected expenditures for the 2019-20 year, **Figure 4** shows that NCSU is projected to expend the greatest amount and largest percentage from its 2-year total budget for institutional employee salaries/fringe benefits. Comparatively, HPU, SREC and WCU will expend much smaller portions and percentages of their total budgets for institutional employee salaries/fringe benefits. Percentages shown along the bottom axis in this and later figures indicate the percentage of the total 2-year budget devoted to this expense.

² Figures 3 through 7 are derived from adding together expenditures Providers reported for the 2018-19 year and projected expenditures for the 2019-20 year indicated in budget proposals approved by NCASLD in May 2019 for HPU and SREC and in August 2019 for NCSU, UNCG and WCU. Appendix A at the end of this report provides a table showing the dollar value and percentages used in these figures.

Figure 4. Actual and Projected Expenditures for Institutional Salary and Benefits from TPP Funds: 2018-20



When the varied **participant expenses** are separately analyzed, the two largest expenditures in this category are for salaries/fringe benefits paid to participants during their internship (and extra summer employment if any) and for university tuition/fees, as shown in **Figures 5 and 6**. Comparing only participant salaries/fringe benefits, HPU expends the largest amount and percentage for this line item. Comparing only tuition and fees, NCSU expends the largest amount for this line item while HPU expends the largest percentage.

Figure 5. Actual and Projected Expenditures for Participant Salaries and Benefits from TPP Funds: 2018-20

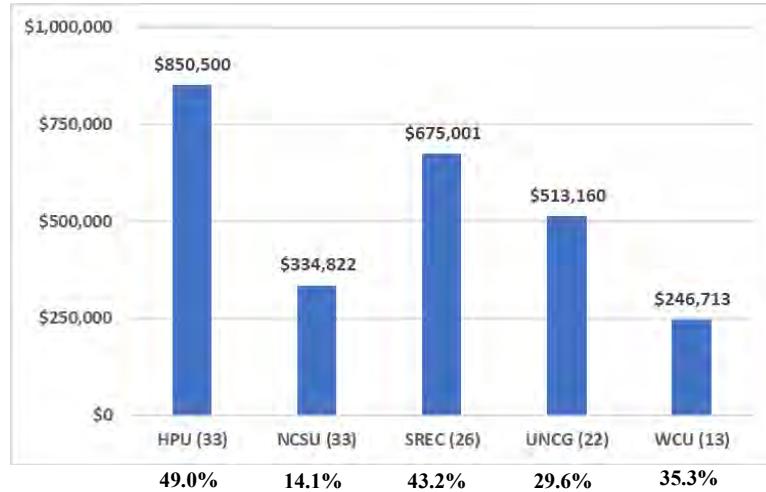
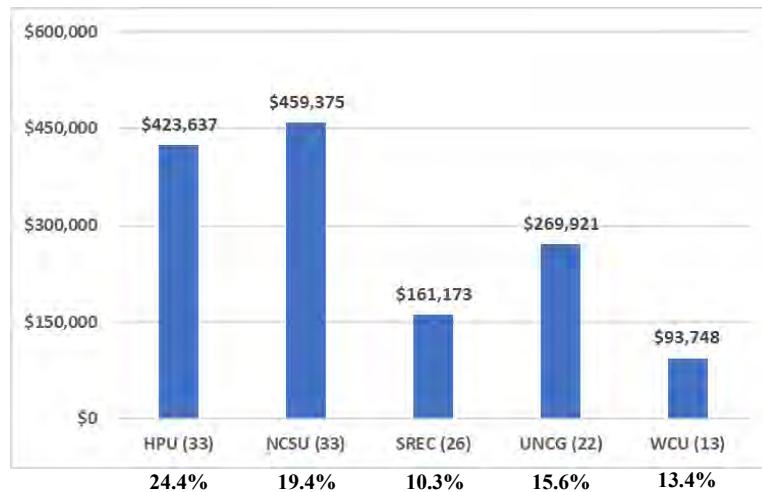


Figure 6. Actual and Projected Expenditures for Participant Tuition/Fees from TPP Funds: 2018-20



Considering all expenses associated with TPP funds—institutional and participant—the average per participant cost across the five Providers is \$63,770 for the 2-year 2018-20 performance period.³ This average varies from \$52,570 at HPU to \$78,737 at UNCG as shown in **Figure 7**.

It is important to note that this average does not include MSA funds that NCSU, UNCG and WCU access to supplement participant salaries/fringe benefits during their internships or funds that LEAs partnering with HPU and SREC commit in support of the participant salaries/fringe benefits. When these other sources of state revenue are considered, per-participant averages may approach or exceed \$100,000 at NCSU, UNCG and WCU and may approach or exceed \$75,000 at HPU and SREC.

Figure 7. Average 2-Year Per Participant Cost Disaggregated by TPP Provider, Considering only TPP Funds



³ This average assumes that the Providers fully expend their 2019-20 budgets.

Tier III: Evaluation of TPP Participants: 2016-18. A follow-up survey was conducted with participants from the 2016-18 funding cycle. Of the 118 individuals surveyed, 55 (46.6%) responded to one or more of the survey questions. Responding to a question asking how committed they were to being a principal or assistant principal, the average rating was 6.35 on a 7-point Likert scale, suggesting a high degree of commitment in the group. Responding to a question asking how confident they were that they could be a successful principal or assistant principal, the average rating was 5.87 on a 7-point scale, suggesting their confidence was not quite as strong as their commitment. It is important to note that 43 (78.2%) of the 55 respondents were in principal or assistant principal positions at the time of the survey, suggesting most of their responses to these and other survey questions were based in real-world experiences serving in the principal or assistant principal positions.

The survey also included a number of Likert scales with questions asking respondents' perceptions of their knowledge of and competency with the eight standards of executive leadership in North Carolina. **Table 2** provides average scale scores on these standards disaggregated for the five TPP Providers. Cells highlighted in green indicate the high average score for each of the executive standards; SREC posted the highest scores on six of the standards and UNCG posted the highest score on two of the standards.

Table 2. Average Scale Scores on Follow-Up Survey: Executive Standards

Scale	Number of Items	HPU N=16	NCSU N=14	SREC N=10	UNCG N=9	WCU* N<5
Strategic Leadership	4	5.69	5.79	6.08	5.67	
Instructional Leadership	3	5.56	5.61	6.07	5.74	
Cultural Leadership	3	5.58	5.50	6.03	5.78	
Human Resource Leadership	3	5.56	5.40	5.90	5.70	
Managerial Leadership	4	5.00	5.32	5.77	5.28	
External Development Leadership	3	5.19	5.12	5.45	5.63	
Micro-Political Leadership	1	5.25	5.21	5.60	5.78	
Academic Achievement Leadership	1	5.69	5.36	5.90	5.67	

* Note: Scores are not reported for WCU due to having fewer than 5 participants.

The follow-up survey with participants in the 2016-18 funding cycle also posed a number of questions about their experiences in the program with a) their participation in the participant cohort grouping, b) perceptions of their university coursework, c) perception of their mentoring experience, d) perceptions of their internship experience, and e) perceptions of their coaching experience. **Table 3** provides average scale scores on these program experiences for the five TPP Providers. Cells highlighted in green indicate the high average scores. As with the executive

standards, SREC evidenced the highest average on 4 of the scores and UNCG evidenced the highest average on 1 of the scores.

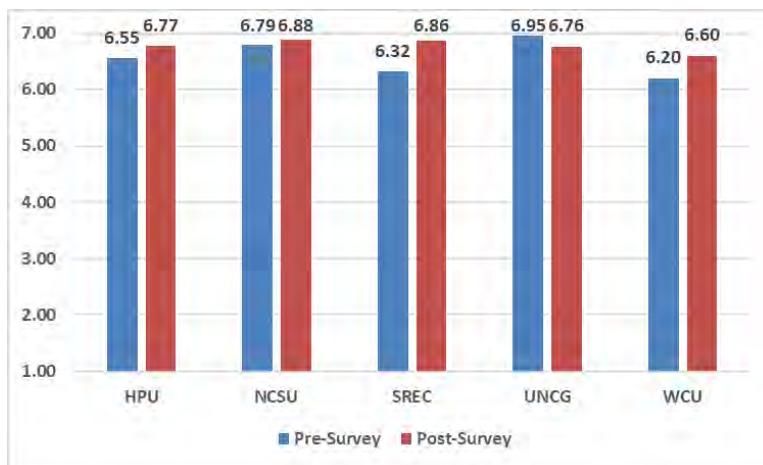
Table 3. Average Scale Scores on Follow-Up Survey: Program Features

Experience	Number of Items	HPU	NCSU	SREC	UNCG	WCU* N<5
Cohort Experience	1	4.07	3.71	4.70	3.89	
University Coursework Experience	4	4.50	4.68	4.80	4.53	
Mentoring Experience	1	3.69	3.43	4.60	4.11	
Internship Experience	4	4.33	4.45	4.53	4.63	
Coaching Experience	1	3.88	4.21	4.30	3.63	

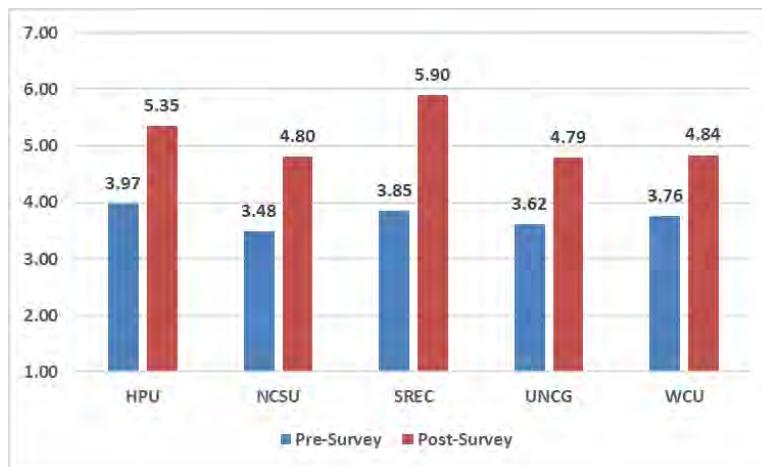
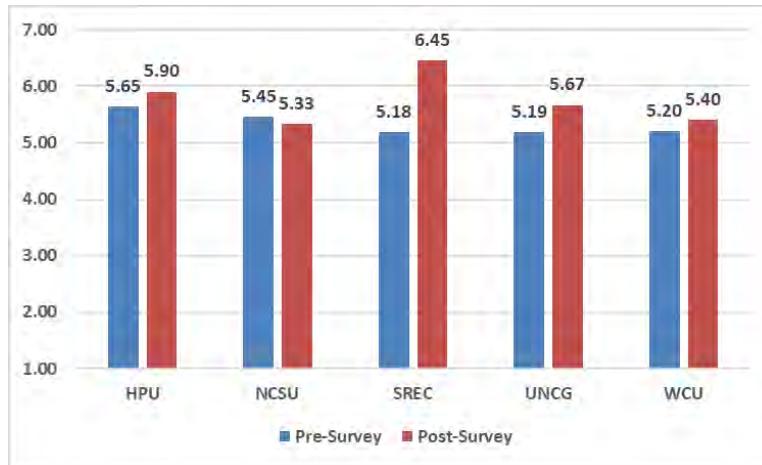
* Note: Scores are not reported for WCU due to having fewer than 5 participants.

Tier III: Evaluation of TPP Participants: 2018-20. A pre-post survey was conducted with participants in the 2018-20 funding cycle to assess what change over the 2018-19 year there might be in their self-reported perceptions of, a) commitment to becoming a school principal, b) knowledge and competencies with the NC Standards for School Executives, and c) confidence that they can be a successful principal.⁴ Measured on 7-point scales, with 7 representing the most positive perception, statistically significant change in the positive direction on all three measures was found for the entire group across all TPP Programs. When disaggregated by TPP Program, participants in the SREC program demonstrate some of the highest averages on the post-survey as well as the greatest change between the pre- and post-surveys, as shown in **Figures 8, 9 and 10.**

Figure 8. Pre-Post Change in Commitment: 2018-19



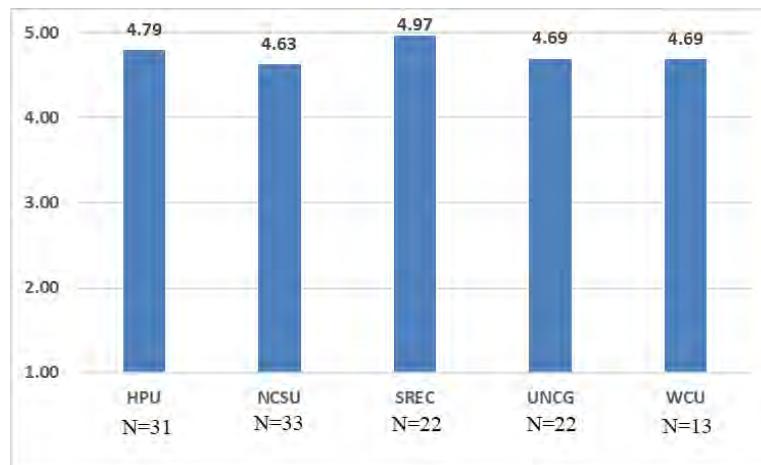
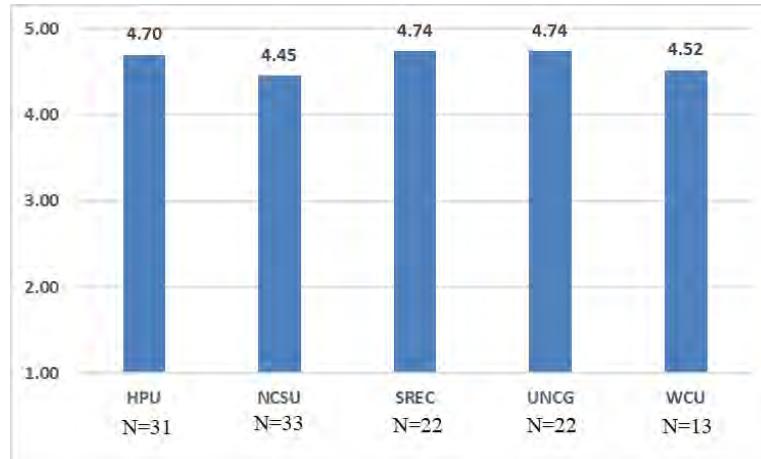
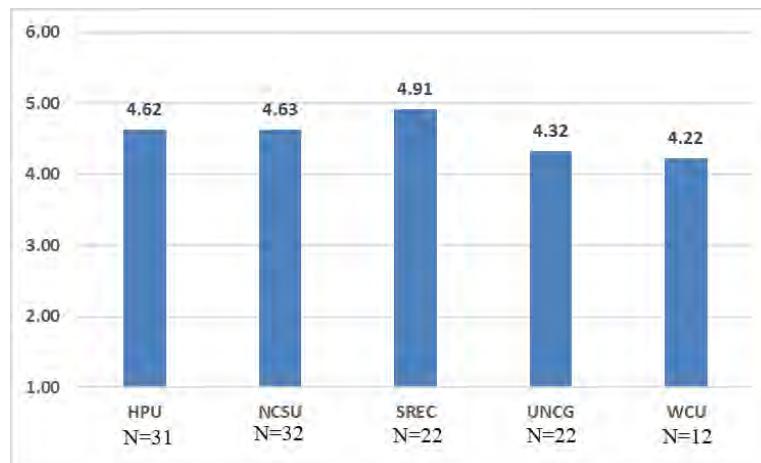
⁴ Commitment to becoming a principal was measured with a single Likert item; knowledge and competencies were measured with eight Likert items paralleling the eight standards for school administrators; and confidence with being successful as a principal was measured with a single Likert item.

Figure 9. Pre-Post Change in Knowledge and Competencies: 2018-19**Figure 10. Pre-Post Change in Confidence: 2018-19**

The post-survey administered in the spring 2019 also included three attitude scales measuring respondents' perceptions of their Program:

- Cohort Model* - Four questions each on a 5-point rating scale. The higher the average across all questions among all respondents, the more positive perception respondents held toward their Program's implementation of a cohort model;
- University Coursework* - Eight questions each on a 5.0 rating scale. The higher the average across all questions among all respondents, the more positive the perception respondents held toward their university coursework; and
- Executive Coaches* - Three questions each on a 5-point rating scale. The higher the average across all questions among all respondents, the more positive perception respondents held toward support being provided to them by their executive coach.

In general, the SREC program scored strongest on the three scales, possibly due in part to how many SREC participants would be near completing their 1-year program. Findings from the post-survey associated with these three attitude scales are indicated in **Figures 11, 12 and 13**.

Figure 11. Participants' Perceptions of the Cohort Model at Their TPP Program**Figure 12. Participants' Perceptions of the University Coursework at Their TPP Program****Figure 13. Participants' Perceptions of Support Provided by Their Executive Coaches**

CONCLUSIONS

The body of evidence collected to date, including outputs and outcomes analyzed to date, suggest the TPP program is meeting its intended purpose—to transform principal preparation programming. With 92 individuals from the two funding cycles currently serving in principal and assistant principal (P/AP) positions, and almost 95% of the P/AP positions from both funding cycles serving at high need schools, there is evidence that the legislative intent of the transforming principal preparation programs is being met, at least in part. What remains to be determined is whether individuals who complete TPP programs and secure P/AP roles subsequently have a positive impact on student achievement. Making this determination will be challenging and require a number of years.

Whether and how transformational principal preparation programs can be replicated and scaled across the state is another issue that remains to be determined. While there are significant qualitative and quantitative differences among the TPP programs in regards to how each Provider agency operationalizes and implements best practices, all programs are implementing a suite of best practices in principal preparation. These best practices appear to be having an impact on the preparation of highly qualified principal candidates.

Annual reports that GrantProse has produced for the State Education Assistance Authority can be found on the NCASLD website at <http://www.ncasld.org/principalpreparation.html> .

LOOKING AHEAD

In light of the recent Senate Bill 227 legislation, NCASLD has two years remaining in its role as administrator for the current set of TPP grantees. Two of these programs—NCSU and WCU—will enter their final year in 2019-20 under NCASLD’s administration, and three of the programs—HPU, SREC, and UNCG—will have another year in 2020-21 under NCASLD’s administration. Concurrently, beginning with the 2019-20 year, NCASLD will also be represented on the TP3 Commission and have a role in advising and assisting the Commission with decisions pertaining to the next round of funding and administering transforming principal preparation programs.

Looking ahead for the next two years, it appears NCASLD has three main responsibilities:

- Assist the current five TPP Programs to successfully complete implementation of their programs,
- Advise the NCSEAA on strategies for sustaining, replicating, and scaling best practices in principal preparation programs across the state, and
- Advise the TP3 Commission on findings of the TPP Program that can inform the Commission’s award and administration of new programs intended to transform principal preparation.

For its part, GrantProse sees that it has two main responsibilities in the next two years:

- Continue to implement the 3-tiered model of program evaluation described in this report, and
- Initiate an evaluation to address what if any impact graduates of the TPP Program may be having on student achievement.

FOLLOW-UP SURVEY WITH 2016-18 PARTICIPANTS

Report 4.08

William Carruthers, Eleanor Hasse, & Pamela Lovin ¹

Released January 2020

OVERVIEW

A follow-up survey was distributed by email to 120 participants in the 2016-18 funding cycle on October 23, 2019. For these individuals, the survey would come 12 to 18 months after they had completed their TPP program. A number of email reminders to complete the survey were subsequently sent out and the survey window was closed November 23, 2019. At the time the survey was closed, 55 (45.8%) of the 120 individuals surveyed consented to participate and completed at least one item. A copy of the survey is provided in Appendix A of this report.

ANALYSES

The 55 respondents to the survey represented at least 30 different school districts. Durham Public Schools had 7 respondents, Davidson County Schools had 5 respondents, and 6 individuals did not indicate a school district. Forty-three (78.2%) of the 55 respondents reported they were serving in a principal or assistant principal (P/AP) position at the time of the survey. This percentage is slightly higher than the 72.5% (87/120) of individuals from the 2016-18 funding cycle who were known to be in P/AP as of June 2019.² Relative to serving in a P/AP position, respondents to the follow-up survey appear to be generally representative of those from the entire group of 120. The 43 individuals in P/AP positions reported they had held such positions for varied amounts of time—3 individuals reported holding P/AP positions for 3 or more years, 14 individuals for 2-3 years, 15 individuals for 1-2 years, and 9 individuals for less than a year.

The survey consisted of a number of Likert-scale items, fixed choice items, and open-ended items. Two of the Likert items addressed questions of commitment to and confidence with being a principal or assistant principal.

Q: At this time, how committed are you to being a principal/assistant principal? All 55 participants answered this question and the average rating was 6.35 on a 7-point Likert scale ranging from Not at all committed to Extremely committed, suggesting a high degree of commitment in the group. Thirty-eight (38) individuals rated this question a 7.

Q. At this time, how confident are you that you can be successful as a principal/assistant principal? Fifty-two (52) individuals answered this question and the average rating was 5.87 on a 7-point scale ranging from Not at all confident to Very confident. Fifteen (15) individuals rated this question a 7. For the group as a whole, their confidence was not quite as strong as their commitment as might be expected.

¹ Suggested citation: Carruthers, W., Hasse, E., & Lovin, P. (2019, October). *Highlights of the 2018-19 TPP Annual Report (Report 4.04)*. Garner, NC: GrantProse, Inc.

² See Table 30 in Carruthers, W., Sturtz McMillen, J., Lovin, P., & Hasse, E. (2019, July). *Transforming Principal Preparation Grant Program: Third Year, Annual Report*. Garner, NC: GrantProse, Inc.

Another set of Likert items scored along a 1-7 scale ranging from Not at all knowledgeable/competent to Extremely knowledgeable/competent were designed to collect information on respondents' perceptions towards the eight standards of executive leadership among school administrators. **Table 1** provides average scale scores on these standards disaggregated for the five TPP Providers. Cells highlighted in green indicate the high average score for each of the executive standards. SREC posted the highest averages on six of the standards and UNCG posted the highest average on two of the standards.

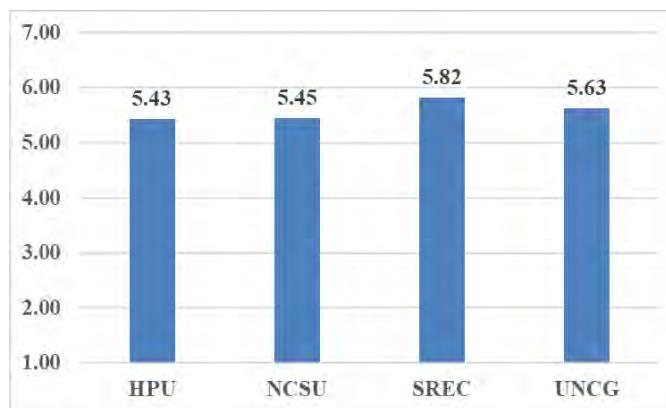
Table 1. Average Scale Scores on the Eight Standards of Executive Leadership

Executive Standard Scale	Number of Items	HPU N=16	NCSU N=14	SREC N=10	UNCG N=9	WCU* N<5
Strategic Leadership	4	5.69	5.79	6.08	5.67	
Instructional Leadership	3	5.56	5.61	6.07	5.74	
Cultural Leadership	3	5.58	5.50	6.03	5.78	
Human Resource Leadership	3	5.56	5.40	5.90	5.70	
Managerial Leadership	4	5.00	5.32	5.77	5.28	
External Development Leadership	3	5.19	5.12	5.45	5.63	
Micro-Political Leadership	1	5.25	5.21	5.60	5.78	
Academic Achievement Leadership	1	5.69	5.36	5.90	5.67	

* Note: Scores are not reported for WCU due to having fewer than 5 respondents.

When an average score is calculated for all 22 Likert items on the eight Executive Standards scales, SREC posted the highest average among the four TPP Providers with scores noted in this report, as indicated in **Figure 1.**³

Figure 1. Average Score for all Executive Standards Scales



³ The average score for WCU is not reported due to having fewer than 5 respondents.

The follow-up survey also posed a number of Likert questions about participants' experiences in their TPP program regarding their perceptions of different program features: a) cohort grouping, b) university coursework, c) mentoring experience, d) internship experience, and e) coaching experience. Anchors for these Likert items ranged from 1 (Not at all true) to 5 (Very true). **Table 2** provides average scale scores on these program features for the five TPP Providers. Cells highlighted in green indicate the high average scores. As with the executive standards, the highest averages were demonstrated by SREC and UNCG.

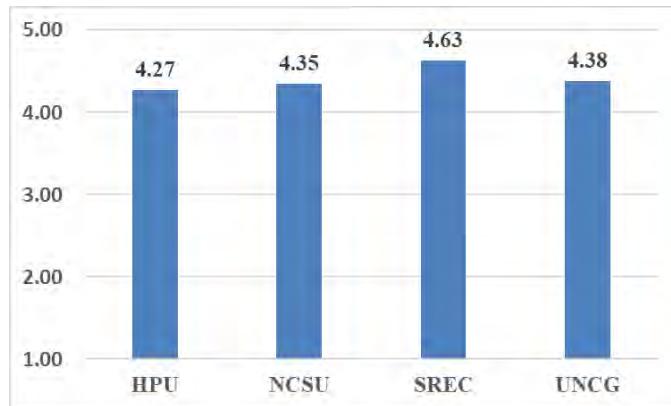
Table 2. Average Scale Scores on Features of the Participants' Program

Program Feature Scale	Number of Items	HPU	NCSU	SREC	UNCG	WCU* N<5
Cohort Experience	1	4.07	3.71	4.70	3.89	
University Coursework Experience	4	4.50	4.68	4.80	4.53	
Mentoring Experience	1	3.69	3.43	4.60	4.11	
Internship Experience	4	4.33	4.45	4.53	4.63	
Coaching Experience	1	3.88	4.21	4.30	3.63	

* Note: Scores are not reported for WCU due to having fewer than 5 respondents.

When an average score is calculated for all 11 Likert items on the five scales measuring program features, SREC posted the highest average among the four TPP Programs with scores noted in this report, as indicated in **Figure 2**.

Figure 2. Average Score for all Program Features Scales



Additional analyses revealed that there were small differences in perceptions held by those in P/AP positions compared to perceptions held by those not in such positions. The 43 individuals in P/AP positions held slightly less positive perceptions of their knowledge of and competency with the Executive Standards than did the 9 individuals not in P/AP positions. Individuals in P/AP positions averaged 5.53 for all eight Executive Standards compared to 5.69 for individuals not in P/AP positions. However, individuals in P/AP positions held slightly more positive

perceptions of their TPP Program Features compared to those not in P/AP positions. Individuals in P/AP positions averaged 4.38 for all Program Features compared to 4.00 for individuals not in P/AP positions. Differences in perceptions between these two groups are understandable. Possibly, individuals in P/AP positions may be more positive about their TPP Program Features insofar as they were in jobs that they actively desired, but may be less positive about their knowledge of and competency with the Executive Standards insofar as they may have a more realistic understanding of how much there is for them to know.

The survey included two open-ended questions seeking information on program strengths and how programs could be improved.

Q. Overall, what do you think the program did best to prepare you to become an effective principal? Forty-two (42) individuals offered comments with 11 individuals mentioning the internship. The authenticity of program experiences (e.g., hands-on, practical exercises, real situations) was also a common comment. Other topics mentioned include coaching, mentoring, improved understanding of self, integration of theory and practice, and overall rigor of the program. **Table 3** provides the full comments.

Table 3. What did the program do best? *, **
Provide authentic experiences that could help me navigate the intricacies of school leadership.
Hands on learning experience.
Hands-on experience in an instructional leadership role.
The training was geared towards practical exercises and experiences.
Conduct real scenarios of what school leaders experience. Allowing us to visit other schools.
Provided practical experience in instructional leadership.
The program allowed me to experience real situations in a principalship. It also emphasized the importance of self-care to create a sustainable and healthy well-being in a high stress position.
We were given resources and tools to pull from. I utilize these. It is a perspective that I haven't been given in my district. The coaching and support were also a key asset.
Coaching visits gave me the opportunity to see teaching and learning from an objective point of view. Courses on difficult conversation, school law, and leading change were also extremely helpful. I appreciate the thought put into the courses provided.
Gave me a strong cohort to work with and share the experience.
The network along with the internships aligned with coaching support was the best portion.
Taught us how to effectively communicate and build relationships with both students and staff.
Learning how to look at data to drive decision making within the school in addition to improving school culture.
Handling parents and staff members.
I think my program allowed us to bring research into practice through our internship and how it aligned with the course work.
Mixing theory with practice
The internship was critical to developing my ability to enter the role of an AP.
I use the knowledge I gained from the program everyday on the job. I regularly fall back on best practices and experiences learned from [program]. The hands on approach and full immersion into an internship was most beneficial.

Table 3. What did the program do best? *, **

The internship experience was integral in preparing me to be an effective principal, and a viable job candidate.
The internship that I completed was very beneficial for allowing me to see and experience what a principal does on a daily basis.
The internship program provides real-time experiences that were I credibly valuable.
The internship and supports of the executive coach and cohort director are the strong points. They have allowed me to transition into admin seamlessly.
The internship was amazing. The cohort support was strong.
Real-life experience. My internship was priceless. Also, class assignments were closely related to what I actually do as an administrator now. I refer to the assignments frequently and use many of them in my school now.
Internship and support from executive mentors
Discussion of building relationships and understanding what makes schools great and how to implement them at a school
The full-time internship
Being mentored by an experienced principal, who has stayed in contact after the internship.
We became more knowledgeable in the area of education and how the industry works as a whole entity.
Wonderful professional development opportunities.
Great for principal preparation. The general feel for leadership was given. It is hard to replicate the day to day challenges of leading a school. This program comes close.
Helped me to see all the facets of the principalship.
The program opened the door into administration. Opportunities to be hired as an administrator in a [characteristic of] county unfortunately do not open up as frequently and publicly as you would imagine and being involved in the program put me on a list to have my resume considered. Without the program, I would probably not have gotten the position I am in.
Very effective
Is the best preparation program currently being offered in North Carolina.
The program pushed me to think about things from multiple points of view. When making decisions, you have to consider all stakeholders. This is not always easy to do.
The program expanded my lens and pushed be beyond my previous experiences. Additionally, the program pushed us mentally and emotionally at times. The job as an administrator does the same.
The whole experience provided quality training in educational practices and protocol, as well as, rich expertise in quality leadership.
Having competencies that were broad in range and not just a required number of hours, pushed me to learn the many facets of leadership. I also thoroughly enjoyed the face-to-face meetings with expert presenters.
The programs framework is very effective and structured in a way that it provides a complete experience for interns.
The amount of work is a true reflection of life as a principal. Also I went through the [program] program, visiting schools, switching schools was helpful.
This program encouraged me to discover truths about myself as a leader and utilize collaboration with a PLN to capitalize on the expertise of others.

Table 3. What did the program do best? *, **

The program prepared me to lead in a reflective and intentionally way focusing on relationships.

Notes:

* Text with [] brackets has been edited to anonymize the response.

** Comments made by WCU respondents are not included in Table 3.

Q. Overall, what do you think the program could do to improve its ability to prepare effective principals? Forty (40) individuals responded to this question although six individuals said either “N/A,” “Nothing,” or “It was great.” Of the 34 individuals who offered suggestions for improvements, seven individuals mentioned changes to the internship. Other themes that received multiple comments included more work on budgeting, student discipline, managing personnel, and greater focus on the role of the assistant principal. **Table 4** provides the full comments.

Table 4. How could the program be improved? *, **

More exposure to a few daily routines that principals/Asst. principals experience

Maybe add a class or seminar that addresses budget.

The program could improve in giving more support to budgetary and human resource knowledge.

Better connect cohort members after completion.

Differentiate based on cohorts.

More financial support during the summer months.

I think there needs to be better communication between the university and the school district so that they each know what the other is requesting of the participants. Many of the mix ups during the program came from a communication breakdown.

Additional school level internships opportunities would be helpful.

Allow the fellow to pick the school where they intern.

More time at schools and less pull out during internship year.

Offer an opportunity at both a low performing school and also an A school. While the [program characteristic] afforded us opportunities to learn from another school and district, I feel it would be helpful to see the day to day operations of an A school.

Students could benefit from a longer internship experience. There are some things you can only learn once you're in a school.

Extend the internship to provide an experience that covers the challenges of opening and closing a school year as an administrator. Also, include learning experiences around school finance/budget.

I wish the internship had been a full year and I wish there was an opportunity for cohorts to continue close contact afterwards. Just like beginning teachers, new administrators need a support group!!!

Focus on observations and post-conference observations.

I think the more help with resumes and interviews, the better.

More training on how to balance the management side of school leadership and the curriculum side.

More work on the delegation of daily workload; more concentration on the understanding of the relationship to the administration and the EC / Exceptional children division at the school level

Continue to provide quality mentor principals.
Ensure learning from a strong mentor principal
Continue with a mentor or coach for the first two-three years out of the program.
Provide mentor support and coaching for graduates (funding permitting).
I am not sure. I felt very prepared to take on my new role. And, I have a fabulous cohort to lean on when I need professional advice.
It is tough to say because every participants experience is not the same. In addition, most of the adjustments based on previous feedback has already been made.
More time in program
Not so great for assistant principal prep. Need more support on conducting investigations, managing communication, managing time, teacher evaluation, and the micro political aspect. Maybe even something for the different levels, elem, middle, and high school.
The program could help us to see that although we are preparing for the principalship, we will (in most cases) be Assistant Principals and therefore will be limited in the amount of vision casting and implementation we do. We will be working to implement someone else's vision.
The program is effective for training principals, which is the ultimate goal. It is not as effective for training someone going directly into an Assistant Principal position in a high needs environment because a lot of what is required remains in the managerial arena.
More information on law and finance.
Discipline investigation: Though we learned a lot about restorative practices and alternative solutions to standard consequences like suspension, we did not cover the investigation process. Some days, I feel like I could have used a detective course that prepared me to build a case and interview suspects because I have to spend so much time making sure I handle discipline justly.
Give more instruction on discipline practices in the school.
Help me deal with the realities of being an assistant principal (discipline, due process, investigations)
The coursework could have been better organized. I often struggled to match the course title with what we actually learned in the class. Classes taught by current principals were often better than those taught through university professors.
Recruit diverse [program] participants

Notes:

* Text with [] brackets has been edited to anonymize the response.

** Comments made by WCU respondents are not included in Table 3.

CONCLUSIONS

Many sources indicate response rate on follow-up surveys of this nature is often quite weak and evaluators may be happy to get 30%. The 45.8% response rate to this survey is respectable and the respondents appear generally representative of the population insofar as the percentage of individuals in P/AP positions is similar to that which is presently known for the entire group of 120 participants in the 2016-18 funding cycle.

Generally, the respondents were positive about their programs—both those presently serving in P/AP positions and those not in such positions. SREC respondents were the most positive about their program.

From the responses to the open-ended questions, it is evident that the internship is a critical aspect of the program—both as a positive feature and one where improvements could be made. Areas where the TPP Programs could look to improve include practical aspects of being a P/AP such as dealing with student discipline and budgeting. Also, putting greater emphases on the role of the Assistant Principal appears to be an area for improvement.

APPENDIX A
(on following pages)

Principal Preparation Program Survey Year 2 Funding Cycle 1 Post-Completion Fall 2019

Welcome to the Principal Preparation Program Participant Survey-Post-Completion

Informed Consent Form TPP Participants FC1 Follow-Up

This survey is a 1- to 2-year follow-up of your participation in the Transforming Principal Preparation Program, asking you to reflect on the program you completed. Your views and opinions will inform how principal preparation programs in North Carolina can be continually improved.

What the evaluation is about: The North Carolina General Assembly established the Transforming Principal Preparation Program for the purpose of elevating "educators in North Carolina public schools [through] transforming the preparation of principals across the state." The North Carolina Alliance for School Leadership (NCASLD) was charged by the General Assembly with responsibility for overseeing this grant program. NCASLD has contracted with GrantProse, Inc. to implement an evaluation of the program to examine best practices in the preparation of school principals.

If you agree to participate, completing the survey should take 15 minutes or less. Results from the survey will be shared with NCASLD and the NC State Education Assistance Authority which in turn may make the results available to the NC General Assembly as well as other interested parties.

Important Things to Know about Being Part of the Evaluation

1. You don't have to do this. Participation is completely voluntary and you can withdraw at any time, even after you start.

2. Risks to you. As in any program evaluation, participants could conceivably experience discomfort or uncertainty relating to topics or questions raised. This, however, is no larger a risk than any routine online or personal discussion you would encounter in your daily professional life and therefore does not represent any risk particular or unique to this project.

3. Your responses will be kept confidential. All information you provide will be kept completely confidential. Your name will not be connected to your individual responses. Information provided by you in response to this survey will be linked to a randomly generated identification (ID) number known only to GrantProse staff. Once your information is coded with the unique ID, your personal name and any other personally identifiable information about you are not associated with any data file containing your responses. Data collected from you will be stored electronically and password protected on GrantProse company computers.

4. If you have questions about the evaluation. If you have questions at any time about the evaluation or the procedures, you may contact Pamela Lovin, Project Coordinator at GrantProse, Inc. (919-208-3506), (grantprose.pamela@gmail.com).

* 1. **Statement of Consent:** Please indicate your preference to participate or not.

Yes, I agree to participate.
 No, I do not agree to participate in this study at this time.

*A copy of this consent form may be obtained by clicking on this [link](#). You are welcome to print a copy for your records.

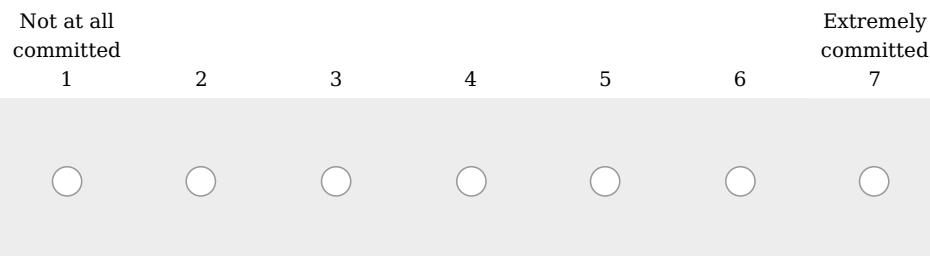
Thank you for your consideration.

Principal Preparation Program Survey Year 2 Funding Cycle 1 Post-Completion Fall 2019

COMMITMENT TO THE PRINCIPALSHIP

Please rate your current level of commitment to being a principal/assistant principal.

2. COMMITMENT TO THE PRINCIPALSHIP



Principal Preparation Program Survey Year 2 Funding Cycle 1 Post-Completion Fall 2019

KNOWLEDGE AND COMPENTENCY

Please rate the extent of your current knowledge and competency in each of the executive standards.

3. STRATEGIC LEADERSHIP

	Not at all knowledgeable/competent 1	2	3	4	5	6	Extremely knowledgeable/competent 7
Establishing school vision, mission, values, beliefs, and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leading change to improve achievement for all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing school improvement plans by analyzing school progress data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Distributing leadership and decision-making throughout school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. INSTRUCTIONAL LEADERSHIP

	Not at all knowledgeable/competent 1	2	3	4	5	6	Extremely knowledgeable/competent 7
Alignment of learning, teaching, curriculum, instruction, and assessment based on research and best practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Protecting teachers from disruption of instructional or preparation time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoting collaborative planning and student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. CULTURAL LEADERSHIP

	Not at all knowledgeable/competent	2	3	4	5	6	Extremely knowledgeable/competent
	1						7
Establishing a collaborative work environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using shared vision, values, and goals to define school identity and culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a sense of efficacy and empowerment among faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. HUMAN RESOURCE LEADERSHIP

	Not at all knowledgeable/competent	2	3	4	5	6	Extremely knowledgeable/competent
	1						7
Facilitating opportunities for effective professional development aligned with curricular, instructional, and assessment needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiring and supporting a high-quality, high-performing staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating teachers and other staff in a fair and equitable manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. MANAGERIAL LEADERSHIP

	Not at all knowledgeable/competent 1	2	3	4	5	6	Extremely knowledgeable/competent 7
Establishing budget and accounting processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using conflict management and resolution strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effectively using formal and informal communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing and enforcing expectations, structures, rules, and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. EXTERNAL DEVELOPMENT LEADERSHIP

	Not at all knowledgeable/competent 1	2	3	4	5	6	Extremely knowledgeable/competent 7
Designing structures and processes that result in parent and community engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing protocols and processes to comply with federal, state, and district mandates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implementing district initiatives directed at improving student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. MICRO-POLITICAL LEADERSHIP

Not at all knowledgeable/competent	1	2	3	4	5	6	Extremely knowledgeable/competent	7
Developing systems and relationships to leverage staff expertise to influence the school's identity, culture, and performance	<input type="radio"/>							

10. ACADEMIC ACHIEVEMENT LEADERSHIP

Not at all knowledgeable/competent	1	2	3	4	5	6	Extremely knowledgeable/competent	7
Contributing to the academic success of students based on established performance expectations using appropriate data to demonstrate growth	<input type="radio"/>							

Principal Preparation Program Survey Year 2 Funding Cycle 1 Post-Completion Fall 2019

CONFIDENCE

Please rate your current level of confidence in being a principal/assistant principal.

11. CONFIDENCE:

Not at all confident	1	2	3	4	5	6	Extremely confident	7
At this time, how confident are you that you can be successful as a principal/assistant principal?	<input type="radio"/>							

Principal Preparation Program Survey Year 2 Funding Cycle 1 Post-Completion Fall 2019

PERCEPTIONS OF PROGRAM FEATURES

Please rate the extent to which you feel each statement below is true of the Transforming Principal Preparation program you completed.

12. PROGRAM COHORT

Not at all true	2	Somewhat true	4	Very true	
1		3		5	
My program cohort continues to serve as a professional network that I can rely on for social and professional support.	<input type="radio"/>				

Principal Preparation Program Survey Year 2 Funding Cycle 1 Post-Completion Fall 2019

PERCEPTIONS OF PROGRAM FEATURES

Please rate the extent to which you feel each statement below is true of the Transforming Principal Preparation program you completed.

13. UNIVERSITY COURSEWORK

Not at all true	2	Somewhat true	4	Very true	
1		3		5	
The coursework was comprehensive and provided a coherent learning experience.	<input type="radio"/>				
The coursework gave me a strong orientation to the principalship as a career.	<input type="radio"/>				
The coursework integrated theory and practice.	<input type="radio"/>				
There are strong linkages between the university coursework and field-based experiences.	<input type="radio"/>				

Principal Preparation Program Survey Year 2 Funding Cycle 1 Post-Completion Fall 2019

PERCEPTIONS OF PROGRAM FEATURES

Please rate the extent to which you feel each statement below is true of the leadership preparation program you completed.

14. MENTORING PRINCIPAL SUPPORTS

Not at all true 1	2	Somewhat true 3	4	Very true 5
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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.

<input type="radio"/>				
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Principal Preparation Program Survey Year 2 Funding Cycle 1 Post-Completion Fall 2019

PERCEPTIONS OF PROGRAM FEATURES

Please rate the extent to which you feel each statement below is true of the leadership preparation program you completed.

15. INTERNSHIP

Not at all true 1	2	Somewhat true 3	4	Very true 5
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During my internship, I had responsibility for leading, facilitating, and making decisions typical of an educational leader.

<input type="radio"/>				
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My internship enabled me to develop the practice of engaging peers and colleagues in shared problem solving and collaboration.

<input type="radio"/>				
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My internship was an excellent learning experience for becoming a principal.

<input type="radio"/>				
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The length of my internship was adequate to prepare me for becoming a principal.

<input type="radio"/>				
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Principal Preparation Program Survey Year 2 Funding Cycle 1 Post-Completion Fall 2019

PERCEPTIONS OF PROGRAM FEATURES

Please rate the extent to which you feel each statement below is true of the leadership preparation program you completed.

16. COACHING SUPPORTS

Not at all true	1	2	Somewhat true	3	4	Very true	5
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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.

Principal Preparation Program Survey Year 2 Funding Cycle 1 Post-Completion Fall 2019

PERCEPTIONS OF PROGRAM

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

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

Principal Preparation Program Survey Year 2 Funding Cycle 1 Post-Completion Fall 2019

Leadership Position

19. What leadership positions have you served in since completing the TPP program?

- Principal
- Assistant Principal
- District Leadership (e.g. Director of Curriculum)
- School Leadership other than Principal/Assistant Principal (e.g. instructional coach)
- Teacher
- Other (please specify)

20. What leadership position do you currently serve in?

- Principal
- Assistant Principal
- District Leadership (e.g. Director of Curriculum)
- School Leadership other than Principal/Assistant Principal (e.g. instructional coach)
- Teacher
- Other (please specify)

21. If you are currently or have been in a principal or assistant principal position...

Month

Year

Please indicate the date **when you started** the earliest of these positions.

22. If you are currently or have been in a principal or assistant principal position,...

Months

Years

Please indicate **how long** you have been in these positions (combine both positions if you have served in each role).

23. LEA Name where you currently serve:

24. School Name where you currently serve:

Principal Preparation Program Survey Year 2 Funding Cycle 1 Post-Completion Fall 2019

Contact Information

Your participation in the Transforming Principal Preparation (TPP) program has been supported in part with funds appropriated by the North Carolina Legislature, and your participation in this survey helps to satisfy legislative requirements to evaluate the TPP program. We hope to maintain contact with you in the coming years so that we may continue to collect your perceptions of the training that you received through the TPP program. Your participation in future surveys is voluntary, and we invite you to provide us with contact information for you. If you are willing, please answer the following questions.

25. Name:

26. Contact email:

27. Alternate contact email:

28. Contact phone number:

29. Alternate contact phone number:

Principal Preparation Program Survey Year 2 Funding Cycle 1 Post-Completion Fall 2019

Thank you!

This is the end of the survey. Thank you for your responses!



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BEST PRACTICES IN TP3 PROGRAM IMPLEMENTATION: LEADERSHIP

Report 4.09

Eleanor Hasse, William Carruthers, & Pamela Lovin ¹

Released July 2020

INTRODUCTION

Program leadership is an important aspect of principal preparation programs that differs among North Carolina's Transforming Principal Preparation Programs (TP3). Program leadership is affected by the organizational structure of the institution or organization sponsoring the program, and in turn affects program design, management, oversight, relationships with partnering organizations (particularly school districts), flexibility, quality, and costs, among other program features. These differences in turn affect replicability and the potential for scaling, as well as effects on traditional educational leadership programs at the same institution where these programs exist. This report provides an overview and analysis of program leadership in the five TP3 programs operating in the 2019-20 year. The report is informed with information gathered by the GrantProse evaluation over the 4-year history of the program.

BACKGROUND

GrantProse, Inc. has served as an independent evaluator for TP3 since its inception in 2016.² Serving as the administrator for the TP3 program, NCASLD conducted two competitions for grant funding—the first in March 2016 and the second in July 2016. As a result of these competitions, five “Provider” agencies representing a mix of institutions, including public universities, a private university, and a regional consortium, were chosen to implement TP3 programs. Renewal contracts were awarded to all five of these Provider agencies for continued program implementation with additional program participants selected for the 2018-20 funding cycle. These programs, funded for the period 2016-2020, are:

- High Point University's (HPU) High Point University Leadership Academy,
- North Carolina State University's (NCSU) North Carolina Leadership Academy,³
- Sandhills Regional Education Consortium's (SREC) Sandhills Leadership Program,
- University of North Carolina-Greensboro's (UNCG) Principal Preparation for Excellence and Equity in Rural Schools, and
- Western Carolina University's (WCU) North Carolina School Executive Leadership Program.

¹ Suggested citation: Hasse, E., Carruthers, W., & Lovin, P. (2020, July). *Best Practices In TP3 Program Implementation: Leadership (Report 4.09)*. Garner, NC: GrantProse, Inc.

² 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). In earlier reports produced in the course of evaluating the program, GrantProse has referred to the program as the “TPP program.” Per legislation passed in the summer 2019, the acronym for the program is now TP3 which is used throughout this report.

³ NCSU was funded for two separate programs which later merged.

All five programs are implementing to varied degrees a number of best practices that have been described in principal preparation literature and previous *GrantProse* reports ⁴. **Table 1** provides a summary of the best practices that *GrantProse* has been observing and analyzing in the five TP3 programs.

Table 1. Best Practices Being Implemented by North Carolina's TP3 Programs

Best Practice	Description
Provision of Program Leadership	Leadership provides vision and direction for the program and works closely with collaborating partners, student participants, and other stakeholders to ensure high quality programs. The quality and depth of implementation of the other best practices depends on strong program leadership.
Local Educational Agency (LEA) Engagement	Forming partnerships and closely collaborating with LEAs is also critical to many of the other best practices. Strong LEA partnerships include such features as Memoranda of Understanding clarifying financial and other commitments, regularly scheduled meetings and other forms of communication, cross organization working groups, frequent contact between program and LEA leaders including superintendents, joint work on curriculum design or redesign, a joint recruitment and selection process, close collaboration in planning internship placements and mentoring principal assignments, and joint participation in a continuous improvement process.
Participant Recruitment	Working closely with LEA partners to recruit a diverse pool of highly effective and committed educators with demonstrated leadership potential rather than relying on a self-selected applicant pool is an important best practice in transformed programs. Typically, participants are over-recruited so as to permit selecting the best among the recruits.
Participant Selection	A rigorous selection process is another key difference between transformed and traditional programs. Programs look for evidence of ability to impact student growth and communicate with diverse audiences as well as successful experience leading adults. Programs describe multiple levels of screening so that candidates meet school district, university, and program criteria. Participants are selected by a selection committee using detailed decision-making rubrics with active involvement of LEA and IHE partners.
Cohort Model	Programs with a cohort model admit participants in groups with all participants in the group expected to take their courses together, share similar experiences, and develop a cohesive professional network. The programs institute specific activities designed to develop trust and strong relationships in their cohorts including in-person experiences such as ropes courses, structured sharing of personal background and motivation, and field trips to schools and conferences as well as virtual experiences such as on-line forums and chat groups.

⁴ See Hasse, E., Carruthers, W., & Lovin, P. (2019, October). *Best Practices in Pre-Service Principal Preparation (Report 4.05)*. Garner, NC: *GrantProse*, Inc.

Best Practice	Description
Authenticity of Experiences	Authentic leadership experiences through project-based learning assignments (such as case studies and equity audits requiring interns to analyze school data), realistic simulations, coached practice in observing classroom instruction and providing feedback to teachers, and other actual leadership responsibilities before and during the internship provide opportunity for growth and development of leadership skills in real-world settings.
Emphasis on Instructional Leadership and Issues of Equity	TP3 funded programs share an emphasis on the primary role of the principal as an instructional leader responsible for working with the school community to create a culture focused on learning and equity of outcomes for students rather than just acting as a building manager. The five programs funded through TP3 convey this emphasis through the focus of their classes, choice of required reading, and many of their additional workshops, seminars, speakers, and leadership experiences.
Emphasis on High Need Schools	Aligned with the TP3 legislative funding, the five programs funded to date are focused on preparing principals and assistant principals to serve in high need schools and LEAs, and emphasize the particular challenges found in these situations. The emphasis on high need schools is seen in course work, special seminars, workshops and field experiences that address equity, social justice, and strategies for helping schools and students overcome the challenges of poverty. Assignments such as interviewing the school social worker or the school district coordinator of services to homeless students are used to broaden students' perspectives and help them to understand the programs and services available in their districts. Several programs visit schools that have been successful with high need populations of students; others invite guest speakers with successful experiences working with these populations.
Full-time Internship with Coaching and Mentoring	Transformed principal preparation programs require a full-time internship for at least five months. GrantProse finds that most stakeholders including TP3 Project Directors, LEA representatives, mentor principals, and participants express strong support for a 10-month internship, explaining that the interns need to experience a full academic year to learn the skills involved in hiring, scheduling, opening school, budgeting, planning for the subsequent year, testing, and closing school. Strong programs provide extensive mentoring and coaching with support provided by on-site mentor principals, executive coaches, and university faculty throughout the internship. A distinction is made between the mentor principal and the coach with the mentor serving as the on-site supervisor of the internship experience and the coach providing additional perspectives, guidance, and support for the intern as well as an additional channel of communication between the mentor principal and the program. The mentor and coach are both highly accomplished educators.
Independent Evaluation and Continuous Improvement	Strong programs utilize formal and informal data from multiple sources (e.g., participants, coaches, mentors, faculty) to identify and implement program improvements. Further, these programs conduct periodic and ongoing formal and informal meetings with partner organizations and actively seek program feedback. The independent cross-project evaluation allows for comparing and contrasting the TP3 programs by a set of common metrics.

METHODS

GrantProse staff interviewed the Project Director and leadership team of each program during January and February 2020. The interviews took place in person with one Project Director attending via Internet. One of the programs had only one individual Project Director participate in the program leadership interview, while the other four program interviews included between two and seven members of the leadership team as invited to participate by each program's director. The interview protocol asked interviewees to discuss their program model in relation to each of the previously identified best practices. Interview notes from these meetings were supplemented for this report with information GrantProse has otherwise collected from the programs since the inception of the TP3 program. Following NSF recommendations for analyzing qualitative data, GrantProse staff examined interviewees' comments and other data for common patterns and themes as well as exceptions to these.

FINDINGS: PROVISION OF PROGRAM LEADERSHIP

Program leadership provides vision and direction for the program and leaders work closely with collaborating partners, aspiring principals, and other stakeholders to ensure quality program implementation. The ways in which program leadership is organized and embedded in the sponsoring organization affects program design, flexibility, replicability, program costs, and the potential for scaling, as well as effects on traditional Master of School Administration (MSA) or Master of Education in Educational Leadership programs at the same institution where these programs exist.

At this point in time, while it is too soon to measure the effectiveness of program graduates' impact on student achievement, some similarities and differences in outcomes have emerged between the TP3 programs. All of the programs have completion rates over 90% and both participants and LEA representatives at all programs express high levels of satisfaction. HPU and NCSU are the largest programs; UNCG and SREC have mid-sized programs while WCU is considerably smaller than these. Hiring for the second funding cycle participants is ongoing; therefore any conclusions based on this metric are premature. At this time, NCSU has had the highest number of participants hired as school principals and assistant principals (55); HPU has the second highest number (44); SREC and UNCG have similar numbers (29 and 32, respectively); and WCU has the fewest number (13) hired to date. The difference in these numbers is in part due to how many individuals each program services. Other differences in hiring outcomes may be the result of program characteristics as well as characteristics of the regions which the various programs serve.

Across all five programs, Project Directors articulate a vision of principal development, are strong advocates for their programs, and express a similar focus on developing transformational leadership for high need schools with attention to equity and instructional leadership. They have each developed and maintained commitment from leadership in sponsoring organizations and LEAs. They have had to overcome a myriad of budgetary challenges particularly in relation to ensuring interns are paid salaries comparable to those they received in their previous employment so as to attract exceptional participants. And they have pushed for high quality implementation of each of the best practices described above. Their vision for the programs they lead has been a driving force for change.

Over the 2016-20 performance period several distinct differences among the TP3 programs have

emerged in their leadership models.

- There are two distinct organizational models: 1) Institute of Higher Education (IHE) led, and 2) Regional Education Service Alliance (RESA) led. The two organizational models have implications across the program, particularly in regards to program leadership, school district involvement, oversight, and cost.
- Other differences among the five programs include: 1) degree of autonomy from the department in which the program is housed, 2) degree to which the program influences parallel more traditional principal preparation programs at the IHEs, and 3) amount of personnel and cost of program leadership.

These differences have implications for replication and scale-up, and **Table 2** summarizes some key program characteristics and outcome measures.

Table 2. Program Characteristics

Characteristic	HPU	NCSU	SREC	UNCG	WCU
Sponsoring agency type	Private IHE	UNC System IHE	RESA*	UNC System IHE	UNC System IHE
Number of graduates 2016-20	63	66	50	41	22
Number of partner LEAs 2019-20**	13	7	12	10	8
Number of institutional personnel in 2019-20**	1	14	3**	5	3
Number of credit hours in program	36	42	24	42	36
Length of internship	5-10 months	10 months	5 months	10 months	10 months
Length of program	18 months	2 years	18 months	2 years	2 years
Final degree earned by participants	M.Ed.	MSA	Varies***	MSA	MSA****

Notes:

* Hoke County LEA serves as the fiscal agent for the RESA program and UNC Pembroke (UNCP) conducts the university coursework.

** The numbers reported in these rows reflect counts for the 2019-20 year. These numbers are generally representative of how many LEA partnerships and institutional personnel (salaried employees at the institution) each program annually evidence. Institutional personnel counted in the SREC program include one employee with the Hoke County LEA and two SREC staff.

*** The SREC program supports 24 credit hours, including a 5-month full- time internship, offered through UNCP. All participants who do not already hold a Master's degree must complete the additional 15 credit hours required to complete the UNCP MSA degree and licensure requirements. Participants who already hold a Master's degree may choose to request an add-on license with a Post Master's Certificate (PMC). Most of these participants continue and complete the additional credit hours needed to complete the UNCP MSA degree. Overall, 39 credit hours are needed for the MSA. Students may request transfer of up to 6 hours of work completed in any previous graduate work after acceptance into the UNCP MSA program.

**** Some students in WCU's first cohort completed a PMC rather than an MSA. Participants in subsequent cohorts have all earned MSA degrees.

Four programs were initiated by IHEs including one private college (HPU), and three University of North Carolina programs (NCSU, UNCG, and WCU). One program (SREC) was initiated by the Sandhills RESA. One similarity among the IHE models is that they are all led by a faculty member serving as Project Director with oversight and support provided by multiple university entities and processes - deans, faculty councils, accrediting processes, and business offices. An advantage of this model is the support provided by university resources. The SREC model is different from the IHE led models in that the program was initiated by the RESA and led by the SREC executive director. In this model, LEA superintendents provide direction as well as oversight through the RESA organization with monthly meetings at the superintendent level as well as with other key central office staff (e.g. human resource and professional development directors). Financial management is provided by Hoke County LEA serving as fiscal agent for the project. SREC contracts with UNCP to provide the academic courses, with oversight for this aspect of the program provided by the University in consultation with SREC. The SREC RESA organizational model builds on and benefits from the close relationships among superintendents and other district leaders in its region. SREC's model has resulted in a strong sense of program ownership and top level support from LEA leadership across districts. The disadvantage of this model may be lack of a strong connection between some of the UNCP faculty and the program.

All five programs collaborate closely with LEA partners at multiple levels. Developing and maintaining LEA relationships is a best practice and an essential part of the leadership role for transformed programs. This requires developing a common vision for and understanding of the skills and traits that participants should bring to the program as well as development of curriculum and authentic experiences (including intern placement with a strong mentor principal) focused on developing transformational leaders. By collaborating with LEAs to develop a joint recruitment and selection process, Project Directors advance understanding of these characteristics and promote identification and nurturing of a diverse group of proven educators with potential to be highly effective school leaders. Project Directors also work with LEA leadership to develop curriculum and internship expectations that ensure participants gain the skills needed to serve in their communities. This requires clear two-way communication pathways and ongoing evaluation of the program from multiple perspectives.

While all five programs face challenges in dealing with multiple accrediting agencies and bureaucratic procedures required for making changes to programs, they differ in how much autonomy Project Directors have which has implications for how nimble and flexible they can be in making organizational and curricular changes and in the extent to which the TP3 program influences any other traditional program at the same IHE. In all of the IHE-led programs, the Project Directors have been able to select faculty with significant practitioner experience and who are willing to work collaboratively on program and course design. These Project Directors have led program faculty and LEA representatives in a program redesign process including more LEA input and greater coordination between courses than is typical in traditional school administration programs. These transformations have affected other school leadership programs in the same institutions to varying degrees. For instance, in the case of NCSU, the department has completely discarded the traditional model, moving all MSA students to the transformed model being implemented in the TP3 program. At WCU, department faculty members are working to change the traditional model to be more similar to the transformed model as far as

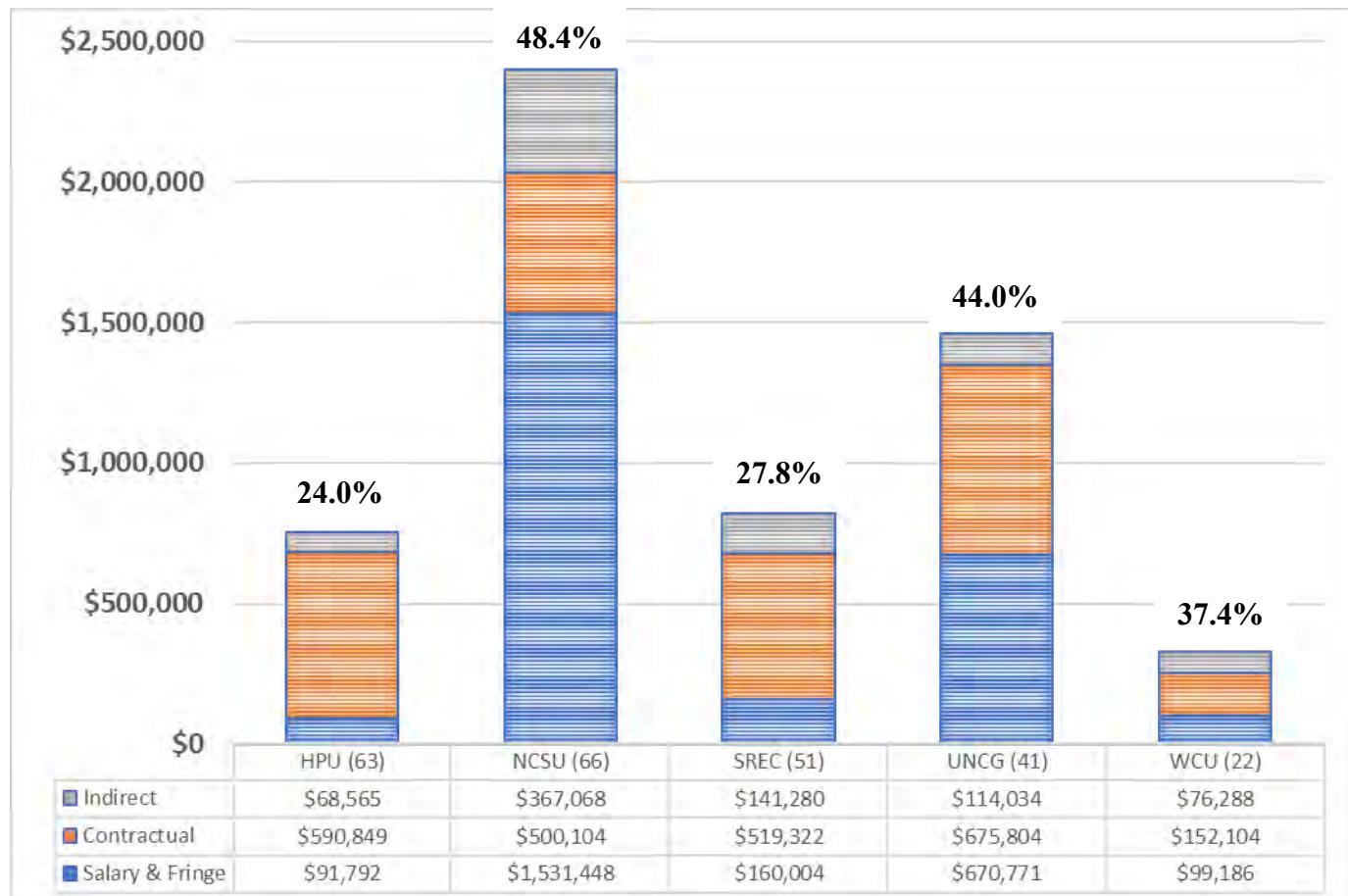
possible given financial constraints. In the other two IHE-led programs (HPU and UNCG), the TP3 program has considerable autonomy from the academic department offering the traditional program, but less influence over that program. In the SREC model, UNCP retains control over courses and staffing giving the Project Director somewhat less control over that aspect of the program - however, in practice, the SREC Program Coordinator supports the Project Director and serves as an adjunct faculty member providing some of the course work. Also, SREC executive coaches (experienced retired superintendents with strong community relationships) attend all UNCP course meetings and meet frequently with the SREC management team, thus providing close coordination between the course work and other program elements. Because SREC is independent from UNCP, any influence on the UNCP program is more indirect, taking place through conversations with faculty.

All five programs identify Project Directors or principal investigators and provide for other forms of staffing to implement the extensive tasks involved in managing these very intensive programs. All of the Project Directors are part-time in this role but vary widely in the amount of their time and effort charged to the TP3 funding. In addition to the Project Directors, the programs vary widely in the number of additional institutional personnel playing roles in leadership and the percent effort charged to the TP3 funding.⁵ In the 2019-20 year, the total number of institutional personnel being paid with TP3 funds ranged from one person at HPU to 15 people at NCSU. Enrolling and graduating a similar number of students, these two programs provide considerable contrast in how they approach project leadership.

Salary and fringe benefits for institutional personnel (that is employees of the sponsoring institution) for the period 2016-20 are projected to average approximately 16.6% of all TP3 expenditures and ranged from \$97,792 at HPU to \$1,531,488 at NCSU. See **Appendix A** of this report for **Table 4** providing a breakdown of all expenditures at the five programs over the four years of operation. In addition to the leadership role of institutional personnel, some projects' contractors, particularly their executive coaches, play important roles on the leadership team, assisting with tasks beyond coaching including program planning, participant recruitment and selection, and developing LEA partnerships. Other contractors provide additional support to the leadership. When contractual expenses and institutional indirect costs are lumped with salaries and fringe benefits for institutional personnel, the sum of these expenses (shown in **Figure 1**) ranges from \$327,528 at WCU to \$2,398,620 at NCSU. NCSU expends the greatest percentage of its total TP3 budget for these expenses and HPU and SREC expend the smallest percentage. These differences in number of people, amount of time, and the institutional expenses for leadership, including contractors and indirect costs, have implications for program performance as well as cost and sustainability.

⁵ For the purposes of this report, GrantProse defines 'institutional personnel' as salaried employees of the institution with some portion of their salary being supported with TP3 funds. Such employees draw varied fringe benefits from the institution. For SREC, payments made to Hoke County Schools for accounting services and SREC leadership are included in this analysis, recognizing how their leadership roles with TP3 are similar to that of employees at the other institutions.

Figure 1. Four Years of TP3 Expenditures by Program for the Categories of Personnel & Fringe, Contractual, and Indirect Cost **,***



* Numbers in parentheses along the X-axis indicate the number of graduates produced at each program over the four years of TP3 funding as of June 2020. SREC expects to produce another 13 graduates by December 2020.

** Percentages at the top of each bar indicate the percentage the bar represents of the total TP3 funds expended at each institution for the four-year period.

To understand the effect of program leadership costs on replicability, it is important to look not just at overall cost but also at the cost per graduate (See **Table 3** and **Figure 2**). Because there were major changes in program design between the first and second funding cycles for some programs (e.g. length of internship, access to state provided MSA funding to support intern salaries), the per graduate TP3 cost is calculated separately for the two funding cycles. All budget categories are included in this calculation (i.e., Personnel, Fringe, Travel, Materials/Supplies, Contractual, Other, Indirect), as well as supplementary funds that the programs accessed from the State's MSA allocation to support the internship.

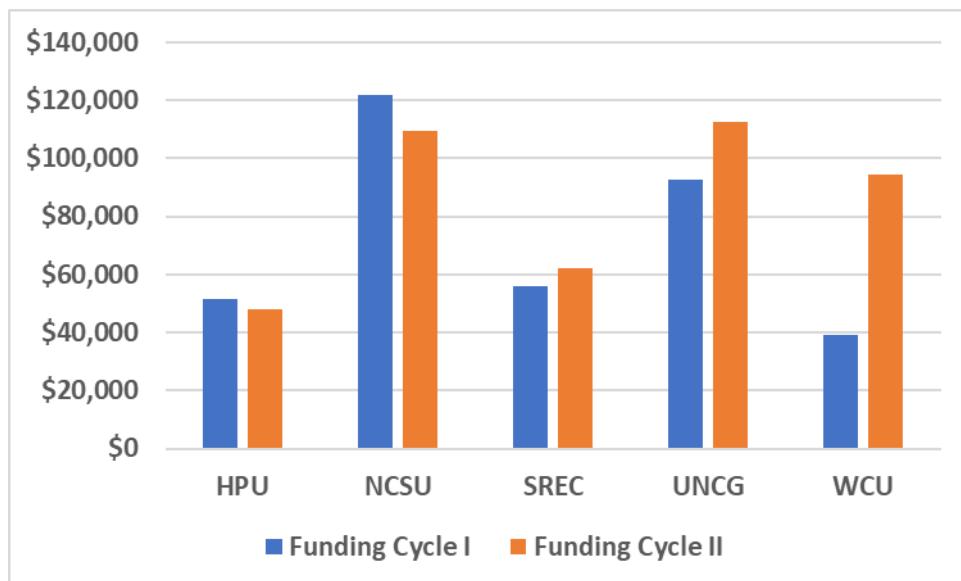
Table 3. Per Graduate Cost by Funding Cycle

Variable	HPU	NCSU	SREC	UNCG	WCU
2016-18 Funding Cycle					
Total of TP3 Expenditures	\$1,543,997	\$2,714,545	\$1,459,026	\$1,764,074	\$392,603
Number of Graduates	30	33	26	19	10
TP3 Per Graduate Cost	\$51,467	\$82,259	\$56,116	\$92,846	\$39,260
MSA Per Graduate Cost *	NA	\$39,680	NA	NA	NA
TOTAL Per Graduate Cost **	\$51,467	\$121,939	\$56,116	\$92,846	\$39,260
2018-20 Funding Cycle					
Total of TP3 Expenditures	\$1,588,970	\$2,240,869	\$1,490,543	\$1,554,555	\$632,979
Number of Graduates	33	33	24	22	12
TP3 Per Graduate Cost	\$48,151	\$67,905	\$62,106	\$70,662	\$52,748
MSA Per Graduate Cost *	NA	\$41,650	NA	\$41,650	\$41,650
TOTAL Per Graduate Cost **	\$48,151	\$109,555	\$62,106	\$112,312	\$94,398

Notes:

* TP3 programs that implemented 10-month internships could access MSA funds to support participant salaries during the internship. This allocation was \$39,680 per individual in the 2016-18 performance period and \$41,650 per individual in the 2018-20 performance period. Only NCSU accessed these funds in the 2016-18 performance period, while NCSU, UNCG and WCU accessed the funds in the 2018-20 performance period.

** Some LEAs in the HPU, SREC, UNCG, and WCU programs contributed funds to support the internship; however, this amount was highly variable from LEA to LEA. Figures in Table 3 and depicted in Figure 2 will underestimate the Total Per Graduate Cost by some amount in instances where LEAs contributed funds to support the internship.

Figure 2: Per Graduate Cost Including TP3 + MSA Funds

FINDINGS: INDIVIDUAL PROGRAM SUMMARIES

High Point University Leadership Academy

Program Overview. Partnering with 13 largely rural LEAs in 2018-20, HPU offers an 18-month M.Ed. program. Course delivery takes place at the University with a mixture of in-person and online course activities. Specialized trainings in topics such as Restorative Practices and Behavioral Interventions occur both within and outside the course framework. The required full-time internship is five months long; however, several districts have been able to provide additional funding for a 10-month internship program for the aspiring principals from their districts. Extensive coaching is provided during the internship phase. Students are admitted in cohorts and progress through all of their courses together with a strong emphasis on developing a professional network. HPU has graduated 63 participants over four years, the second highest of any of the programs, and at this time (July 2020), 44 (69.8%) have been employed as Principals or Assistant Principals.⁶

Project Director and Institutional Staff Roles. HPU employs one part-time Project Director, with a small portion of the person's salary being supported by TP3 funds. This is the only individual the University employs with TP3 funds. The Project Directors provides oversight to all aspects of the program including LEA partnerships, recruitment, selection, and internship placement of students, program faculty, executive coaches, supervision of students, and financial management. The Project Director also hires faculty in the program and works with faculty to develop, adapt and coordinate the program curriculum, works with the NC Department of Public Instruction, works with the HPU Office of Research Administration and Sponsored Programs (RASP) on program evaluation, and provides follow-up on post program placement of graduates. Executive coaches and key faculty assist with internal decisions, LEA committees provide an advisory group, RASP provides support with LEA contracts, and the University provides some part-time administrative support.

Contractual. The HPU program contracts with two Executive Coaches, both with extensive experience as school and district level administrators. These coaches also teach courses in the program and provide an important source of input for program design as well as an additional channel of communication with LEA partners. Other contractual expenses include various organizations and individuals who provide specialized learning experiences and specific expertise.

Oversight and Autonomy. The HPU TP3 program is housed in the Leadership Studies Department at the University, so the Project Director formally reports to the Leadership Studies Department Chair; however, most major decisions concerning this program are discussed with the Dean of the School of Education. University leadership has given the project a high level of autonomy as well as providing in kind support with administrative assistance and lowered tuition. The Project Director is able to make staffing decisions and choose currently serving K-12 practitioners to serve as adjunct faculty, providing a high level of expertise from in-field practitioners. GrantProse faculty interviews, observations, and examination of course syllabi

⁶ One of the 44 HPU individuals securing a P/AP position is known to have since left the state and one is currently employed in this role at a private school.

provide documentation of extensive coordination among faculty such that coursework and assignments are complimentary and build on one another.

Influence on Parallel Programs. HPU does have a parallel traditional program which offers a Master's degree in Educational Leadership; the two programs appear to operate quite separately with little influence between programs. The traditional program does not employ a cohort model, does not require a full-time internship, and lacks additional specialized TP3 funded training activities (e.g. sessions on Restorative Practices, Behavioral Interventions, Equity Audits). While course titles are the same in both programs, the course syllabi and content of the TP3 funded program have been adapted to focus on strategic transformational leadership, equity, and instructional leadership. Since many of the HPU TP3 courses are taught by adjunct faculty, there may be less pressure to modify the traditional program.

Fiscal Implications. Because HPU is a larger program with 63 graduates over four years, charges very little for institutional personnel to the TP3 program, and provides students with a cohort tuition discount, this is an extremely cost effective program with the lowest per/graduate cost in Funding Cycle 2. While HPU does receive support from partnering LEAs for internship salaries, it is important to note that HPU has not accessed MSA funds to date. Accordingly, the per graduate cost shown in Table 3 / Figure 2 is a reasonably true approximation. A potential downside to this lean management budget is that the program depends on the current Project Director's extraordinary level of commitment and close relationships with LEA leaders, which might not be replicable or sustainable in her absence.

LEA Role in Management. HPU partnered with 13 LEAs and served 33 participants in the 2018-20 funding cycle. The 13 LEAs provide input through an Advisory Board meeting twice a year, as well as through participation in the participant selection process, and in individual meetings and phone calls between senior district personnel and the Project Director. The level of participation from the districts varies from district to district over time, with turnover at the district level creating some challenges in maintaining continuity of program operations.

North Carolina State University Leadership Academy

Program Overview. Partnering with a rotating set of very different districts, including NC's largest district (in terms of number of students) as well as smaller rural districts and public charter schools, NCSU offers an intensive two-year MSA program with a 10-month, full-time internship. Students are admitted in cohorts, with multiple cohorts operating simultaneously. Each cohort's program is customized to meet the needs of the districts participating in that cohort. Students in a cohort progress through all of their courses together with a strong emphasis on developing a professional network. Course delivery is mainly off-campus in district partner and other facilities. Numerous specialized trainings are included in the program requirements. Extensive coaching is provided. NCSU has graduated 66 participants over four years, the largest number of any of the programs and at this time (July, 2020), 55 (83.3%) have been employed as Principals or Assistant Principals.⁷ NCSU has been a state and national leader in principal preparation program transformation, leveraging a series of federal, state, and foundation grants to

⁷ Two of the 55 NCSU individuals securing a P/AP position are known to have left the state and one is currently employed with a nonprofit organization.

implement and disseminate best practices.

Project Director and Institutional Staff Roles. The NCSU TP3 program is led by a Principal Investigator and 3 Co-Principal Investigators, all of whom draw a portion of their salary from TP3 funding. Additionally, eight other employees of the University (including a director for each cohort, a program coordinator, a lead for LEA partnerships) collaborate to provide considerable project management.⁸ These roles include oversight of the core components of leadership program delivery, collaboratively developing and delivering curriculum and specialized trainings, planning and implementing recruitment and selection activities, coordinating internship placements, monitoring student participants, budget administration, preparation of reports, and preparation of presentations and journal articles to disseminate research findings related to best practices. This high number of program management personnel exceeds that of any of the other TP3 programs. In addition to these 12 persons, the program also employs two part-time graduate research assistants who assist with data collection and analysis, preparation of training materials, facilitation of training sessions, documenting and archiving materials, and internal evaluation.

Contractual. NCSU has another 13 individuals who are contracted to serve as Executive Coaches for the interns (three of the institutional staff included in the count in the prior paragraph serve as Executive Coaches). Other contractual expenses include institutes, retreats, presentations, and graduate school tuition for the research assistants.

Oversight and Autonomy. The NCSU Leadership Academy is the MSA program of the Department of Educational Leadership, Policy, and Human Development in NCSU's College of Education and as such is subject to all the normal departmental oversight policies and procedures. Financial management and oversight is provided through the College of Education's Office of Business Management and Compliance Services as well as post award services including budget management provided by the Research Development Office. Revision of programs and of courses within programs requires a multi-step process to secure approval and maintain accreditation. The PI, Co-PIs, and staff have worked intensively with the department faculty as well as LEA representatives to create a transformed program over a 10-year period.

Influence on Parallel Program. NCSU has committed to a transformed model; in the 2019-20 year for the first time there is no longer a separate traditional Master of School Administration program. NCSU began developing and offering a transformed model with its Northeast Leadership Academy (NELA) in 2010. This model includes working with partner LEAs to offer carefully selected participants two years of classes with a full-time, 10-month internship during the second year, multiple specialized experiences, and extensive coaching. With the Project Directors' leadership, faculty commitment, support from the university, and multiple different grants over the past ten years including U.S. Department of Education and Wallace Foundation funding in addition to the TP3 funding, NCSU has been able to convert completely to this model. However, according to the project leadership team, this conversion entails a risk to the program,

⁸ Information provided by the TP3 Project Director at NCSU indicates 7 of these individuals reportedly serve in contractual relationships but are nonetheless considered employees of the institution due to rules regarding other university employment. Although treated as employees by the institution but viewed as contractors by the NCSU TP3 program, GrantProse views their roles in the TP3 program as well within the scope of project management.

as many elements are not sustainable under a tuition only model and require additional funding. Should additional funding end, the project leaders indicate that it could be difficult for NCSU to revert to a traditional program as the entire curriculum has been revised to integrate the additional elements.

Fiscal Implications. NCSU has the second highest per graduate cost in the second funding cycle as indicated in **Table 3 / Figure 2** and its institutional costs, indicated in **Figure 1**, are the highest amount and the largest percentage of total program costs of any of the five programs. There are several reasons for the higher institutional costs of this program. One is the larger number of institutional personnel accounting for almost 31% of its 4-year TP3 budget; another is that salaries are generally higher at research (R I in the Carnegie Classification) universities; another is the customization of each cohort for the participating LEAs, and another is the cost of research such as the development of research based data tools, conference presentations, and publications included in this project's budget. The large number of persons employed as a part of the NCSU project has provided some advantages including flexibility to meet the needs of different school districts, multiple diverse perspectives in the leadership team, development of research based tools that will benefit school districts as well as other principal preparation programs, training of graduate students to meet a need for faculty in other educational leadership programs, and leadership to the state as well as the nation in this area. A disadvantage of the more expensive program is that it may be more difficult to scale or replicate the model across the state. Moreover, as the NCSU Project Director notes, the program cannot be sustained without additional funding such as the TP3 funds.

LEA Role in Management. NCSU has partnered with a different set of LEAs for each cohort for a total of 10 LEAs including seven county districts, one city district, and two public charter schools over the 2016-20 period. Reflecting the very different sizes and needs of these districts, LEA partner roles have not been the same for each cohort. NCSU's Wallace Foundation grant funded in-depth work with some districts to develop a shared vision for the program and redesign curriculum to reflect that vision. NCSU's management structure provides for multiple personnel whose responsibilities include engagement with specific LEA personnel to develop MOUs, support participant recruitment and selection, place interns, and communicate with mentor principals, central office staff, and superintendents; however, it is uncertain if LEA relations and coordination are improved by the involvement of multiple personnel. Turnover of partner districts, turnover in key positions within those districts, and the diversity in size and needs of the NCSU partner districts makes LEA engagement a challenging task.

Sandhills Regional Education Consortium Leadership: Principal Development Program

Program Overview. The Sandhills RESA is a consortium of 13 largely rural LEAs and the SREC model builds on and benefits from the close relationships among superintendents and other district leaders in this region. The RESA is led by a Superintendents' Council, which provides direction and oversight to its programs. The RESA developed the SREC principal leadership academy to meet local needs for new principals with turnaround skills to transform low-performing schools. SREC interviewed several IHEs before choosing to partner with UNC Pembroke (UNCP) to provide course work. The 2016-2020 SREC program supported 24 credit

hours, including a 5-month full- time internship, over an 18-month period. All candidates who did not already hold a Master's degree were required to complete the additional 15 credit hours needed to complete the UNCP MSA degree and meet licensure requirements. Candidates who already held a Master's degree could choose to request an add-on license with a Post Master's Certificate. All participants were encouraged to continue in the MSA program and complete the additional credit hours needed to complete the UNCP MSA degree and most did so. Overall, 39 credit hours are needed for the MSA. Students pay for remaining credit hours to reach the MSA and may request transfer of up to 6 hours of work completed in any previous graduate work after acceptance into the UNCP MSA program.

Extensive coaching is provided throughout the program. Participant seminars are hosted by the LEAs on a rotating basis, further developing relationships. A unique practice of SREC is a switch assignment allowing each intern to experience a very different school environment for one of the five months by switching to a school at a different grade level in a different LEA. The strong relationships among the LEAs within the RESA make this possible. Students are admitted in a cohort and progress through their courses together with a strong emphasis on developing a professional network. SREC has graduated 50 participants over four years, with an additional cohort of 14 individuals, 13 of whom are expected to finish in December 2020. At this time (July, 2020), 29 (56.9%) of SREC graduates have been employed as Principals or Assistant Principals. SREC's RESA led organizational model has resulted in a strong sense of program ownership and top level support from LEA leadership across districts. One disadvantage of this model may be a lack of a strong connection between some of the UNCP faculty and the program.

Project Director and Staff Roles. The SREC program is led by a Project Director and Program Coordinator with SREC who work together closely to manage the program including liaison with the LEAs, construction and implementation of the budget, communication with LEA leadership team members, implementation of recruitment activities, and developing curricula and related seminar and course activities. The Program Coordinator communicates with UNCP staff regarding the program of study, reviews all documents and reports submitted by the Executive Coaches, leads weekly staff meetings, reviews and submits invoices and reports, and maintains ongoing communication with all interns throughout and after the program. The Project Director and Program Coordinator both draw part-time salaries from the TP3 funds. Hoke County LEA serves as fiscal agent for the project. The Hoke County LEA Finance Officer provides financial oversight as well as support with processing invoices and completing required documentation and draws part of her salary from TP3 funding. The Program Coordinator is also an adjunct faculty at UNCP and teaches a number of the University courses in the TP3 program.

Contractual. In addition to the leadership personnel described above, SREC also contracts for services in support of program operations. SREC contracts with two Executive Coaches who play significant central leadership roles in the project, bridging between the students, their mentor principals, the university faculty, and the program director and coordinator.

Oversight and Autonomy. LEA superintendents provide direction as well as oversight through the RESA organization with monthly meetings at the superintendent level. Financial management and oversight is provided by Hoke County LEA serving as fiscal agent for the project. SREC contracts with UNCP to provide the academic courses; oversight for this aspect of

the program is provided by the University. This model has provided SREC with more independence in some aspects of the program, but less control over the academic experience. While participants must meet the University's standards for acceptance, recruitment and selection are managed by the program and largely LEA driven. SREC also works closely with the LEAs to manage the internship process including initial placement, supervision, and support. Being a RESA, SREC may be a stronger advocate for LEA interests than the university-led programs. However, a downside of this independence from the university is that SREC has less influence on how the university structures its courses and curriculum. While the program coordinator teaches some of the courses as a university adjunct professor, SREC is neither able to choose all of the faculty teaching courses nor lead these faculty members in an extensive course revision and alignment process.

Influence on Parallel Programs. SREC does not have a parallel program, although UNCP, its host IHE does have a parallel traditional program. This UNCP program is not a cohort program and does not have a full-time internship, or most of the other characteristics of transformed programs. Because SREC is independent from UNCP, any possible influence on the UNCP program is more indirect, taking place through conversations with faculty.

Fiscal Implications. SREC's model has allowed it to have very low institutional costs and devote a high percentage of its budget to participant support. This is particularly important for SREC as they did not access additional MSA state funding to support internship salaries during the 2016-2020 funding cycles. They have applied to access these funds starting with the 2020-2022 cohorts. One major disadvantage of the SREC model is that cashflow is problematic. Hoke County LEA does not have a deep well of cash reserves to support program expenses until the reimbursement from TP3 funds can be made to the school district. This has created difficulties in terms of timely payment of student tuition at UNCP. An additional disadvantage is that SREC's fiscal needs cannot always be met in a timely fashion due to competing priorities the LEA fiscal agent may face.

LEA Role in Management. While SREC staff manage the TP3 program, the LEA superintendents provide oversight and additional leadership to the program. The degree of superintendent involvement in the program appears to be a strength. This area of the state appears to have a lower level of superintendent turnover; moreover, new superintendents are often hired from within the region, contributing to a strong sense of program ownership and accountability for results. In addition to working through the Superintendent's Council, the RESA has a number of job-alike and professional development groups, providing on-going communication with and support for the program from district leaders with different areas of responsibility. Participant seminars are held with each of the different districts hosting on a rotating basis, further strengthening the relationship between the program and LEA personnel.

University of North Carolina at Greensboro Principal Preparation for Excellence and Equity in Rural Schools

Program Overview. Partnering with 10 largely rural LEAs, UNCG offers a two-year MSA program. Course delivery takes place at an auxiliary campus with a mixture of in-person and online course activities. There is a strong emphasis on serving the needs of rural districts. Students are admitted in a cohort and progress through all of their courses together with a strong emphasis on developing a professional network. The required full-time internship is ten months long; UNCG has been able to access additional MSA state funding to support the internships. Extensive coaching is provided during the internship phase. UNCG has graduated 41 participants over four years. At this time (July, 2020), 32 (78.0%) of graduates have been employed as Principals or Assistant Principals.

Project Director and Staff Roles. The TP3 program at UNCG PPEERS is led by a Principal Investigator (PI) who is an Associate Professor of Educational Leadership in the School of Education Division of Research, Discovery & Innovation. A portion of this person's salary is supported with TP3 funds. The PI provides oversight to all aspects of the program including strategic planning, curriculum development, hiring, contracts, recruitment and selection, and district partnerships and works with a part-time Assistant Director for the program to plan the many supplementary learning activities such as Performance Learning Days, Summer Institutes, Saturday Seminars, Internship Seminars, and Boot Camps. The PI also serves as program faculty, teaching courses and supervising internships. The part-time Assistant Director is also supported with TP3 funds, and works very closely with the PI, assisting with planning, oversight, and co-facilitating meetings as well as teaching in the program and supervising internships. There is also a full-time Program Manager position supported with TP3 funds. The Program Manager is responsible for administrative tasks such as accounts payable, processing of student stipends, processing of salary replacement, student registration and tuition/fees, event planning, program communications, accounting functions, and travel arrangements. Another faculty member has had multiple leadership roles, assisting in program design, facilitating seminars, and working with LEA partners to develop curriculum modules on school finance and budgeting. Another faculty member, assisted by several graduate students, serves as lead internal evaluator.

Contractual. In addition to the leadership personnel described above, UNCG contracts with three Executive Coaches. Additional leadership development activities have been provided by contracts with the Southern Regional Education Board and Dr. Larry Coble, along with contractual expenses for Racial Equity Training, guest speakers, software licenses and subscriptions.

Oversight and Autonomy. The UNCG program is housed in the Division of Research, Discovery, and Innovation and oversight of the TP3 program is provided by the Associate Dean of Research, Development, and Innovation. This separation from the traditional program, which is housed in the Educational Leadership and Cultural Foundations Department, allows the Principal Investigator considerable autonomy in the selection of faculty and the inclusion of a strong practitioner element in every course. The PI has been able to lead a collaborative course planning process ensuring program coherence with horizontal and vertical integration. The autonomy from regular departmental processes and greater control afforded to the PI has allowed

the program to be more flexible and respond quickly to feedback from LEA partners, redesigning courses and assignments to ensure that the overall program provides the participants with all the skills they need to work in high-need rural schools.

Influence on Parallel Programs. UNCG does have a parallel traditional program housed in the Educational Leadership and Cultural Foundations Department. This program does not require full-time participation; students may take up to five years to complete the program. It does not admit or treat students as a cohort. Students are required to complete an internship experience that is the equivalent of one year of full-time administrative field experience. Because the programs are housed in different departments, there is more autonomy and less influence between the programs.

Fiscal implications. UNCG had the highest per participant costs of the programs during the second funding cycle, and the second highest institutional costs and percentage of costs going to institutional expenses of the five TP3 programs. The PI, Assistant Director, and Program Manager all draw a sizeable portion of their salary from TP3 funds, contributing to the relatively high level of institutional expenses. Also, the higher per participant costs are due in part to a relatively smaller program (fewer students) compared to three of the four other programs. Offsetting these higher costs, an advantage of being a separate and off-campus program is that the off-campus status has allowed the program to significantly reduce tuition costs. UNCG was able to reorganize their courses to provide a practicum course each semester and during the summer. They then situated many supplementary activities (e.g. ropes course, speakers, institutes) into these practicums, making it more feasible to staff them and require graded assignments; however, additional TP3 funding is still needed to pay for these activities.

LEA Role in Management. UNCG has monthly online meetings with LEA representatives as well as regular regional face to face meetings with stakeholders. These meetings are used to collect feedback and input on program design and have facilitated significant LEA contributions to curriculum. An IHE/LEA collaborative process is used for recruitment and selection of participants and for internship placement. Meetings with mentor principals are used not only to develop mentoring skills but also to solicit input on program design. A bi-monthly participant seminar is hosted by the participating LEAs on a rotating basis, facilitating understanding among participants of the various rural districts and fostering relationships between the program staff and participants and host district personnel.

Western Carolina University

Program Overview. Partnering with eight largely rural LEAs in mountainous areas of North Carolina. WCU offers a four-semester, 36 credit hour, MSA program. Course delivery is through a mixture of in-person and online course activities. There is a strong emphasis on social justice and serving the needs of rural districts. Unlike any of the other programs there is considerable overlap in programming for TP3 and other MSA students at WCU. The required full-time internship is ten months long; WCU was able to access additional MSA state funding to support internships for the 2018-20 funding cycle. Extensive coaching is provided during the internship

phase. WCU has graduated 22 TP3 participants over four years. At this time (July, 2020), 12 (54.5%) of graduates have been employed as Principals or Assistant Principals.⁹

Project Director and Staff Roles. The PI and Co-PI for the WCU program are both Assistant Professors in the Department of Human Services in the College of Education & Allied Professions at WCU. In the 2019-20 year each individual drew less than \$10,000 in TP3 funds for salary support; in earlier years, the amounts were much smaller. The two faculty work together to provide leadership and management for the program including LEA partnership development, the recruitment and selection process, program and curriculum development, and working with the participants both in groups and individually. The project also employs a part time grant coordinator who manages administrative tasks. Additional faculty members are paid stipends for varied tasks including program assessment work.

Contractual. WCU employs one Executive Coach who also managed the recruitment process for their 2020-22 cohort. Additional contractual expenses include work with the Integrated Comprehensive Systems (ICS) for Equity Institute and curriculum development and speakers from the Western Region Education Service Alliance.

Oversight and Autonomy. The WCU TP3 program is housed in the Department of Human Services in the College of Education & Allied Professions so the PI and Co-PI report to the Department Chair with additional oversight provided by the Dean. The faculty has a shared vision of leadership for equity and has collaborated closely in program development.

Influence on Parallel Programs. WCU's TP3 program is not as separate from the other MSA and Post Master's Certificate programs at WCU as at the other TP3 sites where there are parallel programs. While students in the TP3 program receive additional support, some cohort-based experiences, are grouped separately for online discussion in some courses, and complete full time ten-month internships, they also take most of their coursework with other WCU school executive leadership program students. While this model might dilute the cohort experience, WCU participants gave the cohort experience high ratings during the second funding cycle and WCU faculty feel the TP3 students benefit from the diverse experiences of students from outside the LEAs partnering for the TP3 program. WCU's faculty want all of their MSA students to experience the benefits of the transformed model; however, financial constraints have not allowed them to provide all of the students with the same level of support (e.g. tuition, salary and benefits to support full time internship at same level as their previous teacher salary, supplemental experiences). Still, the PI and Co-PI have used the TP3 funding to develop and pilot new courses and curriculum with the TP3 group and then implement these courses for all of their students. This blended model is part of an overall transformation process underway at WCU.

Fiscal Implications. WCU has the lowest institutional costs of any of the five programs and its per graduate cost for the second cycle is only very slightly higher than that of the program with the lowest per graduate costs. However, in the view of the Project Directors, rather than facilitating scaling up and replicability, the lower funding for management has not been adequate to support the amount of time and resources needed for program leadership and particularly to

⁹ One of the 12 WCU individuals securing a P/AP position is currently on leave from the position.

fund the time and effort needed to work closely with the 18 rural districts in WCU's service area. WCU has the smallest budget of the five TP3 programs and was not originally designed to fully support participants' internship and tuition costs. The WCU budget was significantly increased in the 2018-20 funding cycle, and it is evident that additional funding is needed if the program is to expand and operate on a par with the other TP3 programs.

LEA Role in Management. The WCU TP3 program works through the Western RESA, attending monthly meetings for Superintendents as well as those for Curriculum Directors and others to provide information and solicit feedback. The program also holds meetings just for partner districts. The program has strengthened relationships with LEA partners over time, with LEA partners taking a growing role in providing input and a lead role in selecting participants. Challenges remain due to the isolation of the mountainous region; travel distances discourage face to face meetings and participation; WRESA and some of the LEAs have existing relationships with other IHE principal preparation programs; and the WCU program has had to overcome initial skepticism. The PI and Co-PI continue to work with LEA leadership to develop understanding and application of social justice and equity principles in the selection of participants and mentor principals and in assessing participants' work. Recent information collected from the program leaders indicate that more LEAs are expressing interest in joining the program.

CONCLUSIONS

When describing a best practice such as the provision of program leadership, it is one thing to say that it is important to provide dedicated leadership for a program but another to explore and analyze the different ways in which the TP3 programs do this. From our review in this report, there does not seem to be a single 'best way' to provide leadership. Rather, there are advantages and disadvantages to each of the five TP3 models. To a considerable degree, the form of program leadership provided at each TP3 site is a function of the context in which that program operates. For instance, being an R1 doctoral university where research is a 'very high' priority, it is perhaps not surprising that NCSU has the highest institutional costs of any of the programs. And, being a private university, it is perhaps not surprising that HPU has considerable flexibility in operating its TP3 program including curriculum redesign and hiring faculty that are largely field-based. Rather than making comparisons among the five programs in an attempt to decide which has the best approach to providing leadership, it may be better to describe characteristics of strong models. Accordingly, strengths in the leadership models found in TP3 programs and important to strong models include:

- Program leaders emphasize service to the participating LEAs, their K-12 students, and aspiring principals. All of the TP3 programs emphasize this service.
- Program leaders share approaches to best practices. There is already a considerable body of research identifying the nature and form of best practices in the transformation of principal preparation programs and the program leaders will do well to share their varied approaches to program leadership with each other, including staffing and job responsibilities. The NCASLD Professional Learning Network has provided a venue to promote this sharing.
- Program leaders should have the autonomy and flexibility to develop a transformed

program including the choice of instructors and coaches that share their vision for the program and are willing to coordinate closely with other faculty and LEA representatives in an iterative process to build a coherent program integrated across courses and experiences. The different TP3 programs have achieved differing amounts of this autonomy and flexibility in different ways.

- Program leaders should seek to extend the transformational practices across the institution in the event that there is more than one pathway for preparing principals. NCSU and WCU, with their intentions to create a single university-wide model of principal preparation typify this.
- Program leaders should engage LEA leaders in ways that embed the TP3 program in routine LEA practices so as to reduce the added burden of time that LEA leaders must commit to the program and/or reduce the adverse impact on IHE/LEA relations when there is a turnover in LEA personnel. The SREC model of using RESA meetings to manage and advance the TP3 program and the UNC-G model with monthly phone conferences for LEA liaisons typify this.
- Program leaders should work closely with LEA leaders at multiple levels and in multiple aspects of the program to develop a coordinated vision for the program, with joint recruitment and selection of participants, joint development of curriculum and authentic experiences, and joint expectations for the internship focused on developing transformational leaders. All of the programs typify aspects of this.
- Program leaders should ensure ongoing evaluation incorporates multiple sources of data including feedback from multiple stakeholders is used in a continuous improvement process. All of the TP3 programs have data-based continuous improvement processes; NCSU has gone furthest in developing data collection and analysis tools.
- Program leaders should seek to minimize institutional costs, especially institutional salaries, contractual expenses, and indirect costs, so as to maximize support for participant expenses such as university tuition and salary support during the internship. Also, minimizing institutional costs will better permit scaling the program across the state and serving more participants. The HPU, SREC and WCU models typify this. And, to the extent that TP3 funding can support the full cost of tuition and hold harmless salaries (i.e. participants' salaries are not lowered from their previous teacher salary during the internship) with the addition of MSA funds if appropriate, then, a) this permits the programs to recruit the most qualified candidates even from low wealth LEAs that may not be able to underwrite additional expenses.

APPENDIX A

Table 4. All Expenditures of TP3 Funds Disaggregated by TP3 Program Over Four Years of the TP3 Program

Budget Category	HPU		NCSU		SREC		UNCG		WCU		TOTAL	
	Amount	%	Amount	%								
Salaries	\$77,498	2.5%	\$1,284,445	25.9%	\$160,004	5.4%	\$525,995	15.8%	\$82,227	8.0%	\$2,130,169	13.8%
Fringe Benefit	\$14,294	0.5%	\$247,003	5.0%	\$0	0.0%	\$144,776	4.4%	\$16,959	1.7%	\$423,031	2.8%
Travel	\$16,563	0.5%	\$54,590	1.1%	\$9,473	0.3%	\$28,999	0.9%	\$29,402	2.9%	\$139,027	0.9%
Materials	\$4,271	0.1%	\$43,785	0.9%	\$5,854	0.2%	\$9,070	0.3%	\$13,779	1.3%	\$76,760	0.5%
Contractual	\$590,849	18.9%	\$500,104	10.1%	\$519,322	17.6%	\$675,804	20.4%	\$152,104	14.8%	\$2,438,183	15.9%
Other	\$0	0.0%	\$24,154	0.5%	\$0	0.0%	\$0	0.0%	\$0	0.0%	\$24,154	0.2%
Indirect	\$68,565	2.2%	\$367,068	7.4%	\$141,280	4.8%	\$114,034	3.4%	\$76,288	7.4%	\$767,235	5.0%
Institutional SubTotal	\$772,040	24.6%	\$2,521,150	50.9%	\$835,932	28.3%	\$1,498,678	45.2%	\$370,758	36.2%	\$5,998,559	39.0%
LEAs	\$32,700	1.0%	\$58,270	1.2%	\$7,795	0.3%	\$0	0.0%	\$27,388	2.7%	\$126,152	0.8%
Participants	\$2,328,227	74.3%	\$2,377,853	48.0%	\$2,101,994	71.3%	\$1,819,486	54.8%	\$627,435	61.2%	\$9,254,995	60.2%
Participant Subtotal	\$2,360,927	75.4%	\$2,436,123	49.2%	\$2,109,788	71.5%	\$1,819,486	54.8%	\$654,823	63.8%	\$9,381,148	61.0%
Undesignated	\$0	0.0%	-\$1,859	0.0%	\$3,848	0.1%	\$464	0.0%	\$0	0.0%	\$2,453	0.0%
TOTAL	\$3,132,967	100%	\$4,955,414	100%	\$2,949,569	100%	\$3,318,629	100%	\$1,025,582	100%	\$15,382,160	100%

Transforming Principal Preparation (TPP) Program Grant Quarterly Report October–December 2019

Report 4.10

Pamela Lovin, William Carruthers, & Eleanor Hasse ¹

Released: March 2020

OVERVIEW

Quarterly reports produced in the course of evaluating the grant program funded by the NC Legislature, Session Law 2015-241 Section 11.9, Transforming Principal Preparation (TP3)², 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 grant program, the TP3 Provider agencies (Providers) that have received grant funding, and the TP3 program participants who are receiving principal preparation training.

This report provides information on GrantProse's evaluation of NCASLD, TPP Provider agencies, and TP3 program participants for the fourth quarter of 2019, October 1 through December 31. This is the sixteenth 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 TP3 Provider invoices for allowability, allocability, and adherence to the final approved budgets. The electronic submission process and dual review process updated earlier (see NCASLD Quarterly Report Jul-Sep 2018) appear to be successful in (a) supplying 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: Lovin, P., Carruthers, W., & Hasse, E. (2020, March). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Oct-Dec 2020 (Report 4.10)*. Garner, NC: GrantProse, Inc.

² Earlier GrantProse reports have used TPP for the acronym to refer to the program; however, the most recent legislation identifies the program as the Principal Fellows and TP3 Commission, thus our use of TP3 in this and future reports. TPP and TP3 refer to the same program.

Timeline

The following chart shows the status of activities established in the legislation or NCASLD scope of work for this reporting period. NCASLD has met milestones established for the sixteenth quarter of the project. **Table 1** indicates significant activities completed during the October to December 2019 quarter.

Table 1. NCASLD & GrantProse Activities Completed in October through December 2019

Date	Function	Activity
10/25/2019	Implementation	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.

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: Four new grant awards were made by the TP3 Commission during this quarter: ECU, UNC Charlotte, North Carolina Central, and NCSU. These new programs are slated to begin July 2020 and will be the first programs to be fully funded by the latest legislation. As a member of the TP3 Commission, Dr. Prince with NCALSD participated in the process that identified these programs to receive awards.

D. Collect and report program data from grantee Providers: NCASLD has employed GrantProse to conduct all evaluation activities of the TP3 Programs. This evaluation has been ongoing since the beginning of the program.

E. Evaluate grantee(s) for grant renewal: No new information to report.

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 the New York City Leadership Academy, held a meeting of the Professional Learning Network (PLN) on October 25, 2019. The meeting took place at Vidrio in Raleigh. The PLN focused on the MSA funds, forgivable loan process, and new TP3 RFP process. GrantProse has produced an observation report of this meeting.

TIER 2: EVALUATION OF PROVIDERSBudget

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 2 provides the status of activities established in the legislation or TPP Program scope of work for this report period. All TPP Programs have met milestones established during the October to December period.

Table 2. TPP Program Provider & GrantProse Activities Completed in Jul through Sept 2019

Date	Function	Activity
10/2019-11/2019	Evaluation	GrantProse observed select LEA partnership activities for each Provider.

Evaluation of Program Data

GrantProse conducted in-person observations of selected LEA partnership activities for each TP3 program in October, November, and December (see **Table 3**). The focus was to observe activities demonstrating collaboration between the TP3 Providers and LEAs partnering with their programs. Program Directors from each program provided GrantProse staff with a list of upcoming LEA activities from which to choose and then facilitated scheduling details. GrantProse will produce a report for each observation that will be included in the annual report submitted to SEAA at the end of the 2019-20 year.

Table 3. GrantProse Observations of TP3 Programs

Program	Date	Observed Activity & Location
HPU	November 18, 2019	District Partnership Meeting @ HPU campus
	December 6, 2019	Culminating Activity @ HPU Campus
NCSU	October 1, 2019	District Partnership Meeting @ NCSU Campus
	October 2, 2019	District Partnership Meeting @ NCSU Campus
SREC	October 11, 2019	Superintendents' Council @ Moore County Schools and Virtual Meeting Space
	October 17, 2019	Mentor Principal Meeting @ Richmond County Schools
UNCG	October 3, 2019	District Point Person Meeting @ Virtual Meeting Space
	November 13, 2019	Mentor Principal Meeting @ UNCG Campus
WCU	December 10, 2019	Mentor Principal Meeting @ WCU Biltmore Square Campus

GrantProse also began analyzing the mid-year reports submitted by the Provider agencies and is producing a summary report to be released in 2020.

TIER 3: EVALUATION OF PARTICIPANTSTimeline

Table 4 provides the status of evaluation activities for TP3 program participants during this report period. All other participants have met milestones established during the October to December period.

Table 4. Participant & GrantProse Activities Completed in Jul through Sept 2019

Date	Function	Activity
10/2019-11/2019	Evaluation	GrantProse conducts follow-up survey for participants that had completed a TP3 program
12/2019	Evaluation	GrantProse conducts surveys of mentor principal and TP3 participants who completed their program in the Fall 2019 semester

CONCLUSIONS

Tier 1 Evaluation: NCASLD continues to implement the program with fidelity to the legislation and their proposal to SEAA. Tier 2 Evaluation: Similarly, TP3 Programs are fully engaged in the program and committed to sharing insights, lessons learned, and best practices with each other, NCASLD, and the GrantProse evaluation team. Tier 3 Evaluation: All 2019-20 participants continued coursework during the quarter.

Overall, NCASLD and the TP3 Programs continue to make progress at a challenging timeline while maintaining compliance with program and legislative requirements.

APPENDIX A

This section lists selected documents and reports GrantProse has produced for the TPP grant program to date.

Annual Reports to SEAA

Sturtz McMillen, J., Carruthers, W., Hasse, E., & Dale, E. M. (2017, July). *Transforming Principal Preparation Grant Program: First Year, Annual Report*. Garner, NC: GrantProse, Inc.

Sturtz McMillen, J., Carruthers, W., Hasse, E., Lovin, P., & Hasse, E. (2018, July). *Transforming Principal Preparation Grant Program: Second Year, Annual Report*. Garner, NC: GrantProse, Inc.

Sturtz McMillen, J., Carruthers, W., Hasse, E., Lovin, P., & Hasse, E. (2018, July). *Transforming Principal Preparation Grant Program: Second Year, Technical Report*. Garner, NC: GrantProse, Inc.

Carruthers, W., Sturtz McMillen, J., Lovin, P., & Hasse, E. (2019, July). *Transforming Principal Preparation Grant Program: Third Year, Annual Report*. Garner, NC: GrantProse, Inc.

Carruthers, W., Sturtz McMillen, J., Lovin, P., & Hasse, E. (2019, July). *Transforming Principal Preparation Grant Program: Third Year, Technical Report*. Garner, NC: GrantProse, Inc.

Quarterly Reports to NCASLD

Carruthers, W., Braswell, J., Hasse, E. (2016, May). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Jan-Mar 2016*. Garner, NC: GrantProse, Inc.

Carruthers, W., Braswell, J., Hasse, E. (2016, July). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Apr-Jun 2016*. Garner, NC: GrantProse, Inc.

Braswell, J., Hasse, E., McMillen, J., & Carruthers, W. (2016, November). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Jul-Sept 2016*. Garner, NC: GrantProse, Inc.

Carruthers, W., Braswell, J., Hasse, E., McMillen, J. (2016, January). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Oct-Dec 2016*. Garner, NC: GrantProse, Inc.

Carruthers, W., Braswell, J., Hasse, E., McMillen, J. (2017, June). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Jan-Mar 2017*. Garner, NC: GrantProse, Inc.

Carruthers, W., Sturtz McMillen, J., & Hasse, E. (2017, July). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Apr-Jun 2017*. Garner, NC: GrantProse, 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: GrantProse, 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: GrantProse, 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: GrantProse, Inc.

Note: The annual report for the 2017-18 year doubles as the quarterly report for Apr-Jun 2018.

Lovin, P., Sturtz McMillen, J., Carruthers, W., & Hasse, E. (2018, October). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jul-Sep 2018 (Report 3.02)*. Garner, NC: GrantProse, Inc.

Lovin, P. M., Sturtz McMillen, J., Carruthers, W., & Hasse, E. (2019, February). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Oct-Dec 2018 (Report 3.04)*. Garner, NC: GrantProse, Inc.

Lovin, P. M., Sturtz McMillen, J., Carruthers, W., & Hasse, E. (2019, June). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jan-Mar 2019 (Report 3.07)*. Garner, NC: GrantProse, Inc.

Note: The annual report for the 2018-19 year doubles as the quarterly report for Apr-Jun 2019.

Lovin, P., Carruthers, W., & Hasse, E. (2019, November). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jul-Sep 2019 (Report 4.06)*. Garner, NC: GrantProse, Inc.

Lovin, P., Carruthers, W., & Hasse, E. (2020, March). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Oct-Dec 2020 (Report 4.10)*. Garner, NC: GrantProse, Inc.

Evaluation Reports

Carruthers, W. (2018, March). *TPP Participants' Survey: Mid-Year 2017-18*. Garner, NC: GrantProse, Inc.

Carruthers, W. & Hasse, E. (2018, April). *Evaluation Procedures: Identifying High Needs Schools*. Garner, NC: GrantProse, Inc.

Sturtz McMillen, J. S., Lovin, P., Hasse, E., Dale, E., & Carruthers, W. (2018, March). *TPP Growth Plans: Mid-Year 2017-18*. Garner, NC: GrantProse, Inc.

Carruthers, W., Lovin, P., & Copeland, J. (2018, October). *Participants' Pre-Survey Results: Funding Cycle 2 (Report 3.01)*. Garner, NC: GrantProse, Inc.

Carruthers, W., Sturtz McMillen, J., Hasse, E., & Lovin, P. (2019, January). *TPP Mid-Year Report: 2018-19 (Report 3.03)*. Garner, NC: GrantProse, Inc.

Hasse, E., Lovin, P., & Sturtz McMillen, J. (2019, June). *TPP Program Faculty Interviews (Report 3.05)*. Garner, NC: GrantProse, Inc.

Carruthers, W. (2019, June). *Evaluation Procedures: Identifying High Needs Schools: 2018-19 Year (Report 3.06)*. Garner, NC: GrantProse, Inc.

Lovin, P. M., Sturtz McMillen, J., Carruthers, W., & Hasse, E. (2019, June). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jan-Mar 2019 (Report 3.07)*. Garner, NC: GrantProse, Inc.

McMillen, J.S., Carruthers, W., Hasse, E., & Lovin, P. (2019, June). *TPP Programs: Program Leadership Interviews (Report 3.08)*. Garner, NC: GrantProse, Inc.

Carruthers, W., Lovin, P., & Copeland, J. (2018, June). *Participants' Pre-Post Survey Results: Funding Cycle II (Report 3.09)*. Garner, NC: GrantProse, Inc.

Hasse, E., Carruthers, B., Lovin, P., & Sturtz McMillen, J. (2019, June). *TPP Partnerships with LEAs: Interviews with LEA Representatives (Report 3.10)*. Garner, NC: GrantProse, Inc.

Hasse, E., Lovin, P., & Sturtz McMillen, J. (2019, June). *TPP Program Courses: Observations (Report 3.11)*. Garner, NC: GrantProse, Inc.

Carruthers, W., Hasse, E., & Lovin, P. (2019, August). Considerations for the TPP Commission (Report 4.01). Garner, NC: GrantProse, Inc.

Carruthers, W., Hasse, E., & Lovin, P. (2019, August). Highlights of 2018-19 Evaluation (Report 4.02). Garner, NC: GrantProse, Inc.

Carruthers, W., Hasse, E., & Lovin, P. (2019, October). Highlights of the 2018-19 TPP Annual Report (Report 4.04). Garner, NC: GrantProse, Inc.

Hasse, E., Carruthers, W., & Lovin, P. (2019, October). Best Practices in Pre-Service Principal Preparation (Report 4.05). Garner, NC: GrantProse, 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: GrantProse, Inc.

Principal Preparation Program Grant: Report on Proposal Review and Award Recommendations: Fall 2016 Competition. (2016, October). Garner, NC: GrantProse, Inc.

Transforming Principal Preparation in NC: Program Update Summary (2017, March). Garner, NC: GrantProse, Inc. (Prepared for Representative Blackwell)

Electronic documentation for the PED Measurability Assessment (2017, August) composed by NCASLD, GrantProse, 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 GrantProse 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 GrantProse conduct phone interviews with all Provider agencies on recruitment, selection, and mentor processes.
March 2017	<i>Transforming Principal Preparation in NC: Program Update Summary</i> 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 GrantProse met with NCGA representatives from the Program Evaluation Division (PED) to discuss the upcoming submission of the Measurability Assessment.
July 31, 2017	GrantProse 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, GrantProse, and SEAA met to develop plan and finalization, respectively, for Measurability Assessment documentation.
August 2017	NCASLD, GrantProse, 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 13, 2017	Program Directors attended digital finance meetings conducted by NCASLD.
September 6, 2017	NCASLD posted the Year 1 annual evaluation report to their website.
September 11-22, 2017	GrantProse conducted observations of project activities.
October, 2017	NCASLD provided technical assistance to Providers via a virtual meeting regarding planning and budgeting for future cohorts.

Date	Activity
October 5, 2017	NCASLD and GrantProse 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 GrantProse's TPP observations conducted in September 2017.
October 31, 2017	GrantProse submitted the seventh quarterly (Year 2, Quarter 3) NCASLD evaluation report.
November 1, 2017	NCASLD hosted, along with NYCLA, the first <i>face-to-face</i> Professional Learning Network meeting.
November 6 – December 7, 2017	GrantProse 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	GrantProse 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 <i>virtual</i> Professional Learning Network meeting.
December 23, 2017	GrantProse 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	GrantProse 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.
Feb 13 – March 15, 2018	GrantProse conducted observations of project activities.
March 7, 2018	NCASLD meets with PED to receive feedback on results of Measurability Assessment and plans for April 9 presentation to NC 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 BEST NC to provide update on the program.
March 22, 2018	GrantProse provides NCASLD finalized Growth Plans based on results to date, which NCASLD disseminates to each TPP Provider agency
March 28, 2018	NCASLD and GrantProse 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.
April 9, 2018	NCASLD and GrantProse attend PED Measurability Assessment results presentation to NC Legislature.
April 24, 2018	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TPP Program Directors and staff.
May 21, 2018	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TPP Program Directors and staff.
April/May 2018	GrantProse disseminated electronic surveys to (1) LEA representatives partnered with TPP Programs, (2) Program participants completing their internships in May/June, (3) Principal mentors of program participants completing their internships in May/June, and (4) Executive Coaches.

Date	Activity
May 24 – June 28, 2018	GrantProse conducted continued observations of project activities.
June 2018	Annual evaluation reports submitted by all six programs.
May-August 2018	GrantProse disseminated electronic surveys to incoming Program participants in order to assess baseline knowledge, self-efficacy, and commitment to the principalship.
July 31, 2018	GrantProse submits the Year 2 annual evaluation report to NCASLD.
August 8, 2018	NCASLD hosts virtual legislation update for TPP Providers
August 31, 2018	NCASLD and NCDPI execute an MOA for sharing NCDPI data on graduates of all principal prep programs in the state.
September 2018	NCASLD approves four of the five TPP Provider budgets.
September 7, 2018	NCASLD hosts a virtual discussion of Financial Handbook for TPP Providers
October – December 2018	GrantProse continues observing select coursework/authentic learning experiences for each Provider
October 2, 2018	NCASLD hosts in-person meeting of the PLN at the NCSU Friday Institute
October 17, 2018	GrantProse releases report on Funding Cycle II Participants' Pre-Survey Results
November 13, 2018	GrantProse submits the quarterly (Year 3 Quarter 3) NCASLD Evaluation Report
December 15, 2018	Provider agencies submit TPP Mid-Year Report
January-March 2019	GrantProse continues observing select coursework/authentic learning experiences for each TPP Provider
January-March 2019	GrantProse conducted interviews with faculty members from each course observed this quarter
January-March 2019	GrantProse continued to develop electronic surveys for participants to be disseminated in April 2019.
January 15, 2019	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.
February 18, 2019	GrantProse submits the eleventh quarterly (Year 2, Quarter 4) NCASLD evaluation report.
March 20, 2019	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TPP Program Directors and staff.
April 2, 2019	NCASLD hosts in person meeting of the PLN at the Center for School Leadership Development at UNC-CH.
June 18, 2019	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TPP Program Directors and staff.
July 31, 2019	GrantProse submitted the Year 3 annual evaluation report to NCASLD.
August 27, 2019	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.
October 25, 2019	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.
October-November 2019	GrantProse observed select LEA partnership activities for each Provider.
October-November 2019	GrantProse conducts follow-up survey for participants that had completed a TPP program
December 2019	GrantProse conducts surveys of mentor principal and TPP participants who completed their program in the Fall 2019 semester



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TP3 PROGRAM LEA PARTNERSHIP: OBSERVATIONS 2019

Report 4.11

Pamela Lovin & Eleanor Hasse¹

Released June 2020

This report provides a summary of observations of LEA partnerships in the five Transforming Principal Preparation (TP3) Programs during the fall of 2019. GrantProse contacted project directors and requested to observe 2 LEA Partner/TP3 Program interactions. The goal of the observations was to document ways in which the TP3 programs engage LEA partners, such as partnership meetings and professional development opportunities. GrantProse staff members observed nine meetings in the fall, two meetings for four of the programs and one for the other program (See **Table 1**). Most observations were face-to-face meetings, but virtual meetings were also included. The majority of the observations involved presentations made by TP3 leaders to the LEA partners. Attendees included superintendents, district representatives, and mentor principals. A range of topics were addressed including recruitment, common vision, mentor principal training, and intern support.

The TP3 programs hosted a variety of meetings with LEA partners. LEA partners were represented by superintendents, central office staff and mentor principals. The number of meeting participants ranged from 2 to 54. The meetings took place in a variety of locations. Most meetings were conducted at the IHE partner's campus. LEA partners hosted some of the observed meetings. One program held a virtual meeting to accommodate time and travel constraints of the partners. The meetings lasted from one to three hours. The observers noted that the meetings had clear purposes, including planning for new cohorts, regular communication, mentor training, and celebrations. Activities during the meetings included TP3 leadership presentations, LEA partner presentations, and whole/small group discussion.

The GrantProse observers classified practices observed in five categories—organizational, curriculum, candidates, internship and other leadership development experiences, and post-program placement and support systems. During seven of the meetings, evidence of partnership practices was observed including MOUs, common vision, financial involvement, cross-organization working groups, regular communications, recruitment, continuous improvement, and evaluation. Curriculum, including curriculum design and review, was discussed in two meetings. Candidate recruitment and selection were discussed in four of the meetings. The most common topic of discussion observed was the internship and other leadership development activities; these were discussed in eight of the meetings. These discussions included training/support of interns/mentor principals. One meeting discussed post-program placement and support systems.

At the end of each observation, the GrantProse observer rated their level of agreement with the statement *“Participants were actively engaged in the activity”* on a scale of 1 (Strongly Disagree)

¹ Suggested citation: Lovin, P. & Hasse, E. (2020, June). *TPP Program LEA PARTICIPATION: Observations 2019 (Report 4.11)*. Garner, NC: GrantProse, Inc.

to 4 (Strongly Agree). In all observations, the activities were rated as 4 ('Strongly Agree'). The observers also rated their level of agreement with the statement "*Activities demonstrated close collaboration and strong relationship between partnering organizations.*" using the same 1 to 4 scale. In all observations, the activities were rated as 4.

In summary, the LEA partners and program leadership attending each observed activity were actively engaged. Based on the whole group and small group discussions, LEA partners appear to understand their role in the recruitment and development of the TP3 participants into school leaders, especially as it relates to the internship.

Table 1: Observations

Project	Date	Activity Description
HPU	11/18	District Partnership Meeting. Format: Face to face. Location: HPU Campus. Attendance: 15. Purpose: Planning meeting for new cohorts. Activities: presentation, small group discussion, and feedback.
	12/6	Culminating Activity. Format: Face to face. Location: HPU Campus. Attendance: 54. Purpose: Celebration of a cohort group completing the internship and program. Activities: Intern-led presentations and small group discussion.
NCSU	10/1	District Partnership Meeting. Format: Face to face. Location: NCSU Campus. Attendance: 17. Purpose: Update on activities within LEAs and at NCSU. Activities: Presentation and whole group discussion.
	10/2	District Partnership Meeting. Format: Face to face. Location: NCSU Campus. Attendance: 2. Purpose: Planning meeting with a specific LEA. Activities: Discussion and feedback.
SREC	10/11	Superintendents' Council Meeting. Format: Face to face and Virtual. Location: Moore County Schools. Attendance: 15. Purpose: Regular scheduled meeting. Activities: Presentation and whole group discussion.
	10/17	Mentor Principal Meeting. Format: Face to face. Location: Richmond County Schools. Attendance: 11. Purpose: Mentor training. Activities: presentation, small group discussion, and feedback.
UNCG	10/3	District Partnership Meeting. Format: Virtual. Attendance: 10. Purpose: Regular meeting. Activities: Presentation and whole group discussion.
	11/13	Mentor Principal Meeting. Format: Face to face. Location: UNCG Campus. Attendance: 14. Purpose: Mentor training. Activities: Presentation, small group discussion, and feedback.
WCU	12/10	Mentor Principal/District Liaison Meeting. Format: Face to face. Location: WCU Biltmore Town Square Campus. Attendance: 13. Purpose: Updates on Intern Activities, Mentor training and support, Planning for next cohort. Activities: Presentation and whole group discussion.

CONCLUSION

Overall, these observations provide evidence that TP3 program leaders actively engage LEA partners in the development of the TP3 program and participants. All five programs and their LEA partners appear committed to joint recruitment and selection processes. The partnerships are focused on creating rich learning experiences for the TP3 participants with the internship being the pinnacle of the experience. Through regular communication and improvement opportunities, LEA partners and TP3 leaders have created a common vision for developing the next generation of school leaders.

TRANSFORMING PRINCIPAL PREPARATION PROGRAM OBSERVATION PROTOCOL

Institution/Program: HPU

LEA Partner(s) present: Union County Schools, Cabarrus County Schools, Lincoln County Schools, Davie County Schools, Guilford County Schools, Catawba County Schools, Winston-Salem/Forsyth County Schools. Asheboro City Schools, Vance County Schools, Mooresville Grade School District, and Yadkin County Schools

Observation Location: Stout School of Education, High Point University, International Avenue, High Point, NC 27262, Room 128

Date of Observation: November 18, 2019

Time of Observation: 2:00am-4:30pm

Observer: Pamela Lovin

Activity Observed: District Partnership Meeting

Facilitator: Barbara Zwadyk

Agenda:

Agenda Item	Notes
Welcome and Introductions	12 districts: Asheboro, Cabarrus, Catawba, Davie, Guilford, Lincoln, Mooresville, Mt. Airy, Union, Vance, Winston-Salem/Forsyth, Yadkin
Academy Updates	HPULA
Program of Study	<ul style="list-style-type: none"> • Year 1 (July 2020-July 2021): 9 hrs per semester • Year 2 (Aug 2021-June 2022): 10-month internship • Let's Make It Even Better
Selection and Recruitment	<ul style="list-style-type: none"> • Criteria • Standards-based protocol • Continuing partners, please plan to share your process and any documents that you would like
Timeline	<p>Recruiting and Selection: Nov-January 24</p> <p>Candidate info due Feb 3</p> <p>Notice to candidates: Feb 5</p> <p>Tasks sent to candidates: Feb 10</p> <p>Tasks uploaded: Feb 24</p> <p>Training for Assess. Day and scoring Feb 26</p> <p>Grade app due Mar 4</p> <p>Rubrics uploaded Mar 5</p> <p>Assessment Days Mar 7/14</p> <p>Acceptance notification April 1</p> <p>Candidates acceptance due April 15</p> <p>Orientation: TBD</p> <p>BB&T: Cohort V-July 30-31</p>

	Cohort VI-August 3-4
Planning Time	

Setting: Room 128 Conference room with six-sided tables arranged in 3 separate groups.

Participants were grouped by LEA districts. Coffee and water available for attendees.

Agenda sent via email.

Purpose: Planning with Partnering Districts for Cohort V and VI

Participants:

- High Point University: Barbara Zwadyk
- Lincoln County: Heath Belcher
- Union County: Chris Barnes
- Yadkin County: Todd Martin
- Catawba County: Chris Gibbs
- Vance County: Michelle Burton
- Mooresville Grade School District: Ingrid Medlock
- Winston Salem/Forsyth County: Donna Cannon, Brenda Bourne and Karen Roseboro
- Asheboro City: Aaron Woody
- Guilford County: Tiffany Perkins and Alison Coker
- Davie County: Anthony Davis
- Cabarrus County: Angie Wood
- GrantProse: Pamela Lovin

Observation:

Dr. Barbara Zwadyk welcomed the district leaders, and each attendee introduced themselves. Dr. Zwadyk reviewed the agenda and shared the progress of HPULA. Ninety-four percent of Cohort 1 and 2 participants have been placed in assistant principal and principal positions. Comparisons were presented between the preparations of the traditional HPU student to HPULA cohort members. The HPULA website, which will be updated in early 202, is the best way to find updates on the program. Cohort 3 will graduate in December and Cohort 4 is scheduled to graduate in May.

Dr. Zwadyk presented the changes in the grant program from the current TP3 grant to the new funding which will begin in June 2020. The key will be moving to a full-time program. Year 1 of the program will move to 9 hours per semester, and Year 2 will be a 10 month internship. Since HPU will need to rearrange trainings and seminars, the program asked LEAs if they could consider releasing candidates for 5-7 days in addition to expanding the weekend train to 8-10 weekends/semester. (HPU is also asking the district to pay for the substitutes.) During the internship, the candidates are to be held harmless and the districts are expected to pick up the difference in the salary/fringe and the MSA/grant funding so the districts will also need to consider this during the process. Dr. Zwadyk asked the programs to consider emailing by Thanksgiving how many days they are willing to release candidates in Year 1.

The larger group was divided into three smaller groups. Each group was provided poster paper, markers, and post-its. Each program was encouraged to indicate what items they would like to keep, modify, eliminate, and/or add. Dr. Zwadyk encouraged the LEAs to include initiatives

from their districts and note leaders that HPU might tap to serve as speakers or resources for the program. Groups noted several items such as the need to add micro-political, timing seminars to the academic year and data analysis.

Guildford County to share the candidate selection process within the LEA. The process included an application, assignments, artifacts, reflections, and an interview. Within the district 17 completed the process and 12 were sent on to HPU. Dr. Zwadyk shared the HPULA candidate selection process but emphasized that this is a multtier process where the university takes data from the districts and create rank order for each district using the HPU rubric. She also encouraged each LEAs to keep records of the recruitment and selection process. An MOU will continue to be create between HPULA and LEAs. The key to remember is that this new cohort will be accepting a forgivable loan for completing the program. LEAs were encouraged to share recruitment and selection material. HPULA planned to send out new recruitment material after Thanksgiving. The meeting was adjourned but several LEAs stayed afterward to discuss the

Practices Observed

Check	Practice	Evidence Observed
Organizational		
X	MOU	Based on the discussion it is clear that HPU and the LEAs have clearly defined roles/requirements/rules established. MOUs were mentioned.
X	Cross organization working group(s)	This meeting included 11 LEAs and the HPULA program director. HPU personnel led the discussion but requested specific input from smaller working groups and the larger group with request for written input during the meeting and through email.
X	Regular communication	<i>Characterize - how often, who, how (face to face, e-mail, virtual) (large group or through central person)</i> Based on the discussion in the meeting, the group meets in person occasionally and communicates frequently via email
X	Common Vision	<i>(work on general desired program characteristics or outcomes such as development of a logic model)</i> The work group was focused on making improvements to the HPULA program in order to meet the new grant requirements.
X	Financial involvement	<i>Characterize if any evidence of LEA financial support of program or candidates(e.g. discussion of health benefits for interns)</i> Group discussed how HPULA, grant/MSA funds, and LEA funds will meet the needs of the new cohort.
X	Continuous improvement/ evaluation processes	Meeting focused on improving the program by adding LEA suggestions, resources, and possible leaders as speakers.
Curriculum		

Check	Practice	Evidence Observed
	LEA Partners involved in curriculum design	
	LEA Partners involved in curriculum review	
Candidates		
X	LEA Partners involved in candidate recruitment	Guildford County shared how they recruit participants.
X	LEA Partners involved in candidate selection	Guildford County shared how they select candidates. Other LEA shared ideas and asked questions.
Internship and other leadership development experiences		
	Development of a common vision and expectations for internship experience	<i>For example, discussion of length of internship, duties and experiences expected for interns, expectations for mentor principal expertise, released time to attend training</i>
	Joint placement of interns	
	Training for mentor principals	
	Support for interns and mentor principals	
	Evaluation of interns	
	Other field experiences	<i>(e.g. joint walk-throughs, equity PD for administrators)</i>
Post Program Placement and Support Systems		
	Common work on hiring practices	
	Placement support	
	Post placement support	

Check	Practice	Evidence Observed
	Leader tracking systems	
Other - note any other topics/areas		

Describe the model of partnership (the Wang study (2018, p 44) illustrated two models: co-development and input and delegation. TP3 may have additional models.) and extent to which each partner participates in decisions concerning the program.

HPU invited the LEAs to make suggestions about how the program could be improved for the next cohort.

On which topics or areas did people agree or disagree? How was agreement reached or disagreement handled? To what extent did people representing different organizations and perspectives participate in discussion?

LEAs questions how many release days HPULA would like to add in Year 1 of the program. Attendees discussed the pros and cons and asked to go back and discuss with other district leaders before sending final opinions to HPU via email.

Note any innovative features of this partnership:

1. Participants are actively engaged in activity.

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

2. Activity demonstrated close collaboration and strong relationship between partnering organizations.

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

TRANSFORMING PRINCIPAL PREPARATION PROGRAM OBSERVATION PROTOCOL

Institution/Program: HPU

LEA Partner(s) present: Alamance-Burlington School System, Asheboro City Schools, Cabarrus County Schools, Elkin City Schools, Lincoln County Schools, Mount Airy City Schools, Newton-Conover City Schools, Thomasville City Schools, Vance County Schools, Winston-Salem/Forsyth County Schools, and Yadkin County Schools

Observation Location: Webb Conference Center, Webb Hall Ballroom 103, High Point University, International Avenue, High Point, NC 27262, Room 128

Date of Observation: December 6, 2019

Time of Observation: 11:00am-2:00pm

Observer: Pamela Lovin

Activity Observed: HPULA Culminating Activity

Facilitator: Barbara Zwadyk

Agenda:

11:00	Welcome	Dr. Barbara Zwadyk
11:05	Greetings	Dr. Mariann Tillery Dean, Stout School of Education
11:15	Opening Remarks	Jonathan Dillion Asheboro City Schools
11:18	Instructions and Activity Transition	Randy Raines WSFCS
11:20 - 12:20	Innovation Stations Topics	A Culture B Instructional Leadership C Diversity/Equitable Leadership
11:20	Innovation Station 1	Mini Cohort A - C
11:40	Innovation Station 2	Mini Cohort A - C
12:00	Innovation Station 3	Mini Cohort A – C
12:22	Gallery Walk	Whole Group
12:55	Better Together Hashtag Video	Whole Group
1:00	Closing Remarks	Edward Ortega Vance County
1:05 - 2:00	Luncheon	

Setting: Ballroom with round tables (10) spread throughout the room. Two innovation station areas set up on the sides of the ballroom. One additional innovation station is in the hall outside the ballroom. Change Project posters are hung around the ballroom. d in 3 separate groups. Agenda sent via email. Lunch was provided at the end of the meeting.

Purpose: Culminating activity for HPULA Cohort 3

Participants: 54 attendees—which included, but is not limited to, the following:

- High Point University:

- Barbara Zwadyk-Program Director
- Debra Barham and Sandy Sikes-Executive Coaches
- Mariann Tillery-Dean, Stout School of Education
- HPULA Cohort 3 member and their LEA guest which included mentor principals and district leadership

Observation:

Dr. Barbara Zwadyk and Dr. Mariann Tillery welcomed everyone to the culminating activity. Cohort 3 then assumed leadership of the rest of the program. Jonathon Dillion welcomed everyone on behalf of the cohort. He shared an anecdote about talking about education to a salesperson during the holiday season. The salesperson said, "You are so knowledgeable. I wish I had recorded it...No really you should do a TED Talk too." Jonathon responded, "Well there are 17 of us."—acknowledging that the staff and faculty of their LEAs and HPU had poured so much information and confidence into the cohort that "Now it is our turn [to lead]."

Attendees were divided into 3 smaller groups and rotated around the three innovation stations. The cohort members divided into groups of 6-8 led the discussions at the stations. Station A-Equity and Access asked participants to sit in a restorative circle. The cohort leaders used a talking stick to pass control of the conversation around the circle. The first cohort member shared data on inequity by holding up a number on the paper and then sharing the meaning of the statistic. Another cohort member shared the personal impact of their trip to the Civil Rights International Museum. Another spoke about the need to shift from the idea of "taking care of the poor" to being amazed at what they are able to do. Cohort members passed the conversation stick asking the attendees and asked them to introduce themselves and share equity issues that they are facing. One principal discussed the difficulty getting curriculum and instructions in the original language, so he found hired bilingual tutors to work with students. Another school leader discussed the disconnection of Hispanic students at a mainly African American school. The school leader hired a Hispanic male to serve as a bilingual secretary and help create a sense of community. A superintendent shared the book study that the district was using to put everyone on the same page and raise expectations and access for all students.

Station B-School Culture created an interactive environment for the attendees. The participants shared activities from their school culture class and discussed how they implemented them in their internship. A cohort member presented Buzz Rings which may be used to help get staff on the same page and realize that failures are an opportunity to grow. Another discussed leverage points, activities aimed to lift the teachers throughout the year. One cohort member shared his experience with Open Space Forum at his middle school. His experience was highlighted in a video, <https://www.facebook.com/watch/?v=3248144208559177>.

Station C-Data and instruction shared a set of handouts with attendees so everyone could look at the data. Cohort members talked the group through the data and focused on two specific teachers. The cohort also shared information from the PLC reflection and walk-through. The cohort asked the attendees to share ideas and questions. One attendee shared that it is important to have teachers collect their own data and analyze the data as a step toward understanding the larger school data. Another attendee explained that one of the most challenging post-conference is to think about what master teachers can do better. He urged the aspiring school leaders to let

the evaluation instrument speak for you and ask the master teacher if they are truly doing their best in all subgroups of the evaluation.

The larger group reconvened, and attendees were invited to do a Gallery Walk and explore the Action Plans of the cohort members. Each cohort member stood with their Action Plan poster and shared what happened when they implemented their Action Plan during their internship. One project focused on creating a structured PLC for a specific grade level at an elementary school and having the PLC create common assessments. Another project worked to create a sense of community at a high school where teachers felt isolated because they were in different building by subject. Morning Math was another project. In this project, the intern realized that the initial strategies were not working and instead shifted focus a different program where students were seeing success in math.

Better Together Hashtag Video was shared with the larger group. The video provided an opportunity for Cohort 3 to share pictures from throughout the two years, including the ropes course, classes, internships, and coach meetings. Edward Ortega, member of Cohort 3, thanked everyone for assisting them on their journey for teacher leader to school leader. He also invited the group to enjoy the buffet lunch to follow.

Practices Observed

Check	Practice	Evidence Observed
Organizational		
	MOU	
	Cross organization working group(s)	
	Regular communication	<i>Characterize - how often, who, how (face to face, e-mail, virtual) (large group or through central person)</i>
	Common Vision	<i>(work on general desired program characteristics or outcomes such as development of a logic model)</i>
	Financial involvement	<i>Characterize if any evidence of LEA financial support of program or candidates (e.g. discussion of health benefits for interns)</i>
	Continuous improvement/ evaluation processes	
Curriculum		
	LEA Partners involved in curriculum design	

Check	Practice	Evidence Observed
	LEA Partners involved in curriculum review	
Candidates		
	LEA Partners involved in candidate recruitment	
	LEA Partners involved in candidate selection	
Internship and other leadership development experiences		
	Development of a common vision and expectations for internship experience	<i>For example, discussion of length of internship, duties and experiences expected for interns, expectations for mentor principal expertise, released time to attend training</i>
	Joint placement of interns	
	Training for mentor principals	
X	Support for interns and mentor principals	Mentor principals and LEA district leadership attended to support cohort members presenting their culminating projects.
X	Evaluation of interns	Cohort members presented their Action Plan Project in a gallery walk session.
X	Other field experiences	<i>(e.g. joint walk-throughs, equity PD for administrators)</i> Cohort members presented group projects on data analysis, equity and school culture.
Post Program Placement and Support Systems		
	Common work on hiring practices	
	Placement support	
	Post placement support	
	Leader tracking systems	
Other - note any other topics/areas		

Describe the model of partnership and extent to which each partner participates in decisions concerning the program. (The Wang study (2018, p 44) illustrated two models:
The culminating opportunity provided a time for the LEA partners, cohort members and HPULA staff to celebrate the accomplishments of Cohort 3.

On which topics or areas did people agree or disagree? How was agreement reached or disagreement handled? To what extent did people representing different organizations and perspectives participate in discussion?

The culminating activity did not offer extensive opportunities for disagreements, but the cohort members answered difficult questions during the innovation stations and gallery walk.

Note any innovative features of this partnership:

The cohort members assumed leadership of the program after the welcome.

1. Participants are actively engaged in activity.

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

2. Activity demonstrated close collaboration and strong relationship between partnering organizations.

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

TRANSFORMING PRINCIPAL PREPARATION PROGRAM OBSERVATION PROTOCOL

Institution/Program: NCSU

LEA Partner(s) present: Wake and Johnston

Observation Location: James B. Hunt Jr. Library, 1070 Partners Way, Raleigh, NC 27606,
Room 4105

Date of Observation: October 1, 2019

Time of Observation: 11:30am-1:15pm

Observer: Pamela Lovin

Activity Observed: District Partnership Meeting

Facilitator: Bonnie Fusarelli

Agenda:

Working Lunch

11:30 Welcome

11:45 – 12:45 UPPI Work: Where have we been?

- JCPS
- NELA
- WCPSS
- NCSU:
 - Candidate Recruitment and Selection
 - Course Content
 - Assessment
 - Pedagogy/Andragogy
 - Clinical Practice/Residency
 - LDD

12:45 – 1:15 Questions & Next Steps

Setting: Room 4105 Conference room with table arranged in a circle. All participants sat on the outside of the circle. Agenda projected on wall and sent via email.

Purpose: LEA District Check-In and Set up this meeting to coincide with RAND observation

Participants:

- Edgecombe/NELA-Sylvia McGeachy
- Johnston County-Michelle Casey, Kathy Price
- Wake County-Lloyd Gardner, Mark Savage, Cheryl Stidham
- NC State-Karen Anderson, Jenn Ayscue, Tim Drake, Anna Egalite, Bonnie Fusarelli, Lance Fusarelli, Fran Riddick, Cathy Williams, Lesley Wirt
- RAND-Megan Andrew, Ivy Todd
- GrantProse-Pamela Lovin

Observation:

Dr. Tim Drake began by asking each LEA partner to discuss what they have been doing for the past couple of months and next steps. Johnston County stated their appreciation for the partnership with NCSU and Cathy Williams. The district has 19 principal interns including some from other universities (ECU and Gardner-Webb). The district is conducting a Teacher Leadership Academy for those teachers who are considering moving to leadership positions. Two years ago, 85% of the Teacher Leadership Academy participants chose to go into

administration. The district is working on developing a module for supporting mentor principals so that they can be ready to serve interns.

Dr. Bonnie Fusarelli noted that NCSU has some training for mentor principals and it might be a good conversation to merge NCSU expectations and the district's expectations. Cathy Williams also noted that once the school year starts, the mentors have lots of questions and asked how can we remind them that the mentor/mentee relationship should be elbow learning. This question opened a discussion where the other LEAs shared strategies they use to support mentor principals. Wake has the principals interview the principal interns. The interns then share a list of those schools where they think they would fit best. The area superintendent then have a conversation with the principal to discuss the interns.

Edgecombe County, who represented NELA, went to another Wallace district where mentor principals came in for a monthly meeting with targeted learning. The mentor principals committed to the meeting via the commitment form. Dr. Wirt noted that NCSU had tried this but wondered if it should be monthly or quarterly and should the mentors come to NCSU or should NCSU go to the mentors. Edgecombe noted that they key is principal buy in and mentor principals react differently if they are asked versus being told to have an intern.

Dr. Drake shared the Residency Log powered by Google Suites and the data that can be analyzed. Johnston and Wake counties expressed interest in accessing the data and sharing it with mentors, especially if an optimal profile could be created. Wake was interested in possibly using the Log with current principals.

In the past few months NELA has been focusing on the professional development side with a focus on equity work, contracted with Racial Equity Institute and with BBT Mastering Leadership development. The current focus is on assistant principals in an attempt to develop leaders. Ten of the 13 districts have assistant principal academies to help fill in the gaps for new leaders. NELA also used Teacher Leadership Seminars to grow teacher leaders and hopefully recruit the next round of school leaders. One topic covered was the design thinking process. (The majority of the principals/assistant principals in the NELA region are graduates of the NCSU NELA program.)

Wake County noted that the district hosts full and part-time interns. The interns will come together in later in the month for the first professional development focusing on instructional leadership and data. NCSU asked if the district would continue to allow part-time internships. Wake stated that they are currently having those internal conversations. Johnston County noted that seasoned educators are not willing to give up retirement and other benefits to be full-time interns. Wake has released applications for the next cohort and partnered with RTI to create Wake County specific simulations to use during the candidate selection day. The Master Leadership Symposium strives to provide relationships with the area superintendent and assistant principals and principals. Shortly Wake will travel to Broward County to learn about their leadership tracking program.

Dr. Drake shared a one page summary of the evolution of the principal preparation program at NCSU. The university moved from a traditional program, with self-selection and 8 courses with

6 artifacts, to a cohort model with assessment day and program framework and full time internship. The program has developed to include coordinated assignments, focus on soft skills, learning in public, and unique assessments meant to meet the needs of the individual. NCSU is taking the lead on developing the state-wide leadership development dashboard with the SAS. SAS has created a mock up and is trying to utilize all the data that DPI has shared. The Wallace grant requires a state-wide system which SAS has developed, but Wake has also been given money to add data unique to the school system. Individuals will have access to their own data and LEAs will have access to everyone within their district. Publicly available data will be available to all LEAs. The plan is to roll the system out over the next year with training and randomized control trials. NCSU will be apply for renewal for new cohorts of participants and looking to develop a doctoral cohort as well.

Practices Observed

Check	Practice	Evidence Observed
Organizational		
X	MOU	Based on the discussion it is clear that NCSU and the LEAs have clearly defined roles/requirements/rules established. MOU not formally discussed
X	Cross organization working group(s)	This meeting was a mixture of LEAs and NCSU personnel focused on the activities that had been completed over the summer and what will be expected over the next few months.
X	Regular communication	<i>Characterize - how often, who, how (face to face, e-mail, virtual) (large group or through central person)</i> Based on the discussion in the meeting the group meets regularly to discuss progress and also communicates frequently via email
X	Common Vision	<i>(work on general desired program characteristics or outcomes such as development of a logic model)</i> The work group was focused on making changes/advancements as outlined in the Wallace Foundation grant.
X	Financial involvement	<i>Characterize if any evidence of LEA financial support of program or candidates(e.g. discussion of health benefits for interns)</i> Group discussed pooling money to pay for the state-wide leadership development dashboard.
X	Continuous improvement/ evaluation processes	Meeting being attended by outside evaluators (RAND). Evaluators were also conducting individual interviews with each of the LEA partners.
Curriculum		
	LEA Partners involved in curriculum design	
	LEA Partners involved in	

Check	Practice	Evidence Observed
	curriculum review	
Candidates		
X	LEA Partners involved in candidate recruitment	Wake County indicated that they have opened up the application process for the next cohort.
	LEA Partners involved in candidate selection	
Internship and other leadership development experiences		
	Development of a common vision and expectations for internship experience	<i>For example, discussion of length of internship, duties and experiences expected for interns, expectations for mentor principal expertise, released time to attend training</i>
	Joint placement of interns	
X	Training for mentor principals	How to strengthen the professional development for mentor principals
	Support for interns and mentor principals	
	Evaluation of interns	
	Other field experiences	<i>(e.g. joint walk-throughs, equity PD for administrators)</i>
Post Program Placement and Support Systems		
	Common work on hiring practices	
	Placement support	
	Post placement support	
X	Leader tracking systems	Development of state-wide leadership tracking system and WCPSS tracking system
Other - note any other topics/areas		

Describe the model of partnership (the Wang study (2018, p 44) illustrated two models: co-development and input and delegation. TP3 may have additional models.) and extent to which each partner participates in decisions concerning the program.

The LEA/regional partners discussed successes of the current principal pipeline and NCSU shared the program has evolved from a traditional program to the redesigned program which incorporated rigorous selection process, a cohort model, and many other features.

On which topics or areas did people agree or disagree? How was agreement reached or disagreement handled? To what extent did people representing different organizations and perspectives participate in discussion?

Each LEA and the university took turns sharing successes and ideas.

Note any innovative features of this partnership:

This partnership presents a comprehensive approach to school leadership rather than just a focus on the preparation program

The residency log and the emphasis on joint use of data are one innovative feature.

University lead encouraging district to use best practice (e.g. full time internship) for all principal candidates and not just the ones from its program.

1. Participants are actively engaged in activity.

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

2. Activity demonstrated close collaboration and strong relationship between partnering organizations.

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

TRANSFORMING PRINCIPAL PREPARATION PROGRAM OBSERVATION PROTOCOL

Institution/Program: NCSU

LEA Partner(s) present: Wake

Observation Location: Friday Institute Room 116

Date of Observation: October 2, 2019

Time of Observation: 10:50am-12:20pm

Observer: Pamela Lovin

Activity Observed: District Partnership Team Meeting

Facilitator: Karen Anderson, WCPSS Cohort Member

Agenda:

Introductions/Welcome

Update from WPLP

Calendar/Schedule Updates

Cohort Pulse Check-Providing insight from the program perspective Updates from the District
Tom (10 m)

Update from the District

Cohort Pulse Check- Providing insight from school visits and district perspective

Topics of Discussion Tom/ Karen (90 m) Karen: 45 minutes

(Update on #6 from previous agenda) Record individual core competencies and
experiences with WCPSS Leadership Development System

- Sharing draft document for consideration
- Explore revisions needed
- Once we discuss and finalize draft, I will share with the NCSU Principal

Prep team for final approval prior to sharing with District.

Monthly Map ○ Sharing Rationale

- Requesting Feedback
- Implementation expectation Tom: 45 minutes

(#3 from previous agenda) Coordinating cohort support with WCPSS Staff

(#4 from previous agenda) Develop additional experiences to match MSA cohort
needs in conjunction with Chief of Staff Office Other Topics to Consider in
preparation for upcoming meetings:

Anticipating the Fellows' needs for the Month of November/December

Looking Ahead: ○ Tom: (#8 from previous agenda) Determine best practices for coaching and
mentorship through interviews, artifacts, and site visits. Excellent Leaders.
Effective Schools. Enriched Communities©
○ Tom: (#9 from previous agenda) Perform gap analysis between program
preparation content and intern experiences.

Setting: Conference room with table and chairs. The agenda and materials discussed were
projected on a large mounted screen.

Purpose: The purpose of this meeting is to provide updates about the progress of the WPLP
cohort and discuss next steps to continue to strengthen the NCSU and WCPSS
partnership.

Participants: Tom Benton

Observation:

After introducing the evaluator to Mr. Benton, Dr. Anderson projected the shared calendar and discussed upcoming changes and conflicts. Mr. Benton asked who NCSU coordinates school visits with in Wake County. NCSU talks directly to the principal to arrange cohort visits.

The pair discussed that the cohort participants needed a mind shift from being a teacher/student to an administrator. Too many are putting things off to the last minute. Mr. Benton addressed this with several participants and showed them tools they could use to plan. The pair discussed specific candidates and how they can assist them with their issues.

During the Cohort Pulse Check, Dr. Anderson highlighted some of the interns' plan to create a student equity team for the middle school level. The interns asked principals during the interview process what needs they had and equity was a key issue. The interns are using topics from the NCSU equity retreat to create the agenda.

Dr. Anderson explained that all the students' work may be found on their weebly, including but not limited to job history and biography, vision, created letters of introduction: parent, students, staff, favorite quotes. This information and performance score and critical experiences gained/needed will be added to document to be used for evaluation/long-term career planning. The scores are covered under FIRPA and can only be shared with district leaders, such as area superintendents, county coordinator and NCSU cohort director. Wake County would like to add an area for the county scores to be added. NCSU agreed and added the *Heart of the Leader* graphic. How the graphic fits with what they are doing in the field was a question discussed. It was determined that they needed clarification from Dr. Fusarelli. Dr. Anderson suggested added *Next Role* and *Long-term Career Goal* and explained why with a personal anecdote. Mr. Benton suggested adding *what would you like to be known for*.

Monthly Map was next on the agenda. A monthly map is a to-do list by month for school administration. Dr. Anderson shared why she saw this so helpful as a principal and how it could be improved upon for this cohort. Mr. Benton explained that he was creating tools, such as this, for Wake County mentor principals. Dr. Anderson suggested that they work together to create something like this for new principals in Wake County. The pair discussed how these monthly maps/to do lists helped them become better distributed leaders.

Dr. Anderson asked if there were any specific cohort support items or additional experiences that Wake County needed from NCSU. Mr. Benton did not know of any except Wake would like to see more upfront the projected plans for the spring and perhaps have Wake County human resources person come and address the cohort. Dr. Anderson suggested embedding this in class time. Mr. Benton also indicated that Wake County is considering doing mock interviews and questioned if they should continue with this since NCSU has the candidate assessment day in the spring. Dr. Anderson shared that after talking internally NCSU thinks that the Wake County mock interviews is a good idea because they will get feedback from people who have seen them grow over two years (NCSU) and the internship (WCPSS). NCSU did not want to appear their graduates were getting preferential treatment thus they did not pursue additional interview connections with the district.

Agenda items, location and date for the next meeting were planned.

Partnership Practices Observed

Check	Practice	Evidence Observed
Organizational		
X	MOU	Based on the discussion it is clear that NCSU and the Wake have clearly defined roles/requirements/rules established. MOU not formally discussed
X	Cross organization working group(s)	This team is a planning group which includes NCSU Cohort leader and WCPSS leader
X	Regular communication	<i>Characterize - how often, who, how (face to face, e-mail, virtual) (large group or through central person)</i> Shared Google Docs, Email, face to face meetings
X	Common Vision	<i>(work on general desired program characteristics or outcomes such as development of a logic model)</i> Discussed the heart of the leaders graphic/
	Financial involvement	<i>Characterize if any evidence of LEA financial support of program or candidates(e.g. discussion of health benefits for interns)</i>
X	Continuous improvement/ evaluation processes	Discussed materials/processes to assist in the evaluation of the cohort members
Curriculum		
X	LEA Partners involved in curriculum design	LEA and NCSU suggested ways to embed Wake County processes/concerns into upcoming classes.
	LEA Partners involved in curriculum review	
Candidates		
	LEA Partners involved in candidate recruitment	
	LEA Partners involved in candidate selection	

Check	Practice	Evidence Observed
Internship and other leadership development experiences		
	Development of a common vision and expectations for internship experience	<i>For example, discussion of length of internship, duties and experiences expected for interns, expectations for mentor principal expertise, released time to attend training</i>
	Joint placement of interns	
	Training for mentor principals	
X	Support for interns and mentor principals	Creation of tools for intern/principals
X	Evaluation of interns	Evaluation tool development for interns
X	Other field experiences	(e.g. joint walk-throughs, equity PD for administrators) Discussion of how walkthroughs are arranged
Post Program Placement and Support Systems		
	Common work on hiring practices	
	Placement support	
	Post placement support	
	Leader tracking systems	
Other - note any other topics/areas		

Describe the model of partnership (the Wang study (2018, p 44) illustrated two models: co-development and input and delegation. TP3 may have additional models.) and extent to which each partner participates in decisions concerning the program.

The LEA partner and IHE work together on a regular basis to develop and enhance the principal preparation pipeline for the district.

On which topics or areas did people agree or disagree? How was agreement reached or disagreement handled? To what extent did people representing different organizations and perspectives participate in discussion?

Both sides felt comfortable asking questions and offering solutions.

Note any innovative features of this partnership:

1. Participants are actively engaged in activity.

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

2. Activity demonstrated close collaboration and strong relationship between partnering organizations.

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

TRANSFORMING PRINCIPAL PREPARATION PROGRAM OBSERVATION PROTOCOL

Institution/Program: SREC

LEA Partner(s) present: SREC Superintendents' Council

Observation Location: Moore County Schools, Carthage NC

Date of Observation: 10/11/2019

Time of Observation: 11:30am-12:45pm

Observer: Pamela Lovin

Activity Observed: Sandhills Region Superintendents' Council

Facilitators: Dr. Bob Grimesey, Chair of the council; Dr. Jim Simeon, Director of the SREC, Emilie Simeon, Program Director

Setting: Boardroom for Moore County Schools. Participants sat around a long conference table with material presented on multiple screens throughout the room.

Purpose: SREC Principal Preparation Program Presentation to Superintendents' Council

Participants:

LEAs Represented:

Dr. Donna Thomas-Hoke for Dr. Freddie Williamson

Dr. Bob Grimesey-Moore

Dr. Marvin Connelly, Jr.-Cumberland

Dr. Robert Taylor Bladen

Dr. Marc Whichard-Whiteville City

Dr. Ron Hargrave-Scotland

Dr. Tracy Grit-Montgomery for Dr. Dale Ellis

Dr. Jeff Maples-Richmond

Michael Freeman-Anson

Dr. Deanne Meadows-Columbus via conference call

TP3 SREC Staff:

Jim Simeon, Executive Director

Ashley Hinson, Executive Coach

George Norris, Executive Coach

Emilie Simeon, Program Director

SREC Staff:

Stephanie Stucky, Regional Program Coordinator

Observation:

Dr. Jim Simeon welcomed the SREC Principal Development Program staff to the council meeting. Dr. Emilie Simeon introduced the staff and each of the council members introduced themselves and their LEA. Dr. E. Simeon reviewed the program goals and the characteristics of the cohort. She reminded the council "You choose them (cohort members)." She also explained the model and the coaching support and internship model. Pictures of four cohorts, activities, and end of the year mentor banquet were shared. The percent of SREC cohort members that have completed leadership academy and MSA program were shared for each group. Dr. Hinson and Dr. Norris shared from a superintendent's perspective what is working well and how the staff plans to continue improving.

Each superintendent/designee shared needs of their district or experience with the SREC program. Cumberland County explained that they do not have many school administration vacancies but they need people in the central office with an MSA. A concern is voiced about what will happen once the TP3 transitions to the supervision of TP3/Principal Fellows Commission. Anson County noted that this is the first time in many years that they have a cohort. Dr. Hinson reminded the council the reason we have such strong candidates is because the cohort is being prepared in a fashion very different than a traditional principal preparation program.

Hoke County noted that the district has had a lot of turnover in assistant principal positions. The hires from this program knew more and were able to have much deeper conversations during the interview process. In one county, a school secretary noted that now with the new principal, a SREC graduate, she did not have to make decisions outside of her pay grade.

Richmond County noted that in 19 years in education this is the best model of principal preparation and the graduates are ready to hit the ground running. The key is the internship and tapping process. The superintendent believed that they know who will make good school leaders and who will not. Montgomery County noted they are pleased with SREC and PPEERS programs. Scotland County enjoys getting involved in the lives of those who have been selected to participate in the program. The participants are loyal to the region and want to be a part of the change.

Moore County noted that principals are chomping at the bit to get these interns in their schools. The cohort model allows the participants to gain knowledge from other districts. After completing the program, Dr. Grimesey sees the graduates maintaining those cohort/coaching relationships.

Several superintendents noted concerns about what will happen once the program moves under control of the TP3/Principal Fellow Commission. The group wants to continue to make changes principal leadership program to identify, train and hire good faculty to make a difference.

Dr. Grimesey adjourned the attendees to collect the catered lunch and return for the continuation of the Superintendents' Council meeting. SREC Principal Preparation staff were asked to stay and talk with the superintendents during the working lunch.

Partnership Practices Observed

Check	Practice	Evidence Observed
Organizational		
	MOU	
X	Cross organization working group(s)	This group by definition is a cross organization working group. Dr. Simeon is a member of both groups.
X	Regular communication	<i>Characterize - how often, who, how (face to face, e-mail, virtual) (large group or through central person)</i>

Check	Practice	Evidence Observed
		This was a monthly updates for the SREC program to the Superintendents' Council.
X	Common Vision	<i>(work on general desired program characteristics or outcomes such as development of a logic model)</i> Discussed the desire to identify, train and hire quality candidates
	Financial involvement	<i>Characterize if any evidence of LEA financial support of program or candidates(e.g. discussion of health benefits for interns)</i>
X	Continuous improvement/ evaluation processes	Members discussed the desire to continue improving the program
Curriculum		
	LEA Partners involved in curriculum design	
	LEA Partners involved in curriculum review	
Candidates		
	LEA Partners involved in candidate recruitment	
	LEA Partners involved in candidate selection	
Internship and other leadership development experiences		
X	Development of a common vision and expectations for internship experience	<i>For example, discussion of length of internship, duties and experiences expected for interns, expectations for mentor principal expertise, released time to attend training</i> Discussed superintendents developing relationships with the participants
	Joint placement of interns	
	Training for mentor principals	
X	Support for interns and mentor principals	Members discussed participants being a part of the LEA district leadership as soon as they are identified
	Evaluation of interns	

Check	Practice	Evidence Observed
	Other field experiences	(e.g. joint walk-throughs, equity PD for administrators)
Post Program Placement and Support Systems		
	Common work on hiring practices	
	Placement support	
	Post placement support	
	Leader tracking systems	
Other - note any other topics/areas		

Describe the model of partnership (the Wang study (2018, p 44) illustrated two models: co-development and input and delegation. TP3 may have additional models.) and extent to which each partner participates in decisions concerning the program.

The LEA partners attending shared ownership of the program and desired to see it improved and continues to provide for leadership pipeline for the region.

On which topics or areas did people agree or disagree? How was agreement reached or disagreement handled? To what extent did people representing different organizations and perspectives participate in discussion?

Superintendents willingly shared experiences and concerns during the presentation and during the working lunch meeting.

Note any innovative features of this partnership:

The LEA partners attending shared ownership of the program and desired to see it improved and continues to provide for leadership pipeline for the region.

1. Participants are actively engaged in activity.

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

2. Activity demonstrated close collaboration and strong relationship between partnering organizations.

Strongly Disagree	Disagree	Agree	Strongly Agree	Not Relevant
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1	2	3	4	N/A
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TRANSFORMING PRINCIPAL PREPARATION PROGRAM OBSERVATION PROTOCOL

Institution/Program: SREC

LEA Partner(s) present: Mentor Principals from Anson, Columbus, Hoke, Lee, Montgomery, Moore, and Richmond County Schools.

Observation Location: Richmond County Schools, Central Office, Hamlet, NC

Date of Observation: October 17, 2019

Time of Observation: 9:00 - 11:00

Observer: Eleanor Hasse

Activity Observed: Mentor Principal Meeting

Facilitators: Dr. Jim Simeon, Dr. Emilie Simeon

Participants:

SREC	Role
Dr. Jim Simeon,	Executive Director
Dr. Emilie Simeon	Program Manager
Dr. Ashley Hinson	Executive Coach
Dr. George Norris	Executive Coach
Mentor Principals	LEA
Mr. Michael Vetter	Anson
Mr. Jeremiah Johnson	Columbus
Ms. Mary McLeod	Hoke
Ms. Betsy Bridges	Lee
Dr. Amy Reynolds	Montgomery
Ms. Jeni Wiley	Moore
Ms. Jennifer Beck	Richmond

Agenda:

Welcome & Introductions

Jim Simeon, Executive Director *SREC*

PDP Program Information
and Wrap-Around Expectations

Dr. Emilie Simeon
PDP Program Manager

Duties of the Coach

Dr. Ashley Hinson

Duties of the Mentor

Dr. George Norris

PDP Executive Coaches

Effective Mentoring with Feedback

Jeni Wiley, Principal

A Meaningful Intern Experience

Elise Middle School

Betsy Bridges, Principal

Sanlee Middle School

Questions and Feedback

PDP Staff

Setting: The meeting took place in a large room. The attendees sat around a large table.

Purpose: The purpose of the meeting was to provide information about and discuss expectations of the internship experience for the mentees.

Observation:

A meeting agenda, mentor responsibility document, and a two-page document describing the program and responsibilities of the interns including a schedule and a list of documents that should be discussed with the interns was provided to each participant.

Dr. Jim Simeon began with introductions and thanking the mentor principals for their willingness to be mentor principals. He stressed the importance of strong mentors for the internship experience and encouraged the mentors to call the program staff with any questions or concerns.

Dr. Emilie Simeon followed by explaining how the SREC program is different from other programs and the multiple steps necessary for the interns to be admitted to the program (superintendent nomination, SREC interview, UNC-P application process). She explained how important having the right people in the program is and how the principal job is important to the students and the community. She described more features of the program as related to the mentor principals - that they also were carefully selected for their role, the elbow to elbow relationship, the switch month, the idea that leaders need to develop leaders not followers, and how the whole program is based on the Standards (Executive Leadership Standards). She explained that another difference is the intensity of the coaching provided - coaches are with interns all day every Wednesday for the Synergy session in addition to visiting them onsite every other week. She said, "We ask that interns not be treated as APs. They should not be limited to what an AP does - we want them to get the entire gamut. Give them hard assignments and talk through the difficult decisions".

Dr. George Norris began by welcoming the attendees to Richmond County Schools where he is a former superintendent. He stressed that the mentors make the program - the importance of teaching the interns good habits, giving them authentic experiences, doing things with the mentees and then talking it through.

Dr. Hinson explained that the superintendents are very supportive of the program because the districts are really benefiting. He noted that the interns must demonstrate proficiency in all seven standards and that they give an oral comprehensive exam at the end of the internship. He said, "the only way the interns can demonstrate proficiency in all areas is if they experience these with you." He emphasized that they should want their assistants to be leaders, capable of being principals, not APs. He explained that the change projects that the interns must develop should be authentic - not busywork but they should be something you can institute in your school. He described cases of interns being assigned to handle difficult situations and the importance of debriefing the intern afterwards.

Next, Dr. Emilie Simeon discussed the online taskstream portfolio and the timing of reports on intern progress including during the switch (when interns switch schools for a month). She noted that if an intern hasn't done something yet then the principal mentors should be sure to give them that experience in the next month.

Next two of the mentor principals discussed their experience as mentors. One noted the importance of the reflection piece. The other noted the importance of being intentional about giving the interns opportunities. “When the interns complain about too much to do, we tell them if you can’t do this, you won’t be able to be principal.”

Dr. Emilie Simeon explained that their program is principal licensure but that they strongly encourage students to complete the MSA program at Pembroke. She spent a little time discussing changes in the curriculum from an earlier program - role of school finance, school law, budget, improvement plans, use of school improvement teams - requirements of the school improvement process (e.g. secret ballot). Dr. Hinton referred to ways in which good principals work with budget processes to get and use needed funding.

This was followed by more discussion of the switch including issues of timing and length of the switch experience. The coaches keep their schools, not necessarily their interns, during the switch. The purpose of the switch is to give interns different experiences outside their comfort zone - e.g. new people, new practices. The mentor principals expressed that they all like the switch, but think it needs to be later in the experience.

Some general discussion ensued as the session was almost finished. Dr. Emilie Simeon invited all the mentors to participate in the leadership retreat at Big Pines with their interns. She described the trust activities. She suggested the mentors take interns to the district principal meeting (with permission of superintendent). She reminded the mentors that it is very important that they complete surveys and talked about the positive evaluation results from the previous year’s surveys. Dr. Norris answered a question about the task stream portfolios. One of the mentors talked about learning from the mentees, getting a different perspective. A suggestion that the mentor principals also visit the switch school to get that change in perspective was discussed. In response to a question from Dr. Jim Simeon, the mentor principals all said quite strongly that they thought a full year internship was important - that a Fall internship left the interns without experience in testing and in preparing a budget and hiring for the following year while a Spring internship left the interns without experience in opening school tasks. Another mentor noted year-long experience is especially important for becoming a turnaround principal. Someone else noted there is a problem with people completing in January as there are not usually openings in January - they asked what you are going to do with a person in January. At the end, I thanked people for allowing me to observe and asked them to please complete any evaluation survey from GrantProse.

After the mentor principals left, the SREC staff noted some difficulties they see with the new TP3 legislation. They were particularly concerned with how the clawback provision in particular has been instituted as they think people will be unwilling to take on the risk of a \$40,000 loan with uncertain conditions for hiring in their own districts.

Partnership Practices Observed

Check	Practice	Evidence Observed
Organizational		
	MOU	
	Cross organization working group(s)	
X	Regular communication	<p><i>Characterize - how often, who, how (face to face, e-mail, virtual) (large group or through central person)</i></p> <p>Regular communication between coaches and mentor principals, staff and mentor principals, and staff with superintendents and central office is referenced.</p>
	Common Vision	<p><i>(work on general desired program characteristics or outcomes such as development of a logic model)</i></p>
	Financial involvement	<p><i>Characterize if any evidence of LEA financial support of program or candidates (e.g. discussion of health benefits for interns)</i></p>
X	Continuous improvement/ evaluation processes	Purpose and importance of evaluation surveys mentioned.
Curriculum		
	LEA Partners involved in curriculum design	
	LEA Partners involved in curriculum review	
Candidates		
X	LEA Partners involved in candidate recruitment	Candidate recruitment and selection process is described during meeting.
X	LEA Partners involved in candidate selection	Candidate recruitment and selection process is described during meeting.
Internship and other leadership development experiences		
X	Development of a common vision and expectations for internship experience	<p><i>For example, discussion of length of internship, duties and experiences expected for interns, expectations for mentor principal expertise, released time to attend training</i></p> <p>Purpose of meeting is really to develop common vision for internship experience with mentor principals from different districts.</p>
	Joint placement of interns	
X	Training for mentor principals	Purpose of meeting is really to develop common vision for internship experience with mentor principals from different districts.
X	Support for interns and mentor principals	Coaching process described

Check	Practice	Evidence Observed
X	Evaluation of interns	Task Stream Portfolio process discussed
	Other field experiences	(e.g. joint walk-throughs, equity PD for administrators)
Post Program Placement and Support Systems		
	Common work on hiring practices	
	Placement support	
	Post placement support	
	Leader tracking systems	
Other - note any other topics/areas		

Describe the model of partnership and extent to which each partner participates in decisions concerning the program. (The Wang study (2018, p 44) illustrated two models: co-development and input and delegation. TP3 may have additional models.)

This was a mentor principal meeting; for the most part the meeting was about communicating decisions that had already been made for the current program although possible changes for future years (e.g. longer internship, different timing for switch) were discussed.

On which topics or areas did people agree or disagree? How was agreement reached or disagreement handled? To what extent did people representing different organizations and perspectives participate in discussion?

The SREC team led the discussion with input given as requested from the mentor principals. No disagreement was expressed although there was some questioning of the timing of the switch experience.

Note any innovative features of this partnership:

The switch experience crossing district lines and encouraging mentor principals from different districts to meet and possibly visit each other's schools seemed innovative to this observer.

1. Participants are actively engaged in activity.

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

2. Activity demonstrated close collaboration and strong relationship between partnering organizations.

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

TRANSFORMING PRINCIPAL PREPARATION PROGRAM OBSERVATION PROTOCOL

Institution/Program: UNCG

LEA Partner(s) present: Moss Street Partnership School, Surry County, Davidson County, Lee County, Rockingham County, Chatham County and Randolph County

Observation Location: Virtual-Via WebX

Date of Observation: October 3, 2019

Time of Observation: 9:00-10:00pm

Observer: Pamela Lovin

Activity Observed: District Point Person Meeting

Facilitator: Kimberly Hewitt

Agenda:

- Connecting
- Updates on interns
- Joint recruiting efforts
- Co-design around the switch experience
- Announcements and upcoming events
- Q and Q from DPPs/PPEERS Leadership

Setting: Virtual conference room on WebX set up by UNCG.

Purpose: Monthly check in for district partners. Recruitment materials and agenda sent via email in advance.

Participants: Mark Rumley, Kimberly Hewitt, and Candice Nelson-UNCG

Carl Lashley-UNCG and Moss Street Partnership School (New Partner for PPEERS3)
Kevin Via-Surry County
Lowell Rogers-Davidson County
John Conway-Lee County
Charles Perkins-Rockingham County
Janice Frazier-Chatham County
Shon Hildreth-Randolph County

Observation:

Dr. Kimberly Hewitt welcomed the attendees and introduced the evaluator and Moss Street Partnership School represented by Carl Lashley. (Moss Street Partnership School is a laboratory school created as a collaboration between UNCG and Rockingham County Schools. The school services a high poverty area of Reidsville. Dr. Carl Lashley, a UNCG faculty member, serves on the school board.)

In order to connect attendees were invited to share their most memorable gift or note received from a student, teacher, parent, or principal. Several shared notes they had received. Dr. Hewitt explained that interns are encouraged to keep a folder of these positive memories to look back on during difficult times. Attendees were asked to share what they had been hearing from the interns. During the mentor principal training facilitated by Dr. Mark Rumley the mentors noted that they are trying to build confidence even though the interns may not have the competency yet. Mentors also expressed the need for more elbow learning time. PPEERS staff will be doing two more site visits during the semester, and coaches will be making two site visits each month.

Specific things were done to improve the coach/intern relationship and one coach has shared that they feel much closer to the interns [in September] than they did all of last year.

PPEERS has the goal of increasing the recruitment of people of color. Only one person of color is currently in the program. LEAs are encouraged to have a person of color tap a person of color for the upcoming cohort. The new recruitment video was shared with partners and Dr. Hewitt asked for feedback. Two LEAs voiced positive feedback. Additional recruitment materials and tools have been updated. LEAs were encouraged to personalize the recruitment materials to fit the needs of their districts. The website has also been updated to match UNCG's visual theme. The university is trying to have more press in local papers and district newsletters. LEAs were reminded to hold at least one information session and UNCG offered to co-facilitate the meetings. In addition UNCG will hold 2 virtual information. Dr. Hewitt asked the LEA partners when these virtual sessions should be held. Partners suggested focusing on afternoons and evenings. Dr. Hewitt explain the new cohort would be reduced from 22 to 20 because of capacity and the needs of the partner districts.

Discussion move to the co-design of a switch experience. Borrowing from SREC's and NCSU's switch experience, PPEERS is exploring adding this type of activity. The purpose of the switch experience is to expose interns to another school level and another style of leadership but the challenge is the disruption to the internship school. One LEA stated that in the Principal Fellows program there was a switch in the fall and in the spring. The spring experience was very disruptive and not as valuable for the intern. Since interns were only in the building 4 days per week, the fifth day seminar with other participants provided extremely rich discussions and perhaps enough vicarious experience across grade level/buildings. This LEA suggested creating a switch experience that was more of visit to locations than an actual switch. Another LEA noted that two weeks may be too long but yet not enough time for the new principal to develop trust or rapport thus the switch intern will probably just observing. Dr. Rumley reminded the group that we are trying to prepare them for relational trust. Interns can help pave the way for the switch intern but the switch intern must also build relationship trust.

Next month the focus will be on the Thursday Seminar Codesign. Dr. Hewitt encouraged LEAs to suggest practitioners from within their district to serve as content providers. The codesign process has been going well and the desire is to see this continued. The group was updated on upcoming activities and Dr. Hewitt stated that she plans to share via email a link to the PowerPoint slides and a recording of the meeting with all the district partners.

Practices Observed:

Check	Practice	Evidence Observed
Organizational		
	MOU	
	Cross organization working group(s)	
X	Regular communication	<i>Characterize - how often, who, how (face to face, e-mail, virtual) (large group or through central person)</i>

Check	Practice	Evidence Observed
		This a monthly district point person meeting.
X	Common Vision	<i>(work on general desired program characteristics or outcomes such as development of a logic model)</i> Discussed the heart of the leaders graphic
	Financial involvement	<i>Characterize if any evidence of LEA financial support of program or candidates(e.g. discussion of health benefits for interns)</i>
	Continuous improvement/ evaluation processes	
Curriculum		
X	LEA Partners involved in curriculum design	Codesign process discussed the documents shared with LEA partners.
	LEA Partners involved in curriculum review	
Candidates		
X	LEA Partners involved in candidate recruitment	LEA partners encouraged to tap people of color to join cohort.
	LEA Partners involved in candidate selection	
Internship and other leadership development experiences		
X	Development of a common vision and expectations for internship experience	<i>For example, discussion of length of internship, duties and experiences expected for interns, expectations for mentor principal expertise, released time to attend training</i> Partners discussed the possibility of adding a switch experience to the internship
	Joint placement of interns	
X	Training for mentor principals	Training of mentor principals was discussed.

Check	Practice	Evidence Observed
X	Support for interns and mentor principals	LEA encouraged to provide support for interns and mentor principals
	Evaluation of interns	
	Other field experiences	(e.g. joint walk-throughs, equity PD for administrators) List
Post Program Placement and Support Systems		
	Common work on hiring practices	
	Placement support	
	Post placement support	
	Leader tracking systems	
Other - note any other topics/areas		

Describe the model of partnership (the Wang study (2018, p 44) illustrated two models: co-development and input and delegation. TP3 may have additional models.) and extent to which each partner participates in decisions concerning the program.

PPEERS and LEA partners discussed recruitment, addition of a switch experience and co-design of Thursday Seminars for the interns.

On which topics or areas did people agree or disagree? How was agreement reached or disagreement handled? To what extent did people representing different organizations and perspectives participate in discussion?

LEAs were provided opportunities share concerns about the switch experience. The item was tabled to collect more data and for a joint decision to be made at a later time.

Note any innovative features of this partnership:

1. Participants are actively engaged in activity.

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

2. Activity demonstrated close collaboration and strong relationship between partnering organizations.

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

LEA Partner(s) present: Mentor Principals from 6 partnering districts

Observation Location: Gateway University Research Park, Brown's Summit, NC

Date of Observation: November 13, 2019

Time of Observation: 10:00 - 12:00

Observer: Eleanor Hasse

Activity Observed: Mentor Principal Meeting

Facilitators: Dr. Kim Hewitt, Dr. Mark Rumley

Participants:

PPEERS	Role
Dr. Kimberly Hewitt	Program Director
Dr. Mark Rumley	Co-Program Director
Candice Nelson	Program Manager
Mentor Principals	LEA
Kelsey Greer	Davidson Co.
Dan Shamblen	Davidson Co.
Carla Miller	Montgomery Co.
Aimee Petrarca	Lee Co.
Jaimee Cox	Lee Co.
Larry Savage	Chatham Co.
Tripp Crayton	Chatham Co.
Debbie Sheron	Randolph Co.
Paige Badgett	Surry Co.
Alison York	Surry Co.
Jared Jones	Surry Co.

Setting: Meeting took place in a classroom at Gateway Campus. Mentor principals sat at different tables with other principals from their own LEA.

Purpose: The purpose of this meeting was to provide professional development for and input from mentor principals of current interns.

Observation:

The meeting began late due to a nearby traffic accident. Dr. Kimberly Hewitt welcomed the mentor principals, reviewed the conceptual framework, and emphasized the importance of the internship and role of the mentor principal in the team effort to support the interns and help them survive and thrive. (A token thank you gift was given to the attendees.)

After short ice breaker, the 10 mentor principals reflected on the current state of their relationship with their interns using hashtags such as #hireher, #superduper, and #theonlyonewhilleldosomethingaboutit. Dr. Hewitt reminded the attendees that the program is on Twitter and encourages their participation on this social media platform.

Dr. Hewitt discussed the mid-internship conference. Documents explaining the purpose, scheduling, process, and protocol were shared. The interns should facilitate these conferences, attendees should provide feedforward instead of feedback to make sure the interns are progressing on pace with the MSA requirements and North Carolina standards/competencies. Dr. Hewitt discusses need for continued elbow learning with think aloud in some situations particularly teacher evaluation and difficult situations with students or parents.

Next, Dr. Mark Rumley facilitated a discussion to ways to improve critical conversations between mentors and mentees. The group watched videos of sample conversations about difficult situations between mentor principals and mentees. The mentor principals were asked to reflect on the conversations in the video and compare where they are with their interns. Mentors were asked to consider how mentees are allowed to experience real growth and how to give feedback. The issue of the risks involved with giving interns independent responsibility was discussed.

The program leadership shifted the discussion to the formative assessment form. After feedback to the program, the form was simplified and changed from a paper form to an online form via Qualtrics. Mentors asked questions about the differences between “not observed” and “emerging.” The submission process was also clarified. Mentor principals were asked to give feedback on whether the new form met their needs.

The program leadership also asked for feedback from the mentor principals on whether interns should have a switch experience or a shadow experience or something completely different. The goal of these activities would be for the interns to experience a completely different school, different mentor principal, different community, and different grade level. The tables discussed switch (real intern responsibilities at a different school) versus shadowing (a short elbow learning experience at one or more schools) and captured the benefits and drawbacks of both. After the table discussion, each LEA group shared key ideas with the whole group. One key idea was that not all districts and interns needed to do the same thing; the experience could be tailored to the needs of the district and intern. Dr. Hewitt explained that after talking with another program about their experiences, the program leadership was concerned that a switch experience may be too disruptive to the interns and the host schools. She asked the mentors what day of the week would be best to schedule a day of shadowing.

The last activity of the day was a poster feedback session on a new budget and finance learning module for the interns. Program leadership moved among the groups listening to the discussion and soliciting additional feedback. Once the larger group reconvened, the attendees were thanked for coming and for providing feedback for the program.

Partnership Practices Observed

Check	Practice	Evidence Observed
Organizational		
	MOU	
	Cross organization working group(s)	
	Regular communication	<i>Characterize - how often, who, how (face to face, e-mail, virtual) (large group or through central person)</i>
	Common Vision	<i>(work on general desired program characteristics or outcomes such as development of a logic model)</i>
	Financial involvement	<i>Characterize if any evidence of LEA financial support of program or candidates (e.g. discussion of health benefits for interns)</i>
X	Continuous improvement/ evaluation processes	Clear from discussion of changes to program (e.g. evaluation forms, financial module) that past input has been collected and used - is shaping current program procedures.
Curriculum		
X	LEA Partners involved in curriculum design	One of the topics of this session was a review of the financial module which was developed with LEA partners in the lead. This session provided opportunity for Mentor principals to review and provide specific feedback on the new module.
X	LEA Partners involved in curriculum review	One of the topics of this session was a review of the financial module which was developed with LEA partners in lead. This session provided opportunity for Mentor principals to review and provide specific feedback. Mentor principals were also asked to provide input on switch and shadowing ideas as ways to give interns experiences of additional schools/leadership
Candidates		
	LEA Partners involved in candidate recruitment	
	LEA Partners involved in candidate selection	
Internship and other leadership development experiences		
	Development of a common vision and expectations for internship experience	
	Joint placement of interns	
X	Training for mentor principals	This was the main focus of today's session. Training related to how to ensure interns got needed experiences, how to provide feedback to interns, the protocol for mid-internship conferences, and how to complete various forms.

Check	Practice	Evidence Observed
X	Support for interns and mentor principals	In addition to this training, support from coaches and university supervisors for interns and for the mentors was evident from the discussions.
X	Evaluation of interns	Evaluation of interns was discussed.
	Other field experiences	(e.g. joint walk-throughs, equity PD for administrators)
Post Program Placement and Support Systems		
	Common work on hiring practices	
	Placement support	
	Post placement support	
	Leader tracking systems	
Other - note any other topics/areas		

Describe the model of partnership and extent to which each partner participates in decisions concerning the program. (The Wang study (2018, p 44) illustrated two models: co-development and input and delegation. TP3 may have additional models.)

This is an IHE led partnership in which LEA partners play a significant role in co-development of curriculum.

On which topics or areas did people agree or disagree? How was agreement reached or disagreement handled? To what extent did people representing different organizations and perspectives participate in discussion?

Some disagreement emerged on how to organize shadowing - this was resolved with one group's suggestion that it didn't necessarily have to look the same in every LEA. Communication between individuals representing different organizations and perspectives was open and in depth.

Note any innovative features of this partnership:

- Participants are actively engaged in activity.** Mentor principals actively engaged in discussion and provided significant feedback during the session.

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

- Activity demonstrated close collaboration and strong relationship between partnering organizations.** The discussion indicated several areas of on-going collaboration including co-development of curriculum, internship activities, and feedback mechanisms.

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

TRANSFORMING PRINCIPAL PREPARATION PROGRAM OBSERVATION PROTOCOL

Institution/Program: WCU

LEA Partner(s) present: Buncombe, Jackson, Rutherford, Asheville City Schools, Transylvania County

Observation Location: Biltmore Park Town Square, WCU, Asheville, NC 27262, Room 128
Center, High Point University, International Avenue, High Point, NC 27262, Room 128

Date of Observation: December 12, 2019

Time of Observation: 5:30pm-7:00pm

Observer: Pamela Lovin

Activity Observed: TP3 Internship I, Mentor Meet-Up: Reflecting Upon the Fall, 2019 TP3 Scholar Internships

Facilitators: Dr. Jess Weiler and Dr. Heidi Von Dohlen

Agenda:

- Purpose of the Meeting: Learn from one another about this past semester's TP3 internship and mentoring process/experience to inform next semester's process and future TP3 internship programming
- Introductions (name, district, school, TP3 Scholars you represent)
- Conference Update: UCEA (Done!/Nov, 2019) and AERA (April, 2020)
- Mentor & NCSELP Faculty Discussion
- Looking Ahead at TP3-PFP, 2020-2022
 - Equity Summit (March 20) and WRESA Leadership Conference (June 2020)

Setting: Room 346 Classroom with 8 tables arranged in a U-shape. Supper was provided for the attendees. Agenda sent via email.

Purpose: Planning with Partnering Districts for Cohort V and VI; Learn from one another about this past semester's TP3 internship and mentoring process/experience; to inform next semester's process and future TP3 internship programming

Participants:

- WCU: Dr. Jess Weiler and Dr. Heidi Von Dohlen
 - Buncombe County Schools: Jennifer Reed-District Liaison; Eleanor Macaulay-Mentor Principal; Paula Pinkerton-Mentor Principal
 - Jackson County Schools: Jack Buchanan-District Liaison; Evelyn Graning-Mentor Principal
 - Rutherford County Schools: Amy Hopps-District Liaison
 - Asheville City Schools: Mark Dickerson-District Liaison; Shannon Baggett-Mentor Principal; Lauren Evans-Mentor Principal
 - Transylvania County Schools: Brian Weaver-District Liaison; Scott Strickler-Mentor Principal.
- GrantProse: Pamela Lovin

Observation:

Dr. Jess Weiler welcomed attendees and asked them to get their supper and enjoy the meal during the discussion. Dr. Heidi Von Dohlen discussed the trip to the UCEA Conference in New Orleans. The cohort was steered to attend specific sessions such as Critical Thinking and Critical

Theory presented by school leaders from Detroit Public Schools. Dr. Weiler stated, "I think they recognized that the work that WCU is doing is also being done all over the country." She explained this trip and a spring trip to a spring conference in San Francisco is a part of a research project. The cohort members are keeping reflection journals and participating in focus groups each night of the trip. The research is being led by Dr. Weiler and Dr. Von Dohlen.

LEA leaders ask questions about the new cohort. WCU leadership suggested that they begin thinking about the process. WCU will be looking for 13 different district partners. If they have possible candidates interested in the MSA program, WCU encouraged the candidates to begin the application process, but emphasized that the TP3 scholar will be focusing their study around social justice and equity. During the 2020-2022 period, the grant will be for \$700,000. In the next grant cycle, WCU plans to increase the grant to \$2 million per cohort and double the number of students in each cohort. LEA leaders also had questions about non-TP3 students that WCU leadership answered.

The meeting then shifted to a set of discussion questions for the group. The first question focused on how the full-time administrative intern has been beneficial to the school/district, other than workload assistance. One noted that the intern provided a different viewpoint because he came from a high school perspective and plans to run professional development for the social studies teachers to help them integrate primary sources into the curriculum. Another LEA noted that the intern has a historical perspective of the school since the intern's family has been in the area for over 5 generations. The intern has helped the school leadership not make mistakes because of the community vision he brings to the school.

The focus shift to the loneliness that the cohort now see in administration. Within the cohort, 2 are acting assistant principals and other is a director. WCU leadership emphasized that these cohort members still need to be mentored. Leadership stated, "We need to be growing them as leaders, regardless of position." One mentor principal explained that she is concerned about her mentee. The mentee is employed as a director and serving as an intern. Since the mentee must manage her staff, she is can't make the same mistakes that a traditional intern can. The mentor is trying to provide a legitimate mentoring experience by involving the mentee in critical conversation and observing the mentor make decisions and reflecting on the actions together.

WCU asked for feedback on the Collaborative Internship Coaching (CIC) model and its emphasis on the *Emotional Literacy/Social-Emotional Learning of Leaders*. WCU hired Dr. Andy Peoples to serve as the coach for all the mentees. Mentor principals appreciate the principal perspective he brings and how he values the mentor's and mentee's time. One mentor principal said, "He has been great for our whole administrative team. He has talked to all of us at the end of a hard day." WCU leaders explained that they meet monthly as a faculty and Dr. Peoples attends keeping the faculty grounded and advocating for the interns.

WCU asked how the TP3 program has helped the mentor/district become more intentional about mentoring aspiring leaders. One district stated that their Aspiring Administrator program was modeled after the presentation from WCU faculty. The district is being very direct by asking people if they would like to be an assistant principal or principal one day. This is allowing the district to focus on growing strong leaders. The district also mentioned that the teachers

interested in the program are attracted by the paid internship. An LEA encouraged the cohort members to talk to other teacher leaders and encourage them to consider administration as a career path. Dr. Von Dohlen noted that there is a danger in being a home-grown administrator because of the micro-political struggles. Because the WCU program focuses on equity and the change project centers on the children, the program allows the interns to challenge certain things.

Practices Observed

Check	Practice	Evidence Observed
Organizational		
	MOU	
	Cross organization working group(s)	
	Regular communication	<i>Characterize - how often, who, how (face to face, e-mail, virtual) (large group or through central person)</i>
	Common Vision	<i>(work on general desired program characteristics or outcomes such as development of a logic model)</i>
	Financial involvement	<i>Characterize if any evidence of LEA financial support of program or candidates (e.g. discussion of health benefits for interns)</i>
	Continuous improvement/ evaluation processes	
Curriculum		
	LEA Partners involved in curriculum design	
	LEA Partners involved in curriculum review	
Candidates		
X	LEA Partners involved in candidate recruitment	WCU encouraged the LEA partners to begin the recruitment process for the next cohort.

Check	Practice	Evidence Observed
X	LEA Partners involved in candidate selection	WCU suggested the district partners encourage the teacher leaders interested in the MSA program begin WCU's application process.
Internship and other leadership development experiences		
	Development of a common vision and expectations for internship experience	<i>For example, discussion of length of internship, duties and experiences expected for interns, expectations for mentor principal expertise, released time to attend training</i>
	Joint placement of interns	
	Training for mentor principals	
X	Support for interns and mentor principals	The meeting provided an opportunity for mentor principal to discuss
	Evaluation of interns	
X	Other field experiences	(e.g. joint walk-throughs, equity PD for administrators) Attendees discussed the March 20, 2020 Equity Summit.
Post Program Placement and Support Systems		
	Common work on hiring practices	
	Placement support	
	Post placement support	
	Leader tracking systems	
Other - note any other topics/areas		

Describe the model of partnership and extent to which each partner participates in decisions concerning the program. (The Wang study (2018, p 44) illustrated two models: co-development and input and delegation. TP3 may have additional models.)

Mentor principals and LEA district leadership met with WCU faculty to discuss the internship and look forward to what is expected in the spring semester. Some participants drove almost 2 hours with the expectation of freezing rain/snow to be a part of the meeting, which demonstrated their commitment to the program.

On which topics or areas did people agree or disagree? How was agreement reached or disagreement handled? To what extent did people representing different organizations and perspectives participate in discussion?

WCU leaders and LEA partners discussed how the TP3 program has encouraged the attendees to mentor aspiring school leaders.

Note any innovative features of this partnership:

1. Participants are actively engaged in activity.

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

2. Activity demonstrated close collaboration and strong relationship between partnering organizations.

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



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TP3 Mid-Year Report: 2019-20

June 2020

Report 4.12

William Carruthers, Eleanor Hasse & Pamela Lovin ¹

INTRODUCTION

The NC General Assembly established a competitive grant program, *Transforming Principal Preparation* (TP3), to provide funds for the preparation and support of highly effective school principals (NC S. Law 2015-241, Section 11.9, 2015). As the administrator for the TP3 program, the North Carolina Alliance for School Leadership Development (NCASLD) selected five “Provider” agencies representing a mix of institutions, including public universities, a private university, and a regional consortium to implement TP3 programs. The quality of the programs, their varied organizational structure, their record of service to High Need LEAs, and varied geographical regions covered were criteria informing NCASLD’s selection of the five programs, permitting NCASLD to compare how programs implemented best practices. The five programs are:

- *High Point University’s (HPU) High Point University Leadership Academy*
- *North Carolina State University’s (NCSU) North Carolina Leadership Academy*
- *Sandhills Regional Education Consortium’s (SREC) Sandhills Leadership Program*
- *University of North Carolina-Greensboro’s (UNCG) Principal Preparation for Excellence and Equity in Rural Schools*
- *Western Carolina University’s (WCU) North Carolina School Executive Leadership Program*

This report summarizes information submitted by the Provider agencies in response to the GrantProse request for a mid-year report on activities and accomplishments undertaken with TP3 funds during the reporting period of July 1, 2019 through December 31, 2019.

ANALYSES OF 2019-20 MID-YEAR REPORTS ²

Each Provider agency’s funding proposal included program goals. The original goals described in their 2016 application for funding are listed in **Table 1**, as well as any revisions or refinements made to these goals during the course of the program as identified in the annual mid-year and/or annual evaluation reports collected by GrantProse. None of the programs noted any revisions to their program goals for the 2019-20 year.

¹ Suggested citation: Carruthers, W., Hasse, E., & Lovin, P. (2020, June). *TP3 Mid-Year Report: 2019-20 (Report 4.12)*. Garner, NC: GrantProse, Inc.

² The mid-year reports were completed in December 2019 before the COVID-19 pandemic became pronounced. The information presented in this report does not reflect any challenges encountered and/or adjustments the programs have had to make because of the pandemic.

Table 1. Program Goals

Program	Original Goals	Revisions or Refinements
<i>HPU</i>	HPULA will recruit and select two cohorts of 20 program participants. Each participant will complete 36 credit hours and a 6-month full-time clinical internship in one of seven partnering districts, graduating with an alternative license in administration, preparing them to lead in high need schools.	<p>2016-17: Reduction from 40 to 30 participants and addition of participants earning MEd in administration.</p> <p>2017-18: No revisions noted.</p> <p>2018-19: HPU will serve a total of 33 participants in the 2018-20 funding cycle.</p> <p>2019-20: No revisions noted.</p>
<i>NCSU</i>	NCLA will recruit and select one cohort of 18 program participants. Each participant will complete 42 credit hours and a 10-month full-time clinical internship in one of three partnering districts in order to be ready for service as a leader in a high needs school.	<p>2016-17: The program selected 20 individuals to participate rather than 18.</p> <p>2017-18: No revisions noted.</p> <p>2018-19: The program expectations have changed per new legislative guidelines. (Also, the two TP3 programs NCSU operated during the 2016-18 funding cycle (DPLA and NCLA) have been combined into a single program.)</p> <p>2019-20: No revisions noted.</p>
<i>SREC</i>	SLP will recruit and select two cohorts of 13-18 program participants. Each participant will complete 18 credit hours and a five-month full-time clinical internship in one of 13 partnering districts in order to be ready for service as a leader in a high needs school.	<p>2016-17: The number of credit hours toward the Master's degree has increased and includes 12 hours (face-to-face courses) with UNCP full-time faculty, 6 hours (Synergy classes) with Executive Coaches who are UNCP adjunct faculty, and 6 hours internship for a total of 24 credit hours. Interns who do not hold a Masters degree are required to complete the MSA with UNCP, while interns who already hold a Master's degree are encouraged to complete the MSA.</p> <p>2017-18: The program began working with UNCP on any issues regarding courses that would prohibit a 10-month internship.</p> <p>2018-19: We had anticipated including two cohorts during this period with one 5-month internship during the Fall semester (August-January) and the second during the Spring semester (January-June). However, funding did not allow for required intern salaries, so Cohort III is completing its internship in Fall 2018 and Cohort IV will complete its internship in Fall 2019.</p> <p>2019-20: No revisions noted.</p>
<i>UNCG</i>	PPEERS will recruit and select two cohorts of 10 program participants. Each participant will complete 42 credit hours and a 10-month full-time clinical internship in one of 12 partnering districts to be ready for service as a leader in a high needs, rural school.	<p>2016-17: While UNCG selected 20 participants, all participants are part of a single cohort, rather than two cohorts of 10 participants each.</p> <p>2017-18: A single cohort of 22 participants will be selected.</p> <p>2018-19: No revisions noted.</p> <p>2019-20: No revisions noted.</p>
<i>WCU</i>	NCSELP will recruit and select two cohorts of program participants. There will be 40 participants in the first cohort and 24 in the second. Each participant will complete 36 credit hours and a 10-month full-time clinical internship in one of 18 partnering districts in order to be ready for service as a leader in a high needs, rural school.	<p>2016-17: With the expectation for full-time, fully released, 5-month internships, nearly all of the year two funds will be spent on supporting that expectation. Therefore, only 10 participants will be supported by TP3 funding.</p> <p>2017-18: No revisions noted.</p> <p>2018-19: Since we have increased funding, we are doing MORE with our original budget line items (ex. coaching, mentoring, conferences, etc.), but we are not implementing many new things. Changes:</p> <ul style="list-style-type: none"> • Our 10 scholars will serve 10-month internships. • TP3 funding will support the interns' fringe benefits related to serving in a 10-month, full-time internship. (Their salaries will be supported by the MSA Internship funding provided by the state.) If interns earn more than the \$39,000 provided by the MSA Internship funding, the TP3 grant will make up the difference, holding interns harmless. • Leadership for Social Justice Institute in Madison • Additional course work: Leadership for Equity and Social Justice I and II. • More robust coaching model (collaborative coaching) including hiring two part-time coaches. <p>2019-20: No revisions noted.</p>

A. Program Participant Recruitment

Language in the authorizing legislation related to this key activity is found in NC S. Law 2015-241 at Section 11.9.f (Item 2a), indicating programs will implement “*a proactive, aggressive, and intentional recruitment strategy.*” All programs completed recruiting for Fall 2019 participants during Spring 2019, thus recruiting information for these participants is found in the 2018-19 Annual Report (July 2019).

Table 2. Program Recruitment Timeline	
Program	Initiated Recruitment
HPU	Cohort III—Jan 2-Feb 9, 2018; Cohort IV—Sept 4-Oct 8, 2018
NCSU	July 2017
SREC	October 2017
UNCG	April 2018
WCU	December 2017

B. Program Participant Selection

Participant selection for Fall 2019 participants was completed in spring 2019, thus this information was included in the 2018-19 Annual Report (July 2019).

C. Program Participant Withdrawals

Upon being enrolled and beginning to attend university classes, one individual withdrew from a TP3 program due to family hardship.

D. Authentic LEA Partnerships

To address NC S. Law 2015-241, Section 11.9.f (Item 2j), TP3 programs are to establish “*relationships...with affiliated local school administrative units.*” Each program has established such partnerships, typically including Memorandum of Understanding. This information was included in the 2018-19 Annual Report (July 2019).

E. Program Participant Progress Toward Degree/License

In order to address NC S. Law 2015-241, Section 11.9.f (Item 2d) and 11.9.h (Item 2a) and meet the complex demands of school leadership particularly in high needs communities and schools, programs are to implement “*rigorous coursework that effectively links theory with practice through the use of field experiences and problem-based learning*” that prepares participants to “*1) Provide instructional leadership, such as developing teachers' instructional practices and analyzing classroom and school-wide data to support teachers; 2) Manage talent, such as developing a high-performing team; 3) Build a positive school culture, such as building a strong school culture focused on high academic achievement for all students, including gifted and talented students, students with disabilities, and English learners, maintaining active engagement with family and community members, and ensuring student safety; and 4) Develop organizational practices, such as aligning staff, budget, and time to the instructional priorities of the school.*” Table 3 presents a summary of the number of credit hours projected to be completed by 2018-20 participants through December 2019.

Table 3. Progress of 2018-20 Participants Toward a Degree/License: December 2019						
Completed Credit Hours	HPU	NCSU	SREC	UNCG	WCU	Total
4-6		1 (Cohort II)	14 (Cohort V)			15
16-18			1 (Cohort IV)			1
22-24			6 (Cohort IV)			6
28-30	16 (Cohort IV)		7 (Cohort IV)			23
31-33					13 (Cohort II)	13
34-36	17 (Cohort III)	33 (Cohort II)		22(Cohort II)		72
37-39			11 (Cohort III)			11
Total Number of 2018-2020 Participants						141
Met Requirements to be Licensed as Principals	17 (Cohort III)					17
Awarded M.S.A.			19 (Cohort III & IV)			19
Awarded M.Ed.	17 (Cohort III)					17

F. Unexpected Program Barriers or Challenges

As part of the mid-year report, programs were asked to describe any unexpected barriers or challenges encountered to date, as well as strategies for overcoming them. This information is presented in **Table 4** below.

Table 4. Unexpected Barriers or Challenges		
Program	Barriers/Challenges	Strategies for Overcoming
HPU	There are shifts in superintendencies which require additional communications. Districts have more difficulty in recruiting because fewer individuals are seeking positions in school administration. Without increased funding in the face of higher tuition costs, it is not possible to maintain the same number of candidates in the program without decreases in programmatic areas.	The expansion of the five-month internship into a full year internship seems to have helped as interest numbers have been higher as we recruit for the next cohort.
NCSU	1. Ensuring that each Principal Resident has an effective mentor principal experience. 2. Change of pace, size as well as complexity of comprehensive high schools for Principal Residents who formerly served in elementary and middle schools. 3. Life -pregnancies, health and career moves of both students and mentor principals. Be understanding, supportive and patient. Change is inevitable.	1a. Having one-on-one meetings with mentor principal to discuss progress and experiences of Principal Resident. 1b. A network for mentor principal support (peer/across districts). 2a. Create a quick guide for completing residency at a different school level with common transitional aspects to be aware of that can be given to fellows during their summer session.
SREC	Our greatest difficulty right now is providing a full internship program in only 5 months. We look forward to the possibility of a 10 month full -time internship.	No response

Table 4. Unexpected Barriers or Challenges

Program	Barriers/Challenges	Strategies for Overcoming
UNCG	Throughout the two PPEERS cohorts, we have encountered various challenges that we have worked to overcome. Recently, a challenge has been the turnover of District Point Persons DPPs.	We have worked to orient and induct new DPPs into the PPEERS program through visits, phone calls, WebEx, and revisiting our conceptual framework at the beginning of each DPP meeting. Superintendents also assist in the transitioning of new DPPs and – when possible – the outgoing DPP helps as well.
WCU	There are no challenges to report for this period.	<p>The following material discusses earlier challenges that have since been mitigated: Unanticipated Financial Challenges</p> <p>After receiving proposal approval and funding in year one (2016-2017), we learned that our intentions for executing the grant did not match those of the grant administrator (NCASLD). Although we had planned for part-time administrative internships, we were asked to implement full-time, fully released administrative internships. Our budget (significantly smaller than other grantees) did not support the provision of full-time, fully released internships. We were instructed to find a way to pay for full-time, fully released internships or have the grant funds revoked. A grant budget increase was not provided and, at the time, we were not aware of the MSA Internship funding source that other programs were using to support their students' released internships. (We learned of that funding through our collaboration with other TP3 grantees two years after this situation occurred.) Full-tuition scholarships had already been provided to students so we decided to find a solution. We found funding by significantly changing our original budget (using nearly all of the funds to support fully released internships and paid tuition scholarships) and reaching out to the partnering districts for whatever financial assistance they could provide. Fortunately, our strong and trusting relationships with district partners allowed for student placement in either 5 or 10 month, fully-released internships. Going into budget renewal for years 3 and 4, we requested and received substantially more funding to support more students, the fully-released internships, and the other innovative components we were forced to cut from our original proposal. Unfortunately, the unanticipated financial challenge in years 1 and 2 kept us from implementing several innovative practices until recently (years 3 and 4). As a result, we are just beginning to see the positive outcomes/data associated with those practices. (See list below.)</p> <ul style="list-style-type: none"> • Doctoral-level course work that increases leadership capacity for equitable educational practices and student outcomes • Professional Development Experiences (Equity Systems Change/ICS for Equity; Course Guest Speakers/Experts: Attorneys Campbell-

Table 4. Unexpected Barriers or Challenges		
Program	Barriers/Challenges	Strategies for Overcoming
		<p>Shatley, PLLC and experts on mental health issues/response, homelessness, foster-care, and immigrant youth and families)</p> <ul style="list-style-type: none"> Curated conference learning experience focusing on leadership for equity (UCEA and AERA) and the students' Change/Improvement Projects Collaborative Internship Coaching Model focusing upon leadership interpersonal skill development/social-emotional learning

G. Program Successes

Despite varied challenges, the programs have report multiple successes during this reporting period as described in **Table 5**.

Table 5. Program Successes	
Program	Successes Experienced
HPU	<p>For Cohorts I and II, all graduates are in either assistant principal (27) or principal (2) roles with the exception of one who is serving at the district level as a program facilitator. In Cohort III, we have 4/17 named as assistant principals and one named as a K-6 success coach.</p>
NCSU	<p>a. Successful placement of all students in school residency.</p> <p>b. Strong candidates in cohorts who are taking advantage of every opportunity to learn.</p> <p>c. Principal Residents who have exceeded the expectations of their Mentor principals.</p> <p>d. Intentional, connected, strategic learning opportunities such as the "The Day in the Life of a Student" assignment and "The Problem of Practice".</p> <p>e. Check-in meetings that provide the opportunity for discussion of program updates, curriculum/coursework & specialized trainings to enhance students' learning experiences.</p> <p>f. Multiple authentic experiences to provide strong leadership foundation for our students. The opportunity to visit schools has added to their preparation.</p> <p>g. Strong mentor principals and executive coaches are in place to provide guided learning.</p> <p>h. Strong collaboration and communication with district partners.</p>
SREC	<p>14 Cohort 4 interns successfully completed the full -time internship in Dec.2019; At December UNCP graduation, 20 of 25 MSA graduates were SREC Principal Development Program members (1 Cohort 2, 11 Cohort 3, 8 Cohort 4)</p>
UNCG	<p>Intern Growth and Performance All 22 interns are doing well in their internship, according to formative assessments completed by their Mentor Principals, course grades, and anecdotal data from Leadership Coaches and District Point Persons. Interns are adding value to their internship schools through their Hallmark projects (required for licensure).</p> <p>Performance Learning Day Our Performance Learning Day on 12/12/20 had the largest participation of district partners yet. Interns completed three live simulations and eight in-basket tasks as part of the "day in a life of a new principal" event. We use GoReact to record the simulations and verbal feedback from assessors. Interns watched their videos, re-visited verbal feedback from assessors, and reviewed their rubric data to inform their analytic reflections from the event. Their reflections indicate that the event was an important learning opportunity.</p> <p>Leadership Coaching Our Leadership Coaching component is stronger in PPEERS 2 than PPEERS 1 in three ways: 1) We had coaches begin to work with our cohort during Year 1 of the program to establish relational trust and build connections. This helped coaches hit the ground running with interns from their first official coaching session in August, 2019. 2) Coaches meet on-site with interns twice monthly. During PPEERS 1, coaches met on-site once monthly and had a second coaching</p>

Table 5. Program Successes	
Program	Successes Experienced
	<p>contact per month via phone or distance technology. 3) Our PPEERS leadership team meets monthly with coaches for the following purposes:</p> <ul style="list-style-type: none"> • Catch up and plan ahead (with what is happening with interns, coursework, coaching sessions, etc.) • Identify & address (any concerns/needs) • Same page, one voice (ensure we're on the same page and speaking with one, consistent voice) <p>Based on perceptual feedback from interns and coaches, the Leadership Coaching component of PPEERS 2 is significantly stronger than PPEERS 1.</p> <p>Partnership</p> <p>Our partnerships are strong with our districts. We meet with District Point Persons (DPPs) monthly via WebEx. We incorporate at least one “Co-Design It” segment during each meeting. During the Co-Design It segment, DPPs and the PPEERS leadership team design some event (e.g., mock interviews), curricular element (e.g., budget/finance modules), or program feature (e.g., switch/shadowing experience). The group IQ and expertise of DPPs makes whatever we co-design stronger than if UNCG faculty designed it independently. Additionally, our partner districts make recruitment and selection of a strong cohort and program events like the Performance Learning Day and mock interviews possible. Our partnerships are arguably second only to the fulltime, yearlong internship, in terms of importance.</p> <p>Curriculum and Instruction</p> <p>The curriculum for our courses is vertically and horizontally aligned such that the content builds upon previous content throughout the program, and we work together to ensure that there are neither gaps nor undue overlap across courses. Additionally, instructors work in conjunction with one another to connect course content across courses. Instructionally, we use research-based pedagogy for leadership preparation, including case studies, simulations, and fieldwork. We also include a practitioner element within each course, through the instructor of record, guest instructor, or panel of practitioners. These approaches ensure a strong praxis of theory and practice.</p>
WCU	<p>Success points for Cohort 2018-20:</p> <ul style="list-style-type: none"> • All 13 TP3 Scholars have successfully completed 4 out of 5 semesters of the Masters program • TP3 Scholars attended Leadership for Social Justice Institute, UW-Madison and the University Council for Education Administration Conference for a “curated conference experience” • All TP3 Scholars are serving in full-time, 10-month administrative internships with glowing reviews from their principal mentors • TP3 Scholars are presently leading school-based teams in equity-focused change projects within their internships • Our Intern coaching program has been well-received by interns, LEA leaders, and principal mentors • Our mentor training sessions and our collaborative internship coaching sessions have been well attended • Five of our 13 TP3 Scholars have been placed in paid, administrative positions <p>Overall success since beginning with NCASLD in 2016:</p> <ul style="list-style-type: none"> • WCU/NCSELP has been a fortunate recipient of TP3 grant funds since 2016. We have had two Cohorts of TP3 Scholars at WCU. The first Cohort consisted of 10 students. All ten students completed our two-year program on time, in the Spring of 2018. Six of the 10 (60%) are presently working in administrative positions. We are confident this percentage will increase as positions become available and certainly within the three-year time-period following program completion. Our second Cohort of TP3 Scholars (13 students) will complete the program in the Spring of 2020. Of these 13 students, 5 are presently serving in administrative positions with provisional licenses in eligible, high-need schools. The other

Table 5. Program Successes	
Program	Successes Experienced
	<p>8 students are serving as full-time, administrative interns in eligible, high-need schools.</p> <ul style="list-style-type: none"> • We have experienced an exponential rise in program interest from other regional districts. Our principal preparation program has prepared school leaders for school districts in all of the 18 western counties since its inception in 1975. Through our TP3 Grant, we have developed close partnerships with 11 districts, across 10 counties. The success of our program has spread through word-of-mouth, our partnership with the Western Regional Education Service Alliance, and deliberate program outreach and promotion efforts. As a result of our success, all of our present district partners have expressed the desire to continue a partnership through the TP3 grant, with 5 more districts (from 5 additional counties) asking for the same partnership opportunity.

H. Future Plans and Funding Prospects

Table 6 below provides a brief summary of future plans reported by the programs and funding prospects for sustaining or expanding program operations.

Table 6. Future Plans of TP3 Provider Agencies	
Program	Future Plans
HPU	HPU will apply for the next round of grant funding.
NCSU	We have received additional funding to continue this important work. NC Principal Fellows Program/TP3: NC State recently received another two-year grant for \$2,369,767, which will support two cohorts starting summer 2020. NC Principal Fellows Program: We just received another five-year grant from the for \$3,750,000, which will support one cohort starting summer 2019 and another cohort starting in 2022 and pending a renewal in year four, support another cohort starting in 2024.
SREC	We continue to consider appropriate grants for Sandhills funding that would sustain the program and look forward to the NC Principal Fellows process,
UNCG	We have plans in the works to [redacted per Provider request]. Additionally, we expect continued funding/infrastructure support from UNCG/SOE. We also hope to secure grant funding for post-program coaching. Currently, we lack the capacity to even write and administer such a grant, but we recognize the importance of continuing coaching beyond completion of the PPEERS program and into the first years of school administration. We are committed to finding a way to make it happen.
WCU	We are grateful to have been approved for the 2020-22 renewal of funds cycle and we look forward to continuing our program similar to how it was structured for the 2018-20 Cohort. We also plan to apply for the TP3-PFP grant funding in subsequent years so that we may expand our program in the preparation of outstanding school leaders for the state of North Carolina. We will work to maintain all of the program components that the TP3 Grant has afforded even if the funds were to cease. Although we consider all of the components to be necessary in the development of excellent, transformational school leaders, we recognize that we may not be able to rely on the TP3 funding. If the resources end, we will certainly seek additional funding from other sources. In our present role as university faculty, we are consistently seeking out grants and other sources of funding to improve our school leadership programming. Unfortunately, those grant funds are quite competitive and often fall to R1 institutions, not regional comprehensives like WCU. If we do not have supplemental funding--outside of student tuition and state sponsored initiatives (e.g. Principal Fellows and MSA Internship program), we will likely have to cut down on the number of released, administrative internships, remove academic conference travel, and lose both the internship mentor training and the collaborative coaching program. We are hopeful this will not happen but have made a commitment to excellent principal preparation with or without the supportive funding.

CONCLUSIONS

The TP3 providers offer principal preparation programs that furnish participants with experiences and support beyond those of traditional principal preparation programs. In other reports GrantProse has produced, we have described a suite of best practices that the programs are implementing to greater or lesser extent. After almost four years of implementing TP3 programs, the five programs to receive initial TP3 funds appear to be learning from each other in how these best practices may best be implemented. While there are certainly differences in emphases that each program place on one or another of the best practices, generally there are more similarities than differences.

The programs have a variety of barriers and challenges, including transitioning to the new administrative structure mandated by the most recent legislation. Beginning with the 2020-21 year, the programs at NCSU and WCU will be overseen by the TP3 Commission, while NCASLD will continue to administer the programs at HPU, SREC, and UNCG for one remaining year in 2020-21. Based on these most recent mid-year reports, all five programs are making plans to continue implementing transformational principal preparation programs into the future.



SURVEY RESULTS WITH TP3 PARTICIPANTS IN THE SECOND FUNDING CYCLE: 2018-20

Report 4.13

William Carruthers, Pamela Lovin, & Eleanor Hasse ¹
 June 2020

INTRODUCTION

Online surveys were conducted with TP3 participants in the 2018-20 funding cycle at three points in time: a pre-survey conducted in the Summer/Fall 2018, an interim survey conducted in the Spring 2019, and a post-survey conducted in the Spring 2020. Results of the pre-survey and interim survey have been previously reported.² Now, with completion of the post-survey conducted in Spring 2020, results from all three surveys are analyzed in this report and will be incorporated in the GrantProse June 2020 annual report to State Education Assistance Authority (SEAA).

METHOD

Using email addresses provided by the TP3 Project Directors, all three surveys were distributed by GrantProse on the Survey Monkey online platform. The timing of distributing the surveys varied depending on when participants were scheduled to start or complete their programs. Reminders were sent to all individuals at periodic 1-2 week intervals.

One purpose of the surveys was to gather information preparatory to addressing three questions posed by the Program Evaluation Division (PED) of the North Carolina General Assembly.³

- Changes in participants' commitment to seeking principal positions over time;
- Changes in participants' leadership knowledge and competencies over time; and
- Changes in participants' leadership self-efficacy over time.

Using Likert scaling, a set of 10 attitude questions were designed to measure these changes as indicated in **Table 1**. The ten items were conceptualized to constitute three attitude 'scales' and were included on all three surveys. Each item was scored along a 1-7 range with a response of 7 indicating the most positive attitude reflected on that item, such as being extremely committed to becoming a principal/assistant principal. See **Appendix A** for a copy of the Spring 2020 post-survey.

¹ Suggested citation: Carruthers, W., Lovin, P., & Hasse, E. (2020, June). *Survey results with TP3 participants in the second funding cycle: 2018-20 (Report 4.13)*. Garner, NC: GrantProse, Inc.

² See Carruthers, W., Loving, P., & Copeland, J. (2019, June). *Participants' pre-post survey results: Funding cycle II (Report 3.09)*. Garner, NC: GrantProse, Inc.

³ Program Evaluation Division (2018, August). *Cooperative Agreement for Implementing Principal Preparation Program Needs Output and Outcome Data (Report No. 2018-13)*. Raleigh, NC: NC General Assembly

Table 1. Scale Items Included on All Three Surveys

Attitude Scale	Number of Likert Items	Item Anchors
Commitment	1	“Not at all committed” (1) to “Extremely committed” (7)
Knowledge/Competency ⁴	8	“Not at all knowledgeable/competent” (1) to “Extremely knowledgeable/competent” (7)
Self-Efficacy	1	“Not at all confident” (1) to “Extremely confident” (7)

Another purpose of the survey was to collect participant impressions of selected features associated with their TP3 programs. Using Likert items, these questions were scored along a 1-5 or 1-7 range with a response at the high end reflecting the most positive impression of the program. These additional questions were included on the interim survey and the post-survey. **Table 2** indicates the organization of these questions.

Table 2. Scale Items Included on the Interim-Survey and Post-Survey

Attitude Scale	Number of Likert Items	Item Anchors
Overall satisfaction with the program	1	“Not at all satisfied” (1) to “Extremely satisfied” (7)
Perceptions of the program’s cohort structure	4	“Not at all true” (1) to “Somewhat true” (3) to “Very true (5)
Perceptions of the university coursework	8	“Not at all true” (1) to “Somewhat true” (3) to “Very true” (5)
Perceptions of the program’s coaching support	3	“Not at all true” (1) to “Somewhat true” (3) to “Very true” (5)

Along with the Likert questions, two open-ended questions were included on the interim and post surveys:

- Overall, what do you think the program does best to prepare you to become an effective principal?
- Overall, what do you think the program could do to improve its ability to prepare effective principals?

And, the post-survey included two questions addressing how participants were impacted by the COVID-19 pandemic:

- In light of COVID-19 and schools being closed across the state, how did the internship experience change?
- In light of COVID-19, how did the relationship between you and your program change?

⁴ The 8 items on the Knowledge/Competency scale were designed to mirror the 8 North Carolina Standards for School Executives.

RESULTS

Data analyses conducted on the three surveys for this report were different from that conducted on the pre-survey and interim survey reported earlier. With the earlier report, data analyses were conducted only for matched pairs (individuals who completed both the pre-survey and interim survey); however, for this report, data analyses have been conducted for all individuals who completed any of the surveys so as to not lose any information. There were 126 individuals who completed one or more of the three surveys, and 113 (89.7%) of these individuals completed all three surveys. Data figures such as averages, percentages, and frequencies reported in the earlier report may differ by a small amount for comparable analyses indicated in this report, usually by only a few hundredths of a point. Response rates to the three surveys are indicated in **Table 3**.

Table 3. TP3 Respondents Completing Surveys

Program	HPU	NCSU	SREC	UNCG	WCU	TOTAL
Number of Participants in 2018-20 Cycle *	33	34	25	22	13	127
Number of Respondents & Percentage						
Pre-Survey	33 (100%)	33 (97.1%)	24 (96.0%)	21 (95.5%)	10 (100%)	121 (95.3%)
Interim Survey	32 (97.0%)	33 (97.1%)	22 (88.0%)	22 (100%)	13 (100%)	122 (96.1%)
Post Survey	33 (100%)	32 (94.1%)	19 (76.0%)	22 (100%)	12 (92.3%)	118 (92.9%)

Note:

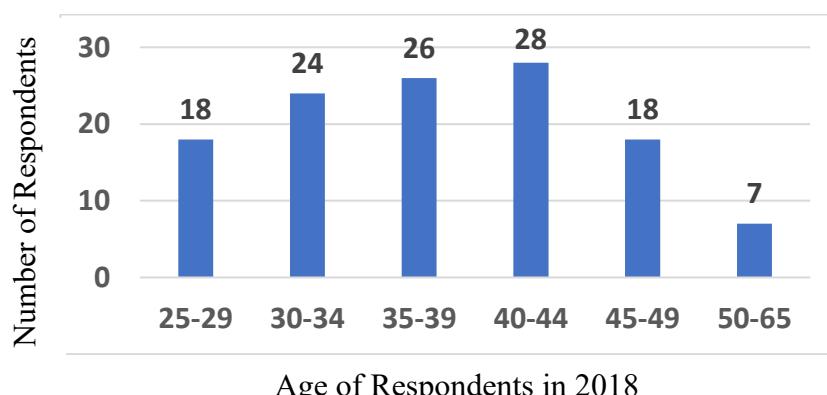
* The ‘Number of Participants’ reflect headcounts for individuals initially enrolled in the 2018-20 TP3 programs who could be expected to complete the pre-survey. One individual left the program at NCSU, one individual selected for the SREC program did not meet university criteria, and WCU’s program grew from 10 participants to 13 with one individual subsequently leaving the program.

Demographics

The pre-survey included a number of demographic questions as indicated here:

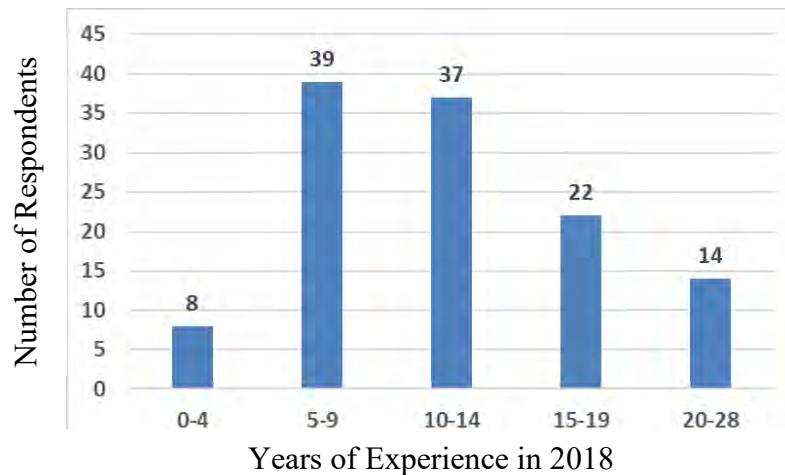
- *Age.* The 121 individuals responding to this question noted the year of their birth which indicates the average age of respondents at/about 2018 would have been 38 years. **Figure 1** provides the distribution for these ages.

Figure 1. Age Distribution in 2018 for Respondents to the Pre-Survey



- Gender. Among 118 individuals responding to this question, 72.9% indicated female and 27.1% indicated male.
- Race/Ethnicity. Among 119 individuals responding to this question, 73.1% indicated White, 23.5% indicated Black/African-American, and 3.4% indicated other racial categories.
- Degree at time of entering TP3 program. Among 120 individuals responding to this question, 119 possessed either a Bachelor's degree (47.5%) or a Master's degree (51.7%).
- Employment position at time of entering TP3 program. Among 120 individuals responding to this question, 65.8% indicated they had been regular education teachers, 6.7% indicated they had been special education teachers, and 27.5% indicated some other employment position. Academic, curriculum or instructional coaches were the most common of these 'other' positions, and other positions named included school counselor, curriculum facilitator, magnet school coordinator, preschool coordinator, visual arts teacher, etc.
- Years of experience in education at the time of entering the TP3 program. Among 120 individuals responding to this question, the average years of experience in education they reported was 11.8 years. **Figure 2** provides the distribution for these years of experience.

Figure 2. Years of Experience in Education for Respondents to the Pre-Survey.



Program Evaluation Division Questions

As indicated in the Introduction, the Program Evaluation Division (PED) posed three attitudinal questions that should be addressed in annual evaluations of the TP3 program, described here:

- Changes in participants' **commitment** to seeking principal positions over time (measured with 1 Likert question);
- Changes in participants' leadership **knowledge and competencies** over time (8 Likert questions); and
- Changes in participants' leadership **self-efficacy** over time (1 Likert question).

Table 4 provides averages to these questions for the collected respondents across all TP3 programs. Please see **Appendix B** for averages to these questions when disaggregated for each TP3 program.

Table 4. Averages on PED Attitudinal Questions Over Three Survey Administrations

Likert Questions	Pre-Survey Spring/Summer 2018		Interim Survey Spring 2019		Post-Survey Spring 2020	
	N	Avg	N	Avg	N	Avg
	Commitment					
At this time, how committed are you to being a principal/assistant principal?	121	6.61	122	6.80	118	6.81
Executive Standards *						
STRATEGIC LEADERSHIP	121	3.96	121	5.38	118	6.10
INSTRUCTIONAL LEADERSHIP	121	4.18	121	5.50	118	6.22
CULTURAL LEADERSHIP	121	4.16	121	5.57	117	6.44
HUMAN RESOURCE LEADERSHIP	121	3.58	121	4.82	118	6.00
MANAGERIAL LEADERSHIP	121	3.23	121	4.65	118	5.92
EXTERNAL DEVELOPMENT LEADERSHIP	121	3.25	121	4.75	118	5.97
MICRO-POLITICAL LEADERSHIP	120	3.36	121	5.14	118	6.01
ACADEMIC ACHIEVEMENT LEADERSHIP	120	4.26	121	5.36	118	6.16
Average for 8-ITEM EXECUTIVE STANDARDS Scale	121	3.75	121	5.15	118	6.10
Confidence						
At this time, how confident are you that you can be successful as a principal/assistant principal?	121	5.38	121	5.75	118	6.43

Note:

* The eight items for the Executive Standards each included examples of the standard drawn from the North Carolina Standards for School Executives.⁵

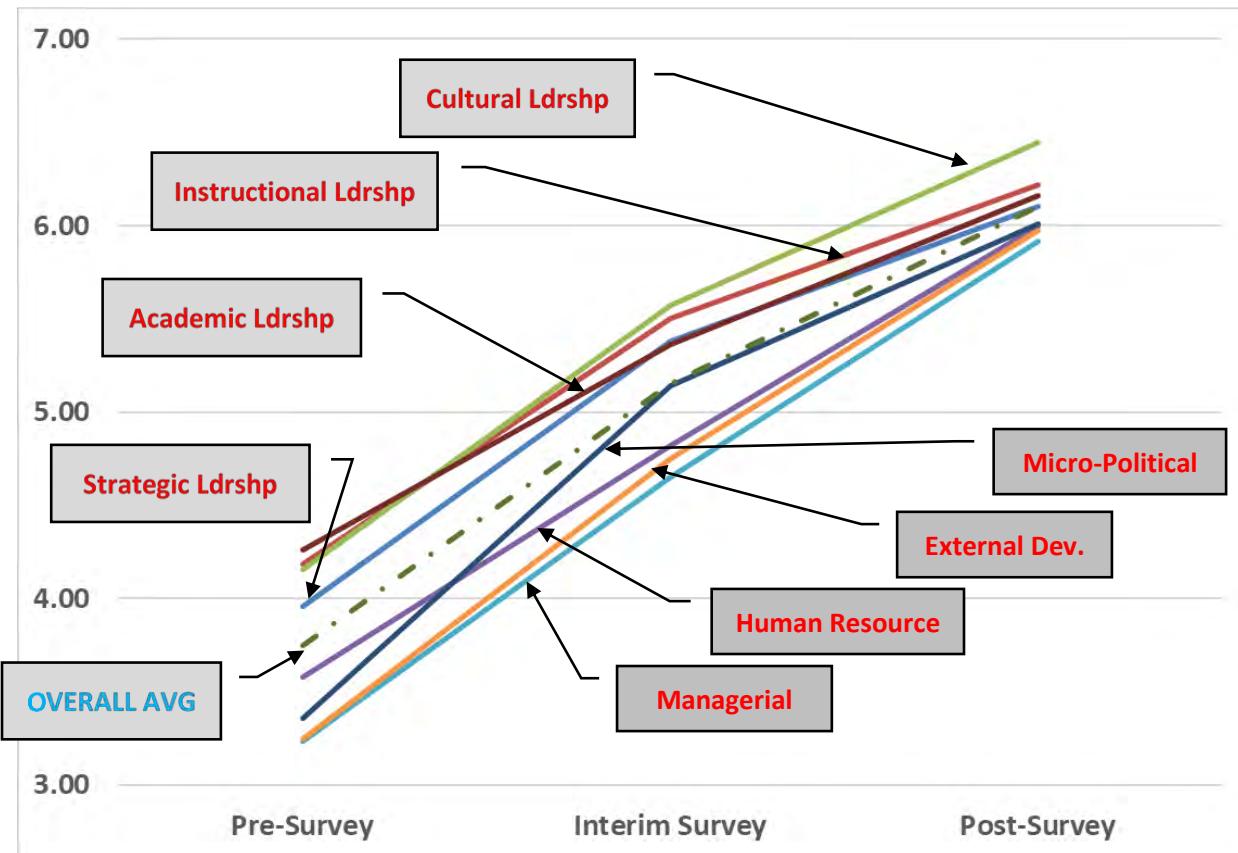
While commitment to being a principal/assistant principal was relatively high even at the time of the pre-survey, showing a small gain over the three surveys, responses to the questions on the eight Executive Standards and the one question about confidence all showed noticeable and consistent gains from the time of the pre-survey to the interim survey to the post-survey.

When the averages for the individual Executive Standards are plotted on a line graph, it is interesting to note that the averages rose in relatively parallel fashion over the three surveys, as depicted in **Figure 3**. Cultural Leadership evidenced the highest average score on the post-survey and Managerial Leadership evidenced the lowest average score on the post-survey. It is also interesting to note that the four standards which started out below the average on the pre-survey

⁵ NC Department of Public Instruction (2013). *North Carolina Standards for School Executives: As Approved by the State Board of Education December 2006 and July 2011*. Retrieved from https://files.nc.gov/dpi/north_carolina_standards_for_school_executives_1.pdf

ended up below the average as well on the post-survey. Conversely, the four standards which started out above the average ended up at/above the average.

Figure 3. Trend Analysis for the 8 Executive Standards Over Three Survey Administrations



TP3 Program Features

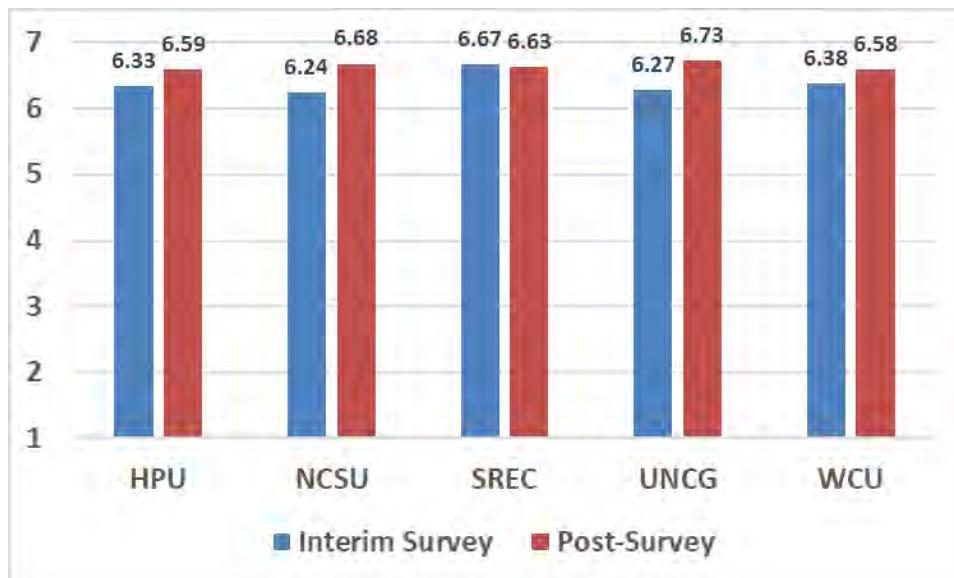
Along with the PED questions, GrantProse also created a number of Likert questions for the purpose of collecting respondents' perceptions of different features of their program. These questions were included on the interim survey and post-survey, as bulleted here:

- Overall satisfaction with the program (measured with 1 Likert question along a 1-7 scale),
- Perceptions of the program's cohort structure (4 questions along 1-5 scales),
- Perceptions of the university coursework (8 questions along 1-5 scales), and
- Perceptions of the program's coaching support (3 questions along 1-5 scales).

Average scores on these four scales are presented in the following figures disaggregated by TP3 program. See **Appendix C** for the average scores on the individual items disaggregated by TP3 provider.

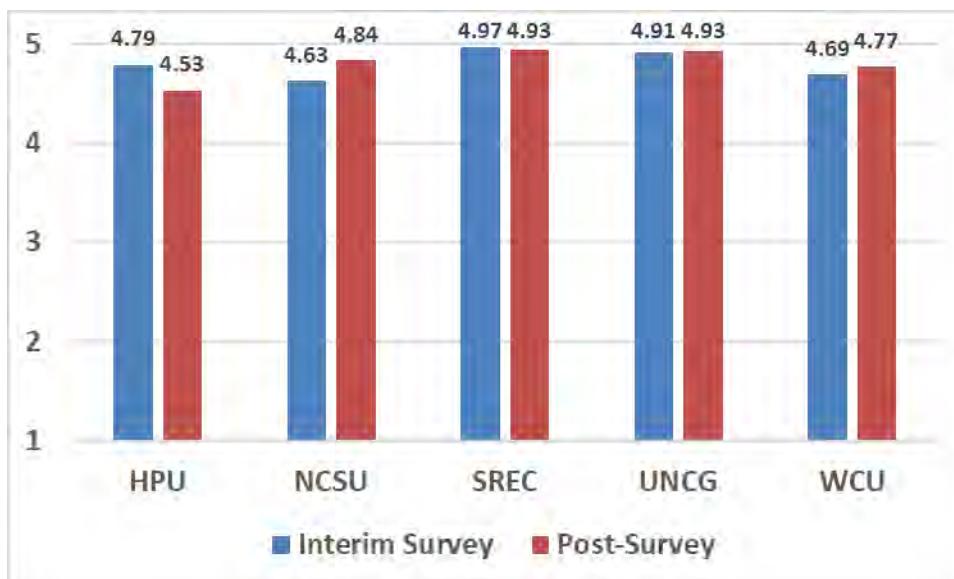
Overall satisfaction with the program. Respondents indicated a very high level of satisfaction with their programs on both the interim survey and the post-survey as shown in **Figure 4**. Of the 116 respondents to this question on the post-survey, 89 (76.7%) gave it a 7 rating, representing 'Extremely Satisfied.' Only 9 (7.8%) respondents gave the question a rating below 6.

Figure 4. Respondents' Report of Their Overall Satisfaction with the TP3 Program



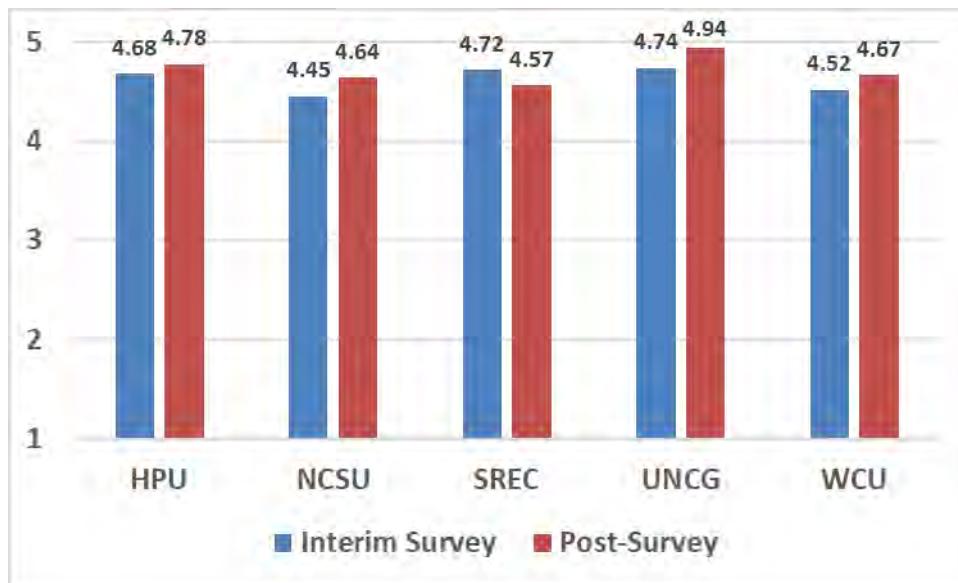
Perceptions of the program's cohort structure. The anchors on this 4-item scale ranged from 'Not at all true' (1) to 'Somewhat true' (3) to 'Very true' (5). **Figure 5** shows that respondents at all five programs held positive perceptions of their cohort structure with relatively small variation between the interim survey and the post-survey.

Figure 5. Respondents' Perceptions of Their Cohort Structure Averaged for 4 Items



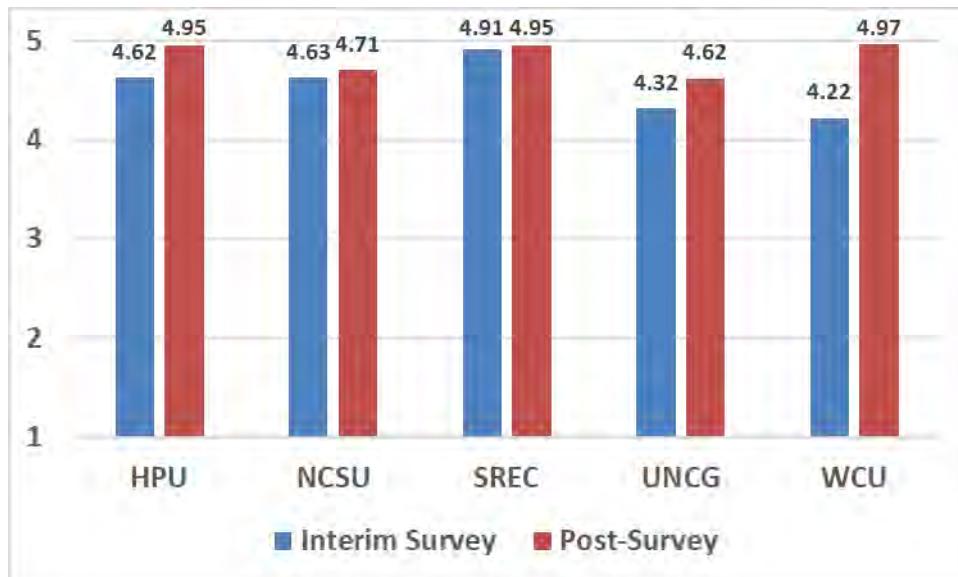
Perceptions of the university coursework. The anchors on this 8-item scale ranged from ‘Not at all true’ (1) to ‘Somewhat true’ (3) to ‘Very true’ (5). **Figure 6** shows that respondents at the five programs held positive perceptions of their university coursework with small gains on the post-survey at four of the institutions.

Figure 6. Respondents’ Perceptions of Their University Coursework Averaged for 8 Items



Perceptions of coaching supports. The anchors on this 3-item scale ranged from ‘Not at all true’ (1) to ‘Somewhat true’ (3) to ‘Very true’ (5). **Figure 7** shows gains for all five programs between the interim survey and the post-survey with WCU showing the largest gain.

Figure 7. Respondents’ Perceptions of Their Coaching Supports Averaged for 3 Items



Open-Ended Questions

The interim survey and the post-survey included two open-ended questions asking respondents to identify program strengths as well as ways to improve the programs. Content analyses of these questions on the interim survey has previously been reported.⁶ The following discussion provides a content analysis for responses made to these questions on the post-survey with comments noting if these responses differed greatly from those made on the interim survey.

Q. Overall, what do you think the program does best to prepare you to become an effective principal? Of the 118 individuals completing post-surveys, 115 (97.5%) offered comments with 33 of these individuals noting the internship was a feature that best contributed to prepare them to become an effective principal. Examples comments include:

- *For me, the ability to learn first-hand from an internship allowed me to best prepare for being a principal. (HPU)*
- *I think the most valuable part of the program was the internship. If I had not had the experiences as an intern, then I don't think I could've resolved issues as a novice assistant principal. (HPU)*
- *I believe the year-long internship was vital and prepared me the best. (NCSU)*
- *The year-long internship is a great opportunity to receive real world training and experiences that will prepare me to be an effective principal. (NCSU)*
- *The classes have been excellent, but the internship has by far been the most beneficial part of this experience. (SREC)*
- *The internship experience at different grade levels. (SREC)*
- *The internship is a critical component of this program; it is hands down the best way to prepare future principals. (UNCG)*
- *The year-long internship has been a very valuable experience. (UNCG)*
- *The hands-on internship has been the most beneficial part of my program experience because it puts theory and practice into action. (WCU)*
- *The internship experience as it connects to the coursework was very effective. (WCU)*

Authentic learning experiences (or similar phrases connoting the same meaning) were mentioned by at least 19 individuals. Example comments include:

- *The program has given me authentic opportunities to experience principalship experiences... (HPU)*
- *Assessment days and simulations feel realistic and provide us with tangible feedback. (NCSU)*
- *I think the program did a great job of exposing us to what it is like to be a principal/assistant principal. (SREC)*
- *We have participated in several real-world scenarios and real-life experiences in our internship... (UNCG)*
- *Real-life experience and support to get through challenges. (WCU)*

Also addressing authentic experiences, 17 individuals commented that their programs did a good job of blending theory with practice. Example comments include:

⁶ See Carruthers, W., Loving, P., & Copeland, J. (2019, June). *Participants' pre-post survey results: Funding cycle II (Report 3.09)*. Garner, NC: GrantProse, Inc.

- *A strong mix of theory and practice provided me opportunities to learn and grow. (HPU)*
- *The program provides many opportunities to engage with what I am learning in a practical way. Coursework and assignments carried over well into the year long internship. (NCSU)*
- *Strong theoretical knowledge supported with practical experience. (UNCG)*
- *I appreciate how this program balanced theory and practice. Our instructors provided us with real-world examples and opportunities to discuss how our learning could be applied to our current internship roles as well as future leadership roles. (WCU)*

Many individuals identified multiple features of their programs that were strong, and other program features mentioned as strengths by multiple individuals include developing greater self-awareness (14 individuals), the coaches and coaching (12 individuals), the cohort model (11 individuals) and networking with other participants and professionals (9 individuals), and the faculty (9 individuals) and university courses (8 individuals).

Responses to this question on the interim survey were similar at which time many individuals identified strengths including growing in their self-understanding, the cohort model and/or ability to collaborate with colleagues, and the coaching.

Q. Overall, what do you think the program could do to improve its ability to prepare effective principals? Of the 118 individuals completing post-surveys, 28 (23.7%) offered no comment to this question or indicated that they found the program to be satisfactory as it was. Example comments include:

- *My training has been phenomenal. I would not change anything. (HPU)*
- *This program is amazing! (NCSU)*
- *The program gives us the best on the job training with real life learning situations. (SREC)*
- *I cannot think of anything. (UNCG)*
- *Overall, there are no other things for the program to improve upon. (WCU)*

Sixteen individuals made varied comments which had a general theme associated with increasing the emphasis on matters of practice and practical experiences. Eight of these individuals represented NCSU and four represented HPU. Example comments include:

- *Incorporate less research and more application and practice. (HPU)*
- *Provide more practical, hands on opportunities when it comes to managing a school building (budgets, hiring staff, etc.) (HPU)*
- *The coursework would be more strong if it would address a variety of topics and presented in a more practical and less theoretical manner. (NCSU)*
- *We could tell when a textbook was taught opposed to learning from an experienced or officially trained professor. (NCSU)*
- *I think the program would be better if we had more time in schools to observe. (SREC)*
- *Variety of more shadowing experiences in Year 1. (UNCG)*
- *Allowing interns to visit more schools and learn from multiple principals. (WCU)*

Fifteen individuals commented that the internship should be longer, in most cases for a year. These individuals were all at HPU and SREC where most internships were for a half year.

Sixteen individuals representing four of the five programs made varied comments on how the program could be restructured. Example comments include:

- *I think moving the law course or organizational management course to the summer session and pair with the culture class would work better. (HPU)*
- *Early exposure at the internship site would be more beneficial and would allow the candidate to apply what's being learning in each course. (HPU)*
- *The class schedule could be improved in order to better space out classes. (NCSU)*
- *Align the various weekly assignments to specific courses/coursework to assist with making deeper connections. (NCSU)*
- *Look at the timeline of classes to make sure they build upon each other in a manner that fits with the expectation of work by the students. (UNCG)*
- *Re-evaluate the scope and sequence of projects and instruction to increase cohesion and the ability to complete tasks more easily. (UNCG)*
- *The course classes need to be changed. We had many on equity that were redundant. While we need education on equity in the school system, we also need other practical fields as well. We received no training on school finance. The law class could have been 2 semesters.*

Eight respondents commented that they would like more emphases on budgeting matters. All but one of these individuals were at HPU and WCU. Example comments include:

- *Expanding the budget experience would be beneficial. (HPU)*
- *The program could do more to develop an understanding of the managerial responsibilities of being a principal – in particular budgeting. (WCU)*

Seven individuals, all at UNCG, commented on the Hallmark project. Example comments include:

- *Each Hallmark project needs to be integrated into the courses that they fit into instead of completing all of them at the end of our program during the internship experience.*
- *Spend more class time on Hallmark projects and less coursework during the internship year.*
- *Hallmarks should reflect coursework that is embedded in the internship.*

Six individuals indicated they desired more feedback from their professors. These individuals were all at NCSU. Example comments include:

- *There were many times that we did not receive feedback on assignments and coursework that could have been beneficial in our progress.*
- *There were times that we got very little feedback or extremely delayed feedback on coursework.*
- *I think some professors could provide feedback in a more timely manner.*

Five individuals commented on the workload. Example comments include:

- *...towards the end there were so many trainings that were provided that it made it difficult. (HPU)*
- *Less weekend time for wellness and emotional recovery of the fellows. (NCSU)*
- *...the workload from classes is overwhelming when coupled with our work in our internships. (WCU)*

Five individuals offered comments related to increasing the opportunities for networking.

Example comments include:

- *I wish we could have networked more with past NELA students. (NCSU)*
- *I would try to give cohort members time to collaborate on what they are learning and doing during the internship time. (SREC)*
- *I think it would be helpful to have workdays once per month where we can meet as a cohort on campus. (WCU)*

Four individuals commented on reducing redundancy in their coursework. Example comments include:

- *Streamline the repetitive coursework that was overlapping in multiple courses. (NCSU)*
- *Make sure that assignments are not repetitive... (SREC)*
- *The course classes need to be changed. We had many on equity that were redundant. (WCU)*

Four individuals, all at SREC, commented on improving synchronization with the University.

Example comments include:

- *I would love to see the remaining coursework beyond the program be better connected to what was learned in the TPP program.*
- *My only suggestion is to help the participants feel a stronger connection to the University throughout the program.*

And, a few comments were made about improving the selection and preparation of principal mentors and reducing the time spent with the coaches.

Responses that individuals made to this question on the interim survey were generally similar including restructuring and/or reducing redundancy in the coursework, increasing feedback from their faculty and program leaders, and increasing networking opportunities with other TP3 participants. One difference of note between the interim survey and the post-survey is that a higher percentage of individuals offered suggestions for improvement on the post-survey (76.3%) compared to the interim survey (58.2%).

COVID-19 Questions

Two open-ended questions were included on the post-survey addressing the COVID-19 pandemic.

Q. In light of COVID-19 and schools being closed across the state, how did the internship experience change? This question only appeared on the Spring 2020 post-survey; 80 (67.8%) of the 118 respondents commented on the question. No respondents with SREC commented and only half of the HPU respondents commented; individuals at HPU and SREC not commenting had completed their internship before schools were cancelled due to COVID-19.

Among those commenting, most indicated that the pandemic altered their internship experience but typically in a manner that had positive or beneficial impact on their internship experience. Individuals noted that they were freed from some responsibilities such as student discipline, testing, bus and lunch duty, and/or internship projects they had started, and this in turn created more opportunity to participate in varied meetings and/or assume different leadership roles. One benefit that was often mentioned by the respondents is that they became more accomplished with online technologies and/or found themselves assisting school staff to develop online skills. Example comments include”

- *For me, leadership opportunities increased when schools closed. I began to provide more direct support to teachers, but I did lose the connection to individual students. (HPU)*
- *I did not get the in-building experience I wanted, and I missed valuable time practicing interacting with teachers and students as an administrator. On the flip side, I was able to watch crisis management in action and I increased my knowledge of instructional technology and technology in general. I will come out of the experience with a different set of skills than the typical graduate. (HPU)*
- *I actually became busier during my internship as I helped the teachers, students, and families adjust to remote learning. (NCSU)*
- *I participated in more virtual meetings with my staff, teachers and with my professors. I also engaged in more online communication with staff members and families: email, virtual meetings. My mentor principal did a remarkable job welcoming me into the planning and implementation process for school-wide practices that needed to take place in order for more effective virtual learning environments to be established for our students. (NCSU)*
- *Drastically, but still a great experience. While I was not working with discipline and instructional leadership in the normal sense, I was able to help transition our staff to online learning, listen to concerns, and work with the administrative team to develop plans for implementation. (UNCG)*
- *For me, it provided an opportunity to show what I could do and take the lead on helping teachers plan for distance learning. I think COVID-19 strengthened my internship experience and learning how to lead during a crisis was a big part of that. (UNCG)*
- *I have learned to engage with teachers and students in a new way using technology. I also have the ability to spend more time with teachers and students because I do not have to deal with testing and buses. (WCU)*
- *I still reported to work each day, but my day looked different. It showed me how quickly school leaders must respond to educational changes and how we continue to build trust with the school community even through uncertain times. It added an element on to the*

experience that other internships will never quite understand and it has better prepared us for unknown challenges. (WCU)

While most of the respondents commenting on this question appear to have taken the pandemic in stride and found they were able to contribute as much if not more than before the pandemic, one negative that many of the respondents noted was that they felt a loss of personal relations with school staff as well as students. And, there were a few comments indicating less communication with their mentor principal such as:

- *...my supervising principal did not communicate...*
- *I was disconnected.*
- *...communication was down with my administrator.*

Q. In light of COVID-19, how did the relationship between you and your program change? This question only appeared on the post-survey and 77 (65.3%) of the 118 respondents commented on the question. Most respondents commented that there was not significant change to their program other than classes going online and gatherings such as extra-curricular trips being cancelled. On the whole, the respondents were complimentary towards their program leaders, professors and coaches, saying that these individuals stayed in frequent contact and showed caring and concern for their well-being. A few respondents indicated that the quality of their online experiences sometimes suffered due to cancellations or instructors not being well-versed with the online technology. And, many of the respondents mentioned missing the face-to-face, in-person relations that they had established with their cohort members, professors and program leaders. Example comments include:

- *It was disappointing to lose experiences like the ropes course and culminating event that we were all looking forward to, but HPU maintained all that they could. Online seminars were informative and I find the information I learned valuable. (HPU)*
- *The leaders in this program showed they truly cared about us and valued our safety more than anything; of course was not ideal to lose connection in face-to-face world with people I've thought so highly of right at the end of our time together. (NCSU)*
- *We continued to work, communicate, and rely on one another as sources of information and support. While we missed not being able to be together physically, I believe we still remained close and shared sense a responsibility for helping one another during this time. (UNCG)*
- *I am extremely grateful to have had the opportunity to lean on my classmates during this time. No one could've prepared us for how to lead a school through a pandemic, but knowing that we're in this together has brought much relief and encouragement. (WCU)*

CONCLUSIONS

In general, participants in the second funding cycle of the TP3 program for the 2018-20 performance period gave their programs high marks. While the individual programs showed small differences on the various attitudinal scales, these differences are not practically significant. From the perspective of the participants, all five programs appear to be operating quite well although the comments of some indicate that there is always room for continuous improvement.

While attitudinal change was evident on all scales—in the direction of being more positively disposed towards the program—this change was smallest for participant commitment to becoming a principal/assistant principal due to how their commitment demonstrated on the Summer/Fall 2018 pre-survey was already quite high. There was more noticeable change demonstrated on the eight items measuring the Executive Standards and the one item measuring participant confidence that they could be successful as a principal/assistant principal. By the end of their programs, participants indicated they had greater knowledge of and competency with the Executive Standards and they expressed greater confidence that they could be successful as a principal/assistant principal.

Most of the programs showed small gains between the interim survey and the post-survey on the three program features that were measured—Cohort Structure, University Coursework, and Coaching Supports. In all instances, average scores on these scales were quite strong regardless of the time of the survey. While it can be imagined that transforming university coursework in principal preparation programs is a prerequisite to improving such programs, other features such as implementing a cohort model and providing coaching (different from mentoring) may be equally important.

Regarding continuous improvements, each program will want to review the comments offered by the participants. The comments were shared with each TP3 Project Director for their program in advance of releasing this report.⁷ For instance, based on the post-survey results, HPU and SREC could explore opportunities for creating more year-long internships, NCSU could explore how more timely feedback can be provided to participants on their coursework and related projects, UNCG could explore how the Hallmark project(s) might be restructured, and WCU could explore possible redundancies in its curriculum emphases on equity.

⁷ After removing personally identifiable information, participant comments on the open-ended questions were shared early June with each TP3 Project Director for their own program.

APPENDIX A

Post-Survey administered in the Spring 2020.

Principal Preparation Program Participant Survey Year 2-Spring 2020

Welcome to the Principal Preparation Program Participant Post-Survey

Informed Consent Form

Principal Preparation Program Participants

You are being asked to participate in a program evaluation. Please read this form carefully and ask any questions you have before agreeing to take part in the evaluation.

What the evaluation is about: The North Carolina General Assembly established a grant program, the Transforming Principal Preparation (TP3) Program, for the purpose of elevating “educators in North Carolina public schools [through] transforming the preparation of principals across the State.” The North Carolina Alliance for School Leadership Development (NCASLD) was charged by the General Assembly with responsibility for overseeing this grant program. NCASLD contracted with GrantProse, Inc. to implement an evaluation of the TP3 Program to examine best practices in the preparation of school principals, compare and contrast these practices among grantee institutions/agencies, and gauge the impact such programs may have on participants. You are a participant in a principal preparation program receiving this grant funding.

What you will be asked to do: If you agree to participate, you will be asked to complete online surveys expected to take approximately 20 minutes (two hours total over three years). Information collected will be used to inform TP3 Program grantees about program progress and opportunities to effect continuous improvements in program operations. The results of the evaluation will be shared with NCASLD and the NC State Education Assistance Authority (SEAA), which in turn may make the results available to the NC General Assembly as well as other interested parties.

What good will come from the evaluation: No specific direct benefits are expected from participation in this evaluation. Results will be shared with NCASLD leaders and will be incorporated in reports that are made to the SEAA. Enhanced partnerships between your principal preparation program, other grantee institutions/agencies, and NCASLD may benefit the future development of principal preparation programs. Benefits to participants in the program at your institution/agency may occur as a result of evaluation activities to the degree they serve the purpose of improving the operations of the principal preparation program.

Important Things to Know about Being Part of the Evaluation

1. You don't have to do this. Participation is completely voluntary and you can withdraw at any time without penalty, even after you start.

2. Pay. There is no payment for doing this. You are doing it for free.

3. Risks to you. As in any program evaluation, participants could conceivably experience discomfort or uncertainty relating to topics or questions raised. This, however, is no larger a risk than any routine online or personal discussion you would encounter in your daily professional life and therefore does not represent any risk particular or unique to this project.

4. Your responses will be kept confidential. All information you provide will be kept completely confidential. Your answers will be kept private and secure via an industry-standard, HIPAA-compliant online data collection system. Your name will not be connected to your individual responses. Information provided by you in response to surveys is linked to an identification (ID) number, a unique identifier assigned only to you and known only to GrantProse staff. Once your information is coded with the unique ID, your personal name and any other personally identifiable information about you are not associated with any data file containing your responses. Data collected from you will be stored electronically and password protected on GrantProse company computers.

5. If you have questions about the evaluation. If you have questions at any time about the evaluation or the procedures, you may contact Pamela Lovin, Project Coordinator at GrantProse, Inc. (919-208-3506), (grantprose.pamela@gmail.com).

* 1. **Statement of Consent:** Making a selection below indicates that:

- (1) I am at least 18 years of age.
- (2) I have read the information provided above and agree to be in this study, with the understanding that I may withdraw at any time,
- (3) I have asked all the questions I have at this time, and have been told whom to contact if I have additional questions, to discuss problems or concerns related to the research, or to obtain information or offer input about the research, and
- (4) I have received a copy of this consent form.*

Yes, I agree to participate.
 No, I do not agree to participate in this research study at this time.

In order to continue, you must indicate your level of agreement by clicking one of the boxes above.

* Please print a copy of this consent form for your records.

This consent form will be kept by the Principal Investigator for at least three years beyond the end of the evaluation and was approved by the IRB.

Principal Preparation Program Participant Survey Year 2-Spring 2020

COMMITMENT

Please rate the extent to which you feel the statement below reflects your current level of commitment.

2. COMMITMENT

Not at all committed	1	2	3	4	5	6	7	Extremely Committed

At this time, how committed are you to being a principal/assistant principal?

Principal Preparation Program Participant Survey Year 2-Spring 2020

KNOWLEDGE AND COMPETENCY

Please rate the extent of your **current knowledge and competency** in each of the executive standards.

3. EXECUTIVE STANDARDS

	Not at all knowledgeable/ competent						Extremely knowledgeable/ competent
	1	2	3	4	5	6	7
STRATEGIC LEADERSHIP							
· Establishing school vision, mission, values, beliefs, and goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Leading change to improve achievement for all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Developing school improvement plans by analyzing school progress data	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Distributing leadership and decision-making throughout school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
INSTRUCTIONAL LEADERSHIP							
· Alignment of learning, teaching, curriculum, instruction, and assessment based on research and best practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Protecting teachers from disruption of instructional or preparation time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Promoting collaborative planning and student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
CULTURAL LEADERSHIP							
· Establishing a collaborative work environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Using shared vision, values, and goals to define school identity and culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Developing a sense of efficacy and empowerment among faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

KNOWLEDGE AND COMPETENCY

Please rate the extent of your current knowledge and competency in each of the executive standards.

4. EXECUTIVE STANDARDS

Not at all knowledgeable/ competent	1	2	3	4	5	6	7	Extremely knowledgeable/ competent
---	---	---	---	---	---	---	---	--

HUMAN RESOURCE**LEADERSHIP**

- Facilitating opportunities for effective professional development aligned with curricular, instructional, and assessment needs
- Hiring and supporting a high-quality, high-performing staff
- Evaluating teachers and other staff in a fair and equitable manner

 MANAGERIAL**LEADERSHIP**

- Establishing budget and accounting processes.
- Using conflict management and resolution strategies
- Effectively using formal and informal communication
- Developing and enforcing expectations, structures, rules, and procedures

	Not at all knowledgeable/competent	1	2	3	4	5	6	Extremely knowledgeable/competent	7
EXTERNAL DEVELOPMENT LEADERSHIP									
· Designing structures and processes that result in parent and community engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Designing protocols and processes to comply with federal, state, and district mandates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
· Implementing district initiatives directed at improving student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Principal Preparation Program Participant Survey Year 2-Spring 2020

KNOWLEDGE AND COMPETENCY

Please rate the extent of your current knowledge and competency in each of the executive standards.

5. EXECUTIVE STANDARDS

	Not at all knowledgeable/competent	1	2	3	4	5	6	Extremely knowledgeable/competent	7
MICRO-POLITICAL LEADERSHIP									
· Developing systems and relationships to leverage staff expertise to influence the school's identity, culture, and performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ACADEMIC ACHIEVEMENT LEADERSHIP									
· Contributing to the academic success of students based on established performance expectations using appropriate data to demonstrate growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Principal Preparation Program Participant Survey Year 2-Spring 2020

CONFIDENCE

Please rate your current level of confidence in being a successful principal/assistant principal.

6. CONFIDENCE



At this time, how confident are you that you can be successful as a principal/assistant principal?

Principal Preparation Program Participant Survey Year 2-Spring 2020

Overall Satisfaction

7. Please rate your overall satisfaction with the program where you are engaged in training and associated coursework to prepare you for a leadership position as a principal or assistant principal.



At this time how satisfied are you with the training and associated coursework that you are receiving through your Transforming Principal Preparation program?

Principal Preparation Program Participant Survey Year 2-Spring 2020

PERCEPTIONS OF PROGRAM FEATURES

Please rate the extent to which you feel each statement below is true of your leadership preparation program.

8. PROGRAM COHORT

	Not at all true 1	2	Somewhat true 3	4	Very true 5
My program cohort serves as a source of social and professional support.	<input type="radio"/>				
My program cohort provides collaborative learning opportunities for sharing experiences and knowledge.	<input type="radio"/>				
My program cohort helps me learn teamwork and team leadership in authentic practice-oriented activities.	<input type="radio"/>				
My program cohort will serve as a professional network that I can rely on for social and professional support throughout my career.	<input type="radio"/>				

9. University Coursework

	Not at all true		Somewhat true		Very True
	1	2	3	4	5
The coursework is comprehensive and provides a coherent learning experience.	<input type="radio"/>				
The program gives me a strong orientation to the principalship as a career.	<input type="radio"/>				
The program integrates theory and practice.	<input type="radio"/>				
The coursework provides many opportunities for self-assessment as a leader.	<input type="radio"/>				
The coursework provides regular assessments of my skill development and leadership competencies.	<input type="radio"/>				
In my coursework, I am often asked to reflect on practice and analyze how to improve it.	<input type="radio"/>				
Faculty in the program provide me many opportunities to evaluate the coursework.	<input type="radio"/>				
There are strong linkages between the university coursework and field-based experiences.	<input type="radio"/>				

10. Coaching Supports

	Not at all true 1	2	Somewhat true 3	4	Very True 5
My leadership coach is an experienced educator with an understanding of and expertise in effective school leadership practice	<input type="radio"/>				
My leadership coach provides support and feedback, and helps me internalize new skills and concepts.	<input type="radio"/>				
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.	<input type="radio"/>				

Principal Preparation Program Participant Survey Year 2-Spring 2020

Perceptions of the Program Features

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

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

13. In light of COVID-19 and schools being closed across the state, how did the internship experience change?

14. In light of COVID-19, how did the relationship between you and your program change?

Principal Preparation Program Participant Survey Year 2-Spring 2020

Contact Information

Your participation in the Transforming Principal Preparation (TP3) program has been supported in part with funds appropriated by the North Carolina Legislature, and your participation in this survey helps to satisfy legislative requirements to evaluate the TP3 program. We hope to maintain contact with you in the coming years so that we may continue to collect your perceptions of the training that you received through the TP3 program. Your participation in future surveys is voluntary, and we invite you to provide us with contact information for you. If you are willing, please answer the following questions.

15. Name:

16. Contact Email:

17. Alternate Contact Email:

18. Contact Phone Number:

19. Alternate Contact Phone Number:

Principal Preparation Program Participant Survey Year 2-Spring 2020

Thank you!

This is the end of the survey. Thank you for your responses!

APPENDIX B
PED Questions on Participant Surveys

Pre-Survey

Table 5. Average Scores for PED Items on the Pre-Survey

Likert Questions	HPU	NCSU	SREC	UNCG	WCU	TOTAL
Commitment						
At this time, how committed are you to being a principal/assistant principal?	6.58	6.79	6.29	6.95	6.20	6.61
Executive Standards						
STRATEGIC LEADERSHIP	4.00	3.88	4.29	3.57	4.10	3.96
INSTRUCTIONAL LEADERSHIP	4.45	4.15	3.92	4.14	4.10	4.18
CULTURAL LEADERSHIP	4.48	3.85	4.33	3.81	4.40	4.16
HUMAN RESOURCE LEADERSHIP	3.91	3.18	3.75	3.57	3.40	3.58
MANAGERIAL LEADERSHIP	3.52	2.85	3.46	3.10	3.30	3.23
EXTERNAL DEV. LEADERSHIP	3.48	3.09	3.38	3.10	3.00	3.25
MICRO-POLITICAL LEADERSHIP	3.81	3.00	3.29	3.29	3.40	3.36
ACADEMIC ACHIEVE. LEADERSHIP	4.73	3.88	3.92	4.38	4.56	4.26
Average for 8-ITEM STANDARDS Scale	4.05	3.48	3.79	3.62	3.76	3.75
Confidence						
At this time, how confident are you that you can be successful as a principal/assistant principal?	5.67	5.45	5.13	5.19	5.20	5.38

Interim Survey**Table 6. Average Scores for PED Items on the Interim Survey**

Likert Questions	HPU	NCSU	SREC	UNCG	WCU	TOTAL
Commitment						
At this time, how committed are you to being a principal/assistant principal?	6.78	6.88	6.86	6.77	6.62	6.80
Executive Standards						
STRATEGIC LEADERSHIP	5.42	5.24	6.00	5.05	5.15	5.38
INSTRUCTIONAL LEADERSHIP	5.71	5.18	5.95	5.36	5.31	5.50
CULTURAL LEADERSHIP	5.52	5.58	6.14	5.32	5.15	5.57
HUMAN RESOURCE LEADERSHIP	5.16	4.30	5.91	4.23	4.46	4.82
MANAGERIAL LEADERSHIP	4.90	3.94	5.86	4.18	4.62	4.65
EXTERNAL DEV. LEADERSHIP	5.03	4.21	5.86	4.18	4.54	4.75
MICRO-POLITICAL LEADERSHIP	5.48	4.82	5.64	4.82	4.85	5.14
ACADEMIC ACHIEVE. LEADERSHIP	5.58	5.15	5.82	5.09	5.08	5.36
Average for 8-ITEM STANDARDS Scale	5.35	4.80	5.90	4.78	4.89	5.15
Confidence						
At this time, how confident are you that you can be successful as a principal/assistant principal?	5.90	5.33	6.45	5.59	5.54	5.75

Post-Survey**Table 7. Average Scores for PED Items on the Post-Survey**

Likert Questions	HPU	NCSU	SREC	UNCG	WCU	TOTAL
Commitment						
At this time, how committed are you to being a principal/assistant principal?	6.91	6.84	6.42	6.82	7.00	6.81
Executive Standards						
STRATEGIC LEADERSHIP	6.18	5.94	6.16	6.14	6.17	6.10
INSTRUCTIONAL LEADERSHIP	6.42	6.22	5.95	6.23	6.08	6.22
CULTURAL LEADERSHIP	6.48	6.45	6.47	6.41	6.33	6.44
HUMAN RESOURCE LEADERSHIP	6.00	5.91	6.00	6.23	5.83	6.00
MANAGERIAL LEADERSHIP	6.00	5.78	6.21	6.14	5.17	5.92
EXTERNAL DEV. LEADERSHIP	6.00	5.91	6.05	5.95	6.00	5.97
MICRO-POLITICAL LEADERSHIP	6.18	5.97	6.11	5.82	5.83	6.01
ACADEMIC ACHIEVE. LEADERSHIP	6.52	5.97	5.95	6.23	5.92	6.16
Average for 8-ITEM STANDARDS Scale	6.22	6.01	6.11	6.14	5.92	6.10
Confidence						
At this time, how confident are you that you can be successful as a principal/assistant principal?	6.61	6.47	6.16	6.45	6.25	6.43

APPENDIX C

Program Satisfaction Feature**Table 8. Average Scores for Program Satisfaction on the Interim Survey and Post-Survey**

Likert Questions	Survey	HPU	NCSU	SREC	UNCG	WCU	Item Average
Please rate your overall satisfaction with the program where you are engaged in training and associated coursework to prepare you for a leadership position as a principal or assistant principal.	Interim	6.33	6.24	6.67	6.27	6.38	6.36
	Post	6.59	6.68	6.63	6.73	6.58	6.65

Program Cohort Feature**Table 9. Average Scores for Program Cohort Items on the Interim Survey and Post-Survey**

Likert Questions	Survey	HPU	NCSU	SREC	UNCG	WCU	Item Average
My program cohort serves as a source of social and professional support.	Interim	4.84	4.52	4.95	5.00	4.77	4.79
	Post	4.45	4.84	5.00	4.95	4.75	4.77
My program cohort provides collaborative learning opportunities for sharing experiences and knowledge.	Interim	4.84	4.70	5.00	5.00	4.69	4.84
	Post	4.67	4.91	4.89	4.86	4.83	4.82
My program cohort helps me learn teamwork and team leadership in authentic practice-oriented activities.	Interim	4.68	4.67	4.91	4.73	4.62	4.72
	Post	4.55	4.75	4.89	4.95	4.67	4.75
My program cohort will serve as a professional network that I can rely on for social and professional support throughout my career.	Interim	4.81	4.64	5.00	4.91	4.69	4.80
	Post	4.45	4.84	4.95	4.95	4.83	4.77
Institutional Average	Interim	4.79	4.63	4.97	4.91	4.69	4.79
	Post	4.53	4.84	4.93	4.93	4.77	4.78

University Coursework Feature**Table 10. Average Scores for University Coursework Items on the Interim Survey and Post-Survey**

Likert Questions	Survey	HPU	NCSU	SREC	UNCG	WCU	Item Average
The coursework is comprehensive and provides a coherent learning experience.	Interim	4.61	4.33	4.64	4.68	4.38	4.53
	Post	4.67	4.47	4.63	4.91	4.58	4.64
The program gives me a strong orientation to the principalship as a career.	Interim	4.68	4.52	4.77	4.77	4.54	4.65
	Post	4.76	4.78	4.53	4.95	4.75	4.76
The program integrates theory and practice.	Interim	4.68	4.55	4.73	4.77	4.62	4.66
	Post	4.73	4.66	4.63	4.95	4.75	4.74
The coursework provides many opportunities for self-assessment as a leader.	Interim	4.93	4.73	4.73	4.77	4.69	4.78
	Post	4.97	4.84	4.53	4.95	4.75	4.84
The coursework provides regular assessments of my skill development and leadership competencies.	Interim	4.77	4.33	4.59	4.68	4.46	4.57
	Post	4.73	4.44	4.58	4.91	4.67	4.65
In my coursework, I am often asked to reflect on practice and analyze how to improve it.	Interim	4.84	4.64	4.95	4.91	4.54	4.79
	Post	4.76	4.88	4.74	5.00	4.75	4.83
Faculty in the program provide me many opportunities to evaluate the coursework.	Interim	4.45	4.33	4.64	4.55	4.46	4.47
	Post	4.85	4.50	4.53	4.95	4.58	4.69
There are strong linkages between the university coursework and field-based experiences.	Interim	4.61	4.21	4.73	4.77	4.42	4.53
	Post	4.76	4.56	4.37	4.91	4.50	4.64
Institutional Average	Interim	4.68	4.45	4.72	4.74	4.52	4.62
	Post	4.78	4.64	4.57	4.94	4.67	4.73

Coaching Supports Feature**Table 11. Average Scores for Coaching Support Items on the Interim Survey and Post-Survey**

Likert Questions	Survey	HPU	NCSU	SREC	UNCG	WCU	Item Average
My leadership coach is an experienced educator with an understanding of and expertise in effective school leadership practice	Interim	4.81	4.74	4.95	4.95	4.25	4.79
	Post	5.00	4.81	5.00	4.86	5.00	4.92
My leadership coach provides support and feedback, and helps me internalize new skills and concepts.	Interim	4.58	4.63	4.95	4.32	4.25	4.58
	Post	4.94	4.69	5.00	4.59	5.00	4.82
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.	Interim	4.48	4.53	4.82	3.68	4.17	4.38
	Post	4.91	4.63	4.84	4.41	4.92	4.73
Institutional Average	Interim	4.62	4.63	4.91	4.32	4.22	4.58
	Post	4.95	4.71	4.95	4.62	4.97	4.82

Transforming Principal Preparation Program Grant Quarterly Report January–March 2020

Report 4.14

Pamela Lovin, William Carruthers, & Eleanor Hasse ¹

Released: June 2020

OVERVIEW

Quarterly reports produced in the course of evaluating the grant program funded by the NC Legislature, Session Law 2015-241 Section 11.9, Transforming Principal Preparation Program (TP3)², 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 grant program, the TP3 Provider agencies (Providers) that have received grant funding, and the TP3 program participants who are receiving principal preparation training.

This report provides information on GrantProse's evaluation of NCASLD, TP3 Provider agencies, and TP3 program participants for the first quarter of 2020, January 1 through March 31. This is the seventeenth 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 TP3 Provider invoices for allowability, allocability, and adherence to the final approved budgets. The electronic submission process and dual review process updated earlier (see NCASLD Quarterly Report Jul-Sep 2018) appear to be successful in (a) supplying 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: Lovin, P., Carruthers, W., & Hasse, E. (2020, June). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jan-Mar 2020 (Report 4.14)*. Garner, NC: GrantProse, Inc.

² Earlier GrantProse reports have used TPP for the acronym to refer to the program; however, the most recent legislation identifies the program as the Principal Fellows and TP3 Commission, thus our use of TP3 in this and future reports. TPP and TP3 refer to the same program.

Timeline

The following chart shows the status of activities established in the legislation or NCASLD scope of work for this reporting period. NCASLD has met milestones established for the seventeenth quarter of the project. **Table 1** indicates significant activities completed during the January to March 2020 quarter.

Table 1. NCASLD & GrantProse Activities Completed in January through March 2020

Date	Function	Activity
1/22/2020	Implementation	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.
3/12/2020	Information	NCASLD presents to the Professional Educators Standards Committee an update on the progress of the five TP3 projects, which included providing comparative data and discussing emerging recommendations for scaling the TP3 program as it enters the final year of the five-year transformation process.
3/19/2020	Implementation	NCASLD hosts a conference call with providers to discuss how the programs were managing with the COVID-19 shutdown and how it would affect their program delivery.

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 GrantProse to conduct all evaluation activities of the TP3 Programs. This evaluation has been ongoing since the beginning of the program.

E. Evaluate grantee(s) for grant renewal: No new information to report.

F.1. Additional Proposed Activities of NCASLD: Provide technical assistance to grantee Providers: March 19 NCASLD hosted a conference call for providers to discuss how the COVID-19 shutdown was affecting the program delivery.

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 a meeting of the Professional Learning Network (PLN) on January 22, 2020. The meeting took place at The Friday Institute in Raleigh. The PLN focused on the Wallace Foundation Perspective on transforming university principal preparation and a panel of TP3 original grantees sharing best practices. GrantProse has produced an observation report of this meeting.

NCASLD gave a presentation to the Professional Educators Standards Committee on March 12, 2020. The presentation included an update on the progress of the five TP3 projects, which

included providing comparative data and discussing emerging recommendations for scaling the TP3 program as it enters the final year of the five-year transformation process.

TIER 2: EVALUATION OF PROVIDERS

Budget

TP3 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 2 provides the status of activities established in the legislation or TP3 Program scope of work for this report period. All TP3 Programs have met milestones established during the January to March period.

Table 2. TP3 Program Provider & GrantProse Activities Completed in January through March 2020

Date	Function	Activity
1/2020-3/2020	Evaluation	GrantProse conducts interviews with program directors to discuss best practices being implemented in TP3 programs.

Evaluation of Program Data

GrantProse also completed the analysis of the mid-year reports submitted by the Provider agencies. The summary report of the mid-year evaluation was released June 2020.

TIER 3: EVALUATION OF PARTICIPANTS

COVID-19 changed the landscape of education in this quarter. The COVID-19 pandemic subsequently led to schools closing and many TP3 activities with participants going virtual online including university classes and aspects of their internships.

Timeline

Table 4 provides the status of evaluation activities for TP3 program participants during this report period.

Table 4. Participant & GrantProse Activities Completed in January through March 2020

Date	Function	Activity
1/2020-3/2020	Evaluation	Surveys prepared for use with participants, executive coaches, and principal mentors in the spring 2020. Continue monitoring assistant principal and principal placements.

CONCLUSIONS

Tier 1 Evaluation: NCASLD continues to implement the program with fidelity to the legislation and their proposal to SEAA. Tier 2 Evaluation: Similarly, TP3 Programs are fully engaged in the program and committed to sharing insights, lessons learned, and best practices with each other, NCASLD, and the GrantProse evaluation team. Tier 3 Evaluation: The 2019-20 participants continued classes and internships in spite of the quarantine and social distancing restrictions created because of COVID-19.

Amidst the COVID-19 pandemic, NCASLD and the TP3 Programs continue to make progress at a challenging time while maintaining compliance with program and legislative requirements.

APPENDIX A

This section lists selected documents and reports GrantProse has produced for the TP3 grant program to date.

Annual Reports to SEAA

Sturtz McMillen, J., Carruthers, W., Hasse, E., & Dale, E. M. (2017, July). *Transforming Principal Preparation Grant Program: First Year, Annual Report*. Garner, NC: GrantProse, Inc.

Sturtz McMillen, J., Carruthers, W., Hasse, E., Lovin, P., & Hasse, E. (2018, July). *Transforming Principal Preparation Grant Program: Second Year, Annual Report*. Garner, NC: GrantProse, Inc.

Sturtz McMillen, J., Carruthers, W., Hasse, E., Lovin, P., & Hasse, E. (2018, July). *Transforming Principal Preparation Grant Program: Second Year, Technical Report*. Garner, NC: GrantProse, Inc.

Carruthers, W., Sturtz McMillen, J., Lovin, P., & Hasse, E. (2019, July). *Transforming Principal Preparation Grant Program: Third Year, Annual Report*. Garner, NC: GrantProse, Inc.

Carruthers, W., Sturtz McMillen, J., Lovin, P., & Hasse, E. (2019, July). *Transforming Principal Preparation Grant Program: Third Year, Technical Report*. Garner, NC: GrantProse, Inc.

Quarterly Reports to NCASLD

Carruthers, W., Braswell, J., Hasse, E. (2016, May). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Jan-Mar 2016*. Garner, NC: GrantProse, Inc.

Carruthers, W., Braswell, J., Hasse, E. (2016, July). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Apr-Jun 2016*. Garner, NC: GrantProse, Inc.

Braswell, J., Hasse, E., McMillen, J., & Carruthers, W. (2016, November). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Jul-Sept 2016*. Garner, NC: GrantProse, Inc.

Carruthers, W., Braswell, J., Hasse, E., McMillen, J. (2016, January). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Oct-Dec 2016*. Garner, NC: GrantProse, Inc.

Carruthers, W., Braswell, J., Hasse, E., McMillen, J. (2017, June). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Jan-Mar 2017*. Garner, NC: GrantProse, Inc.

Carruthers, W., Sturtz McMillen, J., & Hasse, E. (2017, July). *Transforming Principal Preparation Program Evaluation: Quarterly Report: Apr-Jun 2017*. Garner, NC: GrantProse, 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: GrantProse, 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: GrantProse, 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: GrantProse, Inc.

Note: The annual report for the 2017-18 year doubles as the quarterly report for Apr-Jun 2018.

Lovin, P., Sturtz McMillen, J., Carruthers, W., & Hasse, E. (2018, October). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jul-Sep 2018 (Report 3.02)*. Garner, NC: GrantProse, Inc.

Lovin, P. M., Sturtz McMillen, J., Carruthers, W., & Hasse, E. (2019, February). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Oct-Dec 2018 (Report 3.04)*. Garner, NC: GrantProse, Inc.

Lovin, P. M., Sturtz McMillen, J., Carruthers, W., & Hasse, E. (2019, June). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jan-Mar 2019 (Report 3.07)*. Garner, NC: GrantProse, Inc.

Note: The annual report for the 2018-19 year doubles as the quarterly report for Apr-Jun 2019.

Lovin, P., Carruthers, W., & Hasse, E. (2019, November). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jul-Sep 2019 (Report 4.06)*. Garner, NC: GrantProse, Inc.

Lovin, P., Carruthers, W., & Hasse, E. (2020, March). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Oct-Dec 2020 (Report 4.10)*. Garner, NC: GrantProse, Inc.

Lovin, P., Carruthers, W., & Hasse, E. (2020, June). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jan-Mar 2020 (Report 4.14)*. Garner, NC: GrantProse, Inc.

Evaluation Reports

Carruthers, W. (2018, March). *TPP Participants' Survey: Mid-Year 2017-18*. Garner, NC: GrantProse, Inc.

Carruthers, W. & Hasse, E. (2018, April). *Evaluation Procedures: Identifying High Needs Schools*. Garner, NC: GrantProse, Inc.

Sturtz McMillen, J. S., Lovin, P. Hasse, E., Dale, E., & Carruthers, W. (2018, March). *TPP Growth Plans: Mid-Year 2017-18*. Garner, NC: GrantProse, Inc.

Carruthers, W., Lovin, P., & Copeland, J. (2018, October). *Participants' Pre-Survey Results: Funding Cycle 2 (Report 3.01)*. Garner, NC: GrantProse, Inc.

Carruthers, W., Sturtz McMillen, J., Hasse, E., & Lovin, P. (2019, January). *TPP Mid-Year Report: 2018-19 (Report 3.03)*. Garner, NC: GrantProse, Inc.

Hasse, E., Lovin, P., & Sturtz McMillen, J. (2019, June). *TPP Program Faculty Interviews (Report 3.05)*. Garner, NC: GrantProse, Inc.

Carruthers, W. (2019, June). *Evaluation Procedures: Identifying High Needs Schools: 2018-19 Year (Report 3.06)*. Garner, NC: GrantProse, Inc.

Lovin, P. M., Sturtz McMillen, J., Carruthers, W., & Hasse, E. (2019, June). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jan-Mar 2019 (Report 3.07)*. Garner, NC: GrantProse, Inc.

McMillen, J.S., Carruthers, W., Hasse, E., & Lovin, P. (2019, June). *TPP Programs: Program Leadership Interviews (Report 3.08)*. Garner, NC: GrantProse, Inc.

Carruthers, W., Lovin, P., & Copeland, J. (2018, June). *Participants' Pre-Post Survey Results: Funding Cycle II (Report 3.09)*. Garner, NC: GrantProse, Inc.

Hasse, E., Carruthers, B., Lovin, P., & Sturtz McMillen, J. (2019, June). *TPP Partnerships with LEAs: Interviews with LEA Representatives (Report 3.10)*. Garner, NC: GrantProse, Inc.

Hasse, E., Lovin, P., & Sturtz McMillen, J. (2019, June). *TPP Program Courses: Observations (Report 3.11)*. Garner, NC: GrantProse, Inc.

Carruthers, W., Hasse, E., & Lovin, P. (2019, August). *Considerations for the TPP Commission (Report 4.01)*. Garner, NC: GrantProse, Inc.

Carruthers, W., Hasse, E., & Lovin, P. (2019, August). *Highlights of 2018-19 Evaluation (Report 4.02)*. Garner, NC: GrantProse, Inc.

Carruthers, W., Hasse, E., & Lovin, P. (2019, October). *Highlights of the 2018-19 TPP Annual Report (Report 4.04)*. Garner, NC: GrantProse, Inc.

Hasse, E., Carruthers, W., & Lovin, P. (2019, October). *Best Practices in Pre-Service Principal Preparation (Report 4.05)*. Garner, NC: GrantProse, Inc.

McMillen, J., Carruthers, W., Hasse, E., & Lovin, P. (2020, January). *Report to Institutional Review Boards (Report 4.07)*. Garner, NC: GrantProse, Inc.

Carruthers, W., Hasse, E., & Lovin, P. (2020, January). *Follow-Up Survey with 2016-2018 Participants (Report 4.08)*. Garner, NC: GrantProse, Inc.

Lovin, P., & Hasse, E. (2020, June). *TPP Program LEA PARTICIPATION: Observations 2019 (Report 4.11)*. Garner, NC: GrantProse, Inc.

Carruthers, W., Hasse, E., & Lovin, P. (2020, June). *TP3 Mid-Year Report: 2019-20 (Report 4.12)*. Garner, NC: GrantProse, Inc.

Carruthers, W., Lovin, P., & Hasse, E. (2020, June). *Survey results with TP3 participants in the second funding cycle: 2018-20 (Report 4.13)*. Garner, NC: GrantProse, 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: GrantProse, Inc.

Principal Preparation Program Grant: Report on Proposal Review and Award Recommendations: Fall 2016 Competition. (2016, October). Garner, NC: GrantProse, Inc.

Transforming Principal Preparation in NC: Program Update Summary (2017, March). Garner, NC: GrantProse, Inc. (Prepared for Representative Blackwell)

Electronic documentation for the PED Measurability Assessment (2017, August) composed by NCASLD, GrantProse, 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 GrantProse 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 GrantProse conduct phone interviews with all Provider agencies on recruitment, selection, and mentor processes.
March 2017	<i>Transforming Principal Preparation in NC: Program Update Summary</i> 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 GrantProse met with NCGA representatives from the Program Evaluation Division (PED) to discuss the upcoming submission of the Measurability Assessment.
July 31, 2017	GrantProse 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, GrantProse, and SEAA met to develop plan and finalization, respectively, for Measurability Assessment documentation.
August 2017	NCASLD, GrantProse, 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 13, 2017	Program Directors attended digital finance meetings conducted by NCASLD.
September 6, 2017	NCASLD posted the Year 1 annual evaluation report to their website.
September 11-22, 2017	GrantProse conducted observations of project activities.
October, 2017	NCASLD provided technical assistance to Providers via a virtual meeting regarding planning and budgeting for future cohorts.

Date	Activity
October 5, 2017	NCASLD and GrantProse 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 GrantProse's TPP observations conducted in September 2017.
October 31, 2017	GrantProse submitted the seventh quarterly (Year 2, Quarter 3) NCASLD evaluation report.
November 1, 2017	NCASLD hosted, along with NYCLA, the first <i>face-to-face</i> Professional Learning Network meeting.
November 6 – December 7, 2017	GrantProse 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	GrantProse 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 <i>virtual</i> Professional Learning Network meeting.
December 23, 2017	GrantProse 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	GrantProse 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.
Feb 13 – March 15, 2018	GrantProse conducted observations of project activities.
March 7, 2018	NCASLD meets with PED to receive feedback on results of Measurability Assessment and plans for April 9 presentation to NC 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 BEST NC to provide update on the program.
March 22, 2018	GrantProse provides NCASLD finalized Growth Plans based on results to date, which NCASLD disseminates to each TPP Provider agency
March 28, 2018	NCASLD and GrantProse 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.
April 9, 2018	NCASLD and GrantProse attend PED Measurability Assessment results presentation to NC Legislature.
April 24, 2018	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TPP Program Directors and staff.
May 21, 2018	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TPP Program Directors and staff.
April/May 2018	GrantProse disseminated electronic surveys to (1) LEA representatives partnered with TPP Programs, (2) Program participants completing their internships in May/June, (3) Principal mentors of program participants completing their internships in May/June, and (4) Executive Coaches.

Date	Activity
May 24 – June 28, 2018	GrantProse conducted continued observations of project activities.
June 2018	Annual evaluation reports submitted by all six programs.
May-August 2018	GrantProse disseminated electronic surveys to incoming Program participants in order to assess baseline knowledge, self-efficacy, and commitment to the principalship.
July 31, 2018	GrantProse submits the Year 2 annual evaluation report to NCASLD.
August 8, 2018	NCASLD hosts virtual legislation update for TPP Providers
August 31, 2018	NCASLD and NCDPI execute an MOA for sharing NCDPI data on graduates of all principal prep programs in the state.
September 2018	NCASLD approves four of the five TPP Provider budgets.
September 7, 2018	NCASLD hosts a virtual discussion of Financial Handbook for TPP Providers
October – December 2018	GrantProse continues observing select coursework/authentic learning experiences for each Provider
October 2, 2018	NCASLD hosts in-person meeting of the PLN at the NCSU Friday Institute
October 17, 2018	GrantProse releases report on Funding Cycle II Participants' Pre-Survey Results
November 13, 2018	GrantProse submits the quarterly (Year 3 Quarter 3) NCASLD Evaluation Report
December 15, 2018	Provider agencies submit TPP Mid-Year Report
January-March 2019	GrantProse continues observing select coursework/authentic learning experiences for each TPP Provider
January-March 2019	GrantProse conducted interviews with faculty members from each course observed this quarter
January-March 2019	GrantProse continued to develop electronic surveys for participants to be disseminated in April 2019.
January 15, 2019	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.
February 18, 2019	GrantProse submits the eleventh quarterly (Year 2, Quarter 4) NCASLD evaluation report.
March 20, 2019	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TPP Program Directors and staff.
April 2, 2019	NCASLD hosts in person meeting of the PLN at the Center for School Leadership Development at UNC-CH.
June 18, 2019	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting for TPP Program Directors and staff.
July 31, 2019	GrantProse submitted the Year 3 annual evaluation report to NCASLD.
August 27, 2019	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.
October 25, 2019	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.
October-November 2019	GrantProse observed select LEA partnership activities for each Provider.
October-November 2019	GrantProse conducts follow-up survey for participants that had completed a TPP program
December 2019	GrantProse conducts surveys of mentor principal and TPP participants who completed their program in the Fall 2019 semester
January-March 2020	GrantProse conducts interviews with program directors to discuss best practices being implemented in TP3 programs.
January-March 2020	Surveys prepared for use with participants, executive coaches, and principal mentors in the spring 2020.
	Continue monitoring assistant principal and principal placements.

Date	Activity
January 22, 2020	NCASLD hosts, along with NYCLLA, a face-to-face Professional Learning Network meeting.
March 12, 2020	NCASLD presents to the Professional Educators Standards Committee an update on the progress of the five TP3 projects, which included providing comparative data and discussing emerging recommendations for scaling as the TP3 program as it enters the final year of the five-year transformation process.
March 19, 2020	NCASLD hosts a conference call with providers to discuss how the programs were managing with the COVID-19 shutdown and how it would affect their program delivery.



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EXECUTIVE COACHES SURVEY RESULTS: 2020

Report 4.15

William Carruthers, Pamela Lovin, & Eleanor Hasse ¹

Released: June 2020

An online survey of the Executive Coaches supporting the TP3 participants in the 2018-20 performance period was released April 2020, with 39 coaches being surveyed among the five TP3 provider agencies. An earlier survey was conducted with Executive Coaches supporting participants in the 2016-18 performance period. ²

METHODS

The Survey Monkey platform was used to distribute the survey. 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 **TP3 Leadership Support** with 12 items, asked respondents to describe their perceptions of the support they received from TP3 program leaders. A third scale titled **TP3 Mentee Support** with nine items, asked respondents to describe their perceptions of TP3 program support being provided to the principal candidates. 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 (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. See **Appendix A** for a copy of the survey.

RESULTS

Thirty-two (32) of 39 individuals surveyed completed the April 2020 survey for an overall 82.1% response rate. Surveys were completed by individuals with all five programs. **Table 1** shows the response rates at each TP3 institution.

Table 1. Response Rates for Executive Coach Survey by TP3 Institution *

Data	HPU	NCSU	SREC	UNCG	WCU	TOTAL
Number Surveyed	2	22	2	3	10	39
Number Completing Surveys **	< 5	19	< 5	< 5	7	32
Response Rate		86.4%			70.0%	82.1%

Notes:

* NCSU included cohort directors in the survey and WCU included LEA mentors who were not on-site principals.

** Responses are not reported when the number for a cell is less than 5.

¹ Suggested citation: Carruthers, W., Lovin, P., & Hasse, E. (2020, June). *Executive Coaches Survey Results: 2020 (Report 4.15)*. Garner, NC: GrantProse, Inc.

² See Carruthers, W., Lovin, P., & Copeland, J. (2018, June). *Executive Coaches Survey Results: 2017-18*. Garner, NC: GrantProse, Inc.

All respondents indicated they had more than 10 years' experience as a school leader (e.g., principal, assistant principal, superintendent). **Figure 1** indicates how many years' experience 31 of the 32 respondents reported they had with being a mentor or coach for aspiring principals.

Figure 1. Years' Experience Being a Mentor or Executive Coach for Aspiring Principals

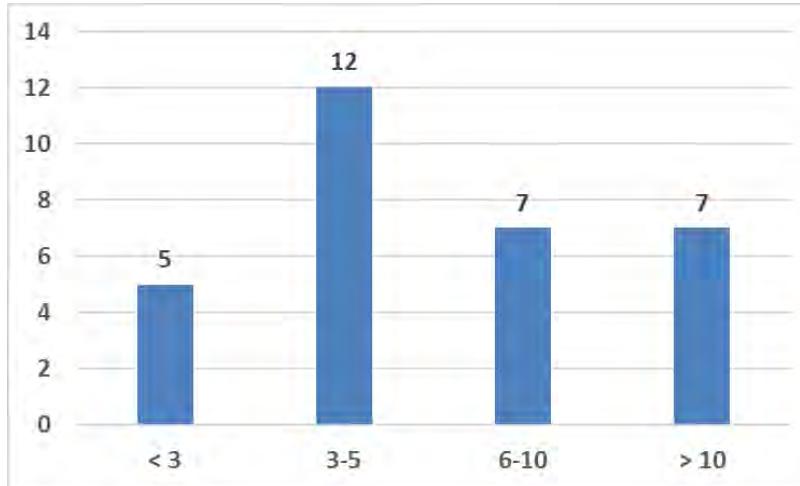


Table 2 provides the averages for both surveys for all respondents on the items of each scale, along with an average scale score.

Survey Administration	2018 Survey N = 25	2020 Survey N = 32
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	4.88
B) I am confident in my ability to set clear expectations for the mentees' day-to-day performance.	4.68	4.59
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	4.84
D) I am confident in my ability to help my mentees develop strategies to meet goals of the principal internship.	4.79	4.88
E) I am confident in my ability to provide my mentees with constructive feedback as needed.	4.84	4.78
F) I am confident in my ability to establish a trusting relationship with my mentees.	4.92	4.94
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	4.75
H) I am confident in my ability to stimulate my mentees' enthusiasm for becoming the best principal possible.	4.80	4.75
Average Score on Personal Confidence Scale	4.81	4.80

Table 2 continued	2018 Survey N =25	2020 Survey N = 32
Rating of TP3 Leadership Support Provided to the Coach (5-point scale)		
A) The program leaders had a deep understanding of what is needed for a high-quality mentoring program.	4.60	4.94
B) The program leaders provided me with high-quality training on being a coach or mentor before I began in this role.	4.00	4.44
C) The program leaders set clear expectations for what type of leadership experiences should be included in the principal preparation program.	4.60	4.72
D) The program leaders actively sought out my advice on how to implement and strengthen the program.	4.32	4.59
E) The program leaders provided me with frequent opportunities to offer feedback on how well my mentees were performing.	4.36	4.66
F) The program leaders were available to support me if I needed their help to improve the mentees' performance.	4.76	4.84
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	4.81
H) The program leaders provided me with feedback on how to improve my coaching/mentoring strategies if needed.	4.20	4.44
I) I feel the program leaders greatly valued my contributions as a coach/mentor.	4.80	4.88
J) The program leaders value collaborative relations with LEAs.	4.52	4.78
K) I am satisfied with information provided to me from the program leaders about the design and activities of the program.	4.48	4.69
L) I had ample opportunity to provide feedback to the program leaders regarding the design and activities of the program.	4.40	4.63
<i>Average Score on TP3 Leadership Support Scale</i>	4.49	4.70
Rating of TP3 Mentee Support Provided to the Mentees (5-point scale)		
A) I am confident the program will produce highly-qualified school principal candidates.	4.68	4.81
B) Compared with graduates of other programs, I think graduates of this program will be better prepared to work as school principals.	4.64	4.72
C) I am very satisfied with the overall quality of the program.	4.64	4.91
D) The program made an effective effort to recruit the best candidates.	4.40	4.75
E) The program is providing strong support to program participants.	4.68	4.72
F) The program and districts have provided good internship placements to give principal candidates the experiences needed to develop into strong principals.	4.20	4.63
G) The program is providing strong support to principals who are mentoring participants in the program.	4.04	4.41
H) I believe there are strong linkages between the university coursework and field-based experiences in this program.	4.44	4.66
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	4.84
<i>Average Score on TP3 Mentee Support Scale</i>	4.51	4.72

Table 2 continued	2018 Survey N =25	2020 Survey N = 32
Rating of Coaches Overall Satisfaction with the TP3 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	6.75
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	6.81
C) Please rate your overall satisfaction with the performance of your mentees to date.	6.44	6.72
<i>Average Score on Overall Satisfaction Scale</i>	6.57	6.76

When averages on the four scales are compared for the 2018 and 2020 surveys, there is virtually no change between the two surveys on the Personal Confidence scale; however, average scores on the other three scales were all higher on the 2020 survey compared to the 2018 survey. Using a one-tailed t-test for independent means, statistical analyses find significant differences on the TP3 Leadership Support ($df = 31, 24; t = 1.84271, p < .05$) and the TP3 Mentee Support ($df = 31, 24; t = 1.9+2677; p < .05$) scales. Although the 2020 average on the Overall Satisfaction scale was higher than on the 2018 scale, the difference was not statistically significant.

Because HPU, SREC, and UNC-G, each had fewer than five respondents to the survey, average scale scores in **Table 3** below are disaggregated for NCSU and WCU and aggregated for the other three programs.

Table 3. Summary Statistics for Response Rate and Scale Averages						
TP3 Provider Agency	Number Surveyed	Number of Respondents (% Response rate)	Average of Personal Confidence Scale	Average of TP3 Leadership Support Scale	Average of TP3 Mentee Support Scale	Average of Overall Satisfaction Scale
NCSU	22	19 (86.4%)	4.82	4.71	4.74	6.75
WCU	10	7 (70.0%)	4.64	4.55	4.59	6.57
HPU, SREC & UNCG Combined	7	6 (85.7%)	4.92	4.83	4.78	7.00
Range by Agency			4.64 to 5.00	4.55 to 5.00	4.59 to 5.00	6.57 to 7.00
All Agencies	39	32 (82.1%)	4.80	4.70	4.72	6.76

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, text), 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
11	21	0	23	9	0

Open-Ended Survey Questions

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

Thirty-one (31) of the 32 respondents commented on this question. Six individuals noted that 'time' was a challenge. Example comments include:

- *LEA leaders are busy folks, as are the university program leaders. Finding time for meaningful collaboration is a challenge.*
- *Time is such a factor along with so many competing responsibilities.*

Five individuals commented on the internship placement. Example comments include:

- *The complexity of expectations on all school administrators causes "mentors and mentees" to be so busy that it is easy for direct supervision to suffer.*
- *Often the LEAs struggle to place our students in the best situations because their needs are so great and resources are scarce.*

Four individuals commented on challenges faced by the LEAs:

- *How a district superintendent feels about the program and its graduates.*
- *The assigned LEA representative must be someone connected to principal prep and hiring.*
- *The weak leadership in the LEAs they are working with.*

Other themes presenting challenges addressed by at least two respondents include the LEAs commitment to the program, the availability of assistant principal and principal placements following completing the program, and the ability to recruit and select quality participants for the program.

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

Nine of the 32 respondents to the survey made generally positive comments or no comment to this question. Seven individuals mentioned issues associated with the internship placement.

Example comments include:

- *If not already, place a member from the LEA on joint committee overseeing placements, etc.*
- *More of an understanding of the role of the mentor in the school setting.*
- *Not sure about what pre-meeting work is done with principals - the first time I did this we*

- had a launch meeting with the principals. The second time we did not have this.*
- Principals are very busy and become very dependent on their interns. Everyone needs to ensure ways to keep a temperature check on the balance needed to learn.*

Five individuals mentioned issues associated with improved communications. Example comments include:

- Continued, frequent communication with LEAs, perhaps with digital connections.*
- More of an opportunity for LEAs provide feedback.*
- Regularly scheduled meetings that are agreed upon well in advance.*

Also, a number of comments were made about strengthen relations with key stakeholders in the LEAs, including...

- Conduct 2-3 sessions with key leaders in the school system. Create that win-win relationship.*
- Have sessions with participating district superintendents to ensure they are supporters and have the opportunity to give regular input.*
- Ensuring the LEA HR department is well informed regarding all aspects of the principal preparation program.*

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

Sixteen of the respondents to the survey made generally positive comments or no comment to this question. Four respondents mentioned specific changes to the coaching process associated with ongoing training for the coaches, more frequent meetings of the coaches, site visits to schools by coaches twice each month, and having coaches participate in the selection of the Fellows. Another four respondents discussed how communications could be improved around conversations about [internship] placements, expectations for the mentor/coach relationship, and more consulting time between the mentor and the coach.

Q. In light of COVID-19 and school being closed, how did the internship experience change for the program participants?

Responses to this questions fell in three general categories with no change being noted by 7 respondents, change to online learning systems noted by 8 respondents, and , changes to more online learning, different but positive opportunities for the interns to serve as leaders at their school, and 13 respondents indicating the pandemic created new opportunities for the interns to serve. Examples of these comments include:

- Very, very strange dynamics in schools. Yet a once in a lifetime experience that interns can grow in ways never anticipated.*
- Unintended positive consequences are: 1) greater collaboration between teachers/staff, 2) truly seeing distributive leadership in action, 3) understanding how important it is to support the staff both professionally and personally, 4) laser focus on families in need.*
- It cut down on some of the daily experiences that the participants would have had but gave them experiences in crisis management they wouldn't have experienced. It also gave them a tremendous opportunity to reflect.*
- There was great collaboration and patience with all concerned. It was amazing to see everyone just jump in immediately and "figure it out". Amazing outcomes and learning is*

still occurring.

- *I feel they have received an experience none of us could have dreamed of. They have learned resiliency, adaptability, and how difficult the job of Principal really is....*
- *It provided them with an amazing experience of navigating the myriad of challenges that Districts had in moving all students to on-line learning. They were on the front lines of this monumental time in public schools.*

Two adverse adjustments that the respondents identified were *They had limited opportunity for teacher evaluation*, and *Less student/parent interaction*.

Q. In light of COVID-19 and school being closed, how did your communication and relationship with program participants change?

Most respondents to this question indicated that their method of meeting with their interns changed to become virtual through means such as telephone, email, video conferencing and text. The general consensus was that this change to virtual did not adversely impact their relations with the intern or the quality of the coaching they could provide...possibly due in part to how they had established these relations earlier before the pandemic. Only a few individuals commented that the pandemic had adversely impacted their coaching such as not having an opportunity to observe their intern in the workplace or speak to them personally.

CONCLUSIONS

Compared to the survey conducted with the Executive Coaches at the end of the 2016-18 funding cycle, results of this latest survey suggest the coaching program is as strong if not more so than it was two years earlier. While the coaches continue to express the same high level of confidence in their ability to serve as coaches as they did on the earlier survey, their views of the support that they receive from the TP3 leaders and that which the participants receive from these leaders appear to be even stronger than on the earlier survey.

While the COVID-19 pandemic is hugely disruptive to educational systems and children's learning, it has effectively 'tested' the resiliency of the TP3 program to adjust. Based on what the coaches had to say in response to the two COVID questions on the survey, the TP3 program appears to be passing the test quite well...at least with the 2018-20 cohort of participants. The structure of the TP3 program—to provide participants with coaches that offer support in addition to that which program leaders and LEA staff can offer—is likely a contributing factor to how well the participants have adjusted to the pandemic. It is certainly an advantage that the 2018-20 cohort was well established in their program before the onset of the pandemic, and coaches had had the opportunity to get to meet and know their mentees before the pandemic. It will be interesting to see how well participants who enter the program in the 2020-21 year build relations with their program leaders, cohort members, principal mentors, school staff, and executive coaches—especially if the pandemic continues to keep schools closed such that these relations are more virtual and less first-person. With the assorted best practices being implemented by the TP3 programs, of which executive coaching is one such practice, it is difficult to believe that the more traditional principal preparation programs can be nearly as successful with preparing principals in light of challenges such as a global pandemic. Hopefully, the TP3 program can continue to adjust.

APPENDIX A

Principal Preparation Program Executive Coach/District Mentor Survey Spring 2020

Welcome to the Principal Preparation Program Executive Coach/District Mentor Spring 2020 Survey

Informed Consent Form

Principal Preparation Program Executive Coach/District Mentor

You are being asked to participate in a program evaluation. Please read this form carefully and ask any questions you have before agreeing to take part in the evaluation.

What the evaluation is about: The North Carolina General Assembly established a grant program, the Transforming Principal Preparation (TP3) Program, for the purpose of elevating “educators in North Carolina public schools [through] transforming the preparation of principals across the State.” The North Carolina Alliance for School Leadership Development (NCASLD) was charged by the General Assembly with responsibility for overseeing this grant program. NCASLD contracted with GrantProse, Inc. to implement an evaluation of the TP3 Program to examine best practices in the preparation of school principals, compare and contrast these practices among grantee institutions/agencies, and gauge the impact such programs may have on participants. You serve as an Executive Coach or District Mentor for a *Principal Preparation Program* receiving this grant funding.

What you will be asked to do: If you agree to participate, you will be asked to complete a survey pertaining to your work with this TP3 Program. The survey is expected to take approximately 15 minutes. Information collected will be used to inform TP3 Program grantees about program progress and opportunities to effect continuous improvements in program operations. The results of the evaluation will be shared with NCASLD and the NC State Education Assistance Authority (SEAA), which in turn may make the results available to the NC General Assembly as well as other interested parties.

What good will come from the evaluation: No specific direct benefits are expected from participation in this evaluation. Results will be shared with NCASLD leaders and will be incorporated into reports that are made to the SEAA. Enhanced partnerships between partnering LEAs, *Principal Preparation Programs*, other grantee institutions/agencies, and NCASLD may benefit the future development of principal preparation programs. Benefits to the *Principal Preparation Program* or LEA for which you work may occur as a result of evaluation activities to the degree they serve the purpose of improving the operations of the *Principal Preparation Program* and program participant outcomes.

Important Things to Know about Being Part of the Evaluation

- You don't have to do this.** Participation is completely voluntary and you can withdraw at any time without penalty, even after you start.
- Pay.** There is no payment for doing this. You are doing it for free.
- Risks to you.** As in any program evaluation, participants could conceivably experience discomfort or uncertainty relating to topics or questions raised. This, however, is no larger a risk than any routine online or personal discussion you would encounter in your daily professional life and therefore does not represent any risk particular or unique to this project.
- Your responses will be kept confidential.** All information you provide will be kept completely confidential. Your answers will be kept private and secure via an industry-standard, HIPAA-compliant online data collection system. Your name will not be connected to your individual responses. Information provided by you in response to surveys is linked to a randomly generated identification (ID) number, a unique identifier assigned only to you and known only to GrantProse staff. Once your information is coded with the unique ID, your personal name and any other personally identifiable information about you are not associated with any data file containing your responses. Data collected from you will be stored electronically and password protected on GrantProse company computers.
- If you have questions about the evaluation.** If you have questions at any time about the evaluation or the procedures, you may contact Pamela Lovin, Project Coordinator at GrantProse, Inc., (919-208-3506) (grantprose.pamela@gmail.com).

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* 1. **Statement of Consent:** Making a selection below indicates that:

- (1) I am at least 18 years of age.
- (2) I have read the information provided above and agree to be in this study, with the understanding that I may withdraw at any time,
- (3) I have asked all the questions I have at this time, and have been told whom to contact if I have additional questions, to discuss problems or concerns related to the research, or to obtain information or offer input about the research, and
- (4) I have received a copy of this consent form.*

Yes, I agree to participate.
 No, I do not agree to participate in this evaluation at this time.

In order to continue, you must indicate your level of agreement by clicking one of the boxes above.

* Please print a copy of this consent form for your records.

This consent form will be kept by the Principal Investigator for at least three years beyond the end of the evaluation and was approved by the IRB.

Principal Preparation Program Executive Coach/District Mentor Survey Spring 2020

PROFESSIONAL INFORMATION

2. What is your current position with this Principal Preparation Program?

3. How many years of experience do you have as a school leader (e.g. Principal, Assistant Principal, District Superintendent)?

4. How many years of experience do you have as a mentor or coach for aspiring principals?

Principal Preparation Program Executive Coach/District Mentor Survey Spring 2020

ON BEING A COACH/MENTOR

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Please rate the extent to which you agree or disagree with each statement below.

5. The following statements are in reference to your coaching/mentoring role as part of the principal preparation program for which you have recently served as an executive coach or district mentor (e.g., High Point University Leadership Academy, NCSU-Wake Principal Leadership Academy, NCSU-Johnston Principal Leadership Academy, NCSU-NC Leadership Academy, Sandhills Leadership Principal Development Program, UNCG-PPEERS, or WCU-NCSELP).

	Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5
A) I am confident in my ability to employ strategies that support effective communications with mentees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) I am confident in my ability to set clear expectations for the mentees' day-to-day performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) I am confident in my ability to help my mentees develop strategies to meet goals of the principal internship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) I am confident in my ability to provide my mentees with constructive feedback as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) I am confident in my ability to establish a trusting relationship with my mentees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX A

Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5
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H) I am confident in my ability to stimulate my mentees' enthusiasm for becoming the best principal possible.

Principal Preparation Program Executive Coach/District Mentor Survey Spring 2020

COLLABORATION WITH PRINCIPAL PREPARATION PROGRAM

Please rate the extent to which you agree or disagree with each statement below.

6. The following questions are in reference to the principal preparation program for which you have recently served as an executive coach or district mentor (e.g., High Point University Leadership Academy, NCSU-Wake Principal Leadership Academy, NCSU-Johnston Principal Leadership Academy, NCSU-NC Leadership Academy, Sandhills Leadership Principal Development Program, UNCG-PPEERS, or WCU-NCSELP).

Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5
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A) The program leaders had a deep understanding of what is needed for a high-quality mentoring program.

B) The program leaders provided me with high-quality training on being a coach or mentor before I began in this role.

C) The program leaders set clear expectations for what type of leadership experiences should be included in the principal preparation program.

D) The program leaders actively sought out my advice on how to implement and strengthen the program.

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	Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3		Agree 4	Strongly Agree 5
E) The program leaders provided me with frequent opportunities to offer feedback on how well my mentees were performing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
F) The program leaders were available to support me if I needed their help to improve the mentees' performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
H) The program leaders provided me with feedback on how to improve my coaching/mentoring strategies if needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I) I feel the program leaders greatly valued my contributions as a coach/mentor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
J) The program leaders value collaborative relations with LEAs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
K) I am satisfied with information provided to me <u>from</u> the program leaders about the design and activities of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
L) I had ample opportunity to provide feedback <u>to</u> the program leaders regarding the design and activities of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Principal Preparation Program Executive Coach/District Mentor Survey Spring 2020

ABOUT MY MENTEE

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Please rate the extent to which you agree or disagree with each statement below.

7. The following questions are in reference to the principal preparation program for which you have recently served as an executive coach or district mentor (e.g., High Point University Leadership Academy, NCSU-Wake Principal Leadership Academy, NCSU-Johnston Principal Leadership Academy, NCSU-NC Leadership Academy, Sandhills Leadership Principal Development Program, UNCG-PPEERS, or WCU-NCSELP).

	Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5
A) I am confident the program will produce highly- qualified school principal candidates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B) Compared with graduates of other programs, I think graduates of this program will be better prepared to work as school principals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C) I am very satisfied with the overall quality of the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D) The program made an effective effort to recruit the best candidates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E) The program is providing strong support to program participants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F) The program and districts have provided good internship placements to give principal candidates the experiences needed to develop into strong principals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
G) The program is providing strong support to principals who are mentoring participants in the program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
H) I believe there are strong linkages between the university coursework and field-based experiences in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPENDIX A

Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5
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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.

Principal Preparation Program Executive Coach/District Mentor Survey Spring 2020

OVERALL SATISFACTION

8. The following questions are in reference to your overall satisfaction with aspects of the principal preparation program for which you have recently served as an executive coach or district mentor (e.g., High Point University Leadership Academy, NCSU-Wake Principal Leadership Academy, NCSU-Johnston Principal Leadership Academy, NCSU-NC Leadership Academy, Sandhills Leadership Principal Development Program, UNCG-PPEERS, or WCU-NCSELP).

Very Dissatisfied 1	Mostly Dissatisfied 2	A Little Dissatisfied 3	Neither Dissatisfied or Satisfied 4	A Little Satisfied 5	Mostly Satisfied 6	Very Satisfied 7
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A) Please rate your overall satisfaction with the support you received from the program leaders in your coach/ mentor role.

B) Please rate your overall satisfaction with how well you have been able to provide a high-quality mentoring experience for your mentee.

C) Please rate your overall satisfaction with the performance of your mentees to date.

APPENDIX A

9. On average I meet in person 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

10. 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

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

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

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

14. In light of COVID-19 and school being closed, how did the internship experience change for the program participants?

15. In light of COVID-19 and school being closed, how did your communication and relationship with program participants change?

APPENDIX A

16. Would you be open to a brief (telephone) interview to further discuss the information you've provided in this survey?

 Yes No

If "Yes" please provide your preferred contact phone number:

Principal Preparation Program Executive Coach/District Mentor Survey Spring 2020

THANK YOU

Thank you very much for your participation!



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PRINCIPAL MENTOR SURVEY RESULTS: 2019-20

Report 4.16

William Carruthers, Pamela Lovin, & Eleanor Hasse ¹

June 2020

An online survey of the school principals (Principal Mentors) who mentored the TP3 participants during their internship was conducted with the Principal Mentors for participants in the 2018-20 funding cycle. The survey was released in two stages—December 2019 for HPU and SREC participants completing their internships at the end of the Fall 2019-20 semester and again in April 2020 for HPU, NCSU, UNCG and WCU participants completing their internships at the end of the Spring 2019-20 semester. An earlier survey was conducted with Principal Mentors supporting participants in the 2016-18 funding cycle.²

METHODS

Like with the earlier survey, Likert-scale items constituted four scales. One scale titled **Collaboration with Program Leaders** with nine items, asked respondents to describe the nature of their involvement with TP3 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.³ A fourth scale titled **Overall Satisfaction** with three items, asked respondents to rate their overall satisfaction with support provided to them by the TP3 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.

The Fall 2019 and Spring 2020 surveys were identical in their content except for two open-ended questions that were added to the Spring survey, addressing respondents' perceptions of how the COVID-19 pandemic may have impacted their mentoring. See **Appendix A** for a copy of the survey distributed in the Spring.

¹ Suggested citation: Carruthers, W., Lovin, P., & Hasse, E. (2020, June). *Principal Mentor Survey Results: 2019-20 (Report 4.16)*. Garner, NC: GrantProse, Inc.

² Carruthers, W., Lovin, P., & Copeland, J. (2018, June). *Principal Mentor Survey Results: 2017-18*. Garner, NC: GrantProse, Inc.

³ North Carolina Standards for School Executives (2013, May). Retrieved from <http://www.dpi.state.nc.us/docs/district-humanresources/evaluation/standardsadmin.pdf>

RESULTS

A total of 129 individuals were surveyed with the two surveys and 75 (58.1%) of the individuals responded to the surveys. **Table 1** shows the response rates for each TP3 program on each survey. It is possible the response rate could have been impacted by the disruption caused by the COVID-19 pandemic in the Spring semester. If so, the impact may have been greatest at NCSU as HPU, UNCG and WCU all achieved considerably stronger response rates in the Spring.

Table 1. Response Rates for Principal Mentor Survey by TP3 Institution

Data	HPU	NCSU	SREC	UNCG	WCU	TOTAL
December 2019						
Number Surveyed	19	0	13	0	0	32
Number Completing Surveys	12	NA	6	NA	NA	18
Response Rate	63.2%	NA	46.2%	NA	NA	56.3%
April 2020						
Number Surveyed	17	36	0	28	16	97
Number Completing Surveys	14	12	NA	20	11	57
Response Rate	82.4%	33.3%	NA	71.4%	68.8%	58.8%
Both Surveys						
Number Surveyed	36	36	13	28	16	129
Number Completing Surveys	26	12	6	20	11	75
Response Rate	72.2%	33.3%	46.2%	71.4%	68.8%	58.1%

Of the 75 respondents to the survey, **Table 2** shows that 48 (64.0%) individuals indicated they had been with the Local Education Agency where they were surveyed for more than 10 years.

Table 2. Years of Experience with the LEA

Years of Experience with the LEA					
0-1	2-3	4-5	6-10	More than 10	Blank
0	6	10	10	48	1

When results on the four Likert scales are analyzed separately for the Fall and Spring surveys, no significant difference is found in the average scale scores on the four scales, and results in this report are reported for the two surveys combined. **Table 3** compares the averages for the individual Likert items as well as the four scale scores on the 2017-18 and 2019-20 surveys. Items with green highlighting in the table have the lowest average scores on each survey.

Table 3. Average Scores on Likert Items and Scales

Survey Administration	2017-18 Survey N = 64	2019-20 Survey N = 75
SCALE: COLLABORATION WITH TP3 PROGRAM LEADERS		
A) The program leaders had a deep understanding of what is needed for a high-quality mentoring program.	4.53	4.64
B) 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	4.25
C) The program leaders have set clear expectations for the type of leadership experiences I should offer my mentee.	4.48	4.53
D) The program leaders actively seek out my advice on how to implement and strengthen the mentoring program.	4.16	4.24
E) The program leaders provide me with frequent opportunities to offer feedback on how well my mentee was performing.	4.52	4.55
F) The program leaders are available to support me if I need their help to improve the mentee's performance.	4.58	4.61
G) The program leaders provided me with feedback on how to improve my mentoring strategies if needed.	4.05	4.13
H) I feel the program leaders greatly valued my contributions as a mentor.	4.58	4.57
I) I greatly enjoyed the opportunity to serve as a mentor in this program.	4.72	4.67
<i>Average Scale Score</i>	4.42	4.47
SCALE: ON BEING A MENTOR		
A) I am confident in my ability to employ strategies that support effective communications with my mentee.	4.62	4.66
B) I am confident in my ability to set clear expectations for the mentee's day-to-day performance.	4.59	4.66
C) I am confident in my ability to schedule enough of my time to provide my mentee with the support he or she needs.	4.56	4.55
D) I am confident in my ability to help my mentee develop strategies to meet goals of the mentorship.	4.60	4.57
E) I am confident in my ability to provide my mentee with constructive feedback as needed.	4.63	4.61
F) I am confident in my ability to establish a trusting relationship with my mentee.	4.71	4.69
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.	4.59	4.58
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	4.62	4.59
I) I am confident in my ability to stimulate my mentee's enthusiasm for becoming the best principal possible.	4.67	4.59
<i>Average Scale Score</i>	4.62	4.61

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.	4.46	4.36
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.	4.52	4.46
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.	4.56	4.50
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.	4.41	4.31
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.	4.40	4.27
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.	4.37	4.31
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.	4.33	4.34
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.	4.48	4.45
I) Upon completion of our mentoring program, my mentee will be adequately prepared to perform the tasks required of a successful principal	4.49	4.42
Average Scale Score	4.45	4.38
SCALE: OVERALL SATISFACTION		
A) Please rate your overall satisfaction with the support you received from the program leaders in your mentor role.	6.61	6.68
B) Please rate your overall satisfaction with how well you have been able to provide a high-quality mentoring experience for your mentee.	6.81	6.64
C) Please rate your overall satisfaction with the performance of your mentee to date.	6.85	6.64
Average Scale Score	6.76	6.65

Although there are small variations between 2017-18 and 2019-20 surveys in average scores on the individual items as well as the four scale averages, it is interesting to note that the three items with the lowest average scores on the 2017-18 survey again have the lowest average scores on the 2019-20 survey (green highlighting in **Table 3**). The three items are all on the **Collaboration with Program Leaders** scale and bulleted here:

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

Table 4 provides response rates and scale averages by TP3 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 4. Summary Statistics for Response Rates and Scale Averages						
TP3 Provider Agency	Number Surveyed	Number of Respondents (% response rate)	Average of Collaboration with TP3 Program Leaders	Average of On Being a Mentor	Average of About My Mentee	Average of Overall Satisfaction
HPU	36	26 (72.2%)	4.48	4.56	4.23	6.57
NCSU	36	12 (33.3%)	4.48	4.56	4.23	6.57
SREC	13	6 (46.2%)	4.44	4.70	4.56	6.67
UNCG	28	20 (71.4%)	4.56	4.62	4.42	6.80
WCU	16	11 (68.8%)	4.58	4.61	4.47	6.61
Total	129	75 (58.1%)	4.47	4.61	4.38	6.65

Open-Ended Survey Questions

There was one open-ended question following the four scales that appears on both surveys.

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

Forty-seven (62.7%) of the 75 respondents offered no comment to this question or had generally positive things to say about the program. Examples positive comments include:

- *I was very impressed with the mentoring program (HPU)*
- *This is an incredible program, much better than the standard program (NCSU)*
- *I think the program is great. I don't know of any ways to improve it at this time (UNCG)*
- *I felt like the leaders of this program went over and beyond to make sure the program was successful for me and the mentee (WCU)*

Among those who did offer suggestions for improvement, eight individuals identified issues associated with mentor or mentee training and/or improving communications between the mentors and the program leaders. Example comments include:

- *Aside from communication at the beginning and end of the internship, there was not much communication from the program with the mentor principal. Increasing opportunities for conversations between the program and mentor would be beneficial. (HPU)*
- *More training/support for mentors and helping them with the goals and expectations of the program from the university's perspective. Had to rely on my mentee for that. (NCSU)*
- *Provide more training for new mentors before starting the internship. (SREC)*
- *It may be beneficial for mentees to participate in training related to crucial conversations to equip them with the skills they will need to address difficult situations. (UNCG)*
- *More face-to-face (as it was at that time) meetings with the mentors coach. (WCU)*

Four individuals commented that the time their mentees spent away from the school was a problem, bulleted here:

- *...candidates were pulled from the building during the internship to a degree that was excessive. (HPU)*
- *Missing an entire day in the middle of the week greatly hampered her ability to provide immediate follow-through on issues that required her attention multiple times. It lessened her effectiveness and contributed to her frustration. (NCSU)*
- *Classes unfortunately were scheduled the same days as major weekly school-based meetings. Although some flexibility was given, it put the mentee in a difficult situation where he/she needed to decide on missing class or missing school-based meetings. (UNCG)*
- *At times, the mentee felt a disconnect because of all the time away. (UNCG)*

Two questions addressing the pandemic were included on the Spring 2020 survey.

Q. In light of COVID-19 and school being closed, how did the internship experience change for your mentee?

Thirteen of the respondents offered no comment or made comments unrelated to the question. Of the remaining respondents, 26 respondents identified changes that were positive in nature, 11 respondents identified changes that were principally adverse in nature, and 7 individuals described changes that were a mix of positive and adverse. On the positive side, the changes were generally being able to participate in decision-making meetings during a significant crisis and/or offer greater support to the teaching staff. On the adverse side, the changes were generally missing out on important school activities such as student discipline, classroom observations, and closing the school year. A sampling of these comments is bulleted here:

Generally Positive

- *As a result of the COVID-19 pandemic my mentee became an important part of leading our staff in distance learning.*
- *She was able to learn to lead in a different capacity. We had the opportunity to collaborate together on ways for students to learn and teachers to teach. She was an asset to this process!*
- *She has been able to engage more in PLC meetings because we don't have the minute to minute things that come up when face to face in the building with students and has been able to think more deeply about her assignments.*

- *My mentee probably got an even greater appreciation for the administration due to the number of issues that came about as a result of school-closure. The mentee was able to see the overall picture with decisions being made.*
- *It became an even greater learning experience, allowing my mentee to experience jumping into action and making things work for students and teachers during a crisis.*

Generally Adverse

- *Limits his/her ability to have more in class opportunities to observe teachers and engage in the PLC structure as well and contact with students.*
- *The mentee did not get to experience the close of school. Additionally, it cut into the amount of time he was actually able to observe teachers in their classroom.*
- *She did not get as much independent experience with discipline and closing out the year due to the closure.*
- *We would have loved to have him work more on school related issues, but due to the coursework changes, he was not able to be as involved.*

Q. In light of COVID-19 and school being closed, how did your communication and relationship with your mentee change?

Of those principal mentors who described changes in their communication and relationship with their mentee, most commented on how there was less face-to-face time and greater reliance on virtual methods such as telephone, Zoom meetings, email and text. There were very few comments describing an adverse impact on their communication and relationship, and a number of individuals indicated the pandemic contributed to their being able to coordinate with their mentee to an even greater extent as bulleted here:

- *It grew more. In not having students in the building, we met multiple times daily to discuss strategies and other items that needed to be discussed and acted upon.*
- *We have had more time to meet uninterrupted. I was very fortunate to have such a talented person as my mentee. This has been a fabulous experience.*
- *We now touch base every single day at the same time. Again, without those interruptions, it's easier to actually adhere to a schedule.*
- *We had a lot more time to communicate and work together on items that would have been rushed if school was still in session!*

CONCLUSIONS

On whole, the principal mentors were quite positive in their views of the program. If there is any area of improvement for the TP3 Program leaders to consider, it could be in providing more training and/or feedback to the principals on the mentoring process. This concern was one area that a number of the principals described in their open-ended response to the question asking how the program could be improved and it is also seen in the Likert questions where the three questions with the lowest average score all related to training and feedback associated with the mentoring process.

APPENDIX A

Principal Preparation Program Mentor Survey Spring 2020

Welcome to the Principal Preparation Program Mentor Survey

Informed Consent Form

Principal Preparation Program Mentor

You are being asked to participate in a program evaluation. Please read this form carefully and ask any questions you have before agreeing to take part in the evaluation.

What the evaluation is about: The North Carolina General Assembly established a grant program, the *Transforming Principal Preparation Program*, for the purpose of elevating “educators in North Carolina public schools [through] transforming the preparation of principals across the State.” The North Carolina Alliance for School Leadership Development (NCASLD) was charged by the General Assembly with responsibility for overseeing this grant program. NCASLD contracted with GrantProse, Inc. to implement an evaluation of the *Principal Preparation Program* to examine best practices in the preparation of school principals, compare and contrast these practices among grantee institutions/agencies, and gauge the impact such programs may have on participants. Your LEA has partnered with a *Principal Preparation Program* receiving this grant funding.

What you will be asked to do: GrantProse will collect information regarding your LEA’s partnership with the *Principal Preparation Program*. If you agree to participate, you will be asked to complete a survey pertaining to this partnership. The survey is expected to take approximately 15 minutes. Information collected will be used to inform *Principal Preparation Program* grantees about program progress and opportunities to effect continuous improvements in program operations. The results of the evaluation will be shared with NCASLD and the NC State Education Assistance Authority (SEAA), which in turn may make the results available to the NC General Assembly as well as other interested parties.

What good will come from the evaluation: No specific direct benefits are expected from participation in this evaluation. Results will be shared with NCASLD leaders and will be incorporated into reports that are made to the SEAA. Enhanced partnerships between your LEA, the partnering *Principal Preparation Program*, other grantee institutions/agencies, and NCASLD may benefit the future development of principal preparation programs. Benefits to your LEA may occur as a result of evaluation activities to the degree they serve the purpose of improving the operations of the *Principal Preparation Program* and program participant outcomes.

APPENDIX A

Important Things to Know about Being Part of the Evaluation

1. You don't have to do this. Participation is completely voluntary and you can withdraw at any time without penalty, even after you start.

2. Pay. There is no payment for doing this. You are doing it for free.

3. Risks to you. As in any program evaluation, participants could conceivably experience discomfort or uncertainty relating to topics or questions raised. This, however, is no larger a risk than any routine online or personal discussion you would encounter in your daily professional life and therefore does not represent any risk particular or unique to this project.

4. Your responses will be kept confidential. All information you provide will be kept completely confidential. Your answers will be kept private and secure via an industry-standard, HIPAA-compliant online data collection system. Your name will not be connected to your individual responses. Information provided by you in response to surveys is linked to a randomly generated identification (ID) number, a unique identifier assigned only to you and known only to GrantProse staff. Once your information is coded with the unique ID, your personal name and any other personally identifiable information about you are not associated with any data file containing your responses. Data collected from you will be stored electronically and password protected on GrantProse company computers.

5. If you have questions about the evaluation. If you have questions at any time about the evaluation or the procedures, you may contact Pamela Lovin, Project Coordinator at GrantProse, Inc. (919-208-3506), (grantprose.pamela@gmail.com).

* 1. **Statement of Consent:** Making a selection below indicates that:

(1) I am at least 18 years of age.

(2) I have read the information provided above and agree to be in this study, with the understanding that I may withdraw at any time,

(3) I have asked all the questions I have at this time, and have been told whom to contact if I have additional questions, to discuss problems or concerns related to the research, or to obtain information or offer input about the research, and

(4) I have received a copy of this consent form.*

Yes, I agree to participate.

No, I do not agree to participate in this evaluation at this time.

In order to continue, you must indicate your level of agreement by clicking one of the boxes above.

* Please print a copy of this consent form for your records.

This consent form will be kept by the Principal Investigator for at least three years beyond the end of the evaluation and was approved by the IRB.

APPENDIX A

Principal Preparation Program Mentor Survey Spring 2020

BACKGROUND INFORMATION

2. What is your current position with this LEA?

3. How long have you been with this LEA?

Principal Preparation Program Mentor Survey Spring 2020

COLLABORATION WITH PROGRAM LEADERS

Please rate the extent to which you feel each statement below is true of the principal preparation program.

4. COLLABORATION WITH PRINCIPAL PREPARATION PROGRAM LEADERS

The following questions are in reference to the leaders of the principal preparation program for which you have recently served as a mentor (e.g., High Point University Leadership Academy, NCSU-Johnston Principal Leadership Academy, NCSU-Wake Principal Leadership Academy, NCSU-North Carolina Leadership Academy, SREC-Sandhills Leadership Program, UNCG-PPEERS, or WCU-NCSELP).

Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5
------------------------	---------------	------------------------------------	------------	---------------------

A) The program leaders had a deep understanding of what is needed for a high quality mentoring program.

B) The program leaders provided me with high quality training on being a mentor and evaluating mentee performance before I began in the role.

APPENDIX A

	Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3		Agree 4	Strongly Agree 5
C) The program leaders have set clear expectations for the type of leadership experiences I should offer my mentee.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
D) The program leaders actively seek out my advice on how to implement and strengthen the mentoring program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
E) The program leaders provide me with frequent opportunities to offer feedback on how well my mentee was performing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
F) The program leaders are available to support me if I need their help to improve the mentee's performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
G) The program leaders provided me with feedback on how to improve my mentoring strategies if needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
H) I feel the program leaders greatly valued my contributions as a mentor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
I) I greatly enjoyed the opportunity to serve as a mentor in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Principal Preparation Program Mentor Survey Spring 2020

ON BEING A MENTOR

Please rate the extent to which you feel each statement below is true of your mentorship with this principal preparation program.

5. ON BEING A MENTOR

The following questions are in reference to your mentorship as part of the principal preparation program for

APPENDIX A

which you have recently served as a mentor (e.g., High Point University Leadership Academy, NCSU-Johnston Principal Leadership Academy, NCSU-Wake Principal Leadership Academy, NCSU-North Carolina Leadership Academy, SREC-Sandhills Leadership Program, UNCG-PPEERS, or WCU-NCSELP).

	Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3		Agree 4	Strongly Agree 5
A) I am confident in my ability to employ strategies that support effective communications with my mentee.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
B) I am confident in my ability to set clear expectations for the mentee's day-to-day performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
C) I am confident in my ability to schedule enough of my time to provide my mentee with the support he or she needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
D) I am confident in my ability to help my mentee develop strategies to meet goals of the mentorship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
E) I am confident in my ability to provide my mentee with constructive feedback as needed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
F) I am confident in my ability to establish a trusting relationship with my mentee.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

APPENDIX A

Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5
------------------------	---------------	------------------------------------	------------	---------------------

I) I am confident in my ability to stimulate my mentee's enthusiasm for becoming the best principal possible.

Principal Preparation Program Mentor Survey Spring 2020

ABOUT MY MENTEE

Please rate the extent to which you feel each statement below is true of your mentee in this principal preparation program.

6. ABOUT MY MENTEE

The following questions are in reference to the mentee for which you have recently served as a mentor as part of the principal preparation program (e.g., High Point University Leadership Academy, NCSU-Johnston Principal Leadership Academy, NCSU-Wake Principal Leadership Academy, NCSU-North Carolina Leadership Academy, SREC-Sandhills Leadership Program, UNCG-PPEERS, or WCU-NCSELP).

Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5
------------------------	---------------	------------------------------------	------------	---------------------

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.

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.

APPENDIX A

Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5
------------------------	---------------	------------------------------------	------------	---------------------

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.

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.

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.

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.

APPENDIX A

Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5
------------------------	---------------	------------------------------------	------------	---------------------

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.

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.

I) Upon completion of our mentoring program, my mentee will be adequately prepared to perform the tasks required of a successful principal

Principal Preparation Program Mentor Survey Spring 2020

OVERALL SATISFACTION

APPENDIX A

7. OVERALL SATISFACTION

The following questions are in reference to your overall satisfaction with aspects of the principal preparation program for which you have recently served as a mentor (e.g., High Point University Leadership Academy, NCSU-Johnston Principal Leadership Academy, NCSU-Wake Principal Leadership Academy, NCSU-North Carolina Leadership Academy, SREC-Sandhills Leadership Program, UNCG-PPEERS, or WCU-NCSELP).

Very Dissatisfied	Somewhat Dissatisfied	A Little Dissatisfied	Neither Dissatisfied or Satisfied	A Little Satisfied	Somewhat Satisfied	Very Satisfied
1	2	3	4	5	6	7

A) Please rate your overall satisfaction with the support you received from the program leaders in your mentor role.

B) Please rate your overall satisfaction with how well you have been able to provide a high-quality mentoring experience for your mentee.

C) Please rate your overall satisfaction with the performance of your mentee to date.

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

9. 14. In light of COVID-19 and school being closed, how did the internship experience change for your mentee?

10. In light of COVID-19 and school being closed, how did your communication and relationship with your mentee change?

APPENDIX A

THANK YOU

THANK YOU VERY MUCH FOR YOUR PARTICIPATION



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EVALUATION PROCEDURES

Identifying High Need Schools: Third Report

Report 4.18
William Carruthers¹
Released June 2020

The authorizing legislation for the Transforming Principal Preparation Program (TP3) grant program, N.C. Session 2019 Senate Bill 227, defines a high need school as a public 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 seventy-five percent (75%) four-year cohort graduation rate.*
- d. *A high school with less than a seventy-five percent (75%) four-year cohort graduation rate.*

In order to operationalize this definition to identify schools meeting these criteria, GrantProse staff studied the most recent data available from the North Carolina Department of Public Instruction and interpreted each criterion as described below. A TP3 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. This report for 2019-20 updates two earlier GrantProse analyses.²

Title I schools: Data reported by NCDPI indicating whether a school is eligible for Title I services are available at [https://www.dpi.nc.gov/districts-schools/federal-program-monitoring#title-i---eligible-schools-summary-report-\(essr\)](https://www.dpi.nc.gov/districts-schools/federal-program-monitoring#title-i---eligible-schools-summary-report-(essr)) for the 2019-20 year. There are 2,659 schools in this dataset, including 202 charter schools. Of the 2,659 schools, 2,159 (81.2%) are eligible to participate in the Title I program in varied combinations of school-wide (SW) and targeted assistance (TAS) programs. All schools with poverty rates of 35% or greater were eligible to participate in some combination of SW and/or TAS programs, while a number of schools with poverty rates below 35% (ranging as low as 2.23%) were eligible to participate in TAS programs.

¹ Suggested citation: Carruthers, W. (2019, 3.06). *Evaluation Procedures: Identifying High Needs Schools: Third Report (Report 4.18)*. Garner, NC: GrantProse, Inc.

² See a) Carruthers, W. (2019, 3.06). *Evaluation Procedures: Identifying High Needs Schools: Second Report with Addendum (Report 3.06)*. Garner, NC: GrantProse, Inc., and b) Carruthers, W. & Hasse, E. (2018, April). *Evaluation Procedures: Identifying High Needs Schools*. Garner, NC: GrantProse, Inc.

Persistently low achieving schools: Data on low-performing schools are available at <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting/accountability-data-sets-and-reports>. Data were retrieved from the dataset for 2018-19 Low-Performing Schools, Low-Performing Districts, Recurring Low-Performing Schools and Continually Low-Performing Charter Schools. This dataset does not identify a category for “Persistently” low-performing schools, but does identify a category for “Recurring Low-Performing” schools. In order to be identified as a recurring low-performing school, a school must be identified as low-performing in any two (2) of the last three (3) years. To be considered low-performing a school must have received a School Performance grade of 'D' or 'F' and a growth status of 'Met' or 'NotMet'. There are 423 schools in the dataset. Among these 423 schools, there was 1 school not found among 2,159 in the Title I dataset deemed to be eligible for Title 1 services, bringing the total number of high need schools for these two criteria to 2,160.

High schools with less than a 75% 4-year cohort graduation rate: Data concerning the 4-year cohort graduation rate of North Carolina high schools are available at: <https://www.dpi.nc.gov/districts-schools/testing-and-school-accountability/school-accountability-and-reporting/cohort-graduation-rates>. Data were retrieved from the dataset for 4-Year Cohort Graduation Rates 2015-16 Entering 9th Graders Graduating in 2018-19 or Earlier. There were 65 schools with graduation rates below 75%. Enrollment for the entering 9th grade at 45 of the schools was fewer than 125 students, suggesting the majority of these schools enrolled fewer than 500 students in grades 9-12. Among the 65 schools in this dataset, there were 4 schools not found in either the Title I or Persistently Low Achieving dataset, bringing the total number of high need schools to 2,164 for these three criteria.

Middle school feeder pattern to high schools: For those high schools not serving a concentration of at-risk students and with graduation rates below 75% (possibly about 20 in number), it is difficult to determine what middle schools feed into these high schools without first-hand knowledge of the school district. It is possible that this criterion may add a few more schools to the 2,164 that meet one or more of the first three criteria above.

CONCLUSIONS

The determination whether a school meets the legislative definition of high needs (HN) hinges on how the word ‘identified’ is interpreted. Among the four legislative criteria listed for the HN definition, the dominant criterion is whether the school is ‘identified’ as seen in the following clause: “*a. Is a school **identified** (emphasis added) under Part A of Title I of the Elementary and Secondary Education Act of 1965, as amended.*” However, it is not clear in this legislative definition how to operationalize the term ‘identified.’

If the word ‘identified’ is interpreted to mean being eligible to receive Title I services, regardless of whether these be school-wide or targeted assistance programs, then 2,159 schools in the state meet this HN criterion, representing 80.9% of the schools found in the 2019-20 Title I dataset. This figure increases slightly to 81.4% of schools in the state when the recurring low-performing and graduation rate datasets are included in the analysis. This approach to interpreting HN status for schools could be seen to be quite liberal because of including schools where only a few low-income students are impacted through Title I targeted assistance programs. However, by this

approach with more than 80% of schools meeting HN status, there is little distinction among schools vis-à-vis their ‘needy’ status.

RECOMMENDATIONS

In consideration of the high stakes expectation for the TP3 Program that the graduates’ forgivable loans may be forgiven at different rates—depending on whether they take a principal or assistant principal position and the whether the school where they take that position is HN or not—it will be especially important for the SEAA and TP3 Commission to have a clear definition of the HN school. Rather than using Title I participation or eligibility, it could be better to set a figure based on the percentage of low-income students at the school.



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TECHNICAL REPORT

NCASLD Presentation

to the Professional

Educator Preparation

and Standards

Commission: TP3

Overview & Emerging

Recommendations

for Consideration

**TRANSFORMING PRINCIPAL PREPARATION
GRANT PROGRAM: FOURTH YEAR**

Transforming Principal Preparation Program (TP3)

Overview & Emerging Recommendations for Consideration

Presented by North Carolina Alliance for School Leadership Development

March 12, 2020



1

TP3 Original Legislation Passed in 2015-16

- ▶ Established State Education Assistance Authority (SEAA) to manage the Transforming Principal Preparation (TPP) program
- ▶ Authorized SEAA to issue an RFP for a non-profit to administer the grant program and oversee the transformation process
- ▶ NC Alliance for School Leadership Development (NCASLD) selected
- ▶ Requires the NCSBE to revise the standards for principal preparation program approval based on the recommendations by **Sept 15, 2021 and report to the Joint Legislative Education Oversight Committee by November 15, 2021, on any changes made**

2

Essential Program Elements

- ▶ Rigorous selection of principal interns
- ▶ Strong, authentic partnerships between preparation providers and school districts
- ▶ Alignment of program to high quality national standards
- ▶ Rigorous coursework that links theory with practice

3

Essential Program Elements, continued

- ▶ Fully-released, fully-paid residency of at least 5 months in a school with a strong mentor principal
- ▶ Fully paid tuition and other program expenses
- ▶ Frequent coaching from trained practitioners
- ▶ Focus on high-needs schools and districts

4

Recipients of Grant Awards

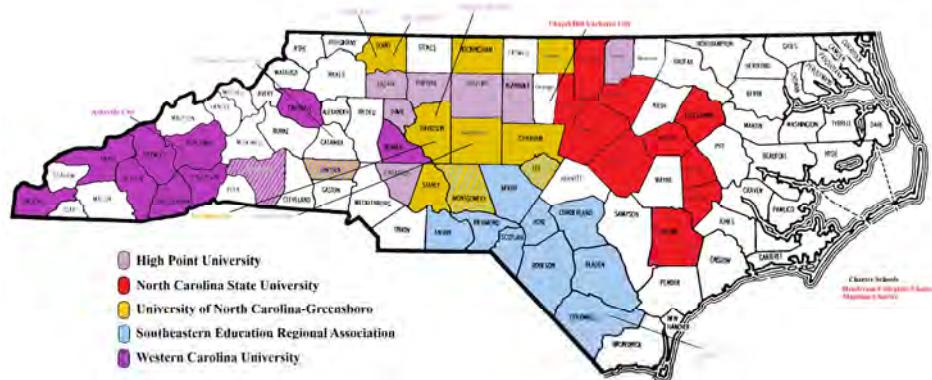
- NCASLD received multiple proposals and selected six projects from five agencies to receive grants
 - High Point University
 - North Carolina State University (two programs, eventually combined as one)
 - University of North Carolina-Greensboro
 - Southeastern Education Regional Association
 - Western Carolina University

5

5

LEAs Partnering with Recipients

School Districts with Program Participants Served 2017-20



6

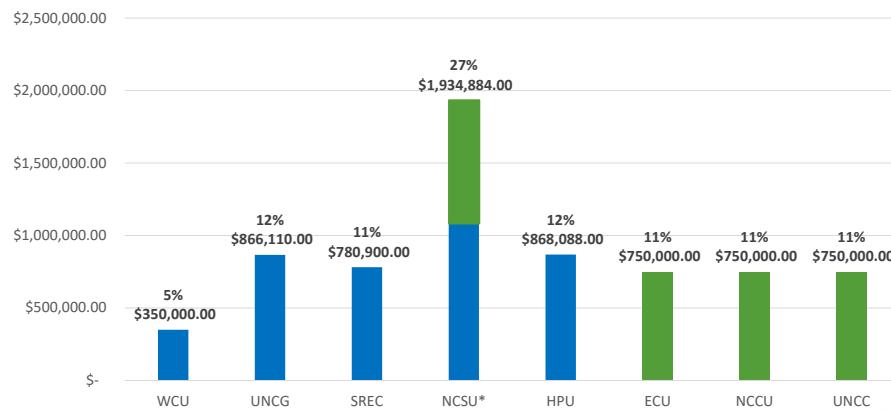
6

New Legislation, 2019 Senate Bill 227

- ▶ Established new Principal Fellows and TP3 Commission to transition funding and responsibilities for administering the Transforming Principal Preparation Program (TP3)
- ▶ NCASLD continues as administrator for 5 original TP3 programs during 2019-20 year and 3 of the 5 programs during 2020-21 year
- ▶ Newly established TP3 Commission conducted a grant competition in Fall 2019 and made 4 new grant awards to begin in 2020-21 year

7

Annual Distribution of Grant Funds for Current and New Programs Beginning July 1, 2020 (\$7,049,982)*



* NCSU's total reflects renewal of the previous TP3 grant as well as a new grant program, shown in green.

8

Ongoing Independent Evaluation

NCASLD contracts with GrantProse, Inc. for a 3-tiered independent evaluation of the TP3 program.

- ▶ Tier 1: Evaluation of NCASLD administration of the program
- ▶ Tier 2: Evaluation of TP3 funded programs
- ▶ Tier 3: Evaluation of TP3 participant outcomes

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Ongoing Independent Evaluation

Evaluation activities include:

- ▶ Analyzing budgetary expenditures of NCASLD and program providers
- ▶ Analyzing program practices
 - ▶ Site visits
 - ▶ Observations
 - ▶ Surveys
 - ▶ Interviews
 - ▶ Reports
- ▶ Analyzing participant outcomes
 - ▶ Graduation
 - ▶ Placements
 - ▶ LEA satisfaction
- ▶ Reports and recommendations for continuous improvement

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Results To Date of Original TP3 Programs

- ▶ As of this date, **97 (82%)** of the 118 graduates of the 2016-18 funding cycle have secured positions as Principals and Assistant Principals in North Carolina.
- ▶ Expected to produce a total of **244** graduates from their programs by June 30, 2020.
- ▶ As of this date, **118 (48.4%)** of the 244 individuals have secured positions as Principals and Assistant Principals in North Carolina.
- ▶ As of this date, **108 (91.5%)** of the 118 individuals now in P/AP positions are serving in High Needs schools.

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Results to Date of Original TP3 Programs

- ▶ 2016-18: Graduates rate selected program features very highly: **4.47 to 4.75** on a 5-point scale.
- ▶ May 2019: LEA representatives rate the programs very highly: **39 of 41 (95.1%)** LEA representatives indicated they were Satisfied or Very Satisfied with the program.
- ▶ 2016-18: Mentoring principals rate the participants and the program features very highly: **6.61 to 6.85** on a 7-point scale.

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Results to Date of Original TP3 Programs

- ▶ 2016-18: Executive Coaches rate the participants and the program features very highly: **6.44 to 6.72 on a 7-point scale.**

**Long-term evaluation is needed
to determine if TP3 individuals in P/AP positions
are having an impact on student achievement.**

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Continuous Improvement/ Professional Learning Network

- ▶ More participant salaries being “held harmless”
- ▶ Stronger recruitment and selection practices
- ▶ Stronger partnerships with LEAs
- ▶ Improved selection of mentor principals
- ▶ Greater emphasis on authentic, real-world experiences in MSA coursework and residencies
- ▶ More focused coaching

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Commonalities in Program Practices

- ▶ **Dedicated program leadership**
- ▶ **Rigorously selected program participants - IHE and LEA involvement**
- ▶ **Close collaboration with LEAs - Memorandum of Understanding are established with LEAs specifying roles and responsibilities**
- ▶ **Participant cohort groups - Taking coursework together and participating in common extra-curricular activities**
- ▶ **Masters or Add-On Requirement**

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Commonalities in Program Practices

- ▶ **Authentic, project-based, and hands-on learning activities**
- ▶ **Emphasis on instructional leadership and issues of equity**
- ▶ **Emphasis on high needs schools - Internships typically located at high needs schools**
- ▶ **Full-time, paid clinical internships in authentic setting - 5-10 months with coaching**
- ▶ **Continuous improvement processes - Independent evaluation and Professional Learning Network participation**

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Commonalities in Use of TP3 Funding

Internship salaries

- ▶ Use of TP3 funds to support participant salaries during their internship

Tuition expenses

- ▶ University tuition and fees paid with TP3 funds

Other forms of support

- ▶ Costs to participate in extra-curricular activities (e.g., attend conferences, cohort retreats, etc.) mostly paid with grant funds
- ▶ Executive Coaches paid with grant funds

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Differences in Use of MSA Salary Funding

- ▶ MSA salary funding currently provides **\$41,650** per individual (beginning AP salary) for an intern's salary during a 10-month internship
- ▶ 2016-18 funding cycle, only NCSU accessed MSA funds
- ▶ 2018-20 funding cycle, NCSU, UNCG, and WCU will access MSA funds

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Differences in Use of Funds

- ▶ Original TP3 programs with similar services and outcomes range from **\$40,000 per student to \$130,000** per student when TP3 and MSA salary funds were used.
- ▶ In original TP3 programs with similar services and outcomes over the last four years, the independent evaluators found a range of **25% to 59%** in the percentage budgeted for institutional expenses.

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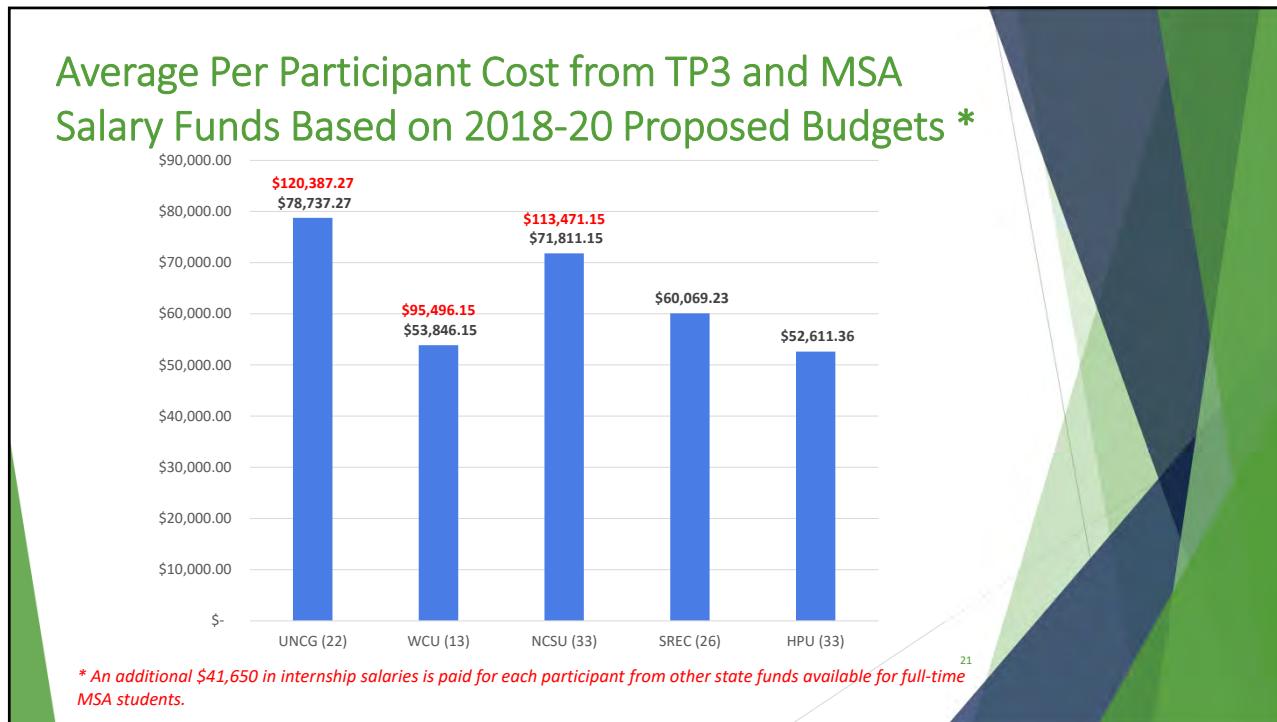
Average Per Participant Cost from TP3 and MSA Salary Funds Based on 2016-18 Expenditures *



* An additional \$39,680 in internship salaries is paid for each participant from other state funds available for full-time MSA students.

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Comparing Institutional and Participant Expenses

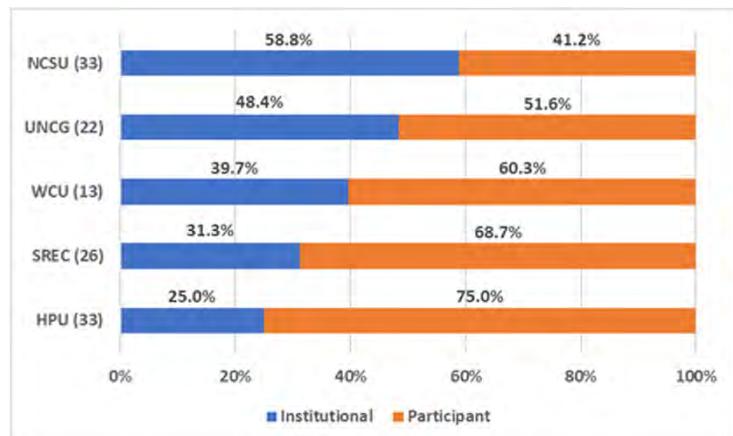
An especially notable difference in the programs is the amount and percentage of grant funds devoted to institutional expenses versus participant expenses.

Institutional Expenses	Participant Expenses
<ul style="list-style-type: none">• Salaries and fringe benefits for institutional employees• Travel and materials for institutional employees• Contractual services to support operations• Executive Coaches• Institutional Indirect Costs	<ul style="list-style-type: none">• Salaries and fringe benefits for participants during their internship• University tuition costs• Support provided to LEAs• Participant travel for co-curricular programs (conferences, school site visits, program retreats)

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Comparing Institutional and Participant Expenses

Actual and Projected Institutional and Participant Expenses as a Percentage of Total Expenditures from TPP Funds: 2018-20



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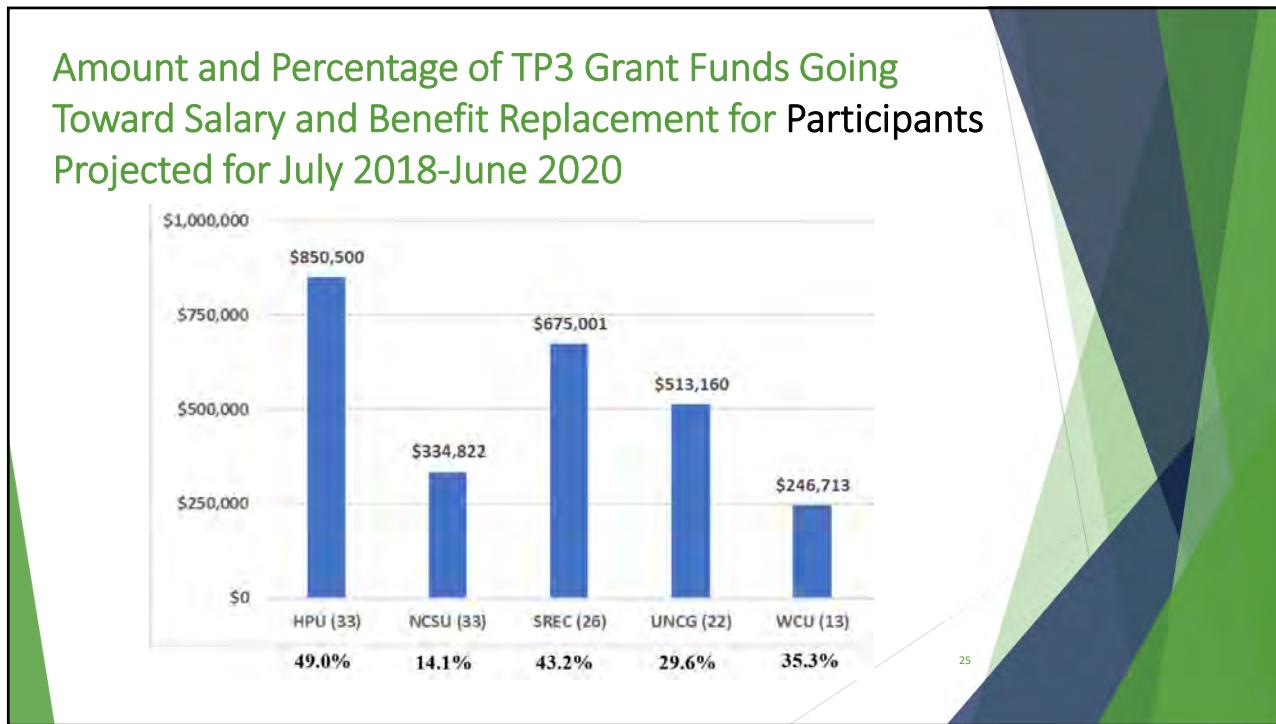
Amount and Percentage of TP3 Grant Funds Devoted to Salaries and Benefits for University/Program Staff Projected for July 2018-June 2020 *



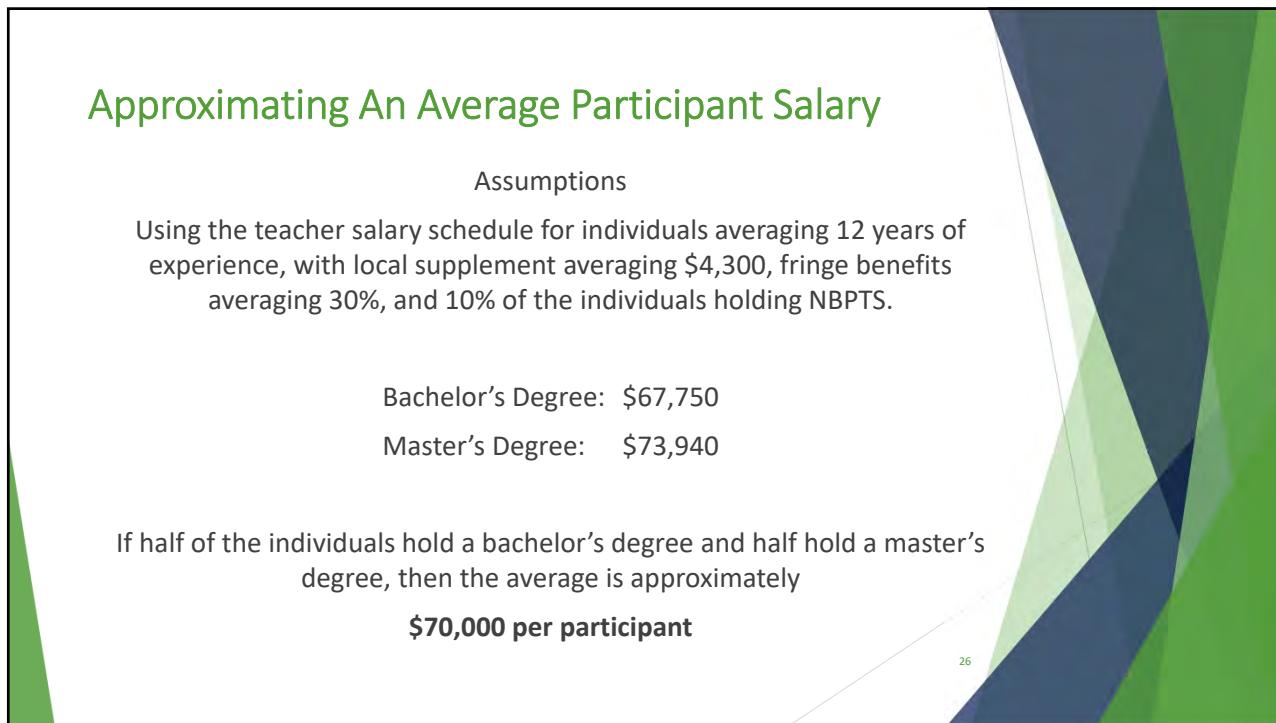
* Hoke County LEA serves as the fiscal agent for the SREC program. Funds indicated for SREC reflect program staff attached to the LEA and SREC.

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Emerging Recommendations

- ▶ Optimize the number of principal candidates served and assure a more consistent ROI by instituting a **cap on cost-per-student** and similar to federal grant programs, a **cap on percentage of grant funds going toward covering institutional expenses**.
- ▶ Optimize recruiting and selecting of the most qualified participants, by **holding participant salaries harmless** during their internship and paying the **full cost of university tuition and fees**.
- ▶ Provide additional TP3 funding to support a goal of preparing at least **200** principals each year and **prioritize** awarding future grants to underserved regions and highest need schools.

(Would require roughly an additional \$7 million TP3 funds annually if ROI is optimized)

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Emerging Recommendations

- ▶ TP3/Principal Fellows Commission should continue **ongoing oversight, support, and evaluation** of the TP3 funded programs and provide mid-year and annual reports to the SBE and Joint Legislative Education Oversight Committee.
- ▶ Continue to implement an **independent evaluation** of the program and **examination of long-term outcomes**.
- ▶ Study the **impact of the new “forgivable loan” requirement** for TP3 candidates, particularly regarding whether this could hinder recruiting the most qualified candidates.

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Emerging Recommendations

- ▶ Consider revising the **current definition of high-needs schools and districts**. With the current definition, 80% of schools meet the definition of high-needs and 112 of the 115 LEA's meet the high-need district definition.
- ▶ Continue to **recruit minority candidates** to the TP3-funded programs and seek to **establish TP3-funded programs in minority-serving universities**.
- ▶ Continue **redesigning MSA programs** to incorporate more of the current TP3 program enhancement experiences.

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Emerging Recommendations

- ▶ Provide support to low-wealth school districts and consortiums of low-wealth school districts to fund **district-driven principal pipeline initiatives**.
 - Recruitment of rigorously selected future principals should begin in the districts with intentional identification and nurturing of proven educators with potential to be highly effective leaders of adults
 - Initiatives could be modeled after the successful implementation of principal pipelines featured in the recent Rand study sponsored by the Wallace Foundation.

Gates, Baird, Master, & Chavis-Herreras (2019). Principal Pipelines: A Feasible, Affordable, and Effective Way for Districts to Improve Schools.

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