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TECHNICAL REPORT

TRANSFORMING PRINCIPAL PREPARATION GRANT PROGRAM: FIFTH YEAR

JULY 2021

William Carruthers, Pamela Lovin & Eleanor Hasse [1]

[1] Suggested citation: Carruthers, W., Lovin, P., & Hasse, E. (2021, July). *Transforming Principal Preparation Grant Program: Fifth Year, Technical Report.* Garner, NC: Grant*Prose,* Inc.

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DISAGGREGATED ANALYSES OF SURVEY RESULTS FOR PARTICIPANT RESPONSES TO THE EXECUTIVE STANDARDS

Report 5.01

William Carruthers [1]

November 2020

INTRODUCTION

An online survey was conducted with TP3 participants in the 2018-20 cohort at the point in time when individuals were completing their TP3 program of study. Results from this survey and two earlier participant surveys have been previously reported. [2] This report disaggregates data from the Spring 2020 survey to provide a closer look at how respondents to the survey answered questions addressing their knowledge of and competency with the NC Standards for School Executives.

METHODS

The survey was distributed in December 2019 to HPU and SREC participants nearing the end of their programs, and again in April/May 2020 to HPU, NCSU, UNCG and WCU participants who were nearing the end of their programs at this later time. A series of eight questions formatted as Likert items on a 1-7 scale asked individuals to rate their knowledge of and competency with the NC Standards for School Executives. Anchors for the eight items ranged from, *"Not at all knowledgeable/competent"* (1) to *"Extremely knowledgeable/ competent"* (7). Text selected from the published standards [3] was provided with the Likert item for each standard to clarify what was meant by the standard. **Table 1** indicates the text provided for each standard.

Table 1. Wording of Likert Questions for Each Executive Standard

Q: Please rate the extent of your current knowledge and competency in each of the executive standards.	
Standard	**Text provided in Likert item to exemplify the standard**
Strategic Leadership	• Establishing school vision, mission, values, beliefs, and goals • Leading change to improve achievement for all students • Developing school improvement plans by analyzing school progress data • Distributing leadership and decision-making throughout school
Instructional Leadership	• Alignment of learning, teaching, curriculum, instruction, and assessment based on research and best practices • Protecting teachers from disruption of instructional or preparation time • Promoting collaborative planning and student achievement

[1] Suggested citation: Carruthers, W. (November, June). *Disaggregated Analyses of Survey Results for Participant Responses to the Executive Standards (Report 5.01)*. Garner, NC: Grant*Prose*, Inc.

[2] 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: Grant*Prose*, Inc.

[3] Available at https://files.nc.gov/dpi/north_carolina_standards_for_school_executives_1.pdf

Table 1, continued. Wording of Likert Questions for Each Executive Standard

Q: Please rate the extent of your current knowledge and competency in each of the executive standards.	
Standard	**Text provided in Likert item to exemplify the standard**
Cultural Leadership	• Establishing a collaborative work environment • Using shared vision, values, and goals to define school identity and culture • Developing a sense of efficacy and empowerment among faculty and staff
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
External Development Leadership	• Designing structures and processes that result in parent and community engagement • Designing protocols and processes to comply with federal, state, and district mandates • Implementing district initiatives directed at improving student achievement
Micro-Political Leadership	• Developing systems and relationships to leverage staff expertise to influence the school's identity, culture, and performance
Academic Achievement Leadership	• Contributing to the academic success of students based on established performance expectations using appropriate data to demonstrate growth

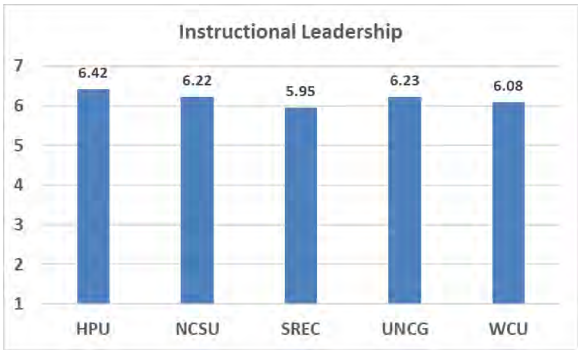
RESULTS

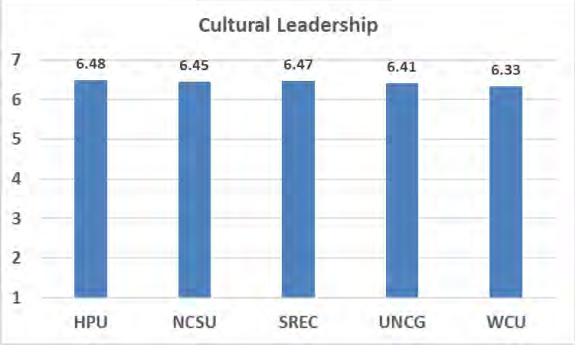
A total of 118 individuals provided usable data when the December 2019 and April/May survey administrations are considered together. **Table 2** provides average responses to each executive standard disaggregated for each TP3 provider. Green highlighting indicates the highest average score for each item, showing HPU evidenced the highest averages on 5 of the 8 items.

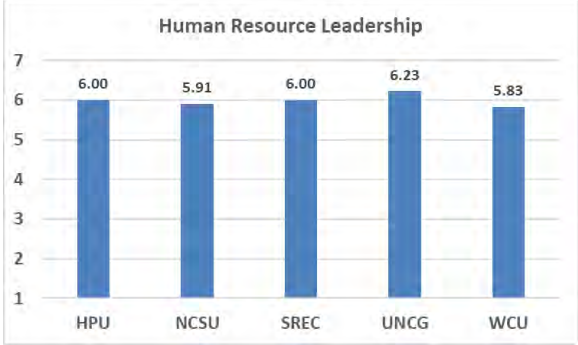
Table 2. Average Scores for PED Items on the Post-Survey

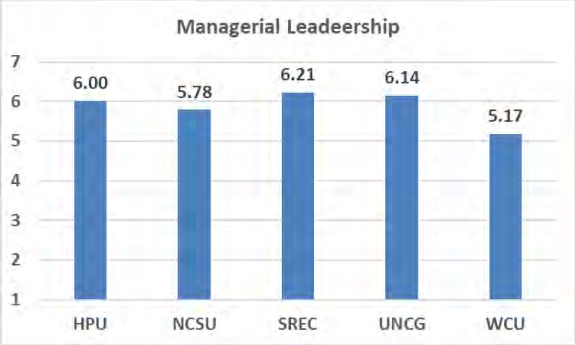
Executive Standard	**HPU N = 33**	**NCSU N = 32**	**SREC N = 19**	**UNCG N = 22**	**WCU N = 12**	**TOTAL N = 118**
Strategic Leadership	6.18	5.94	6.16	6.14	6.17	6.10
Instructional Leadership	6.42	6.22	5.95	6.23	6.08	6.22
Cultural Leadership	6.48	6.45	6.47	6.41	6.33	6.44
Human Resource Leadership	6.00	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 Development Ldrsh	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 Achievement Ldrsh	6.52	5.97	5.95	6.23	5.92	6.16
Average for 8-items	6.22	6.01	6.11	6.14	5.92	6.10

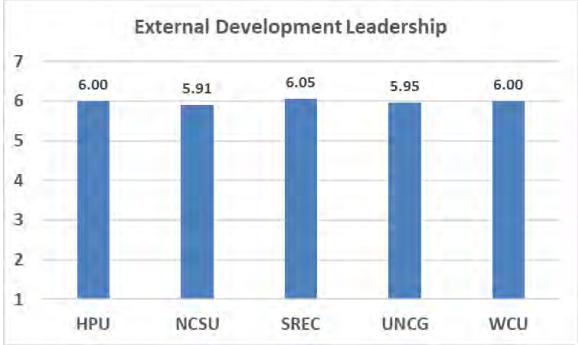
The following bar graphs show average scores disaggregated by TP3 provider for each of the executive standards.

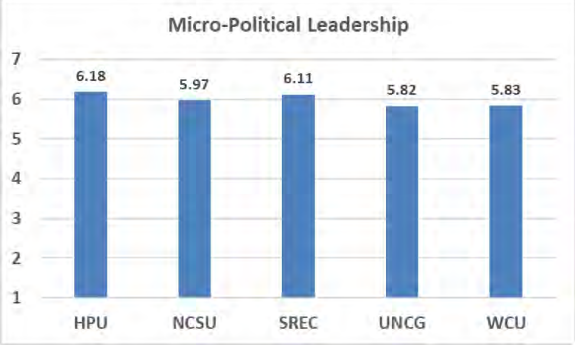












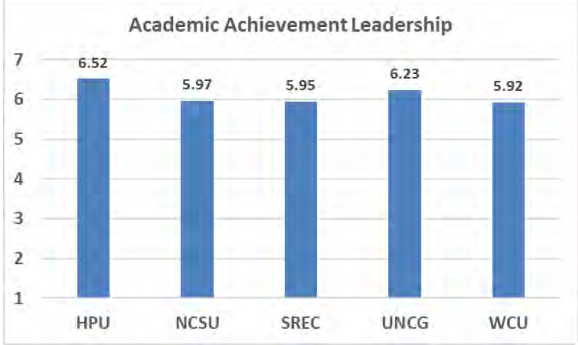
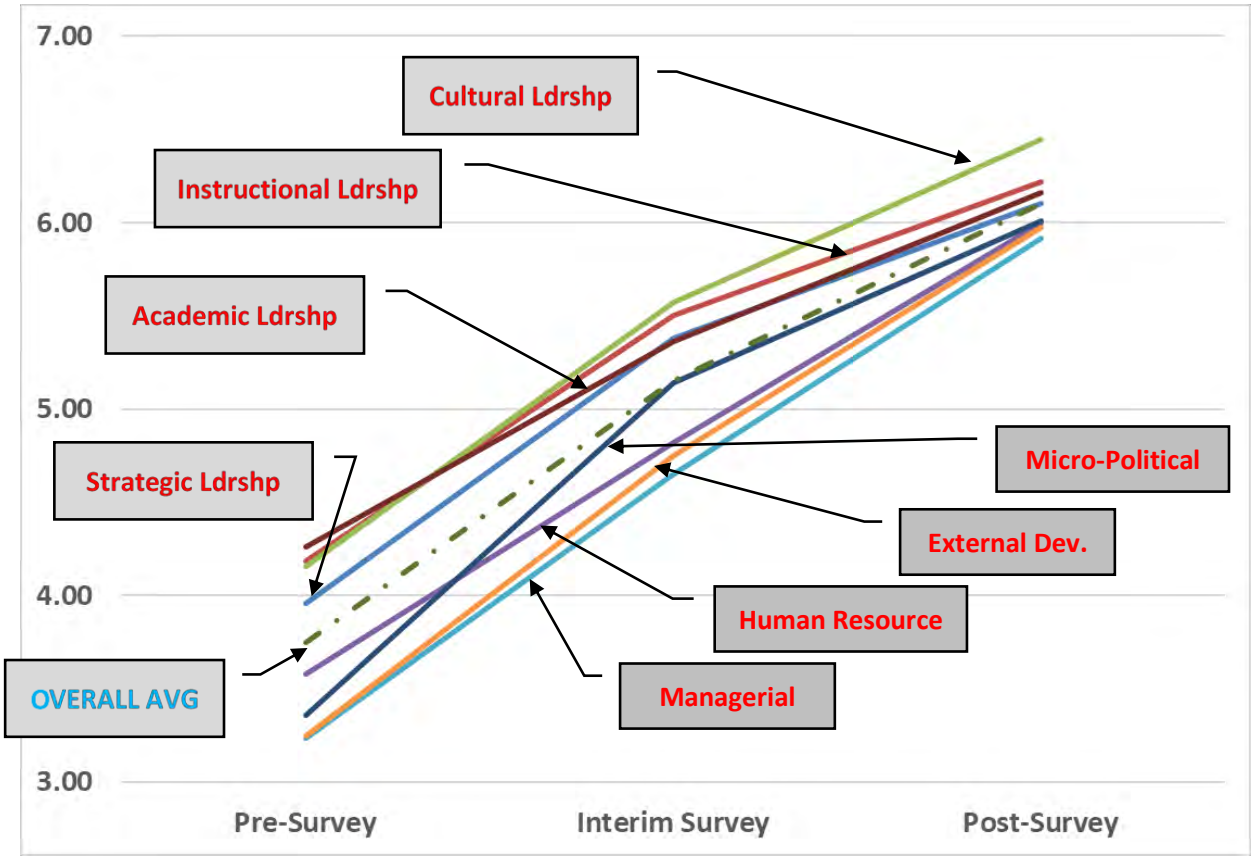


Figure 2 was initially produced in the earlier Grant*Prose* report (cited in footnote #2) analyzing results of the three participant surveys that were administered over the period of the 2018-20 cohort (i.e., pre-survey Fall 2018, interim survey Spring 2019, post-survey Winter/Spring 2020). The figure is included in this report to show how individuals' perceptions of their knowledge of and competency with the Executive Standards changed over time, becoming stronger the longer they participated in the program.

Figure 2. Trend Analysis for the 8 Executive Standards Over Three Survey Administrations



CONCLUSIONS

By the end of their programs, individuals at all five TP3 programs expressed high levels of knowledge of and competency with all eight Executive Standards. This confidence was developmental and grew over time as shown in **Figure 2**. While there is very little difference among the varied averages, HPU may have been most successful with advancing knowledge and competency with the standards, posting 5 of the 8 strongest averages. When the overall averages for all participants are looked at for each standard, participants may have been most comfortable in their knowledge of and competency with Cultural Leadership and Instructional Leadership, and least comfortable with Managerial Leadership and External Development Leadership. This latter finding is possibly attributable to how most TP3 participants were recently classroom teachers where culture and instruction would be of paramount concern.

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TP3 Mid-Year Report: 2020-21

Report 5.02

William Carruthers, Pamela Lovin, & Eleanor Hasse [1]

Released: May 2021

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. NCASLD continues to administer three of the programs in the 2020-21 year:

- *High Point University's (HPU) High Point University 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*

This report summarizes information submitted by these three programs in response to the Grant*Prose* request for a mid-year report on activities and accomplishments undertaken with TP3 funds during the reporting period of July 1, 2020 through December 31, 2020. Data for this report was collected from the three programs during January 2021.

ANALYSES OF 2020-21 MID-YEAR REPORTS

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 Grant*Prose*. None of the programs noted any revisions to their program goals for the 2020-21 year.

[1] Suggested citation: Carruthers, W., Lovin, P., & Hasse, E.. (2021, May). *TP3 Mid-Year Report: 2020-21 (Report 5.02)*. Garner, NC: Grant*Prose*, Inc.

Table 1. Program Goals		
Program	**Original Goals**	**Revisions or Refinements**
HPU	HPU 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.	**2016-17**: Reduction from 40 to 30 participants and addition of participants earning MEd in administration. **2017-18**: No revisions noted. **2018-19**: HPU will serve a total of 33 participants in the 2018- 20 funding cycle. **2019-20**: No revisions noted. **2020-21**: No revisions noted
SREC	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.	**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. **2017-18**: The program began working with UNCP on any issues regarding courses that would prohibit a 10-month internship. **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. **2019-20**: No revisions noted. **2020-21**: No revisions noted
UNCG	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.	**2016-17**: While UNCG selected 20 participants, all participants are part of a single cohort, rather than two cohorts of 10 participants each. **2017-18**: A single cohort of 22 participants will be selected. **2018-19**: No revisions noted. **2019-20**: No revisions noted. **2020-21**: No revisions noted

A. Program Participant Recruitment and Selection

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." Programs recruited and selected participants which began in the 2020-21 school year.

Table 2. Program Incoming Participants		
Program	**Incoming Participants**	**Comments**
HPU	HPU-Cohort V = 16 HPU-Cohort VI = 16	Total participants in 2020-21 = 32

SREC	SREC-UNCP = 10 SREC-Campbell = 10	Total participants in 2020-21 = 20, including 10 at Campbell scheduled to begin January 2021)
UNCG	UNCG-Cohort 3 = 20	Total participants in 2020-21 = 20

B. Program Participant Withdrawals

Upon being enrolled and beginning to attend university classes in the current cohorts, no individuals are known to have withdrawn from the three TP3 programs from July to December 2020.

C. 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 2019-20 Annual Report (July 2020).

D. 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 2020-21 participants through December 2020.

Table 3. Progress of 2020-21 Participants Toward a Degree/License: December 2020

Completed Credit Hours	HPU	SREC	UNCG	Total
4-6		10 (Cohort VI-UNCP) (10 Cohort VI-Campbell will begin coursework in January 2021)		20 (10 Cohort VI-Campbell will begin coursework in January2021)
7-9	16 (Cohort V) 16 (Cohort VI)			32
10-12			20 (Cohort III)	20
Total Number of 2020-21 Participants				72
Met Requirements to be Licensed as Principals		14 (Cohort V)		14
Awarded M.S.A.		10 (Cohort V)		10
Awarded M.Ed.				

E. 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. This information is presented in **Table 4** below.

Table 4. Unexpected Barriers or Challenges

Program	Discussion
HPU	Certainly, the pandemic has created challenges causing us to conduct trainings and classes virtually and to reschedule other events to the spring and summer in efforts to keep our students safe.
SREC	1.) COVID-19 was an unexpected barrier which impacted face-to-face instruction and coaching. The time we spend with each intern is crucial to his or her success. With the onset of COVID-19 lock-down, our program immediately went online for all classes, seminars, and coaching sessions. Because the coaching component creates a significant impact on the interns, the staff met often to problem-solve methods of coaching sessions and instructional delivery. As a staff, we spend significant time in personal coaching and personal advisement sessions with each intern each week. All staff members work with each intern in order to develop them fully with personalized goals that target the individual's needs. While we felt generally successful with instruction during this period, we recognize that we could not adequately meet their needs as we intended without being able to sit with the intern and the Mentor Principal face-to-face in the school environment. However, we conducted coaching sessions online (Cameras are always required to be turned on) and included Mentor Principals when they were available. Seminar sessions were also a challenge. These sessions have been conducted in the past through one full 8-hour day each week throughout the internship months. We quickly learned that 8 hours in front of a computer in one session would not provide personalized instruction or accomplish our goals for each student. Therefore, we divided the seminar into two half-day virtual sessions each week. (Cameras are always required to be turned on for more purposeful interaction.) The method of splitting the seminars into smaller chunks allowed us to hold the attention of our interns so all instructional and seminar goals could be accomplished. We continued to adjust our instructional methods with technology, high-demand topics, and creativity so that we could capture the attention of the interns. In addition, we continued to personalize work with each intern by working together on coaching needs when problems were identified or persistent. 2.) Because the Sandhills grant was written to pay for 24 hours of licensure credit and to prepare the interns through a paid 5 month full-time internship, the new process of 36-39 MSA tuition hours and a paid full-time 10-month internship presented a challenge to the previously approved budget of the same amount. We will continue to review the budget in light of the COVID-19 impact on budgeted travel and consultant needs with hope that we can manage the budget efficiently and provide for all intern needs and program goals. 3,) As we sought additional candidates for Cohort 6 (both UNCP and Campbell location), three points became apparent through evidence of discussions with Superintendents and central leadership: (a) the Sandhills continues to need strong leaders for schools and central leadership, (b) both the UNCG program and the NC State programs impact the Sandhills program's ability to recruit appropriate candidates because both programs also recruit from the Sandhills Region; and (c) Superintendents are sensitive to the forgivable loan process and indicated that they feel compelled to place UNCG and NC State completers first because those graduates must pay back funds if they do not get administrative jobs, while the Sandhills completers received their funds as scholarships and will not pay back the funds that supported the coursework (through C5). For example, currently there are 15 NC State graduates in the Cumberland County Schools that will be placed ahead of the 2

	Sandhills graduates because of the forgivable loan program. It appears that he 2 Sandhills graduates will be placed later because their funds were considered scholarship. Cohort 6 now falls under the forgivable loan structure and tuition will no longer be scholarship-free, so all Triple P and Principal Fellow participants will fall under the forgivable loan process. Previously, Superintendents have indicated willingness to find positions wherever possible for Sandhills graduates to work in full-time leadership positions that impact instruction and school outcomes such as instructional and academic coaches, instructional coordinators or Dean of Academics at the school level and alongside the principal. However, as we move forward with the new requirement of forgivable loan, will continue to discuss the impact of other programs in the Sandhills Region and to pursue methods that strengthen the Sandhills program and immediate outcomes for Sandhills graduates. It is our goal to produce the best possible candidates for school principal positions.
UNCG	The only main challenge has been moving two courses online for this spring semester, due to COVID. The course instructors have done an admirable job making adjustments to the schedule and Canvas coursesite to accommodate the change in course format. The cohort has adapted to the changes with aplomb.

F. Program Successes

Despite varied challenges, the programs report multiple successes during this reporting period as described in **Table 5**.

Table 5. Program Successes

Program	Discussion
HPU	In conjunction with our ten partnering districts, we successfully recruited, assessed and enrolled 32 strong candidates. All have completed 9 hours with an average GPA of 4.0. Cohorts have formed close relationships despite being virtual this semester.
SREC	• We are pleased to report that 100% of Cohort 5 has completed the program supported by the grant and that 100% will also graduate with the MSA degree through UNC-Pembroke as of May 2021 (10 graduated in December 2020 and 4 in May 2021). Of these 14 C5 members, 3 are filling AP positions, 3 are in central instructional leadership positions, 1 is Dean of Curriculum/Student Achievement and has received a co an AP position in July, while 1 will serve as Summer School Principal in her district. • In addition, 2 more members of Cohort 4 received appointments as Assistant Principal bringing the number to 50% administrative appointments in C4. Also in this cohort, 3 of the 14 members are now in full-time Instructional Specialist or Academic Coach positions. • We successfully implemented virtual delivery of Fall 2020 seminars and Spring 2021 courses. Students made every possible effort to engage with each other over virtual sessions. • As a result of the SREC PDP work in the Sandhills Region, Campbell University contacted the SREC and requested a conversation regarding the opportunity to partner with the SREC in order to serve LEAs in the northern part of the Sandhills Region, which limits its intern participants to the official SREC 12 LEA district members. With unanimous approval of the Superintendents' Council, Campbell University became a second university partner to deliver the coursework in the PDP grant program with direction oversight from the SREC Superintendents' Council. Both Campbell University and UNC-Pembroke have welcomed the opportunity to meet regularly with SREC leadership and PDP staff to share information about their courses and MSA objectives and to collaborate regarding innovative ideas and methods of improvement based on grant objectives and current information in principal preparation research. • Despite the COVID environment during which most of the coursework has been delivered virtually, our Cohort 6 members have developed camaraderie through a strong professional network which has extended beyond the scope of the university

	classroom. These early relationships will serve them well as they transition into the internship and seminars. • Our Principal Interns developed and implemented equity-based school improvement projects in their internship schools during the Fall semester. Many of these projects continued to be implemented by school staff after the Principal Intern completed the internship. • Each Principal Intern completed a "Switch School" experience during the Fall and was assigned to a different school/mentor in a different county for a period of one month. This successful experience bolsters the intern's ability to work with new cultures, new leadership, and new communities. Interns reported increased understanding of both strategic and cultural leadership as well as an appreciation for new instructional methods. Most important, Interns confirmed increased resiliency and stronger commitment to work with students in poverty. • Our Executive Coaches spend a minimum of 35 hours per month during the internship with our Principal Interns during seminars and coaching sessions in order to provide problem-solving, coaching regarding issues and decisions, and supportive connections and information as Principal Interns advance through the program. • We are extremely proud of our strong district partnerships and support from our Sandhills LEAs who's Superintendents and Leadership Teams are committed to identifying strong aspiring administrators for future school leadership vacancies.
UNCG	• Our cohort is – by far – our most diverse to date. We have been working diligently to diversify our cohorts so that they better reflect the diversity of students enrolled in our partner districts. Our current (3rd) cohort is over 30% people of color. • We currently have an ad hoc Data Literacy Team comprised of PPEERS leadership (Hewitt), 5 administrators (building level and central office level) from partner districts, and an external member from NCCU (Dr. Lakisha Rice, head of NCCU's TP3 program). This team is developing a coherence scope and sequence for data literacy content across the PPEERS program. • The partnership has submitted a proposal for Z Smith Reynold's Community Progress grant program to pilot our concept for a post-PPEERS coaching program. • The UNCG Office of Assessment, Evaluation, and Research Services conducted an internal evaluation of the PPEERS partnership this fall and concluded that the partnership is healthy, productive, and effective. • All 20 members of the 3rd cohort have successfully completed the fall and winter terms of the program and are excelling in their studies. • We successfully completed in-person classes for the fall term, despite the challenges of COVID.

G. 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 seek funding through additional grant opportunities.
SREC	At this point, we do not see a need to expand beyond the number of interns in a given cohort. We are continuing to review our budget during the COVID-19 period and make any necessary adjustments for efficiency of service delivery. In addition, we are talking with Superintendents regarding additional methods of supporting the program.

UNCG	We currently plan to apply in July, 2021, for the Z Smith Reynolds State-Level Systemic Change Strategy grant to provide post-PPEERS leadership coaching to graduates as the move into administrative positions and – for previous cohorts – move to new roles (e.g., an AP moves to a principal position).

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 Grant*Prose* has produced, we have described a suite of best practices that the programs are implementing to greater or lesser extent. After almost five years of implementing TP3 programs, the three programs NCASLD continues to administer 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 are administered by the newly established TP3 Commission, while NCASLD continues to administer the programs at HPU, SREC, and UNCG for one remaining year in 2020-21. Based on these most recent mid-year reports, the three programs reporting to NCASLD are making plans to continue implementing transformational principal preparation programs into the future.

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DISAGGREGATED SALARY PAYMENTS: 2016-2020

Report 5.03
William Carruthers [1]
Released June 2021

An analysis of payments made to salaried personnel—for whom institutional fringe benefits were paid—highlights one of the few significant differences among the original TP3 programs during the first four years of its operation: 2016-20. While there was considerable similarity in how the five programs all implemented the varied best practices described in other Grant*Prose* reports, the programs varied in their employment of personnel with leadership and associated roles supporting program operations.

Data presented in **Table 1** were organized for all individuals at each institution who earned greater than $5,000 in salary payments over the course of the 4-year period. The data ranged from 21 individuals with payments of greater than $5,000 at NCSU to 1 individual at HPU.

Table 1. Institutional Personnel Receiving Salary and Fringe Benefit Payments > $5,000 Over 4-Year Period: 2016-2020

Institution	Number of Salaried Staff	Total of Salary & Fringe Benefit Payments	Number of Graduates thru June 2021	Salary Expenditures Per Graduate Considering Only Salaried Staff Earning Greater than $5,000
NCSU	21	$1,398,780	66	$21,194
UNCG	12	$611,572	41	$14,916
WCU	5	$84,812	22	$3,855
SREC *	3	$160,004	65	$2,462
HPU	1	$91,792	63	$1,457
	Totals	$2,346,960	257	$9,132

** Note: Fiscal management for the SREC program was provided by Hoke County Public Schools which paid partial salary for one individual. Another two individuals who contracted with Hoke County Public Schools to administer the program are included in this count.*

The three UNC system programs (NCSU, UNCG, and WCU) employed the greatest number of personnel while HPU, a private IHE, and SREC, a regional consortium, employed the fewest personnel.

[1] Suggested citation: Carruthers, W. (2021, June). *Disaggregated Salary Payments (Report 5.03)*. Garner, NC: Grant*Prose*, Inc.

Transforming Principal Preparation Program Grant
Quarterly Report
July–September 2020

Report 5.04

Pamela Lovin, William Carruthers, & Eleanor Hasse [1]

Released: December 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 Grant*Prose*'s evaluation of NCASLD, TP3 Provider agencies, and TP3 program participants for the third quarter of 2020, July 1 through September 30.

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 process of three TP3 budgets for the 2020-21 year. 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) continue 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.

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[1] Suggested citation: Lovin, P., Carruthers, W., & Hasse, E. (2020, December). *Transforming Principal Preparation Program Evaluation: Quarterly Report, July-Sept 2020 (Report 5.04).* Garner, NC: Grant*Prose*, Inc.

[2] Earlier Grant*Prose* 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 nineteenth quarter of the project. **Table 1** indicates significant activities completed during the July to September 2020 quarter.

Table 1. NCASLD & Grant*Prose* Activities Completed in July to September 2020

Date	Function	Activity
7/1/2020	Information	NCASLD provided TP3 programs a legislative update (SB 113) which addressed internship stipends and the length of the grant cycles.

Scope of Work

NCASLD has fulfilled the seven key areas of responsibility proposed in its Scope of Work as follows:

A. Issue a Request for Proposal: No new information to report.

B. Evaluate and select eligible applicants: No new information to report.

C. Recommend grant recipients and duration to the SEAA: No new information to report.

D. Collect and report program data from grantee Providers: NCASLD has employed Grant*Prose* to conduct all evaluation activities of the 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: Ongoing

F.2. *Additional Proposed Activities of NCASLD: Establish and convene a statewide Professional Learning Network:* Ongoing

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 July to September period.

Table 2. TP3 Program Provider & Grant*Prose* Activities Completed in July to September 2020

Date	Function	Activity
7/2020-9/2020	Evaluation	Ongoing

Evaluation of Program Data

Grant*Prose* interviews during the summer 2020 with LEA representatives were transcribed for subsequent analyses.

TIER 3: EVALUATION OF PARTICIPANTS

COVID-19 continued to shape the landscape of education in this quarter. The COVID-19 pandemic subsequently led to schools opening virtually and many TP3 activities with participants going online including university classes and aspects of their internships. Incoming participants also completed electronic surveys in order to assess baseline knowledge, self-efficacy, and commitment to prinicpalship.

Timeline

Table 3 provides the status of evaluation activities for TP3 program participants during this report period.

Table 3. TP3 Participant & Grant*Prose* Activities Completed in July to September 2020

Date	Function	Activity
7/2020-9/2020	Evaluation	Grant*Prose* continues monitoring assistant principal and principal placements.
7/2020-9/2020	Evaluation	Grant*Prose* disseminated electronic surveys to incoming Program participants in order to assess baseline knowledge, self-efficacy, and commitment to the principalship.

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 Grant*Prose* evaluation team. Tier 3 Evaluation: The 2020-21 participants continued classes and internships in spite of the quarantine and social distancing restrictions created from 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 Grant*Prose* 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: Grant*Prose,* 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: Grant*Prose,* 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: Grant*Prose,* Inc.

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

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

Carruthers, W., Hasse, E., J., & Lovin, P. (2020, July). *Transforming Principal Preparation Grant Program: Fourth Year, Annual Report.* Garner, NC: Grant*Prose,* Inc.

Carruthers, W., Hasse, E., J., & Lovin, P. (2020, July). *Transforming Principal Preparation Grant Program: Fourth Year, Technical Report.* Garner, NC: Grant*Prose,* 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: Grant*Prose*, Inc.

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

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

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

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

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

Dale, E. M., Sturtz McMillen, J., Lovin, P., Carruthers, W., & Hasse, E. (2017, October). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jul-Sep 2017.* Garner, NC: Grant*Prose*, Inc.

Dale, E. M., Sturtz McMillen, J., Lovin, P., Carruthers, W., & Hasse, E. (2018, January). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Oct-Dec 2017.* Garner, NC: Grant*Prose*, Inc.

Lovin, P., Dale, E. M., Sturtz McMillen, J., Carruthers, W., & Hasse, E. (2018, April). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jan-Mar 2018.* Garner, NC: Grant*Prose,* Inc.

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: Grant*Prose,* 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: Grant*Prose*, 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: Grant*Prose*, 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: Grant*Prose*, Inc.

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

Lovin, P., Carruthers, W., & Hasse, E. (2020, June). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jan-Mar 2020 (Report 4.14).* Garner, NC: Grant*Prose*, Inc.

Note: The annual report for the 2019-20 year doubles as the quarterly report for Apr-Jun 2020.

Lovin, P., Carruthers, W., & Hasse, E. (2020, December). *Transforming Principal Preparation Program Evaluation: Quarterly Report, July-Sept 2020 (Report 5.04)*. Garner, NC, Grant*Prose*, 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: Grant*Prose*, Inc.

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

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

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

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

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

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

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

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

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

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

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

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

McMillen, J., Carruthers, W., Hasse, E., & Lovin, P. (2020, January). *Report to Institutional Review Boards (Report 4.07).* Garner, NC: Grant*Prose*, Inc.

Carruthers, W., Hasse, E., & Lovin, P. (2020, January). *Follow-Up Survey with 2016-2018 Participants (Report 4.08).* Garner, NC: Grant*Prose*, Inc.

Lovin, P., & Hasse, E. (2020, June). *TPP Program LEA Partnership: Observations 2019 (Report 4.11)*. Garner, NC: Grant*Prose*, Inc.

Carruthers, W., Hasse, E., & Lovin, P. (2020, April). *TP3 Mid-Year Report: 2019-20 (Report 4.12).* Garner, NC: Grant*Prose*, 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: Grant*Prose*, Inc.

Carruthers, W., Lovin, P., & Hasse, E. (2020, June). *Executive Coaches Survey Results: 2020 (Report 4.15)*. Garner, NC: Grant*Prose*, Inc.

Carruthers, W., Lovin, P., & Hasse, E. (2020, June). *Principal Mentor Survey Results: 2019-20 (Report 4.16)*. Garner, NC: Grant*Prose*, Inc.

Carruthers, W. (2020, June). *Evaluation Procedures: Identifying High Needs Schools: Third Report (Report 4.18)*. Garner, NC: Grant*Prose*, Inc.

Carruthers, W. (2020, November). *Disaggregated Analyses of Survey Results for Participant Responses to the Executive Standards (Report 5.01)*. Garner, NC: Grant*Prose*, Inc.

Guidances

Guidance 01: *Guidance on Preparing and Submitting Invoices to NCASLD*. (2016, November).

Guidance 02: *Complying with Institutional Review Board procedures associated with the GrantProse evaluation of the Principal Preparation Program*. (2016, November).

Guidance 03: *Use of Grant Funds to Pay for Food and Beverages.* (2017, April).

Other

Transforming Principal Preparation Program Evaluation: Report on Proposal Review and Award Recommendation. (2016, May). Garner, NC: Grant*Prose*, Inc.

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

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

Electronic documentation for the PED Measurability Assessment (2017, August) composed by NCASLD, Grant*Prose*, and SEAA is stored at the NCASLD offices.

APPENDIX B: PROGRAM MILESTONES TO DATE

Date	Activity
Feb 16, 2016	Contract signed with SEAA to oversee and administer TPP grant program
March 1, 2016	Issued Spring 2016 RFP
April 22, 2016	Spring 2016 proposals received
May 11-25, 2016	Evaluated submissions and selected Spring 2016 applicants
June 1, 2016	Recommended Spring 2016 recipient to SEAA
July 1, 2016	Received amendment to budget and Section 11.9 of Session Law 2015-241 authorizing additional competition
July 6, 2016	Notified recipient of Spring 2016 award
July 12, 2016	Issued Fall 2016 RFP
August 26, 2016	Fall 2016 proposals received
September 14-18, 2016	Evaluated submissions and selected Fall 2016 applicants
September 19, 2016	Recommended Fall 2016 recipients to SEAA
October 1, 2016	Notified recipients of Fall 2016 award
October 20, 2016	Hosted TPP Program Directors' Workshop
December 31, 2016	Five grantee agreements completed; six projects in progress
January 1, 2017	Programs begin serving participants. All Provider contracts executed. Providers submit first invoices for review.
February 2017	IRB approvals for Grant*Prose* evaluation activities received from four of the five Provider Agencies.
March 2017	Mid-year evaluation reports of activities through the end of December 2016 submitted by four of five Provider agencies (four of six projects). NCASLD and Grant*Prose* conduct phone interviews with all Provider agencies on recruitment, selection, and mentor processes.
March 2017	*Transforming Principal Preparation in NC: Program Update Summary* report prepared for Representative Blackwell
April 18, 2017	Mid-year evaluation reports submitted by NCSU for DPLA and NCLA
April/May 2017	Principal candidates participated in an online survey
May 22, 2017	NCASLD conducted a one-day summit for Program Directors and selected principal candidates
May/June 2017	High Point and Sandhills began a second cohort of principal candidates
June 2017	Annual evaluation reports submitted by all six programs.
July 27, 2017	NCASLD and Grant*Prose* met with NCGA representatives from the Program Evaluation Division (PED) to discuss the upcoming submission of the Measurability Assessment.
July 31, 2017	Grant*Prose* submitted the Year 1 annual evaluation report to NCASLD.
August 1, 2017	NCASLD disseminated the Year 1 annual evaluation report to Provider agencies.
July 27 & August 23, 2017	NCASLD, Grant*Prose*, and SEAA met to develop plan and finalization, respectively, for Measurability Assessment documentation.
August 2017	NCASLD, Grant*Prose,* and SEAA developed responses and compiled supporting documentation for the Measurability Assessment submission.
August 28, 2017	NCASLD submitted the Measurability Assessment to PED.
August 2017	HPU Cohort 1, NCSU-DPLA, NCSU-NCLA, SREC Cohort 1, UNCG, WCU program participants began full-time internships
August 2017	Programs conducted formative assessment of interns.
August 30 & September 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	Grant*Prose* conducted observations of project activities.
October, 2017	NCALSD provided technical assistance to Providers via a virtual meeting regarding planning and budgeting for future cohorts.

Date	Activity
October 5, 2017	NCASLD and Grant*Prose* met to review the **Criteria & Scoring Rubric for Continued Funding Recommendations** (see Appendix D) as well as discuss each program's internship-related learning activities during Grant*Prose*'s TPP observations conducted in September 2017.
October 31, 2017	Grant*Prose* submitted the seventh quarterly (Year 2, Quarter 3) NCASLD evaluation report.
November 1, 2017	NCASLD hosted, along with NYCLA, the first *face-to-face* Professional Learning Network meeting.
November 6 – December 7, 2017	Grant*Prose* conducted on-site Program Director/team interviews to gather evidences for continued funding recommendations.
November 15-19, 2017	Program Directors attended the UCEA Convention and participated in a symposium regarding state-supported innovative leadership preparation programs.
December 2017	Grant*Prose* disseminated electronic surveys to (1) LEA representatives partnered with TPP Programs, (2) Program participants completing their internships in December/January, and (3) Principal Mentors of Program Participants completing their internships in December/January. Surveys included questions evaluating their respective TPP Program. Additionally, the Participant and Principal Mentor surveys included items pertaining to individual Participants and their competencies based on State standards.
December 13, 2017	NCASLD hosted, along with NYCLA, the first *virtual* Professional Learning Network meeting.
December 23, 2017	Grant*Prose* disseminated the mid-year report template to TPP Program Directors with a request to return the completed form by 1/31/18.
January 15, 2018	Grant*Prose* submits the eighth quarterly (Year 2, Quarter 4) NCASLD evaluation report.
January 31, 2018	Provider agencies submit TPP mid-year reports.
January 31, 2018	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.
Feb 13 – March 15, 2018	Grant*Prose* 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	Grant*Prose* provides NCASLD finalized Growth Plans based on results to date, which NCASLD disseminates to each TPP Provider agency
March 28, 2018	NCASLD and Grant*Prose* modify the program's logic model based on the PED Measurability Assessment suggestions.
March 29, 2018	NCASLD notifies TPP Provider agencies of NCASLD proposal to continue funding TPP programs at each institution for the 2018-19 year and beyond.
April 9, 2018	NCASLD and Grant*Prose* 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	Grant*Prose* 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	Grant*Prose* conducted continued observations of project activities.
June 2018	Annual evaluation reports submitted by all six programs.
May-August 2018	Grant*Prose* disseminated electronic surveys to incoming Program participants in order to assess baseline knowledge, self-efficacy, and commitment to the principalship.
July 31, 2018	Grant*Prose* 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	Grant*Prose* releases report on Funding Cycle II Participants' Pre-Survey Results
November 13, 2018	Grant*Prose* submits the quarterly (Year 3 Quarter 3) NCASLD Evaluation Report
December 15, 2018	Provider agencies submit TPP Mid-Year Report
January-March 2019	Grant*Prose* continues observing select coursework/authentic learning experiences for each TPP Provider
January-March 2019	Grant*Prose* conducted interviews with faculty members from each course observed this quarter
January-March 2019	Grant*Prose* 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	Grant*Prose* 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	Grant*Prose* 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	Grant*Prose* observed select LEA partnership activities for each Provider.
October-November 2019	Grant*Prose* conducts follow-up survey for participants that had completed a TPP program
December 2019	Grant*Prose* conducts surveys of mentor principal and TPP participants who completed their program in the Fall 2019 semester
January-February 2020	Grant*Prose* met with program leadership from each provider to discuss best practices observed in each program.
January 22, 2020	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.

Date	Activity
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.
June-July 2020	Annual evaluation reports submitted by all six programs.
July 1, 2020	NCASLD provided TP3 programs a legislative update (SB 113) which addressed internship stipends and the length of the grant cycles.
July 2020	Grant*Prose* conducts telephone interviews with LEA representatives.
July 31, 2020	Grant*Prose* submits the Year 4 annual evaluation report to NCASLD.
July-September 2020	Grant*Prose* disseminated electronic surveys to incoming Program participants in order to assess baseline knowledge, self-efficacy, and commitment to the principalship.
July-September 2020	Grant*Prose* continues monitoring assistant principal and principal placements.

Transforming Principal Preparation (TP3) Program Grant
Quarterly Report
October–December 2020

Report 5.05
Pamela Lovin, William Carruthers, & Eleanor Hasse [1]
Released: May 2021

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 Grant*Prose*'s evaluation of NCASLD, TP3 Provider agencies, and TP3 program participants for the fourth quarter of 2020, October 1 through December 31.

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) continue 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.

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[1] Suggested citation: Lovin, P., Carruthers, W., & Hasse, E. (2021, May). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Oct-Dec 2020 (Report 5.05).* Garner, NC: Grant*Prose*, Inc.

[2] Earlier Grant*Prose* 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 nineteenth quarter of the project. **Table 1** indicates significant activities completed during the October to December quarter.

Table 1. NCASLD and Grant*Prose* Activities Completed in October to December 2020

Date	Function	Activity
October 22, 2020	Implementation	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting.
October 29, 2020	Information	Grant*Prose* presentation to the NC Principal Fellows & Transforming Principal Preparation Program Commission 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: No new information to report.

D. Collect and report program data from grantee Providers: NCASLD has employed Grant*Prose* to conduct all evaluation activities of the 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: Ongoing

F.2. *Additional Proposed Activities of NCASLD: Establish and convene a statewide Professional Learning Network:* Ongoing

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 October to December period.

Table 2. TP3 Program Provider & Grant*Prose* Activities Completed in October to December 2020

Date	Function	Activity
Nov 2020	Evaluation	Grant*Prose* produces a report disaggregating participant survey responses to the Executive Standards for School Administrators

TIER 3: EVALUATION OF PARTICIPANTS

COVID-19 continued to shape the landscape of education in this quarter. The COVID-19 pandemic led to schools to open virtually and in person classes. Many TP3 activities with participants continue to be held online including university classes and aspects of their internships.

Timeline

Table 3 provides the status of evaluation activities for TP3 program participants during this report period.

Table 3. TP3 Participant & Grant*Prose* Activities Completed in October to December 2020

Date	Function	Activity
October-December 2020	Evaluation	Grant*Prose* continues 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 Grant*Prose* evaluation team. Tier 3 Evaluation: The 2020-21 participants continued classes and internships in spite of the continued quarantine and social distancing restrictions from COVID-19.

Overall, NCASLD and the TP3 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 Grant*Prose* 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: Grant*Prose,* 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: Grant*Prose,* 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: Grant*Prose,* Inc.

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

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

Carruthers, W., Hasse, E., J., & Lovin, P. (2020, July). *Transforming Principal Preparation Grant Program: Fourth Year, Annual Report.* Garner, NC: Grant*Prose,* Inc.

Carruthers, W., Hasse, E., J., & Lovin, P. (2020, July). *Transforming Principal Preparation Grant Program: Fourth Year, Technical Report.* Garner, NC: Grant*Prose,* 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: Grant*Prose*, Inc.

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

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

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

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

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

Dale, E. M., Sturtz McMillen, J., Lovin, P., Carruthers, W., & Hasse, E. (2017, October). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jul-Sep 2017.* Garner, NC: Grant*Prose*, Inc.

Dale, E. M., Sturtz McMillen, J., Lovin, P., Carruthers, W., & Hasse, E. (2018, January). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Oct-Dec 2017.* Garner, NC: Grant*Prose*, Inc.

Lovin, P., Dale, E. M., Sturtz McMillen, J., Carruthers, W., & Hasse, E. (2018, April). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jan-Mar 2018.* Garner, NC: Grant*Prose,* Inc.

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: Grant*Prose,* 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: Grant*Prose*, 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: Grant*Prose*, 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: Grant*Prose*, Inc.

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

Lovin, P., Carruthers, W., & Hasse, E. (2020, June). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jan-Mar 2020 (Report 4.14).* Garner, NC: Grant*Prose*, Inc.

Note: The annual report for the 2019-20 year doubles as the quarterly report for Apr-Jun 2020.

Lovin, P., Carruthers, W., & Hasse, E. (2020, December). *Transforming Principal Preparation Program Evaluation: Quarterly Report, July-Sept 2020 (Report 5.04)*. Garner, NC, Grant*Prose*, Inc.

Lovin, P., Carruthers, W., & Hasse, E. (2021, May). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Oct-Dec 2020 (Report 5.05)*. Garner, NC: Grant*Prose*, 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: Grant*Prose*, Inc.

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

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

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

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

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

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

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

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

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

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

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

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

McMillen, J., Carruthers, W., Hasse, E., & Lovin, P. (2020, January). *Report to Institutional Review Boards (Report 4.07).* Garner, NC: Grant*Prose*, Inc.

Carruthers, W., Hasse, E., & Lovin, P. (2020, January). *Follow-Up Survey with 2016-2018 Participants (Report 4.08).* Garner, NC: Grant*Prose*, Inc.

Lovin, P., & Hasse, E. (2020, June). *TPP Program LEA Partnership: Observations 2019 (Report 4.11)*. Garner, NC: Grant*Prose*, Inc.

Carruthers, W., Hasse, E., & Lovin, P. (2020, April). *TP3 Mid-Year Report: 2019-20 (Report 4.12).* Garner, NC: Grant*Prose*, 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: Grant*Prose*, Inc.

Carruthers, W., Lovin, P., & Hasse, E. (2020, June). *Executive Coaches Survey Results: 2020 (Report 4.15)*. Garner, NC: Grant*Prose*, Inc.

Carruthers, W., Lovin, P., & Hasse, E. (2020, June). *Principal Mentor Survey Results: 2019-20 (Report 4.16)*. Garner, NC: Grant*Prose*, Inc.

Lovin, P., Carruthers, W., & Hasse, E. (2021, March). *Interviews with TP3 LEA Representatives: 2020 (Report 4.17)*. Garner, NC. Grant*Prose*, Inc.

Carruthers, W. (2020, June). *Evaluation Procedures: Identifying High Needs Schools: Third Report (Report 4.18)*. Garner, NC: Grant*Prose*, Inc.

Carruthers, W. (2020, November). *Disaggregated Analyses of Survey Results for Participant Responses to the Executive Standards (Report 5.01)*. Garner, NC: Grant*Prose*, Inc.

Guidances

Guidance 01: *Guidance on Preparing and Submitting Invoices to NCASLD*. (2016, November).

Guidance 02: *Complying with Institutional Review Board procedures associated with the GrantProse evaluation of the Principal Preparation Program*. (2016, November).

Guidance 03: *Use of Grant Funds to Pay for Food and Beverages.* (2017, April).

Other

Transforming Principal Preparation Program Evaluation: Report on Proposal Review and Award Recommendation. (2016, May). Garner, NC: Grant*Prose*, Inc.

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

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

Electronic documentation for the PED Measurability Assessment (2017, August) composed by NCASLD, Grant*Prose*, and SEAA is stored at the NCASLD offices.

APPENDIX B: PROGRAM MILESTONES TO DATE

Date	Activity
Feb 16, 2016	Contract signed with SEAA to oversee and administer TPP grant program
March 1, 2016	Issued Spring 2016 RFP
April 22, 2016	Spring 2016 proposals received
May 11-25, 2016	Evaluated submissions and selected Spring 2016 applicants
June 1, 2016	Recommended Spring 2016 recipient to SEAA
July 1, 2016	Received amendment to budget and Section 11.9 of Session Law 2015-241 authorizing additional competition
July 6, 2016	Notified recipient of Spring 2016 award
July 12, 2016	Issued Fall 2016 RFP
August 26, 2016	Fall 2016 proposals received
September 14-18, 2016	Evaluated submissions and selected Fall 2016 applicants
September 19, 2016	Recommended Fall 2016 recipients to SEAA
October 1, 2016	Notified recipients of Fall 2016 award
October 20, 2016	Hosted TPP Program Directors' Workshop
December 31, 2016	Five grantee agreements completed; six projects in progress
January 1, 2017	Programs begin serving participants. All Provider contracts executed. Providers submit first invoices for review.
February 2017	IRB approvals for Grant*Prose* evaluation activities received from four of the five Provider Agencies.
March 2017	Mid-year evaluation reports of activities through the end of December 2016 submitted by four of five Provider agencies (four of six projects). NCASLD and Grant*Prose* conduct phone interviews with all Provider agencies on recruitment, selection, and mentor processes.
March 2017	*Transforming Principal Preparation in NC: Program Update Summary* report prepared for Representative Blackwell
April 18, 2017	Mid-year evaluation reports submitted by NCSU for DPLA and NCLA
April/May 2017	Principal candidates participated in an online survey
May 22, 2017	NCASLD conducted a one-day summit for Program Directors and selected principal candidates
May/June 2017	High Point and Sandhills began a second cohort of principal candidates
June 2017	Annual evaluation reports submitted by all six programs.
July 27, 2017	NCASLD and Grant*Prose* met with NCGA representatives from the Program Evaluation Division (PED) to discuss the upcoming submission of the Measurability Assessment.
July 31, 2017	Grant*Prose* submitted the Year 1 annual evaluation report to NCASLD.
August 1, 2017	NCASLD disseminated the Year 1 annual evaluation report to Provider agencies.
July 27 & August 23, 2017	NCASLD, Grant*Prose*, and SEAA met to develop plan and finalization, respectively, for Measurability Assessment documentation.
August 2017	NCASLD, Grant*Prose,* and SEAA developed responses and compiled supporting documentation for the Measurability Assessment submission.
August 28, 2017	NCASLD submitted the Measurability Assessment to PED.
August 2017	HPU Cohort 1, NCSU-DPLA, NCSU-NCLA, SREC Cohort 1, UNCG, WCU program participants began full-time internships
August 2017	Programs conducted formative assessment of interns.
August 30 & September 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	Grant*Prose* conducted observations of project activities.
October, 2017	NCALSD provided technical assistance to Providers via a virtual meeting regarding planning and budgeting for future cohorts.

Date	Activity
October 5, 2017	NCASLD and Grant*Prose* met to review the **Criteria & Scoring Rubric for Continued Funding Recommendations** (see Appendix D) as well as discuss each program's internship-related learning activities during Grant*Prose*'s TPP observations conducted in September 2017.
October 31, 2017	Grant*Prose* submitted the seventh quarterly (Year 2, Quarter 3) NCASLD evaluation report.
November 1, 2017	NCASLD hosted, along with NYCLA, the first *face-to-face* Professional Learning Network meeting.
November 6 – December 7, 2017	Grant*Prose* conducted on-site Program Director/team interviews to gather evidences for continued funding recommendations.
November 15-19, 2017	Program Directors attended the UCEA Convention and participated in a symposium regarding state-supported innovative leadership preparation programs.
December 2017	Grant*Prose* disseminated electronic surveys to (1) LEA representatives partnered with TPP Programs, (2) Program participants completing their internships in December/January, and (3) Principal Mentors of Program Participants completing their internships in December/January. Surveys included questions evaluating their respective TPP Program. Additionally, the Participant and Principal Mentor surveys included items pertaining to individual Participants and their competencies based on State standards.
December 13, 2017	NCASLD hosted, along with NYCLA, the first *virtual* Professional Learning Network meeting.
December 23, 2017	Grant*Prose* disseminated the mid-year report template to TPP Program Directors with a request to return the completed form by 1/31/18.
January 15, 2018	Grant*Prose* submits the eighth quarterly (Year 2, Quarter 4) NCASLD evaluation report.
January 31, 2018	Provider agencies submit TPP mid-year reports.
January 31, 2018	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.
Feb 13 – March 15, 2018	Grant*Prose* 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	Grant*Prose* provides NCASLD finalized Growth Plans based on results to date, which NCASLD disseminates to each TPP Provider agency
March 28, 2018	NCASLD and Grant*Prose* modify the program's logic model based on the PED Measurability Assessment suggestions.
March 29, 2018	NCASLD notifies TPP Provider agencies of NCASLD proposal to continue funding TPP programs at each institution for the 2018-19 year and beyond.
April 9, 2018	NCASLD and Grant*Prose* 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	Grant*Prose* 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	Grant*Prose* conducted continued observations of project activities.
June 2018	Annual evaluation reports submitted by all six programs.
May-August 2018	Grant*Prose* disseminated electronic surveys to incoming Program participants in order to assess baseline knowledge, self-efficacy, and commitment to the principalship.
July 31, 2018	Grant*Prose* 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	Grant*Prose* releases report on Funding Cycle II Participants' Pre-Survey Results
November 13, 2018	Grant*Prose* submits the quarterly (Year 3 Quarter 3) NCASLD Evaluation Report
December 15, 2018	Provider agencies submit TPP Mid-Year Report
January-March 2019	Grant*Prose* continues observing select coursework/authentic learning experiences for each TPP Provider
January-March 2019	Grant*Prose* conducted interviews with faculty members from each course observed this quarter
January-March 2019	Grant*Prose* 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	Grant*Prose* 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	Grant*Prose* 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	Grant*Prose* observed select LEA partnership activities for each Provider.
October-November 2019	Grant*Prose* conducts follow-up survey for participants that had completed a TPP program
December 2019	Grant*Prose* conducts surveys of mentor principal and TPP participants who completed their program in the Fall 2019 semester
January-February 2020	Grant*Prose* met with program leadership from each provider to discuss best practices observed in each program.
January 22, 2020	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.

Date	Activity
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.
June-July 2020	Annual evaluation reports submitted by all six programs.
July 1, 2020	NCASLD provided TP3 programs a legislative update (SB 113) which addressed internship stipends and the length of the grant cycles.
July 2020	Grant*Prose* conducts telephone interviews with LEA representatives.
July 31, 2020	Grant*Prose* submits the Year 4 annual evaluation report to NCASLD.
July-September 2020	Grant*Prose* disseminated electronic surveys to incoming Program participants in order to assess baseline knowledge, self-efficacy, and commitment to the principalship.
July-September 2020	GrantProse continues monitoring assistant principal and principal placements.
October 22, 2020	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting.
October 29, 2020	Grant*Prose* presentation to the NC Principal Fellows & Transforming Principal Preparation Program Commission Meeting
November 2020	Grant*Prose* produces a report disaggregating participant survey responses to the Executive Standards for School Administrators
October-December 2020	Grant*Prose* continue monitoring assistant principal and principal placements.

Transforming Principal Preparation (TP3) Program Grant
Quarterly Report
January–March 2021

Report 5.06

Pamela Lovin, William Carruthers, & Eleanor Hasse [1]

Released: May 2021

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 Grant*Prose*'s evaluation of NCASLD, TP3 Provider agencies, and TP3 program participants for the first quarter of 2021, January 1 through March 31.

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) continue 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. (2021, May). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jan-Mar 2021 (Report 5.06).* Garner, NC: Grant*Prose*, Inc.

[2] Earlier Grant*Prose* 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 nineteenth quarter of the project. **Table 1** indicates significant activities completed during the January to March quarter.

Table 1. NCASLD and Grant*Prose* Activities Completed in January to March 2021

Date	Function	Activity
February 23, 2021	Implementation	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting.
March 4, 2021	Information	NSASLD presentation to the State Board of Education on the TP3 Program.
March 11, 2021	Information	NSASLD presentation to the PEPSC Commission on the TP3 Program.
March 24, 2021	Information	EduationNC focused TP3 Program in the article "Transforming Principal Preparation Program Poised for the Future" https://www.ednc.org/2021-03-24-transforming-principal-preparation-program-poised-for-the-future/

Scope of Work

NCASLD has fulfilled the seven key areas of responsibility proposed in its Scope of Work as follows:

A. Issue a Request for Proposal: No new information to report.

B. Evaluate and select eligible applicants: No new information to report.

C. Recommend grant recipients and duration to the SEAA: No new information to report.

D. Collect and report program data from grantee Providers: NCASLD has employed Grant*Prose* to conduct all evaluation activities of the 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: Ongoing

F.2. *Additional Proposed Activities of NCASLD: Establish and convene a statewide Professional Learning Network:* Ongoing

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 & Grant*Prose* Activities Completed in January to March 2021

Date	Function	Activity
March 2021	Evaluation	Grant*Prose* conducts interviews with SREC and Campbell University leadership to discuss the current Campbell principal preparation program and the new SREC Campbell University partnership.

Evaluation of Program Data

Grant*Prose* interviews during the summer 2020 with LEA representatives were transcribed for subsequent analyses. Report 4.17 Interviews with TP3 LEA Representatives: 2020 was produced.

TIER 3: EVALUATION OF PARTICIPANTS

COVID-19 continued to shape the landscape of education in this quarter. The COVID-19 pandemic led schools to open virtually and in person classes. Many TP3 activities with participants continue to be held online including university classes and aspects of their internships.

Timeline

Table 3 provides the status of evaluation activities for TP3 program participants during this report period.

Table 3. TP3 Participant & Grant*Prose* Activities Completed in January to March 2021

Date	Function	Activity
January-March 2021	Evaluation	Grant*Prose* continues 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 Grant*Prose* evaluation team. Tier 3 Evaluation: The 2020-21 participants continued classes and internships in spite of the continued quarantine and social distancing restrictions from COVID-19.

Overall, NCASLD and the TP3 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 Grant*Prose* 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: Grant*Prose,* 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: Grant*Prose,* 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: Grant*Prose,* Inc.

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

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

Carruthers, W., Hasse, E., J., & Lovin, P. (2020, July). *Transforming Principal Preparation Grant Program: Fourth Year, Annual Report.* Garner, NC: Grant*Prose,* Inc.

Carruthers, W., Hasse, E., J., & Lovin, P. (2020, July). *Transforming Principal Preparation Grant Program: Fourth Year, Technical Report.* Garner, NC: Grant*Prose,* 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: Grant*Prose*, Inc.

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

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

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

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

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

Dale, E. M., Sturtz McMillen, J., Lovin, P., Carruthers, W., & Hasse, E. (2017, October). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jul-Sep 2017.* Garner, NC: Grant*Prose*, Inc.

Dale, E. M., Sturtz McMillen, J., Lovin, P., Carruthers, W., & Hasse, E. (2018, January). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Oct-Dec 2017.* Garner, NC: Grant*Prose*, Inc.

Lovin, P., Dale, E. M., Sturtz McMillen, J., Carruthers, W., & Hasse, E. (2018, April). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jan-Mar 2018.* Garner, NC: Grant*Prose,* Inc.

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: Grant*Prose,* 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: Grant*Prose*, 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: Grant*Prose*, 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: Grant*Prose*, Inc.

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

Lovin, P., Carruthers, W., & Hasse, E. (2020, June). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jan-Mar 2020 (Report 4.14).* Garner, NC: Grant*Prose*, Inc.

Note: The annual report for the 2019-20 year doubles as the quarterly report for Apr-Jun 2020.

Lovin, P., Carruthers, W., & Hasse, E. (2020, December). *Transforming Principal Preparation Program Evaluation: Quarterly Report, July-Sept 2020 (Report 5.04)*. Garner, NC, Grant*Prose*, Inc.

Lovin, P., Carruthers, W., & Hasse, E. (2021, May). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jan-Mar 2021 (Report 5.06)*. 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: Grant*Prose*, Inc.

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

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

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

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

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

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

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

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

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

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

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

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

McMillen, J., Carruthers, W., Hasse, E., & Lovin, P. (2020, January). *Report to Institutional Review Boards (Report 4.07).* Garner, NC: Grant*Prose*, Inc.

Carruthers, W., Hasse, E., & Lovin, P. (2020, January). *Follow-Up Survey with 2016-2018 Participants (Report 4.08).* Garner, NC: Grant*Prose*, Inc.

Lovin, P., & Hasse, E. (2020, June). *TPP Program LEA Partnership: Observations 2019 (Report 4.11)*. Garner, NC: Grant*Prose*, Inc.

Carruthers, W., Hasse, E., & Lovin, P. (2020, April). *TP3 Mid-Year Report: 2019-20 (Report 4.12).* Garner, NC: Grant*Prose*, 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: Grant*Prose*, Inc.

Carruthers, W., Lovin, P., & Hasse, E. (2020, June). *Executive Coaches Survey Results: 2020 (Report 4.15)*. Garner, NC: Grant*Prose*, Inc.

Carruthers, W., Lovin, P., & Hasse, E. (2020, June). *Principal Mentor Survey Results: 2019-20 (Report 4.16)*. Garner, NC: Grant*Prose*, Inc.

Lovin, P., Carruthers, W., & Hasse, E. (2021, March). *Interviews with TP3 LEA Representatives: 2020 (Report 4.17)*. Garner, NC. Grant*Prose*, Inc.

Carruthers, W. (2020, June). *Evaluation Procedures: Identifying High Needs Schools: Third Report (Report 4.18)*. Garner, NC: Grant*Prose*, Inc.

Carruthers, W. (2020, November). *Disaggregated Analyses of Survey Results for Participant Responses to the Executive Standards (Report 5.01)*. Garner, NC: Grant*Prose*, Inc.

Carruthers, W., Lovin, P., & Hasse, E. (2021, May). *TP3 Mid-Year Report: 2020-21 (Report 5.02*). Garner, NC: Grant*Prose*, Inc.

Carruthers, W. (2021, May). *Disaggregated Analyses of Tuition and Fees Payments Made by TP3 Providers: 2016 Through 2020 (Report 5.03)*. Garner, NC: Grant*Prose*, Inc.

Guidances

Guidance 01: *Guidance on Preparing and Submitting Invoices to NCASLD*. (2016, November).

Guidance 02: *Complying with Institutional Review Board procedures associated with the GrantProse evaluation of the Principal Preparation Program*. (2016, November).

Guidance 03: *Use of Grant Funds to Pay for Food and Beverages.* (2017, April).

Other

Transforming Principal Preparation Program Evaluation: Report on Proposal Review and Award Recommendation. (2016, May). Garner, NC: Grant*Prose*, Inc.

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

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

Electronic documentation for the PED Measurability Assessment (2017, August) composed by NCASLD, Grant*Prose*, and SEAA is stored at the NCASLD offices.

APPENDIX B: PROGRAM MILESTONES TO DATE

Date	Activity
Feb 16, 2016	Contract signed with SEAA to oversee and administer TPP grant program
March 1, 2016	Issued Spring 2016 RFP
April 22, 2016	Spring 2016 proposals received
May 11-25, 2016	Evaluated submissions and selected Spring 2016 applicants
June 1, 2016	Recommended Spring 2016 recipient to SEAA
July 1, 2016	Received amendment to budget and Section 11.9 of Session Law 2015-241 authorizing additional competition
July 6, 2016	Notified recipient of Spring 2016 award
July 12, 2016	Issued Fall 2016 RFP
August 26, 2016	Fall 2016 proposals received
September 14-18, 2016	Evaluated submissions and selected Fall 2016 applicants
September 19, 2016	Recommended Fall 2016 recipients to SEAA
October 1, 2016	Notified recipients of Fall 2016 award
October 20, 2016	Hosted TPP Program Directors' Workshop
December 31, 2016	Five grantee agreements completed; six projects in progress
January 1, 2017	Programs begin serving participants. All Provider contracts executed. Providers submit first invoices for review.
February 2017	IRB approvals for Grant*Prose* evaluation activities received from four of the five Provider Agencies.
March 2017	Mid-year evaluation reports of activities through the end of December 2016 submitted by four of five Provider agencies (four of six projects). NCASLD and Grant*Prose* conduct phone interviews with all Provider agencies on recruitment, selection, and mentor processes.
March 2017	*Transforming Principal Preparation in NC: Program Update Summary* report prepared for Representative Blackwell
April 18, 2017	Mid-year evaluation reports submitted by NCSU for DPLA and NCLA
April/May 2017	Principal candidates participated in an online survey
May 22, 2017	NCASLD conducted a one-day summit for Program Directors and selected principal candidates
May/June 2017	High Point and Sandhills began a second cohort of principal candidates
June 2017	Annual evaluation reports submitted by all six programs.
July 27, 2017	NCASLD and Grant*Prose* met with NCGA representatives from the Program Evaluation Division (PED) to discuss the upcoming submission of the Measurability Assessment.
July 31, 2017	Grant*Prose* submitted the Year 1 annual evaluation report to NCASLD.
August 1, 2017	NCASLD disseminated the Year 1 annual evaluation report to Provider agencies.
July 27 & August 23, 2017	NCASLD, Grant*Prose*, and SEAA met to develop plan and finalization, respectively, for Measurability Assessment documentation.
August 2017	NCASLD, Grant*Prose,* and SEAA developed responses and compiled supporting documentation for the Measurability Assessment submission.
August 28, 2017	NCASLD submitted the Measurability Assessment to PED.
August 2017	HPU Cohort 1, NCSU-DPLA, NCSU-NCLA, SREC Cohort 1, UNCG, WCU program participants began full-time internships
August 2017	Programs conducted formative assessment of interns.
August 30 & September 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	Grant*Prose* conducted observations of project activities.
October, 2017	NCALSD provided technical assistance to Providers via a virtual meeting regarding planning and budgeting for future cohorts.

Date	Activity
October 5, 2017	NCASLD and Grant*Prose* met to review the **Criteria & Scoring Rubric for Continued Funding Recommendations** (see Appendix D) as well as discuss each program's internship-related learning activities during Grant*Prose*'s TPP observations conducted in September 2017.
October 31, 2017	Grant*Prose* submitted the seventh quarterly (Year 2, Quarter 3) NCASLD evaluation report.
November 1, 2017	NCASLD hosted, along with NYCLA, the first *face-to-face* Professional Learning Network meeting.
November 6 – December 7, 2017	Grant*Prose* conducted on-site Program Director/team interviews to gather evidences for continued funding recommendations.
November 15-19, 2017	Program Directors attended the UCEA Convention and participated in a symposium regarding state-supported innovative leadership preparation programs.
December 2017	Grant*Prose* disseminated electronic surveys to (1) LEA representatives partnered with TPP Programs, (2) Program participants completing their internships in December/January, and (3) Principal Mentors of Program Participants completing their internships in December/January. Surveys included questions evaluating their respective TPP Program. Additionally, the Participant and Principal Mentor surveys included items pertaining to individual Participants and their competencies based on State standards.
December 13, 2017	NCASLD hosted, along with NYCLA, the first *virtual* Professional Learning Network meeting.
December 23, 2017	Grant*Prose* disseminated the mid-year report template to TPP Program Directors with a request to return the completed form by 1/31/18.
January 15, 2018	Grant*Prose* submits the eighth quarterly (Year 2, Quarter 4) NCASLD evaluation report.
January 31, 2018	Provider agencies submit TPP mid-year reports.
January 31, 2018	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.
Feb 13 – March 15, 2018	Grant*Prose* 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	Grant*Prose* provides NCASLD finalized Growth Plans based on results to date, which NCASLD disseminates to each TPP Provider agency
March 28, 2018	NCASLD and Grant*Prose* modify the program's logic model based on the PED Measurability Assessment suggestions.
March 29, 2018	NCASLD notifies TPP Provider agencies of NCASLD proposal to continue funding TPP programs at each institution for the 2018-19 year and beyond.
April 9, 2018	NCASLD and Grant*Prose* 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	Grant*Prose* 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	Grant*Prose* conducted continued observations of project activities.
June 2018	Annual evaluation reports submitted by all six programs.
May-August 2018	Grant*Prose* disseminated electronic surveys to incoming Program participants in order to assess baseline knowledge, self-efficacy, and commitment to the principalship.
July 31, 2018	Grant*Prose* 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	Grant*Prose* releases report on Funding Cycle II Participants' Pre-Survey Results
November 13, 2018	Grant*Prose* submits the quarterly (Year 3 Quarter 3) NCASLD Evaluation Report
December 15, 2018	Provider agencies submit TPP Mid-Year Report
January-March 2019	Grant*Prose* continues observing select coursework/authentic learning experiences for each TPP Provider
January-March 2019	Grant*Prose* conducted interviews with faculty members from each course observed this quarter
January-March 2019	Grant*Prose* 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	Grant*Prose* 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	Grant*Prose* 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	Grant*Prose* observed select LEA partnership activities for each Provider.
October-November 2019	Grant*Prose* conducts follow-up survey for participants that had completed a TPP program
December 2019	Grant*Prose* conducts surveys of mentor principal and TPP participants who completed their program in the Fall 2019 semester
January-February 2020	Grant*Prose* met with program leadership from each provider to discuss best practices observed in each program.
January 22, 2020	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.

Date	Activity
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.
June-July 2020	Annual evaluation reports submitted by all six programs.
July 1, 2020	NCASLD provided TP3 programs a legislative update (SB 113) which addressed internship stipends and the length of the grant cycles.
July 2020	Grant*Prose* conducts telephone interviews with LEA representatives.
July 31, 2020	Grant*Prose* submits the Year 4 annual evaluation report to NCASLD.
July-September 2020	Grant*Prose* disseminated electronic surveys to incoming Program participants in order to assess baseline knowledge, self-efficacy, and commitment to the principalship.
July-September 2020	GrantProse continues monitoring assistant principal and principal placements.
October 22, 2020	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting.
October 29, 2020	Grant*Prose* presentation to the NC Principal Fellows & Transforming Principal Preparation Program Commission Meeting
November 2020	Grant*Prose* produces a report disaggregating participant survey responses to the Executive Standards for School Administrators
October-December 2020	Grant*Prose* continue monitoring assistant principal and principal placements.
January 2021	Provider agencies submit TP3 mid-year reports.
January-March 2021	Grant*Prose* continue monitoring assistant principal and principal placements.
February 23, 2021	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting.
March 4, 2021	NSASLD presentation to the State Board of Education on the TP3 Program
March 11, 2021	NSASLD presentation to the PEPSC Commission on the TP3 Program.
March 2021	Grant*Prose* conducts interviews with SREC and Campbell University leadership to discuss the current Campbell principal preparation program and the new SREC Campbell University partnership.
March 24, 2021	EduationNC focused TP3 Program in the article “Transforming Principal Preparation Program Poised for the Future” https://www.ednc.org/2021-03-24-transforming-principal-preparation-program-poised-for-the-future/

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SREC/Campbell/HPU TP3 Model - Preliminary Findings

Report 5.07

Eleanor Hasse, Pamela Lovin, & William Carruthers [1]

Released: June 2021

INTRODUCTION

The Sandhills Regional Educational Consortium (SREC) Sandhills Leadership Program initiated a new partnership with Campbell University in the 2020-21 year in addition to their existing partnership with UNC-Pembroke (UNC-P). This report provides an overview of the new partnership with a comparison to the previously existing Campbell University Master of School Administration (M.S.A.) program. A comparison is also made to High Point University (HPU), another private IHE operating a transforming principal preparation (TP3) program. This report is informed by interviews with program leadership at SREC, Campbell University and HPU, documents and data provided by these programs, publicly available data, and Grant*Prose*'s previous evaluation of the TP3 funded programs.

BACKGROUND INFORMATION

SREC has partnered with UNC-P since 2016 to provide a transformed principal preparation program for participants selected from the Sandhills Regional Educational Service Alliance (RESA) school districts. Beginning in 2010, under the leadership of Dr. Peggy Smith, Coordinator of Campbell's M.S.A. program, Campbell initiated ongoing changes in their M.S.A. program to increase focus on preparation for job responsibilities of principals and improve alignment with the North Carolina Standards for School Executives. Dr. Smith explained that her *"vision for Campbell's M.S.A. from the very beginning has been that we would have competent, collaborative, empowering leaders who understood schools."* In service to that vision, she has been able to select faculty and make significant changes in curriculum and in the focus of the internship activities. However, she had not been able to institute a cohort model, nor a full-time internship with coaching for students. In June of 2020, Dr. Alfred Bryant, a former Dean at UNC-P, became Dean of Campbell's School of Education. Dr. Bryant had previously worked with SREC's Sandhills Leadership Program and initiated Campbell's partnership with SREC. The partnership allows SREC to better serve students and school districts in the northern counties of its region, while providing the financial resources for Campbell to offer a fully transformed program including a 10-month, full-time internship experience with coaching. The RESA superintendents continue to provide oversight and leadership to SREC partnerships with Campbell and UNC-P.

"My vision for Campbell's M.S.A. from the very beginning has been that we would have competent, collaborative, empowering leaders who understood schools."

[1] Suggested citation: Hasse, E., Lovin, P., & Carruthers, W. (2021, June). *SREC/Campbell/HPU TP# Model - Preliminary Findings (Report 5.07).* Garner, NC: Grant*Prose*, Inc.

SIZE AND SCOPE

The new SREC/Campbell partnership began their first cohort of students in the Spring of 2021. Before this, the SREC and Campbell programs were similar in size, but SREC placed significantly more and a greater percentage of graduates in principal and assistant principal positions. From 2016 - June 2020, the SREC program graduated 50 participants, 32 (64%) of whom had been hired as principals or assistant principals in North Carolina by March 2021. An additional 11 (22%) were employed in Instructional Support or Central Office leadership positions. An additional group of 10 participants graduated in December 2020 and four more participants are set to graduate in May 2021. During a similar timeframe, Campbell's M.S.A. program graduated 46 students, 16 of whom (35%) have been hired as North Carolina principals or assistant principals and an additional 13 (28%) of whom have been hired into Instructional Support or Central Office leadership positions as of March 2021. Five students who enrolled in the Campbell program during this time are still enrolled in the program as of March 2021.

Some notes on the current status of the SREC/Campbell partnership include:

- The SREC/Campbell Partnership was approved by SREC RESA Superintendents and follows a similar model to SREC/UNC-P.
- The SREC/Campbell program has accepted 10 students who will form their own SREC cohort and merge with the current SREC/UNC-P cohort for some activities.
- The SREC TP3 program will support tuition for the Campbell 36-credit hour M.S.A. program.
- Students will complete 10-month, full-time internships with salaries supported by MSA funds during the internship. They will be fully released from teaching responsibilities during their internships.
- The 10-member cohort is diverse: 70% female, 30% Black/African American, and 10% Hispanic.
- The expected graduation for this SREC/Campbell cohort is May 2022.
- Selected costs include:
    - SREC/Campbell participant costs including tuition, fees, books etc. will be fully paid for by the TP3 program.
    - Salaries for the 10-month internship will be funded through North Carolina's MSA fund.
    - SREC is also covering participant fringe benefits (e.g. hospitalization, retirement) during their internship.
    - LEAs will pay for the participants' local supplements.
    - SREC is analyzing its TP3 funds to determine the extent to which funding is sufficient to providing coaching for the Campbell students.
    - Participants may have some out-of-pocket costs, for example, travel to a conference although in the past these costs have been covered or partially covered by LEAs.
    - Overall program costs for Campbell students are expected to be similar to those of the SREC/UNC-P partnership.
    - As with the SREC/UNC-P partnership, Hoke County Schools is the fiscal agent for distributing TP3 funds.

SREC/CAMPBELL BEST PRACTICES IMPLEMENTATION

Informed by the TP3 legislation and the research literature (e.g., Darling-Hammond, LaPointe, Meyerson, Orr, & Cohen, 2007) on which the legislative requirements were based, Grant*Prose* staff identified a suite of best practices in pre-service principal preparation and documented ways in which these practices were implemented across the five TP3 programs funded from 2016-2020. [2] These practices are currently being implemented in the new SREC/Campbell partnership as follows:

- Provision of program leadership: Program Leadership is similar to the SREC/UNC-P model. Jim and Emilie Simeon are leading the SREC program and providing administration, collaborating closely with Dr. Peggy Smith and Dr. Al Bryant at Campbell University. All leaders project a strong sense of vision for the program. Oversight is provided by the SREC Superintendents.
- LEA engagement: LEA engagement is provided through the SREC RESA superintendents. SREC works closely with LEAs in all aspects of program.
- Recruitment and selection: The 10 SREC/Campbell students were recruited and selected through an LEA nomination process followed by an SREC review of their qualifications including an interview and written responses. Then the candidates apply to Campbell and go through the University's vetting process. This is the same process as that used by SREC/UNC-P.
- Implementation of a cohort: The SREC/Campbell students are in a cohort of 10 for most program activities including most courses; some elective courses are separate from the cohort and will have a mix of other Campbell students. For some additional activities such as conferences and retreats the SREC/Campbell cohort will be combined with the SREC/UNC-P cohort.
- Authentic experiences: Campbell has had an emphasis on authentic learning experiences and project-based learning in courses previous to this partnership and is working closely with SREC to ensure participant experiences are similar across UNC-P and Campbell. Campbell faculty include experienced practitioners, and SREC is planning meetings this spring and summer with both UNC-P and Campbell to further align programs including courses, assignments, and portfolio requirements. SREC's vision is that the resulting TP3 program will build on strengths of each IHE.
- Emphasis on instructional leadership and issues of equity: This has been an emphasis in Campbell's program as it has been in all of the TP3 programs. Course descriptions and leadership interviews indicate that this will continue as a strong emphasis in the SREC/Campbell partnership.
- Emphasis on high need schools: The participating LEAs include many high-need schools; both SREC and Campbell place a strong emphasis on strategies for serving high-need schools in high-need rural LEAs. The elements of transformative leadership are stressed throughout the program through field experiences, case studies, and readings.
- Full-time internship with coaching and mentoring: Ten-month full-time internships supported by MSA funds are planned for the 2021-22 school year. SREC will implement the cross-district "switch" experience for interns in the SREC/Campbell cohort, similar to its model with UNC-P students. SREC plans to hire an additional coach to work with the

[2] See, for instance, Hasse, E., Carruthers, W., & Lovin, P. (2019, October). *Best Practices in Pre-Service Principal Preparation (Report 4.05)*. Garner, NC: Grant*Prose*, Inc.

SREC/Campbell students, and coaching will be provided to all participants at a similar intensity to what has been provided through SREC/UNC-P model.

- Evaluation and continuous improvement: Both SREC and Campbell University plan to collect feedback from multiple stakeholders including LEA representatives through the RESA process and students and faculty through surveys. These data will be used to inform future programming decisions.

Table 1 shows which elements of these best practices were present in the Campbell program before the SREC partnership and now during the SREC/Campbell partnership, and compares these elements that Grant*Prose* has otherwise determined are present in the TP3 program at HPU.

Table 1: Key Elements of Best Practices at Campbell Pre-SREC, Now During SREC/Campbell Partnership, and Found in HPU TP3 Program

Best Practice	Key Elements	Campbell (Pre-SREC)	SREC/Campbell	HPU
		Elements Present	Elements Present	Elements Present
Program Leadership	Dedicated leadership provides vision for program. Has power to choose faculty, change curriculum, and partner with LEAs.	Dedicated leadership provides vision for program. Has power to choose faculty, change curriculum, and partner with LEAs. Oversight provided by Dean. Leadership entirely supported by Campbell funding. Faculty support for transitional activities provided by Campbell.	Dedicated joint SREC Campbell leadership provides vision for program. Has power to choose faculty, change curriculum, and partner with LEAs. Oversight from RESA Superintendents. Campbell leadership entirely supported by Campbell funding. Faculty support for transitional activities provided by Campbell.	Dedicated leadership provides vision for program. Has power to choose faculty, change curriculum, and partner with LEAs. Oversight provided by Department Chair and Dean. Leadership partially supported by TP3 funding.
LEA Engagement	MOU defines roles of LEA and IHE. The LEA partners in recruiting and selecting participants. LEAs and IHEs coordinate placement of interns. Regular meetings are scheduled with opportunity for feedback and continuous improvement.	MOUs with some districts. Some partnership in recruitment and placement.	LEAs engaged through RESA. LEAs play lead role in recruiting and selecting participants. SREC coordinates closely with superintendents to place interns. Program is on regular agenda and job-alike RESA meetings. Campbell has MOUs in place with all participating districts.	LEAs engaged by program director. Regular communication. Joint recruitment and selection of participants, and close coordination in placement of interns.
Recruitment	Recruitment includes LEA and IHE outreach. Program recruits teachers with demonstrated success in leadership of adults and attention to diverse applicants.	Recruitment led by IHE, multiple channels, participants self-select to apply.	Recruitment led by LEAs through a tapping process	Joint recruitment process with multiple recruitment channels.

Best Practice	Key Elements	Campbell (Pre-SREC)	SREC/Campbell	HPU
		Elements Present	Elements Present	Elements Present
Selection	LEA and IHE joint multi-tiered process - often includes live assessment or simulation (pre-COVID).	Selection led by IHE.	Joint multi-tiered selection process led by LEAs - includes IHE application and screening process.	Joint multi-tiered selection process led by IHE.
Cohort	Students take most or all classes together (most without other non-cohort students). Group activities (e.g. ropes courses, retreats) are designed to develop relationships and professional network.	Students progress at their own pace.	Students take most or all classes together without other non-cohort students. Group activities are designed to develop relationships and professional network.	Students take most or all classes together without other non-cohort students. Group activities are designed to develop relationships and professional network.
Full-time internship	Interns are released from all teaching responsibilities during full-time internship. Placements made focus on intern needs rather than personnel needs of school/district.	Interns are still expected to fulfill full-time teaching responsibilities during internship. Placement is at the same school where the participant teaches or in alternative placements as needed.	Interns are released from all teaching responsibilities during full-time internship. Placements made focus on intern needs rather than personnel needs of school/district.	Interns are released from all teaching responsibilities during full-time internship. Placements made focus on intern needs rather than personnel needs of school/district.
Coaching	Coaching provided by an experienced school leader. Coaching is in addition to IHE supervisor or principal mentor. Regularly visits intern at placement.	Coaching is provided by IHE intern supervisor and site supervisor. Three visits are scheduled (beginning, middle, and end of internship).	Coaching for interns is planned; will be provided by an experienced school leader. Coaching will be in addition to IHE supervisor or principal mentor and follow same model as SREC/UNC-P.	Coaching provided by an experienced school leader. Coaching is in addition to IHE supervisor or principal mentor. Regularly visits intern at placement.

Best Practice	Key Elements	Campbell (Pre-SREC)	SREC/Campbell	HPU
		Elements Present	Elements Present	Elements Present
Coursework incorporating authentic experiences	Courses are aligned to overall program and each other. Curriculum has regular input from practitioners. Assignments incorporate realistic simulations and field experiences.	Courses are aligned to overall program and each other. Curriculum has regular input from practitioners. Assignments incorporate realistic simulations and field experiences.	Courses are aligned to overall program and each other. Curriculum has regular input from practitioners. Assignments incorporate realistic simulations and field experiences.	Courses are aligned to overall program and each other. Curriculum has regular input from practitioners. Assignments incorporate realistic simulations and field experiences.
Emphasis on instructional leadership and issues of equity	Role of principal as instructional leader emphasized. Program includes attention to issues of equity and strategies for increasing equity.	Role of principal as instructional leader emphasized. Program includes attention to issues of equity and strategies for increasing equity.	Role of principal as instructional leader emphasized. Program includes attention to issues of equity and strategies for increasing equity.	Role of principal as instructional leader emphasized. Program includes attention to issues of equity and strategies for increasing equity.
Emphasis on high need schools	Interns are prepared to be transformational leaders in high poverty schools. Field experiences, case studies, readings etc. include strategies for transformation in high need schools.	Interns are prepared to be transformational leaders in high poverty schools. Field experiences, case studies, readings etc. include strategies for transformation in high need schools.	Interns are prepared to be transformational leaders in high poverty schools. Field experiences, case studies, readings etc. include strategies for transformation in high need schools.	Interns are prepared to be transformational leaders in high poverty schools. Field experiences, case studies, readings etc. include strategies for transformation in high need schools.
Evaluation and continuous improvement	Program has multiple mechanisms for collecting and incorporating feedback from all stakeholders.	Program has multiple mechanisms for collecting and incorporating feedback from all stakeholders.	Program has multiple mechanisms for collecting and incorporating feedback from all stakeholders.	Program has multiple mechanisms for collecting and incorporating feedback from all stakeholders.

CONCLUSIONS

SREC has been able to extend its model to a partnership with a second university partner, scaling program transformation to another principal preparation program in the state and spreading the impact of the TP3 program with low additional leadership costs. Dr. Peggy Smith at Campbell has received no direct TP3 funding in the form of salary support. The SREC scaling was facilitated by the extensive transformation activities that Campbell had already undertaken, Dean Bryant's experience with the SREC program in his previous position at UNC-P, and the close coordination between the SREC and the RESA superintendents. The Campbell and UNC-P partnerships with SREC both provide a model for transformative efforts for the ongoing parallel MSA programs at Campbell and UNC-P. The possibility of program replication and scaling through partnership with multiple regional universities may be an advantage of a RESA led model in keeping with the model SREC is implementing.

The review of the implementation of previously identified best practices in principal preparation in the various programs indicates that while Campbell University was able to implement considerable transformation in advance of the partnership with SREC, several essential elements of the suite of best practices now planned or instituted had not been instituted prior to the partnership (e.g., cohort modeling, 10-month internship). Moreover, graduates of the SREC TP3 program were more likely to secure positions in school level administration as principals and assistant principals than graduates at Campbell prior to their joining the SREC partnership.

The SREC/Campbell partnership implemented a joint LEA IHE multi-tiered selection process and is enabling Campbell to offer participants a fully transformed program including a ten month, full-time internship experience with coaching and a cohort model fostering a professional network. It is unlikely Campbell could maintain this transformed model in the future without TP3 and MSA funding. The partnership also benefits SREC and the Sandhills LEAs by providing a program in the northern part of the Sandhills region and leveraging Campbell's existing LEA relationships. The SREC partnerships will benefit both UNC-P and Campbell by providing opportunities to benchmark and share curriculum and best practices.

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OBSERVATION REPORT
NC Transforming Principal Preparation Program PLN Observations: 2020-21 [1]
Report 5.08
Pamela Lovin, Bill Carruthers, & Eleanor Hasse
Released June 2021

OVERVIEW

The North Carolina Association for School Leadership Development (NCASLD) hosted three Transforming Principal Preparation Program (TP3) Professional Learning Network (PLN) meetings in 2020-21. Because of COVID restrictions, the meetings were held virtually via Zoom and lasted between two and four hours. The five original TP3 principal preparation programs (HPU, NCSU, SREC, UNCG, and WCU) attended along with new TP3 principal preparation programs (ECU, UNCC, NCCU, and NCSU). Additionally, other stakeholders, such as Grant*Prose,* SEAA, and TP3/NC Principal Fellow (NCPF) Commission members, attended. The sessions were led by Shirley Prince, NCASLD, Mary Jo Dunnington, The Leadership Academy [2]; and various speakers.

OBSERVATION - October Meeting

Thursday, October 22, thirty-four people gathered for the fall PLN. (The list of participants is available in Appendix B). Shirley Prince welcomed participants and reviewed the goals of the day. (The agenda is available in Appendix A). The goals of the meeting included reflecting on and sharing challenges and adaptations the programs made in order to meet the needs of aspiring school leaders' during COVID-19, providing a forum for networking and connecting with peers engaged in this work, and learning about free resources available to the programs. (The PLN PowerPoint slides are available in Appendix C.)

Mary Jo Dunnington used a Collaborative Document (the link was shared with participants via email and the chat) as one tool to facilitate discussions. Michelle Jarney introduced **Coaching for Culturally Responsive Leadership**. This program uses a competency-based coaching model with language and skills to address inequities and develop a culturally responsive educational environment. TP3 programs may register up to three people (with the possibility of additional positions if space allows) for this training which will be provided by The Leadership Academy in January 2021. After the PLN meeting, 14 people representing 5 programs—UNCG, WCU, NCCU, WCU and UNCC—subsequently completed this training.

[1] Suggested citation: Lovin, P., Carruthers, W., & Hasse, E. (2021, June). *NC Transforming Principal Preparation Program PLN: 2020-21 (Report 5.08).* Garner, NC: Grant*Prose*, Inc.
[2] The New York Leadership Academy is now known as The Leadership Academy.

The majority of the afternoon was spent in breakout groups. The four breakout groups consisted of seven or eight participants who represented a variety of programs. The groups discussed the following questions:

- To what extent – and how – are you rethinking or restructuring your program for this year given that it provides a heightened opportunity to test many of the skills our programs build such as resilience, instructional change management, systems thinking, communications, etc.?
- We know schools look different in so many ways right now. How have you shifted or revised residency assessments to keep aspiring leaders in a space of adaptive learning aligned to standards, not just the technical doing of school right now?
- In what ways are inequities that students and families face showing up in surprising or unexpected ways in the districts you work with because of the current situation? How can/are you design(ing) your curriculum and assessments to support aspiring leaders in seeing and dismantling these inequities students are facing?
- The realities of COVID-19 are forcing us to move away from some traditional ways of teaching and gathering, and to find new ways to support the learning of aspiring leaders. Share an aspect of your program that is now better/stronger because of these shifts. Share an area that you are struggling with because of these shifts that you'd like to hear ideas from your colleagues.

The breakout groups were given 45 minutes to discuss these issues. Each group established a timekeeper and note taker. The key points were shared with all the groups via the collaborative document. The groups were encouraged to share new ideas and challenges during the whole group discussion.

To finish up the meeting, participants were invited to an optional session to learn about SchoolSims. This is a collection of virtual simulations which provide the opportunity for school leaders to practice difficult conversations, make judgements and identify and correct bias. After the PLN, 10 people representing six entities including ECU, WCU, HPU, and NCCU requested access to this resource.

FEEDBACK-October Meeting

At the end of the session, the participants were invited to complete a feedback form on the PLN meeting. Seventeen 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. Six percent of the respondents chose Strongly Disagree or Disagree for Q4. **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 for the October 21st PLN	
Survey Item	**Percentage Responding Strongly Agree or Agree**
Q1. This PLN had clear objectives.	100%
Q2. This PLN was relevant to my professional development needs.	100%
Q3. This PLN was well structured.	100%
Q4. This PLN provided me with useful resources.	94.1%
Q5. This PLN was engaging.	100%
Q6. This PLN included adequate opportunities for participants to consider applications to their own professional practice.	94.1%
Q7. This PLN was of high quality overall.	100%

Participants' comments to the open-ended question, "*Please provide any specific thoughts and feedback you have regarding the October 21st PLN session*" are recorded in **Table 2**.

Table 2. Specific Thoughts and Feedback Regarding the October 21st PLN
"Thanks for the time to network! Need to look at coaching frameworks already created in the state before moving into other frameworks."
"The folks of the original 5 funded programs know each other well and reach out to each other regularly. How can we use PLN time to grow these types of bonds with the newly funded programs as well?"
"Continue to work on helping us develop culturally responsive leaders."
"This was my first meeting. I enjoyed meeting the attendees and having time to hear about experiences across the state. I look forward to the next session."
"I very much enjoyed the time to share and learn in small groups. Please keep that for future sessions."
"I think allowing us to pick our own facilitators, etc. in the breakout groups is the best. They do not need to be assigned ahead of time. The best facilitators are ones that want to step up and do it."
"Excellent vision and action plan for the year!"
"I like to hear and learn how other programs are utilizing their program coordinator. I am also looking forward to the Coaching training and sharing best practices; Monthly meetings are essential to hearing and learning best practices. Thank you for hosting this meeting. The interaction was professional and impactful."
"Thank you for the opportunity to collaborate and discuss with others! Being new to this position, this opportunity is so appreciated."

Table 2. Specific Thoughts and Feedback Regarding the October 21st PLN
"Thank you for the opportunity to collaborate with our colleagues and share best practices."

Observation-February Meeting

Tuesday, February 23, over 100 people gathered for the winter PLN. (The list of participants is available in Appendix F). TP3 programs were encouraged to invite leadership for partnering LEAs to participate in this PLN. Shirley Prince welcomed participants and reviewed the goals of the day. (The agenda is available in Appendix E). Mary Jo Dunnington introduced the speaker, Meredith Honig. Dr. Honig serves as a professor at the University of Washington and the director of the District Leadership Design Lab where she works with a variety of districts and has conducted research with over 750 hours of observation and over 300 interviews. (The PLN PowerPoint slides are available in Appendix G.)

Beyond Supervision: Partnering for Principals' Success was the focus of the winter meeting. Dr. Honig shared how her research looked at time on instructional leadership, understanding of instructional leadership, and engagement in progressively more ambitious instructional leadership practice. Participants were encouraged at the beginning of the session to identify what is resonating with them so far, what is a personal learning goal for the session, and what is the next step to take. The first step was to discuss the problems of principalship, principal professional development, and principal supervision. In small groups, the participants discussed the following questions: In my own experience, what do principal supervisors do when they support principals' growth as instructional leaders? and How does that approach to principal supervision compare with principal supervision in my pipeline?

Dr. Honig explained how the researched districts created communities of practice in which principals helped lead their own learning while using specific teaching and learning activities. These communities of practice allowed the school leaders to model instructional leadership growth for their faculties. In small groups, the PLN participants were encouraged to compare this approach to principal supervision to what is occurring in their own local principal pipeline. The small groups were given an opportunity to share with the whole group what is promising about the ideas for change and their next steps. As participants began to reconsider principal supervision, Dr. Honig discussed strategies such as strategic grouping, mentoring, buffering, and central office transformation. Participants were given yet another opportunity to reflect, individually, as a small group and a whole group.

FEEDBACK-February Meeting

At the end of the session, the participants were invited to complete a feedback form on the PLN meeting. Thirty-six surveys were completed. A copy of the survey is located in Appendix H.

The survey began with seven Likert-scale items addressing the PLN. Eighty-eight (88%) percent or more of the respondents choose either Strongly Agree or Agree for the seven Likert-scale items. Three percent of the respondents chose Strongly Disagree or Disagree for Q2. **Table 3** shows the percentage of individuals who responded Strongly Agree or Agree to each item.

Table 3. Percentage of Respondents Indicating Strongly Agree to Likert Survey Items for the February 23th PLN	
Survey Item	**Percentage Responding Strongly Agree or Agree**
Q1. This PLN had clear objectives.	97.2%
Q2. This PLN was relevant to my professional development needs.	88.9%
Q3. This PLN was well structured.	91.7%
Q4. This PLN provided me with useful resources.	91.7%
Q5. This PLN was engaging.	91.7%
Q6. This PLN included adequate opportunities for participants to consider applications to their own professional practice.	94.4%
Q7. This PLN was of high quality overall.	100%

Participants' comments to the open-ended request, "Please provide any specific thoughts and feedback you have regarding the February 25th PLN session:" are recorded in **Table 4**.

Table 4. Specific Thoughts and Feedback Regarding the February 25th PLN
"Exceptional presenter – loved the number of breakout groups for discussion as well as the "Free Writes" before and after these mini sessions."
"Great session!"
"Enjoyed the numerous break-out sessions and meeting new colleagues. Thank you for putting the questions in the CHAT for those sessions. Enjoyed it and have some goals for immediate future."
"Very thought provoking. My question to me: How can the ideas proposed in the session become more of your current reality?"
"Great session."
"This work is about re-working that nature of principal "supervision," and the name of the session should be changed accordingly. Otherwise, really well done. I especially liked your Zoom crowd management techniques. They made the session much more enjoyable."
"This was an awesome PD. It has really caused me to reflect and continue to change my work as a principal supervisor more towards the instructional side. "
"Thank you for the breakout rooms! Great engagement in small groups. Appreciate the collaboration and networking opportunities."
"More strategies and information from Meredith, possibly less breakout. I thought it was great!"
"I appreciate Dr. Honig's method of presentation- excellent distillation of research into practical implementation. Thanks to Shirley and Tracy for setting this up."

"Great to hear that much of what our Principal Supervisors are engaged in is effective for principals' growth. It was also good to hear the endorsement that the Principal Supervisor should be able to be more focused on instructional leadership instead of chasing down other departments' tasks for them."

"As a leadership prep program director, I struggled to understand our role in what I thought was the focus of the session – shifting principal supervision towards principal growth. As the session went on, I got some nuggets about how we can use what we learned today to inform and refine our prep program and strengthen our partnerships with districts. I also LOVED being with district partner practitioners and those from other programs to learn from them and hear their thoughts. I know that Meredith established topics for the breakout sessions. In my breakouts a lot of times we diverged from those listed topics. The breakout conversations were rich, and I had some wonderful conversations that I value highly. In summary, this was an unusual session for me in that I didn't understand the purpose/relevance to my role and how the structure of the session supported session objectives. That said, I did learn some good stuff that I need to chew on more, and I had wonderful, rich conversations with a variety of folks from multiple roles and districts, which was awesome. Also, and this is a small thing: In the future when we have Zooms, please have a specific whole-group break time. When I'm on Zooms and we are supposed to take a break as part of a breakout group time, we never actually get to a break. I can only cross my legs and think of deserts for so long. "

"I think that more would have been gained from our small group sessions had there been between 5-6 people in them. Thank you for sharing the articles with us prior to the session today."

Observation-May Meeting

Tuesday, May 25, thirty-five people gathered for the spring PLN. (The list of participants is available in Appendix J). The goals of the meeting included providing a forum for networking and connecting with peers engaged in this work, hearing about what lies ahead for oversight of the TP3 program, and learning about free mentor principal training resource available to the programs. (The agenda is available in Appendix I). Mary Jo Dunnington introduced Innovation Share Out. Each program was provided five minutes to share one key programmatic innovation with the PLN. Some programs prepared slides which are available in Appendix K. Highlights of the share out includes the use of assessments (HPU), expanded Switch experience (SREC), and mentor principal selection process (UNCG).

Participants were then invited to select a discussion group focused around the following questions: How does your program use the NC Principal Evaluation rubric and related materials from DPI with interns?; What gatekeeping measures does your program use to ensure students continue progressing through the program and when do you use them?; and, What does your program do to train, support, and manage the coaches who work with your interns? Discussion groups met for approximately 20 minutes and recorded ideas on a shared google document that was available to all participants. The next breakout session focused on the following questions: What learning objectives, content, resources, etc. are you using in your program around the topic of leading through crisis?; What learning objectives, content, resources, etc. are you using in your program around the topic of safety and wellness?; and What learning objectives, content, case studies, resources, etc. are you using in your program around the topic of equity and

culturally responsive practice? After returning to the main virtual meeting room, the participants were invited to share new and exciting ideas with the whole group.

Dr. Eddie Price discussed North Carolina Principal Fellows and the TP3 merger.
Bill Carruthers, president of Grant*Prose*, thanked the programs for their participation in the evaluation process and shared the final evaluation steps. Closing out the main session, Shirley Prince reflected on the development of the PLN network. Finally, Rachel Scott from The Leadership Academy discussed the Mentor Training Modules which are available for free to all TP3 program.

FEEDBACK-May Meeting
At the end of the session, the participants were invited to complete a feedback form on the PLN meeting. Sixteen surveys were completed. A copy of the survey is located in Appendix L.

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. Six percent of the respondents chose Strongly Disagree or Disagree for Q2, Q3, Q4, and Q6. **Table 5** shows the percentage of individuals who responded Strongly Agree or Agree to each item.

Table 5. Percentage of Respondents Indicating Strongly Agree to Likert Survey Items for the May 25th 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%

Participants' comments to the open-ended question, "*Please provide any specific thoughts and feedback you have regarding the May 25th PLN session*" are recorded in **Table 6**.

Table 6. Specific Thoughts and Feedback Regarding the May 25th PLN
"Enjoyed learning from Colleagues and seeing friends!"
"Excellent networking session! I learned a lot! Thank you!"
"Great session. Just burned out on Zoom. Want to be in person. Know that can't be helped now."
"I enjoyed the sharing session! Got some great ideas for our own program."

"Excellent Session. Thanks so much for everything!!"

"I appreciated programs being able to share innovative practices. We could have used more time in breakout rooms but I understand time is limited. Thanks to all!"

"Thank you for collaboration!"

"A five minute limit is a five minute limit. Some of our colleagues need some comfortable enforcement."

"Breakout groups were too large for discussion with limited time"

"A bio break is needed for everyone, even just 5" I hated to step away during a presentation but found it necessary to do so. 120" for virtual sessions is very long for many participants. Over all, a very productive, engaging, and timely sessions – loved sharing out the innovations and practices today!"

"This session was one of the most helpful we've had thus far. ☺"

"The breakout sessions and lessons learned were very beneficial. We could use more time to hearing innovative practices. Discussions were well facilitated by all presenters. Job well done."

CONCLUSION

The professional learning networks conducted by NCASLD for TP3 programs provided an opportunity for the original TP3 programs and new TP3 program to meet and discuss shared insights. This year, the PLNs presented shared research-based findings which the participants could adjust to their programs. The original principal preparation programs had the opportunity to strengthen their connections while forming new relationship with the new TP3 programs.

List of Appendices for PLN October Meeting

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Appendix A: PLN October Meeting Agenda

Transforming Principal Preparation PLN Meeting
Wednesday, October 21, 2021 10:30 a.m.–12:30 p.m.

Agenda:

1. Welcome & Announcements (5 min)
2. Ice Breaker (5 min)
3. Overview of Coach Training Opportunity (20 min)

Michelle Jarney from The Leadership Academy will provide a short overview of Coaching for Culturally Responsive Leadership, a workshop that will be offered free of charge to up to 35 TP3 faculty/coaches over three 4-hour virtual sessions on January 13, 20, and 27 (9 a.m. to 1 p.m. each day)

4. Program Updates and Discussion of Adjustments and Learnings During COVID-19 (60 min)

We'll spend time in cross-program breakout groups sharing and discussing current problems of practice and successes, given the shifts necessitated by the pandemic. See discussion questions below.

5. Overview of SchoolSims (30 min – Optional)

We'll spend time hearing from SchoolSims who provide online, software simulations that assist aspiring school leaders through everyday leadership challenges. TP3 grantees will be invited this year to use these simulations with their aspiring principals covered through NCASLD.

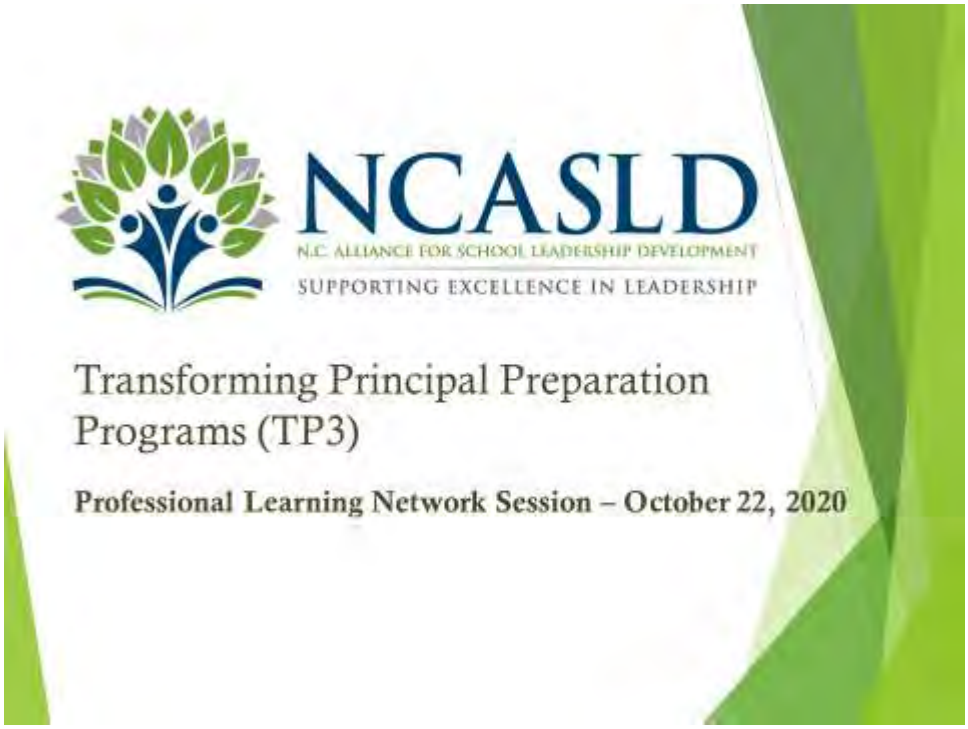
Discussion Questions for October 21:

- To what extent – and how – are you rethinking or restructuring your program for this year given that it provides a heightened opportunity to test many of the skills our programs build such as resilience, instructional change management, systems thinking, communications, etc.?
- We know school looks different in so many ways right now, how have you shifted or revised residency assessments to keep aspirings in a space of adaptive learning aligned to standards, not just the technical doing of school right now?
- In what ways are inequities that students and families face showing up in surprising or unexpected ways in the districts you work with because of the current situation? How can/are you design(ing) your curriculum and assessments to support aspiring leaders in seeing and dismantling these inequities students are facing?
- The realities of Covid-19 are forcing us to move away from some traditional ways of teaching and gathering, and to find new ways to support the learning of aspiring leaders. Share an aspect of your program that is now better/stronger because of these shifts. Share an area that you are struggling with because of these shifts that you'd like to hear ideas from your colleagues around.

Appendix B: PLN October Meeting Attendees

Organizers		Mary Jo Dunnington-The Leadership Academy Tracy Story- NCASLD Shirley Prince- NCASLD
Speaker		Michelle Jarney
TP3/NCPF Commission Members		Dr. Eddie Price-Director Tony Stewart
North Carolina State Education Assistance Authority		Michelle Hemmer
Attendees by Original TP3 Program	**HPU-HPLA:**	Barbara Zwadyk Amy Holcombe Sandy Sikes Debra Barham
	NCSU:	Bonnie Fusarelli Cathy Williams Lesley Wirt Pat Ashley Teresa Pierrie Dianne Griffiths Melissa Jackson Claudia Smith
	SREC-SLPDP:	Jim Simeon
	UNCG-PPEERS:	Kimberly Kapper-Hewitt Carl Lashley Onna Jordan
	WCU-NCSELP:	Heidi VonDohlen Jess Weiler
New NC Principal Fellow/TP3 Programs	**ECU***	Hall Holloman Karen Jones Cassandra White
	UNC-C*	Debra Morris
	NCCU*	Lakisha Rice Jennifer Jarrett
	Central Carolina RESA*	Dana Stutzman
Grant*Prose* Evaluation Team		Bill Carruthers Pamela Lovin

Appendix C: PLN October Meeting PowerPoint



Goals for Today

- Reflect on and share challenges and adaptations your programs have made in order to meet your aspiring school leaders' needs during COVID-19
- Provide a forum for networking and connecting with peers engaged in this work
- Learn about resources available to your programs for free

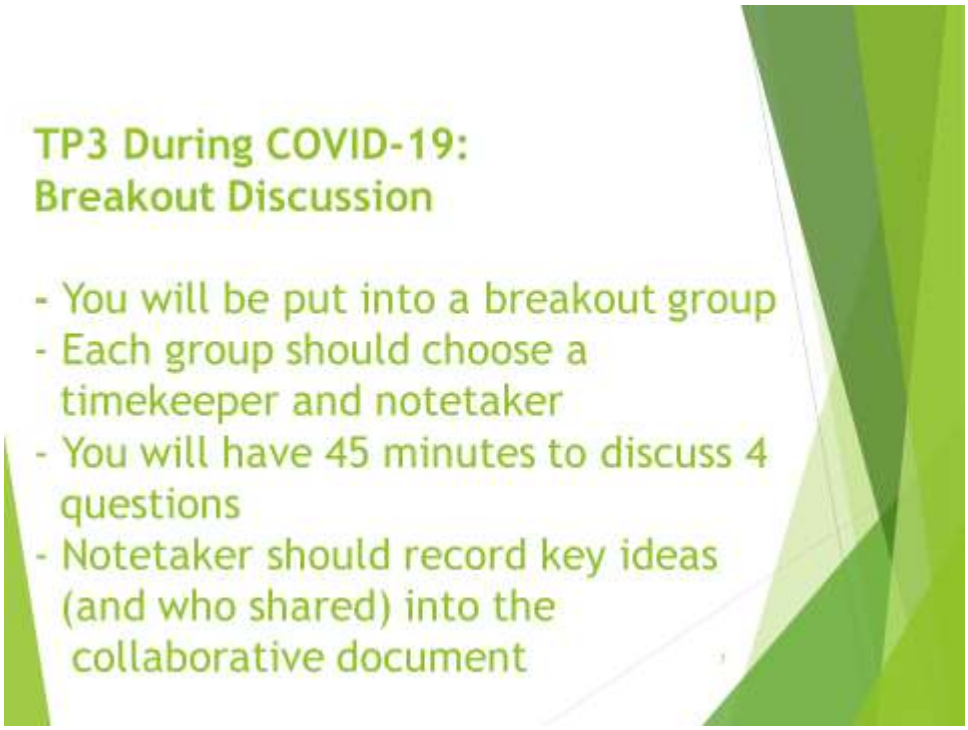
Ice Breaker:

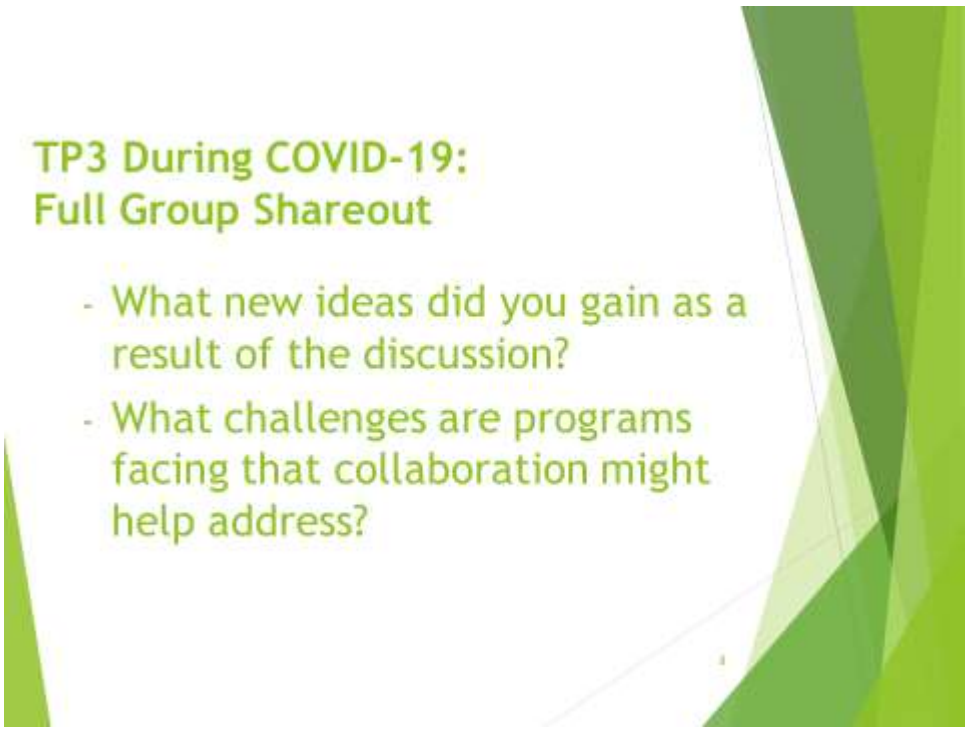
- If you had to pick a song that best represents your experience during the past seven months, what would it be?

Go into Collaborative Document (link in chat) and enter your song into one of the boxes in the table at the top.

Upcoming PLN Dates:
Coaching for Culturally Responsive Leadership Workshop: January 13, 20, 27, 2021, 9 a.m.-1 p.m. (virtual)
(TP3 programs may register up to three people; additional spots may be available. Register through NCASLD/Tracy Story)
TP3 Virtual PLN
Tuesday, February 23, 2021, 1-4 p.m.
Guest Speaker: Meredith Honig, University of Washington
TP3 PLN
Wednesday, April 21, 10 a.m.-3 p.m. (Raleigh)

Coaching for Culturally Responsive Leadership
Michelle Jarney
THE LEADERSHIP ACADEMY
Empowering leaders. Transforming schools for every student.


TP3 During COVID-19:
Breakout Discussion
- You will be put into a breakout group
- Each group should choose a timekeeper and notetaker
- You will have 45 minutes to discuss 4 questions
- Notetaker should record key ideas (and who shared) into the collaborative document


TP3 During COVID-19:
Full Group Shareout
- What new ideas did you gain as a result of the discussion?
- What challenges are programs facing that collaboration might help address?

SchoolSims Overview

Appendix D: PLN October Evaluation Form

TP3 PLN Session Feedback - October 21, 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 and The Leadership Academy.

* Required

This PLN Session had clear objectives. *

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

This PLN Session was relevant to my professional development needs. *

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

This PLN Session was well structured. *

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

This PLN Session provided me with useful resources. *

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

This PLN Session was engaging. *

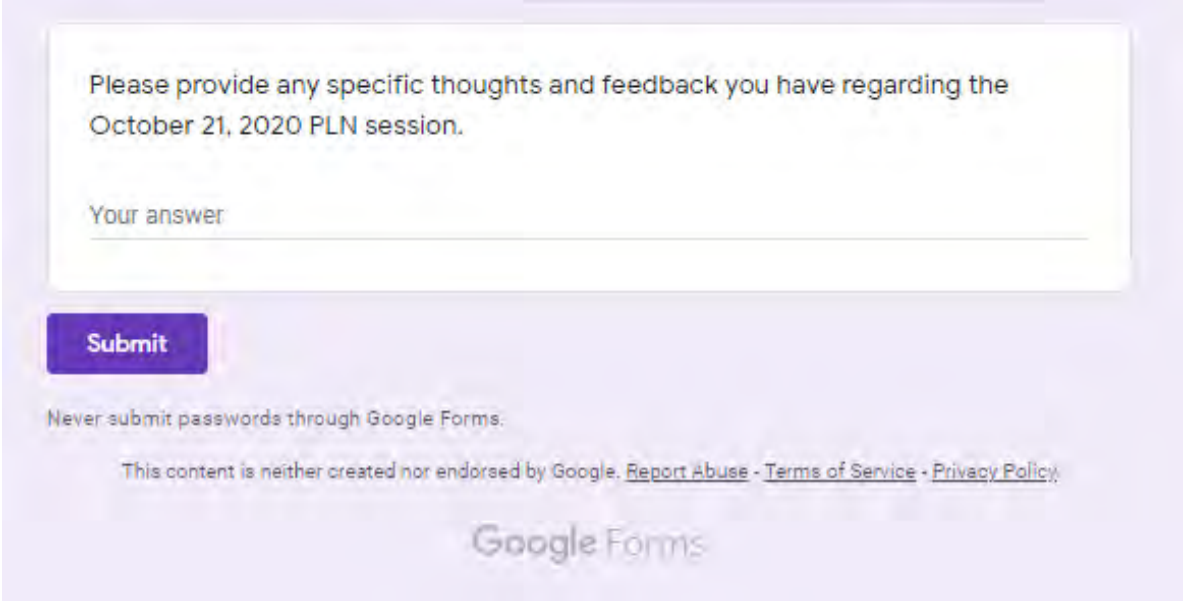
- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

This PLN Session included adequate opportunities for participants to consider applications to their own professional practice. *

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

This PLN Session was of high quality overall. *

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree


Please provide any specific thoughts and feedback you have regarding the October 21, 2020 PLN session.
Your answer
Submit
Never submit passwords through Google Forms.
This content is neither created nor endorsed by Google. Report Abuse - Terms of Service - Privacy Policy
Google Forms

List of Appendices for PLN February Meeting

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Appendix E: PLN February Meeting Agenda

Transforming Principal Preparation PLN Meeting
Tuesday, February 23, 2021 1:00 p.m.–4:00 p.m.

Building Strong School Leadership Pipelines: The Role of Principal Supervision – Session Overview

Principal supervision is an essential part of a strong principal pipeline focused on helping principals grow as instructional leaders. But not all forms of principal supervision support that growth and some even interfere with it. What makes the difference? And what are the implications for our work across our principal pipelines?

We will take up those questions in a session led by Meredith Honig, Professor and Director of the District Leadership Design Lab (DL2) at the University of Washington. Meredith and her team have conducted some of the most extensive research on principal supervision as well as other district central office supports for principals' growth and success.

Meredith has organized the session to:
(1) Deepen our understanding of the research on what kind of principal supervision helps principals grow as instructional leaders and how district leaders and others can support it, and
(2) Help us identify next steps for principal supervision in our systems and implications for other parts of our principal pipelines

For more information on the research and experience that Meredith will share in this session:
-See the book – Supporting principals for instructional leadership
-Visit: http://dl2.education.uw.edu/resources/principal-supervisors/

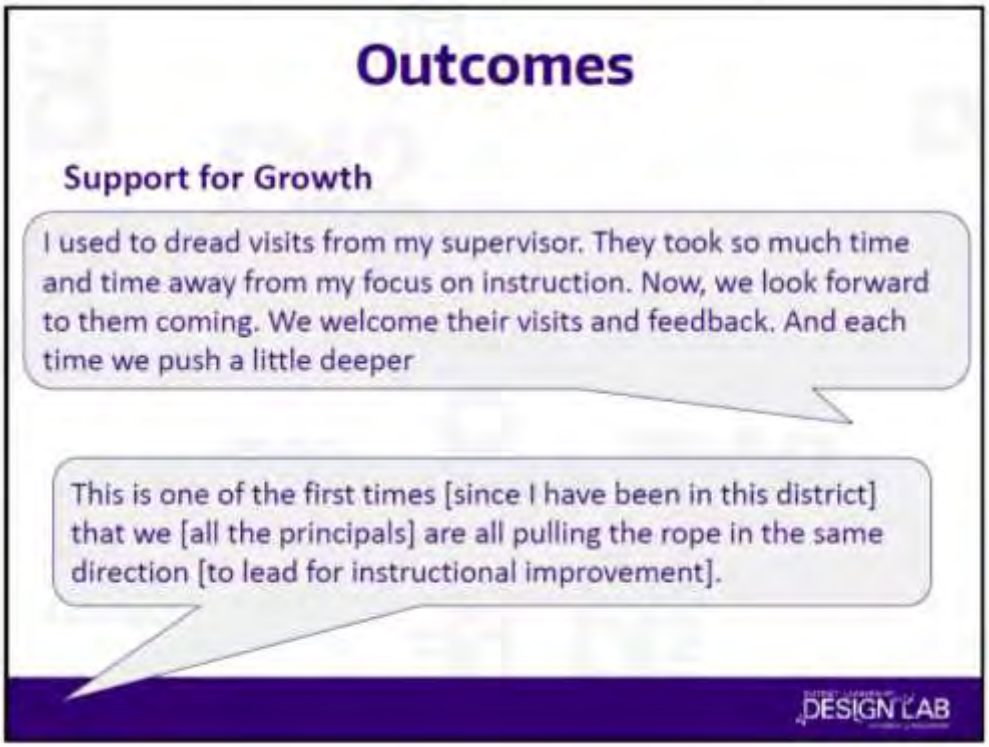
Honig's and DL2's work on principal supervisors is part of a broader line of research on how school district central offices matter to equitable, excellent teaching and learning districtwide. For more information, see:
-The two attached pieces
-http://dl2.education.uw.edu/

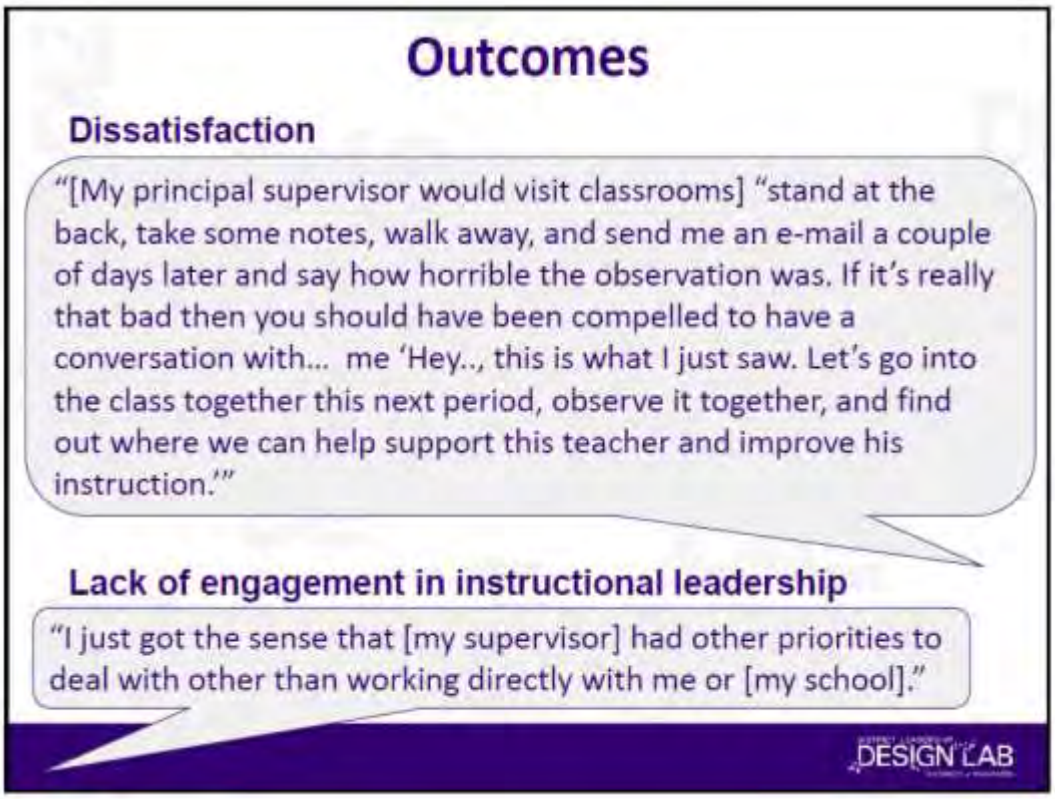
Appendix F: PLN February Meeting Attendees

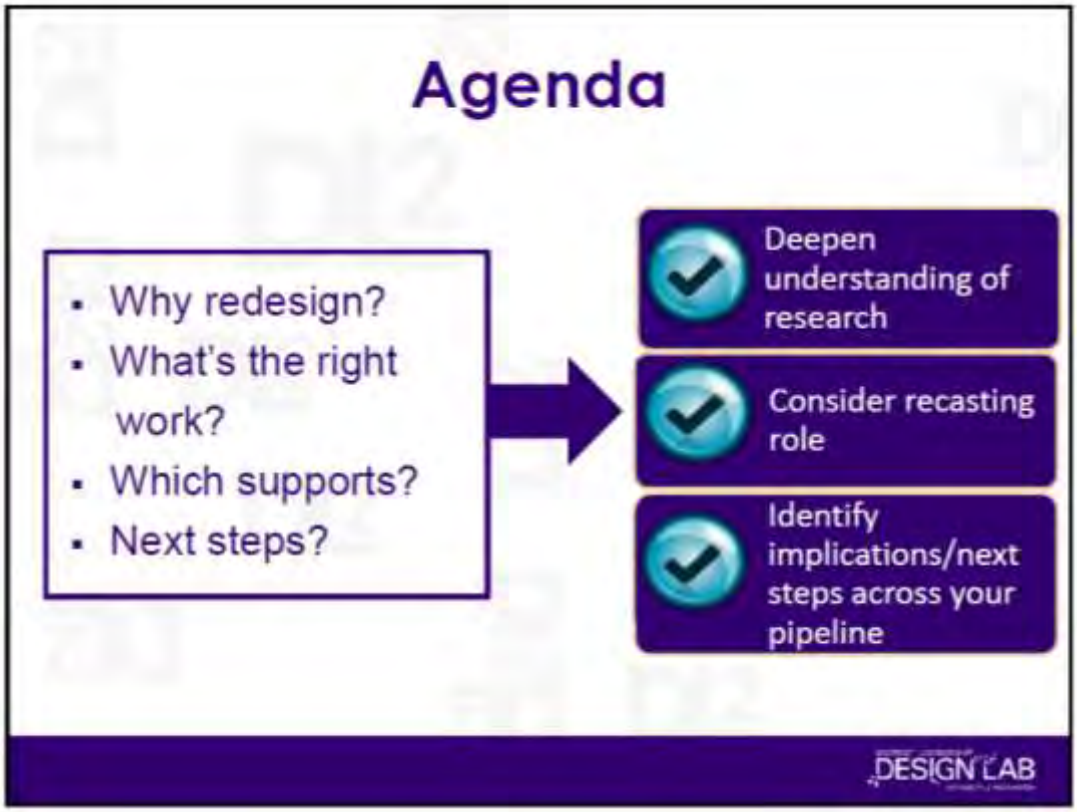
Organizers		Mary Jo Dunnington-The Leadership Academy Tracy Story- NCASLD Shirley Prince- NCASLD
Speaker		Meredith Honig
Other stakeholders		Tony Stewart-TP3/NCPF
		Terrence Scarborough Director or SARA NC
Attendees by Original TP3 Program	**HPU-HPLA:**	Amy Holcombe Barbara Zwadyk Sandy Sikes Debra Barham
	NCSU:	Bonnie Fusarelli Lance Fusarelli Cathy Williams Lesley Wirt Teresa Pierrie
	SREC-SLPDP:	George Norris Jim Simeon Emilee Simeon Peggy Smith
	UNCG-PPEERS:	Kimberly Kapper-Hewitt Carl Lashley Mark Rumley Onna Jordan
	WCU-NCSELP:	Heidi VonDohlen Jess Weiler Cathy Andrews Andy Peoples
New NC Principal Fellow/TP3 Programs	**ECU***	Hall Holloman Karen Jones Cassandra White
	UNC-C*	Debra Morris
	NCCU*	Lakisha Rice Portia Gibbs-Roseboro Jennifer Jarrett
	Central Carolina RESA*	Dana Stutzman Ed Croom
LEA Representatives	74 representatives from the partner districts: Asheville City, Cabarrus, Catawba, Charlotte-Mecklenburg, Cumberland, Davidson, Davie, Durham, Gates, Greene, Guilford, Haywood, Harnett, Johnston, Lexington City, Mooresville Graded, Nash, Northampton, Person, Randolph, Richmond, Robeson, Rockingham, Roanoke Rapids Graded, Scotland, Stanly, Surry, Union, Warren, Wake, Washington, Wilson, Winston-Salem/Forsyth, and Yadkin	
Grant*Prose* Evaluation Team		Pamela Lovin

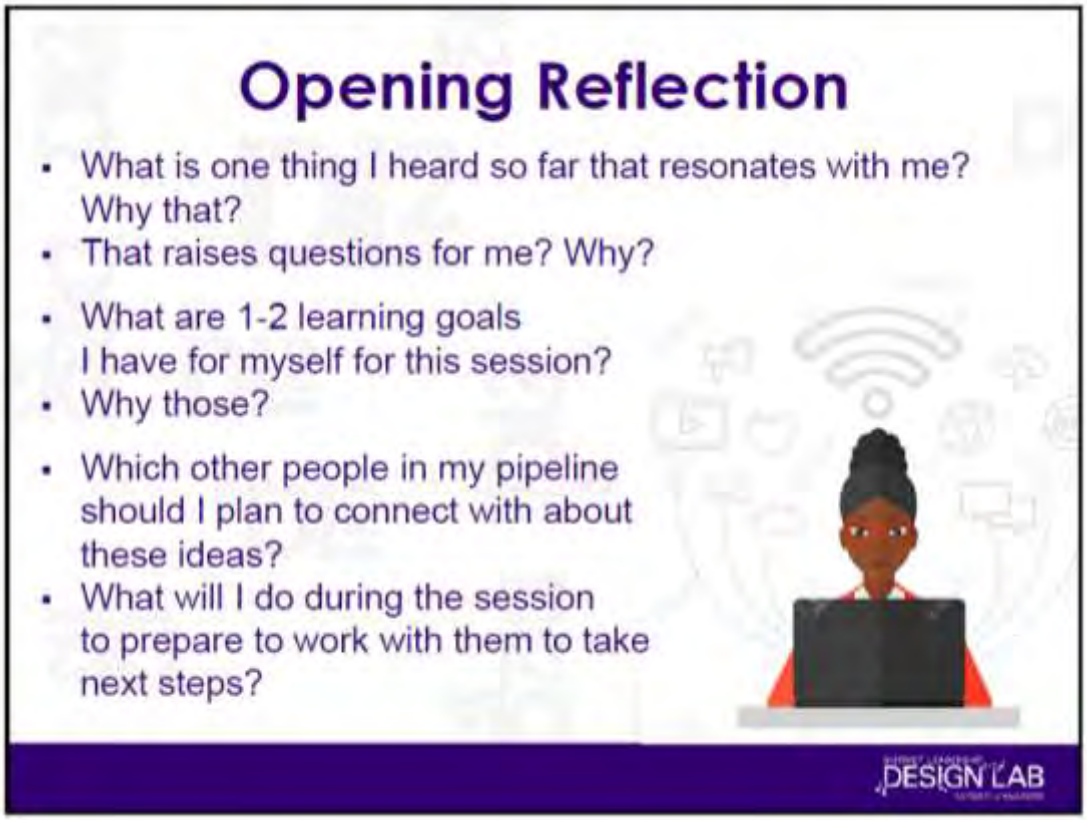
Appendix G: PLN February Meeting PowerPoint

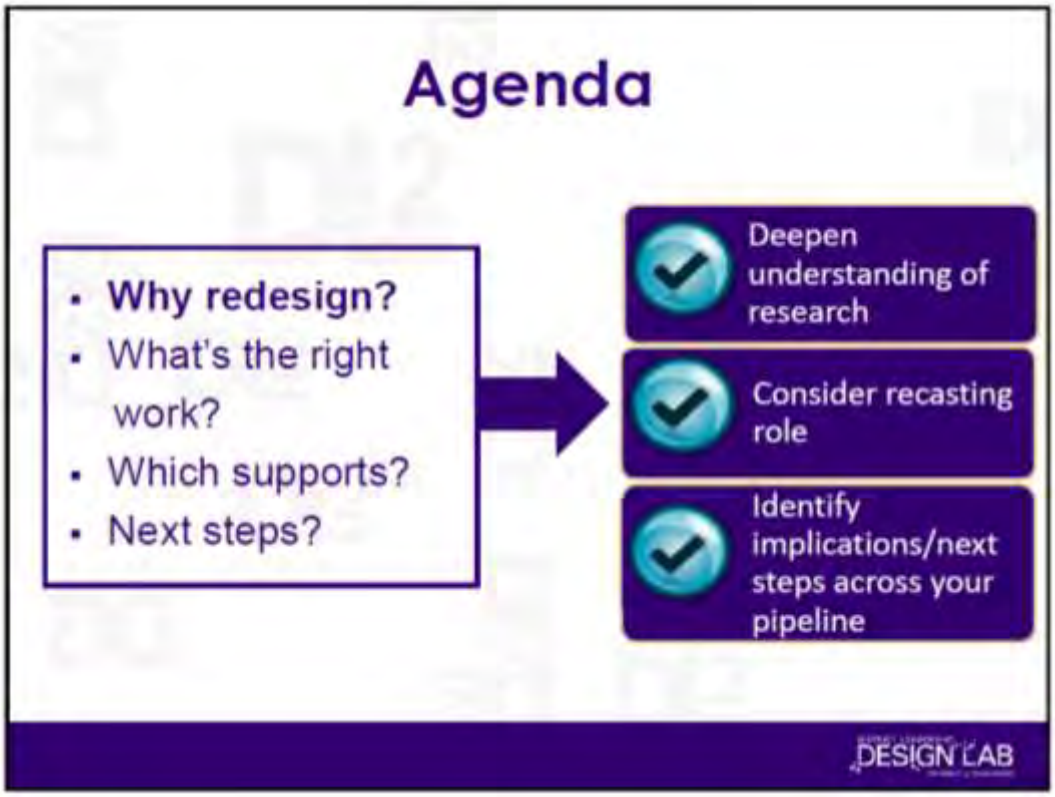
Wide Variation in Outcomes
• Time on instructional leadership
• Understanding of instructional leadership
• Engagement in progressively more ambitious instructional leadership practice
DESIGN LAB


Outcomes
Support for Growth
I used to dread visits from my supervisor. They took so much time and time away from my focus on instruction. Now, we look forward to them coming. We welcome their visits and feedback. And each time we push a little deeper
This is one of the first times [since I have been in this district] that we [all the principals] are all pulling the rope in the same direction [to lead for instructional improvement].
DESIGN LAB


Outcomes
Dissatisfaction
"[My principal supervisor would visit classrooms] "stand at the back, take some notes, walk away, and send me an e-mail a couple of days later and say how horrible the observation was. If it's really that bad then you should have been compelled to have a conversation with... me 'Hey.., this is what I just saw. Let's go into the class together this next period, observe it together, and find out where we can help support this teacher and improve his instruction.'"
Lack of engagement in instructional leadership
"I just got the sense that [my supervisor] had other priorities to deal with other than working directly with me or [my school]."
DESIGN LAB


Agenda
Why redesign?
What's the right work?
Which supports?
Next steps?
Deepen understanding of research
Consider recasting role
Identify implications/next steps across your pipeline
DESIGN LAB


Opening Reflection
What is one thing I heard so far that resonates with me? Why that?
That raises questions for me? Why?
What are 1-2 learning goals I have for myself for this session?
Why those?
Which other people in my pipeline should I plan to connect with about these ideas?
What will I do during the session to prepare to work with them to take next steps?
DESIGN LAB


Agenda
Why redesign?
What's the right work?
Which supports?
Next steps?
Deepen understanding of research
Consider recasting role
Identify implications/next steps across your pipeline
DESIGN LAB

Problem in Practice

- Principalship
  - Vital to excellent, equitable teaching and learning
  - Ill-defined
  - Awash in operations
  - Stuck in red tape
- Principal PD
  - Non-existent
  - "Sit-and-get"
- Principal Supervision
  - Operations not instruction
  - Compliance not support

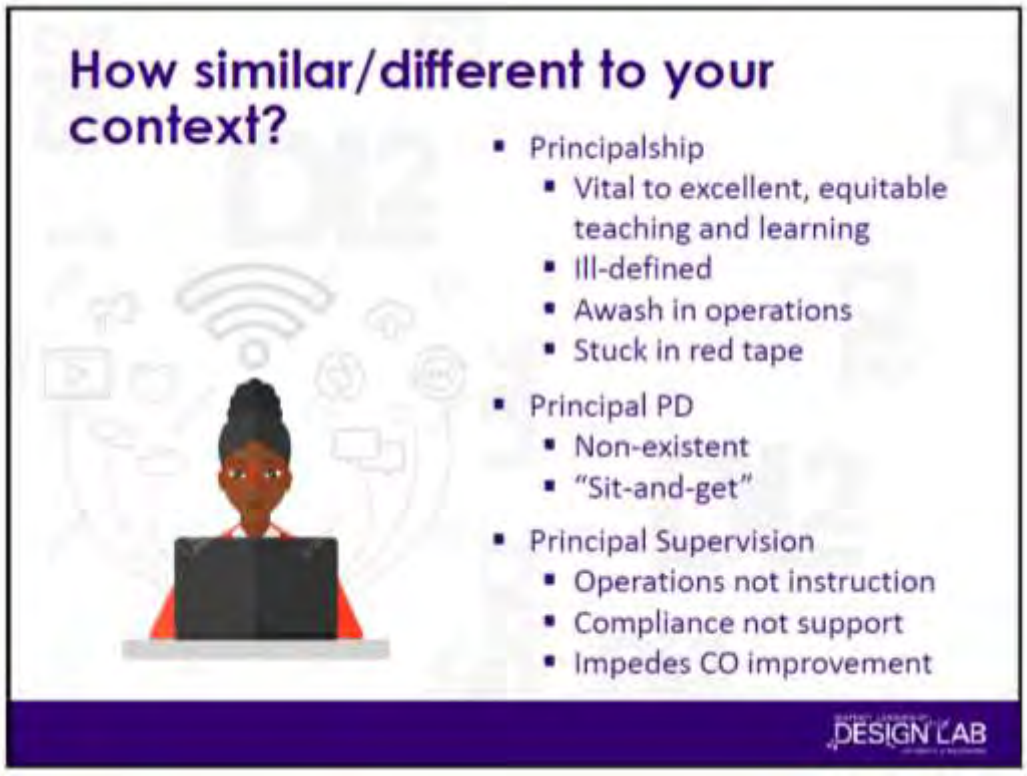
DESIGN LAB

Wide Variation in Outcomes

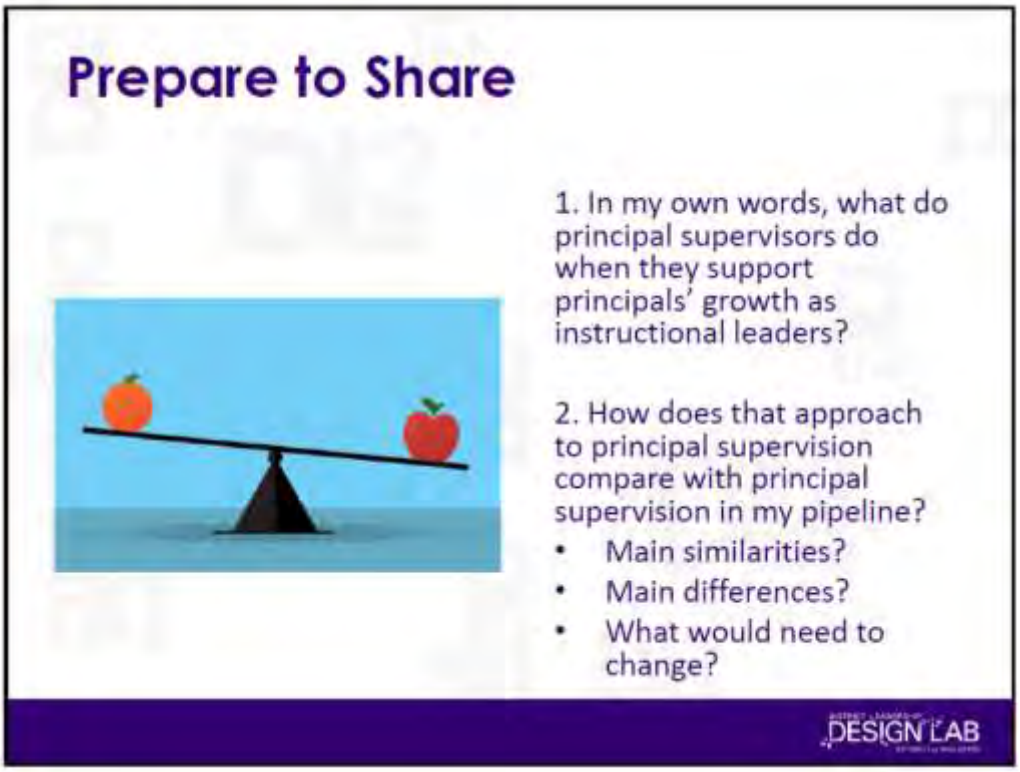
- Time on instructional leadership
- Understanding of instructional leadership
- Engagement in progressively more ambitious instructional leadership practice

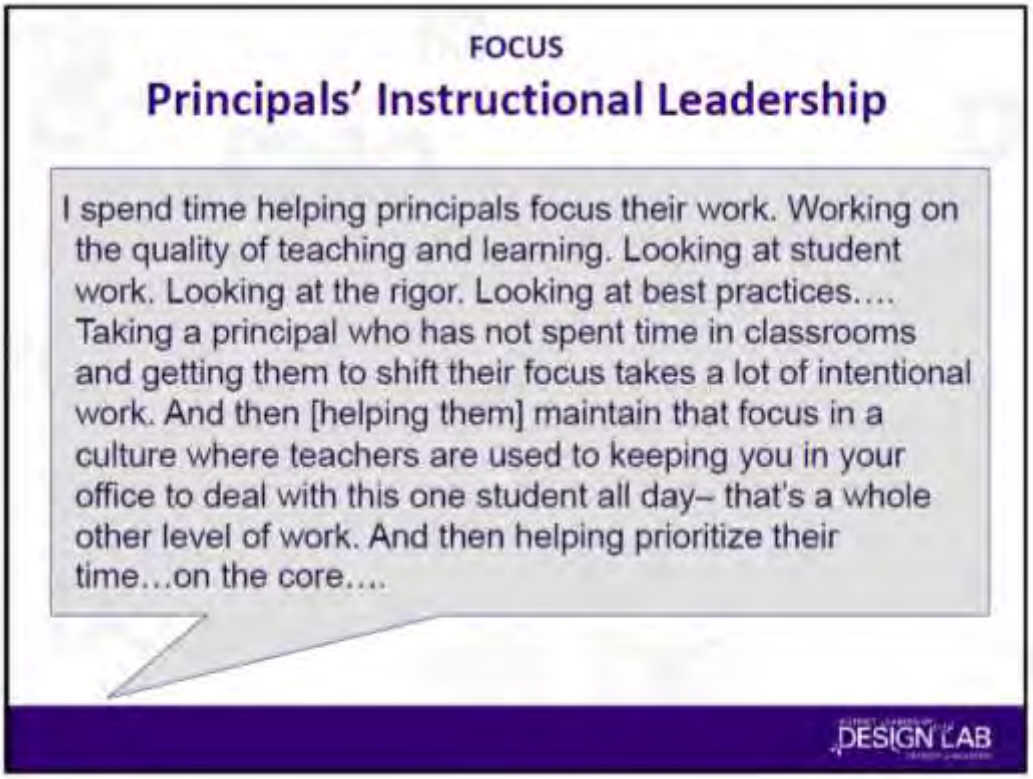
DESIGN LAB

Impedes central office improvement
Central Office
DESIGN LAB


How similar/different to your context?
Principalship
Vital to excellent, equitable teaching and learning
Ill-defined
Awash in operations
Stuck in red tape
Principal PD
Non-existent
"Sit-and-get"
Principal Supervision
Operations not instruction
Compliance not support
Impedes CO improvement
DESIGN LAB

Learning-focused Partnerships
DESIGN LAB


Prepare to Share
1. In my own words, what do principal supervisors do when they support principals' growth as instructional leaders?
2. How does that approach to principal supervision compare with principal supervision in my pipeline?
• Main similarities?
• Main differences?
• What would need to change?
DESIGN LAB


FOCUS
Principals' Instructional Leadership
I spend time helping principals focus their work. Working on the quality of teaching and learning. Looking at student work. Looking at the rigor. Looking at best practices.... Taking a principal who has not spent time in classrooms and getting them to shift their focus takes a lot of intentional work. And then [helping them] maintain that focus in a culture where teachers are used to keeping you in your office to deal with this one student all day– that's a whole other level of work. And then helping prioritize their time...on the core....
DESIGN LAB

1:1 & Communities of Practice
Helped principals lead own learning
Used specific teaching-and-learning moves
Principals' Instructional Leadership
DESIGN LAB

Help principals lead own growth

- Why?
  - Research on importance of agency to learning
  - Practical limitations of outside support
- How?
  - Learning planning
  - Modeling
  - Brokering

DESIGN LAB

Learning Planning

From...

- Annual goal setting
- [illegible] visits focused on [illegible] observations, light feedback, troubleshooting
- End-of-year evaluation

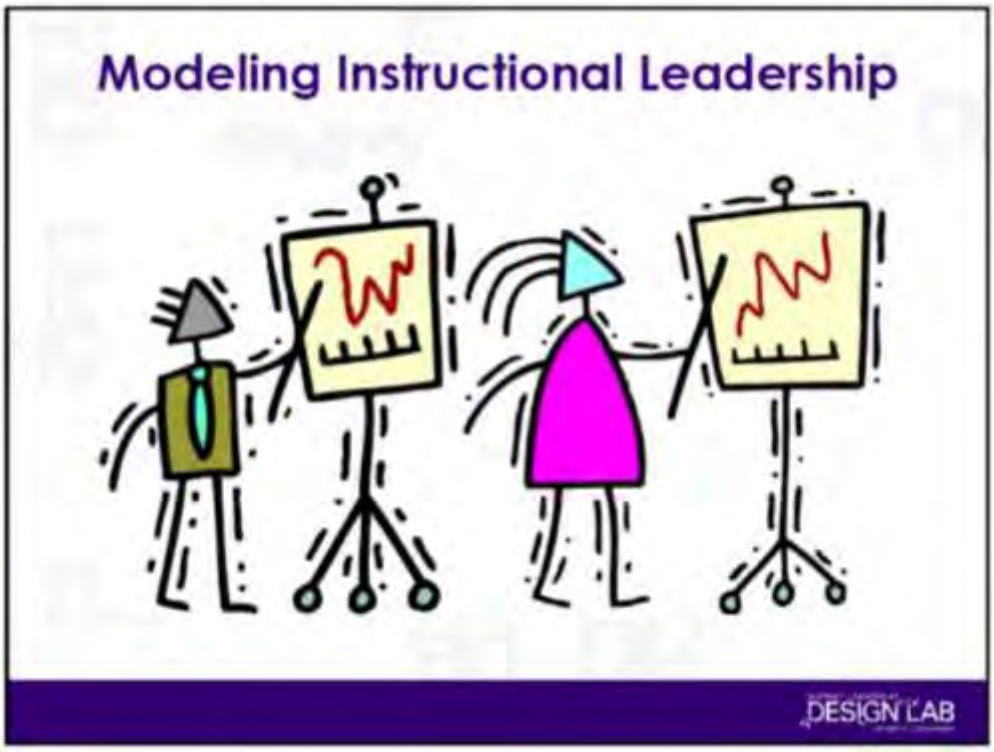
To... Professional Growth Planning

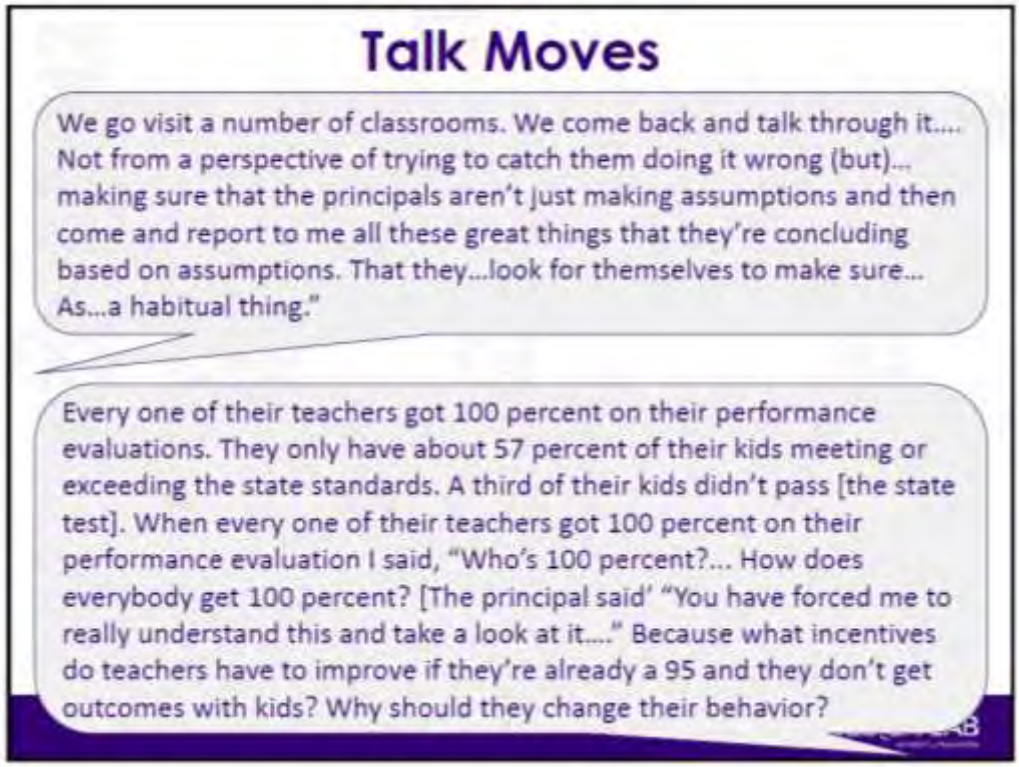
Principals consult with PS to:

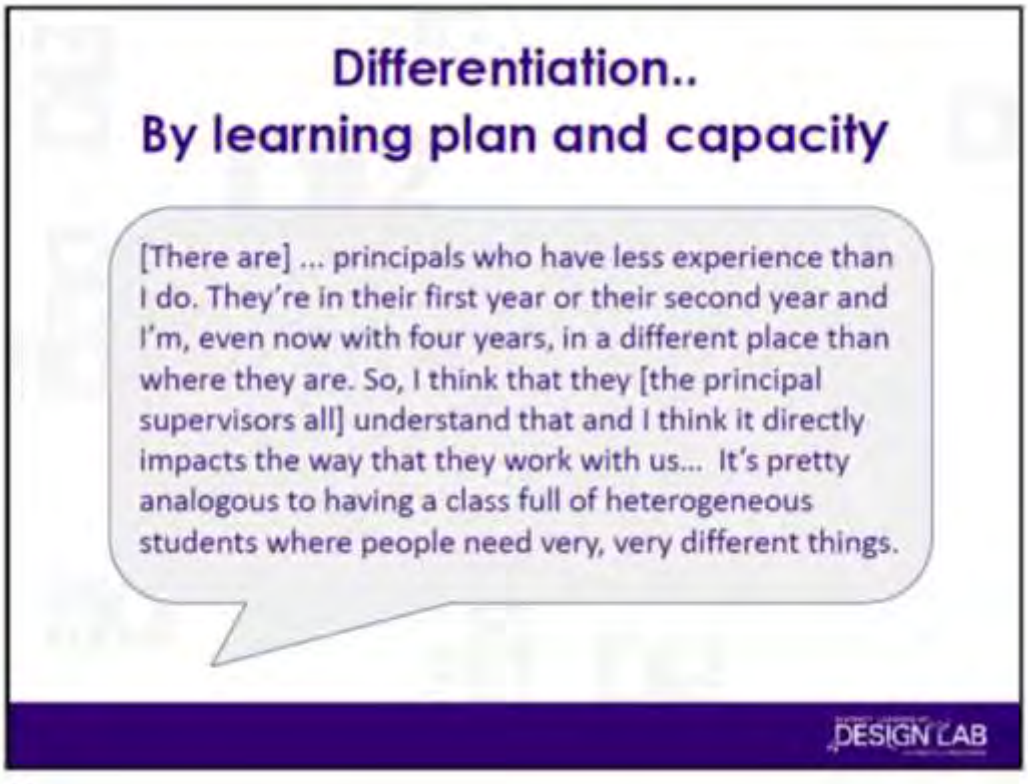
- Conduct evidence-based self-assessments
- Identify growth targets
- Develop research-based learning plan (70-20-10 rule)
- Execute and continuously self-monitor
- Use PS strategically to supplement the plan

DESIGN LAB

1:1 & Communities of Practice
Helped principals lead own learning
Used specific teaching-and-learning moves
Principals' Instructional Leadership
DESIGN LAB


Modeling Instructional Leadership
DESIGN LAB


Talk Moves
We go visit a number of classrooms. We come back and talk through it.... Not from a perspective of trying to catch them doing it wrong (but)... making sure that the principals aren't just making assumptions and then come and report to me all these great things that they're concluding based on assumptions. That they...look for themselves to make sure... As...a habitual thing."
Every one of their teachers got 100 percent on their performance evaluations. They only have about 57 percent of their kids meeting or exceeding the state standards. A third of their kids didn't pass [the state test]. When every one of their teachers got 100 percent on their performance evaluation I said, "Who's 100 percent?... How does everybody get 100 percent? [The principal said' "You have forced me to really understand this and take a look at it...." Because what incentives do teachers have to improve if they're already a 95 and they don't get outcomes with kids? Why should they change their behavior?


Differentiation..
By learning plan and capacity
[There are] ... principals who have less experience than I do. They're in their first year or their second year and I'm, even now with four years, in a different place than where they are. So, I think that they [the principal supervisors all] understand that and I think it directly impacts the way that they work with us... It's pretty analogous to having a class full of heterogeneous students where people need very, very different things.
DESIGN LAB

Brokering

Bridging

Buffering

DESIGN LAB

Mediator

I'm a buffer and a translator. I take mandates, expectations, and re-frame them in such a way that they are meaningful and relevant and manageable for principals. That's my job. And to break it down for them and to simplify and tell them stuff that, especially for my new principals, everything is not equally important, but . . . "Don't drop the ball on this."

DESIGN LAB

DL2 PS Performance Standards 3.0

- Dedicates their time to helping principals grow as instructional leaders
- Works intensively with principals to help them lead their own growth as instructional leaders
- Uses teaching-and-learning moves when working with principals one-on-one to support principals' growth as instructional leaders
- Uses teaching-and-learning moves when leading principal communities of practice to support principals' growth as instructional leaders
- Engages principals in the formal district principal evaluation process in ways that support principals' growth as instructional leaders
- Selectively and strategically participates in other central office work processes to maximize the extent to which they and principals focus on principals' growth as instructional leaders

DESIGN LAB

Small Group Consultations

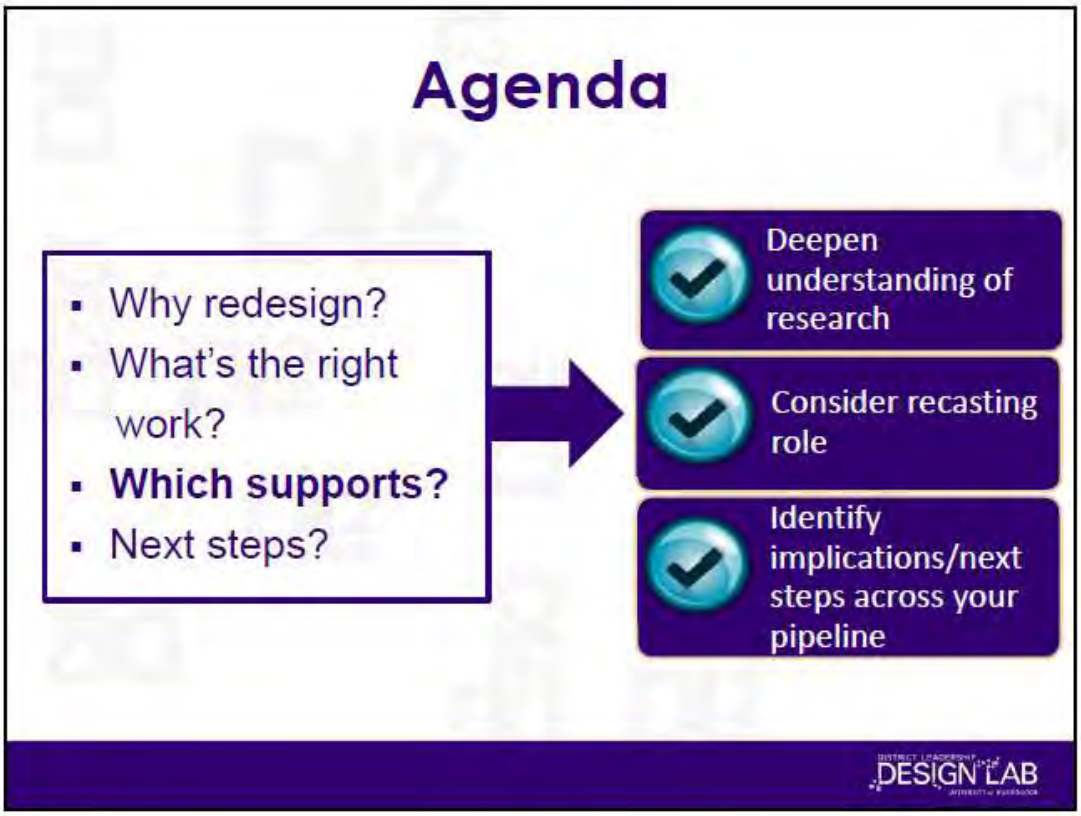
A. Prepare to share responses to the reflection questions

1. In my own words, what do principal supervisors do when they support principals' growth as instructional leaders?
2. How does that approach to principal supervision compare with principal supervision in my pipeline?
   - Main similarities?
   - Main differences?
   - What would need to change?

B. Share responses to #2 for feedback (5 minutes each)

- What's promising about the ideas for change?
- Suggestions for next steps?

DESIGN LAB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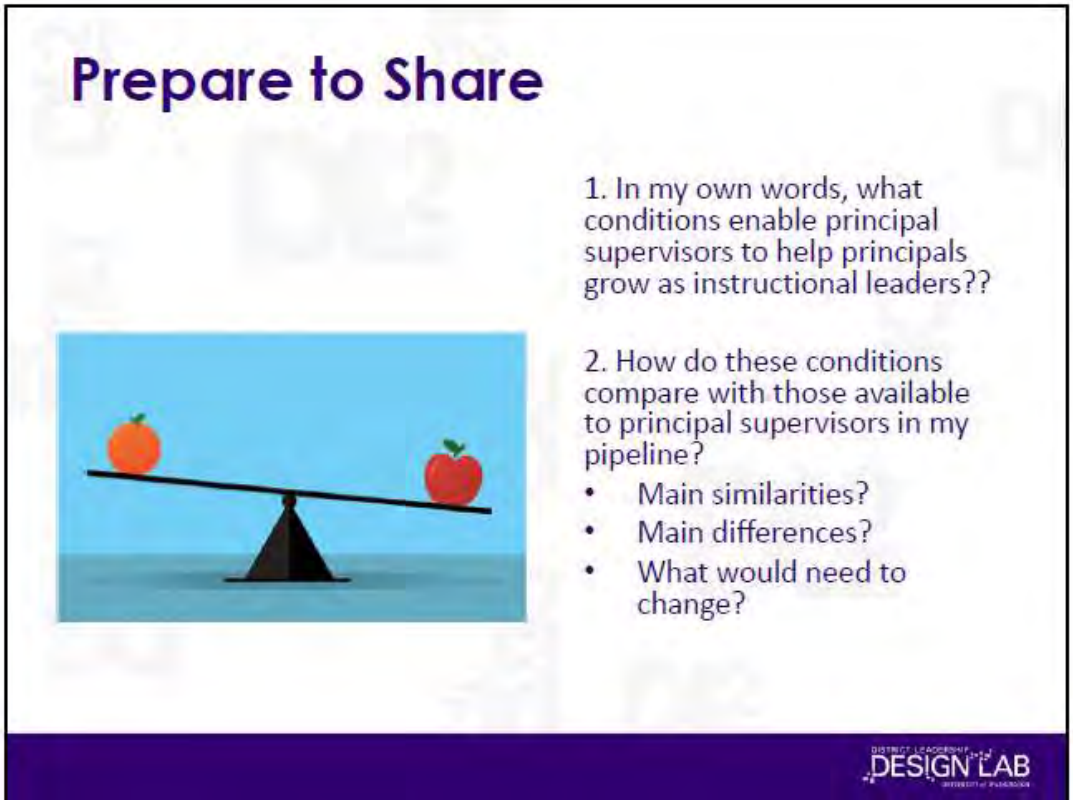
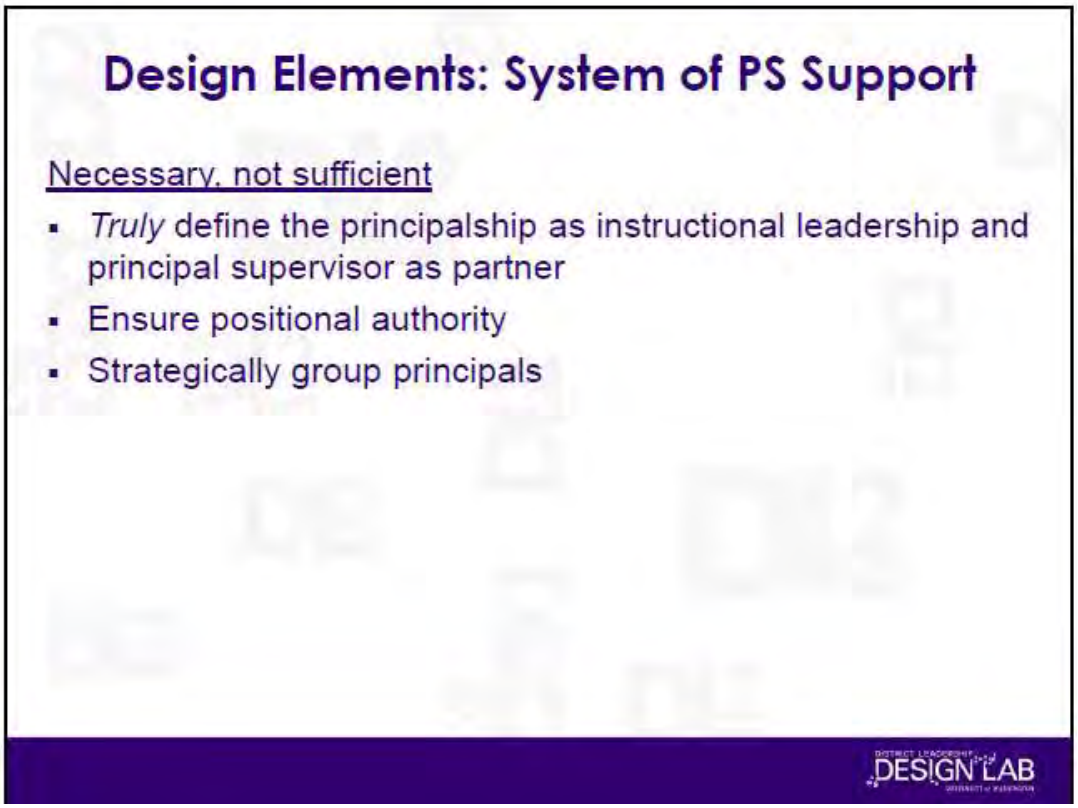

Prepare to Share
1. In my own words, what conditions enable principal supervisors to help principals grow as instructional leaders??
2. How do these conditions compare with those available to principal supervisors in my pipeline?
Main similarities?
Main differences?
What would need to change?
DESIGN LAB

Table 4.1
Distribution of principal supervisor cases across study districts

	Negative cases		Positive cases	
	Type 1: Traditional	Type 2: Regression	Type 3: Persistence	Type 4: High growth
District	Number of principal supervisors			
1A	3		15	
1B	1	2	2	
1C	2	2	2	
2A	3		2	
2B	2			
2C	1			
2D			1	
2E				1
2F				1
Total	12	4	22	2



Strategic Grouping

- Definition: Organize for learning results
- Positive Examples:
  - By grade/school level
  - By school reform design
  - Differentiated by expertise

DESIGN LAB

Design Elements: System of ILD Support

Necessary, not sufficient

- *Truly* define the principalship as instructional leadership and principal supervisor as partner
- Ensure positional authority
- Strategically group principals
- Set a manageable case load

DESIGN LAB

Design Elements: System of PS Support

Necessary, not sufficient

- *Truly* define the principalship as instructional leadership and principal supervisor as partner
- Ensure positional authority
- Strategically group principals
- Set a manageable case load
- Select people with a teaching-and-learning orientation

DESIGN LAB

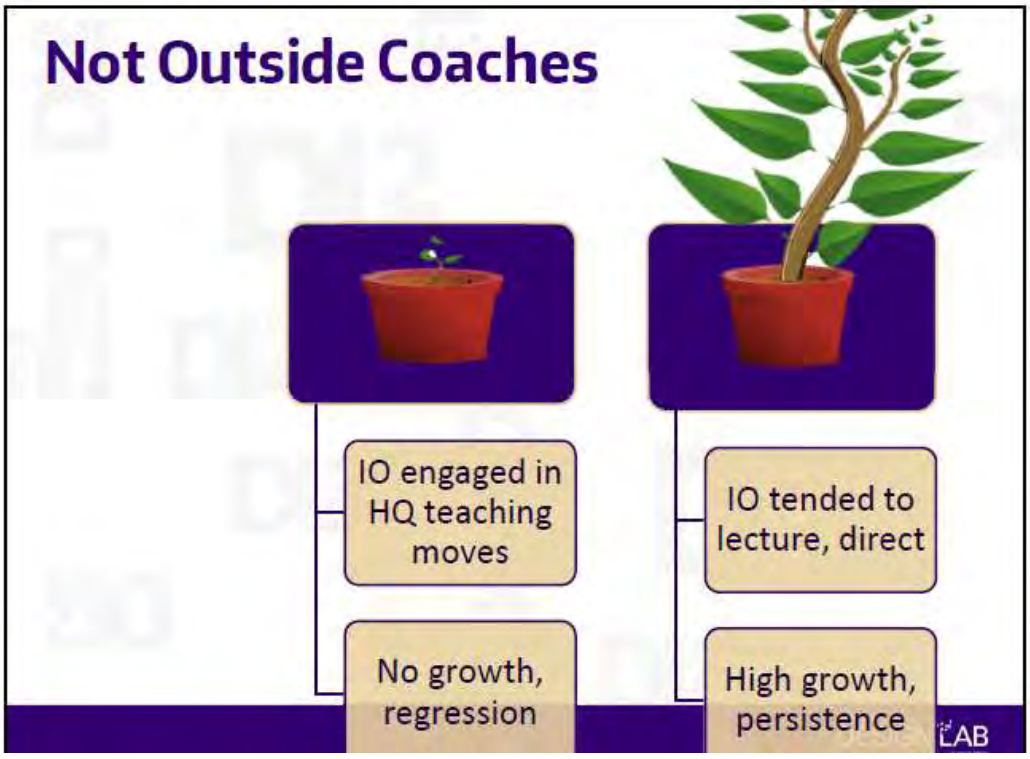
Teaching Orientation

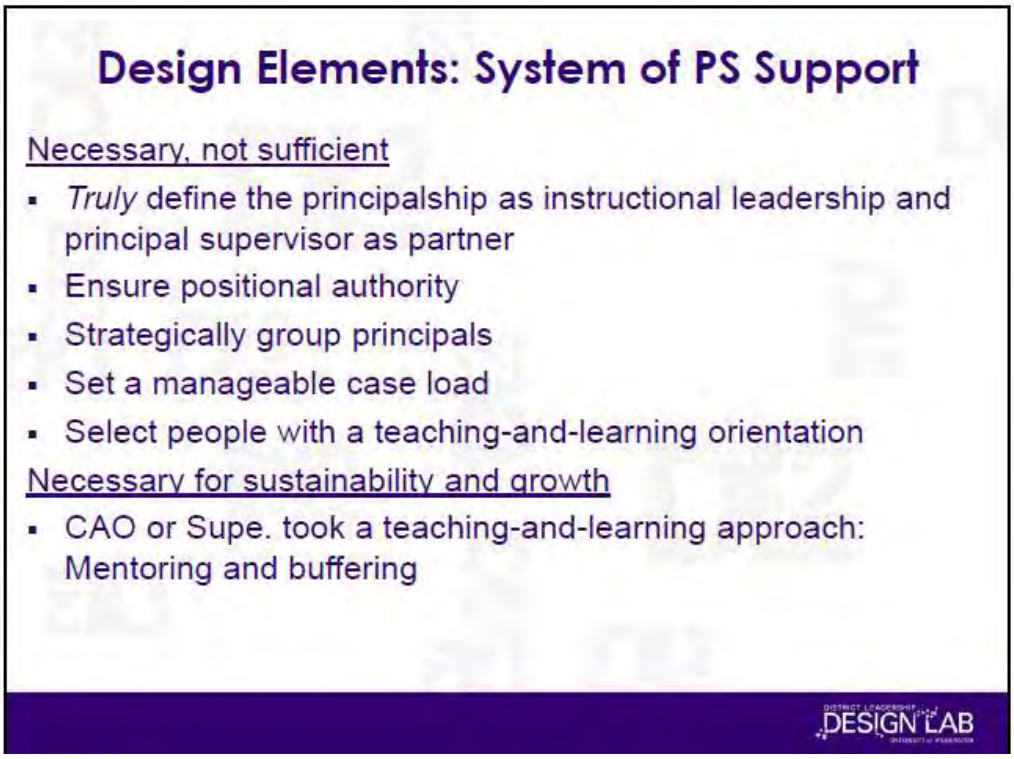
I am a support for their learning.... That means I approach all my meetings with principals asking, "What do I want them to know and be able to do with me and their teachers today, this week, this month." Then, "What can I do to help them have opportunities to learn and grow to meet those targets." It's just like setting up a classroom. Great teachers don't ask what do I need to tell my students today but figure out what experiences they want their students to have to truly learn and that's what they do [create those experiences].

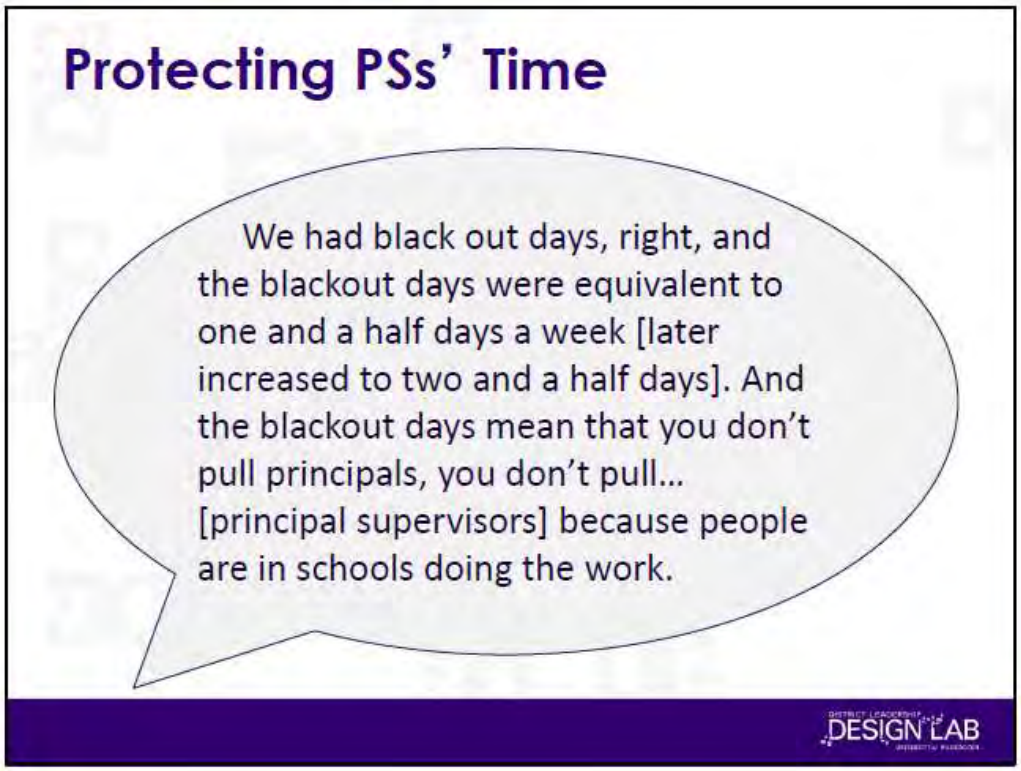
DESIGN LAB

Table 4.1
Distribution of principal supervisor cases across study districts

	Negative cases		Positive cases	
	Type 1: Traditional	Type 2: Regression	Type 3: Persistence	Type 4: High growth
District	Number of principal supervisors			
1A	3		15	
1B	1	2	2	
1C	2	2	2	
2A	3		2	
2B	2			
2C	1			
2D			1	
2E				1
2F				1
Total	12	4	22	2




Design Elements: System of PS Support
Necessary, not sufficient
Truly define the principalship as instructional leadership and principal supervisor as partner
Ensure positional authority
Strategically group principals
Set a manageable case load
Select people with a teaching-and-learning orientation
Necessary for sustainability and growth
CAO or Supe. took a teaching-and-learning approach: Mentoring and buffering
DESIGN LAB


Protecting PSs' Time
We had black out days, right, and the blackout days were equivalent to one and a half days a week [later increased to two and a half days]. And the blackout days mean that you don't pull principals, you don't pull... [principal supervisors] because people are in schools doing the work.
DESIGN LAB

Taking Issues off PSs' Plates

DESIGN LAB

Design Elements: System of PS Support

Necessary, not sufficient

- *Truly* define the principalship as instructional leadership and principal supervisor as partner
- Ensure positional authority
- Strategically group principals
- Set a manageable case load
- Select people with a teaching-and-learning orientation

Necessary for sustainability and growth

- CAO or Supe. took a teaching-and-learning approach: Mentoring and buffering
- Principal supervisors lead their own learning

DESIGN LAB

PSs Protect Own Time

There is no way that you can ensure that children are learning, the teachers are teaching, and that principals are monitoring the quality of that unless you are in those schools… You have to be in those schools 50-75% of your time and you have to have the courage to say 'I can't serve on that committee, can't go to that meeting, can't do that right now. Sorry. Tied up in a school doing my business.'

DESIGN LAB

Buffering Themselves

Design Elements: System of PS Support

Necessary, not sufficient

- *Truly* define the principalship as instructional leadership and principal supervisor as partner
- Ensure positional authority
- Strategically group principals
- Set a manageable case load
- Select people with a teaching-and-learning orientation

Necessary for sustainability and growth

- CAO or Supe. took a teaching-and-learning approach: Mentoring and buffering
- Principal supervisors lead their own learning
- Central office transformation

DESIGN LAB

Central Office Transformation
Priorities for PS Support

	Or else…
▪ Human Resources: From compliance & staffing to performance	▪ PSs become HR managers ▪ PSs hampered by lack of principal readiness
▪ Teaching & Learning ▪ From deliverer of PD to support for teachers leading own learning ▪ Lead SIP & Data Redesign	▪ Learning culture doesn't change, PSs swim upstream
▪ Cabinet Sponsorship	▪ System doesn't change

DESIGN LAB

Small Group Consultations

A. Prepare to share responses to the reflection questions

1. In my own words, what conditions enable principal supervisors to help principals grow as instructional leaders?
2. How do these conditions compare with those available to principal supervisors in my pipeline?
   - Main similarities?
   - Main differences?
   - What would need to change?

B. Share responses to #2 for feedback (5 minutes each)

- What's promising about the ideas for change?
- Suggestions for next steps?

DESIGN LAB

Revisit your Opening Reflection

- What are 1-2 learning goals I have for myself? Why those?
  - **How well did you do?**
  - **Next steps to advance your learning?**
- Which other people in my pipeline should I plan to connect with about these ideas?
- What will I do during the session to prepare to work with them to take next steps?
  - **Now which other people do I think I need to connect with as a follow up to this session? Why them?**
  - **When will I engage them?**
  - **What will I do?**

DESIGN LAB

DISTRICT LEADERSHIP
DESIGN LAB
UNIVERSITY of WASHINGTON
http://dl2.education.uw.edu/
DESIGN LAB

Appendix H: PLN February Evaluation Form

TP3 PLN Session Feedback - Feb 23, 2021

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 & The Leadership Academy.

* Required

This PLN Session had clear objectives. *

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

This PLN Session was relevant to my professional development needs. *

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

This PLN Session was well structured. *

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

This PLN Session provided me with useful resources. *

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

This PLN Session was engaging. *

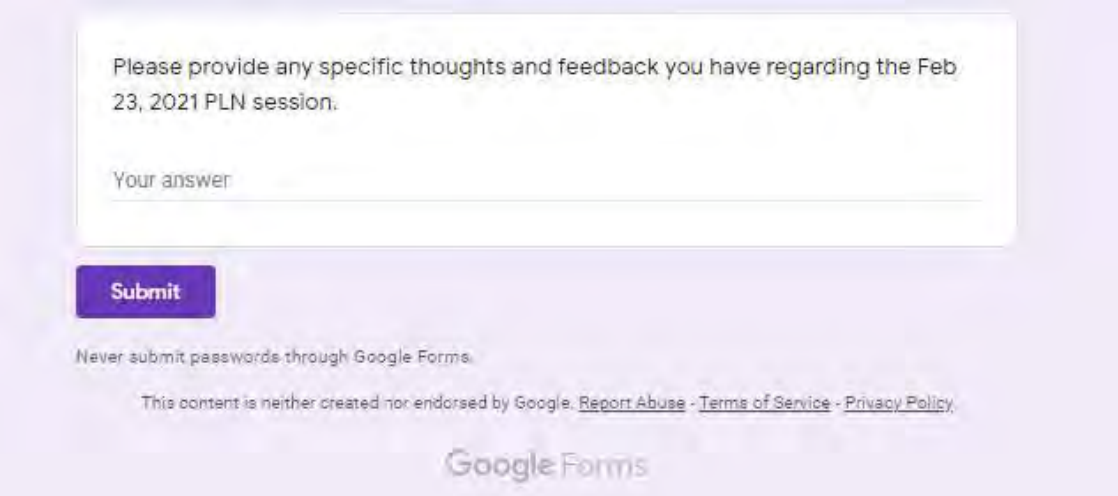
- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

This PLN Session included adequate opportunities for participants to consider applications to their own professional practice. *

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

This PLN Session was of high quality overall. *

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree


Please provide any specific thoughts and feedback you have regarding the Feb 23, 2021 PLN session.
Your answer
Submit
Never submit passwords through Google Forms.
This content is neither created nor endorsed by Google. Report Abuse - Terms of Service - Privacy Policy
Google Forms

List of Appendices for May Meeting

Appendix I: PLN May Meeting Agenda ……6

Appendix J: PLN May Meeting Attendees ……7

Appendix K: PLN May Meeting PowerPoint ……9

Appendix L: PLN May Meeting Evaluation Form ……49

Appendix I: PLN May Meeting Agenda

Transforming Principal Preparation PLN Meeting
Tuesday, May 25, 2021 10:00 a.m.–12:45 p.m.

May 25 PLN Agenda, 10 a.m. – 12:45 p.m.

10 a.m. Welcome/Introductions – Dr. Shirley Prince

10:10 Innovation Share Out (each program director will have 5 minutes to share one key programmatic innovation)

11:00 Breakout Session I (participants will be invited to select a breakout topic for informal discussion across programs)

- How does your program use the NC Principal Evaluation rubric and related materials from DPI with interns?
- What gatekeeping measures does your program use to ensure students should continue progressing through the program, and when do you use them?
- What does your program do to train, support, and manage the coaches who work with your interns?

11:20 Breakout Session II

- What learning objectives, content, resources, etc. are you using in your program around the topic of leading through crisis?
- What learning objectives, content, resources, etc. are you using in your program around the topics of safety and wellness?
- What learning objectives, content, case studies, resources, etc., are you using in your program around the topic of equity and culturally responsive practice?

11:40 Description of NCPF and TP3 Merger - Dr. Eddie Price

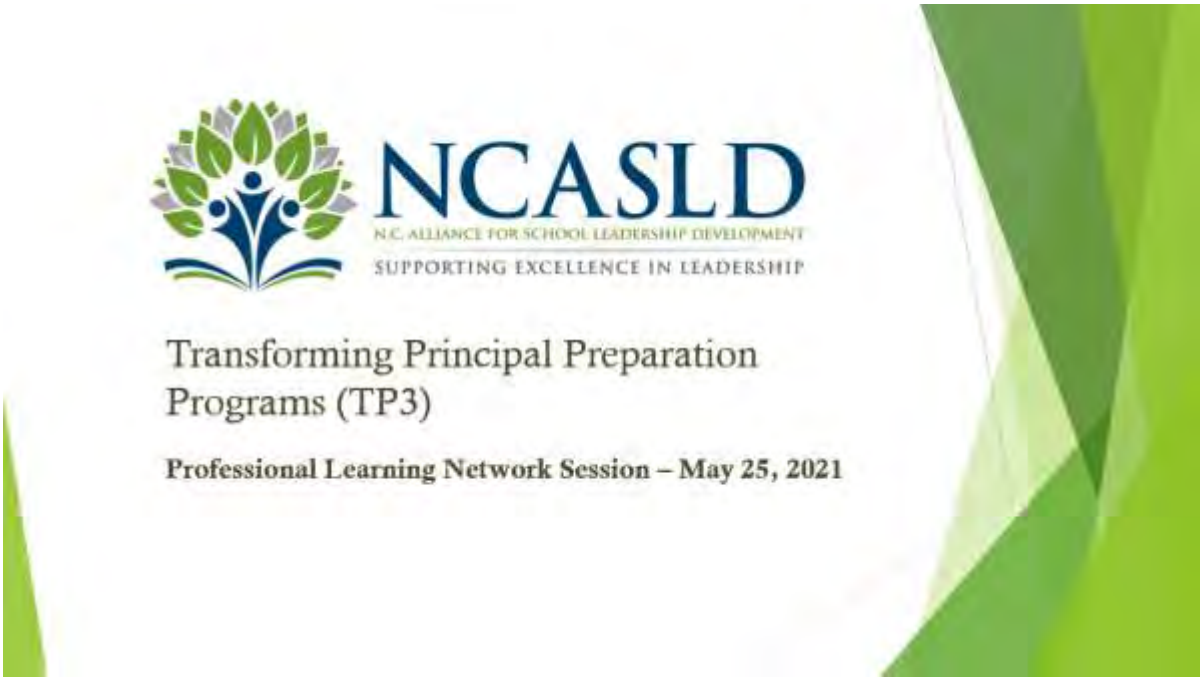
12:00 Announcements and Wrap-Up

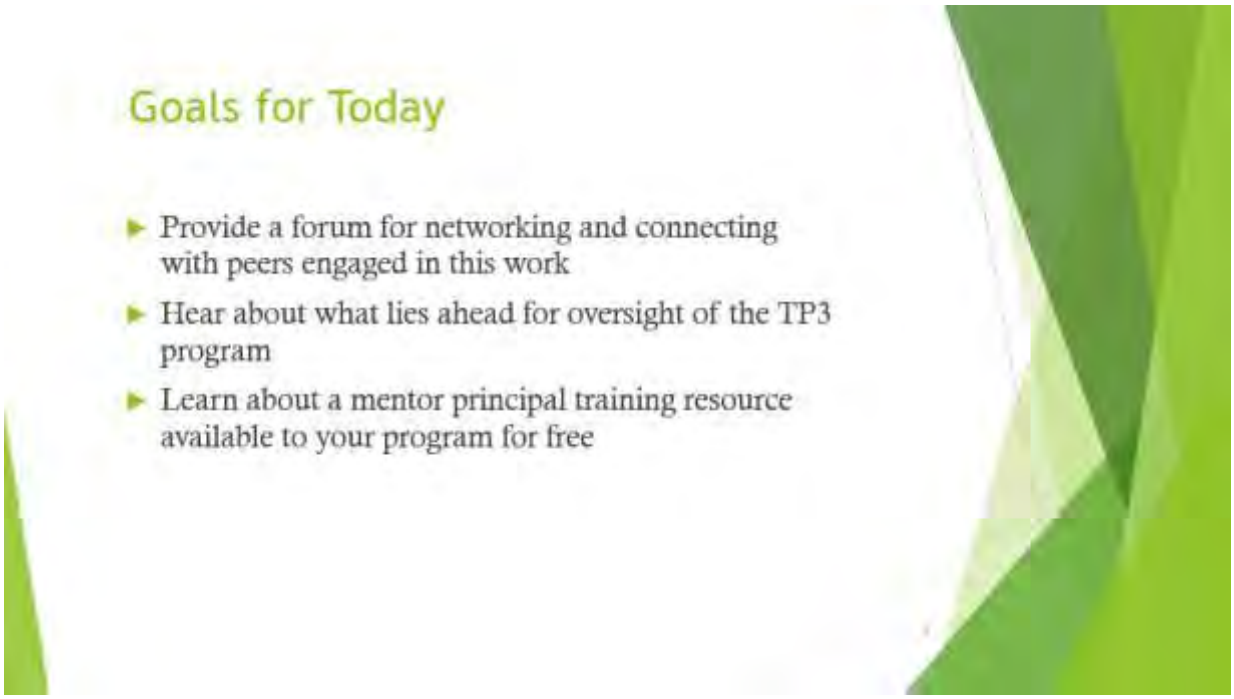
12:15-12:45 OPTIONAL introduction to the TP3 Online Mentor Training Modules (all TP3 programs have free access to this resource)

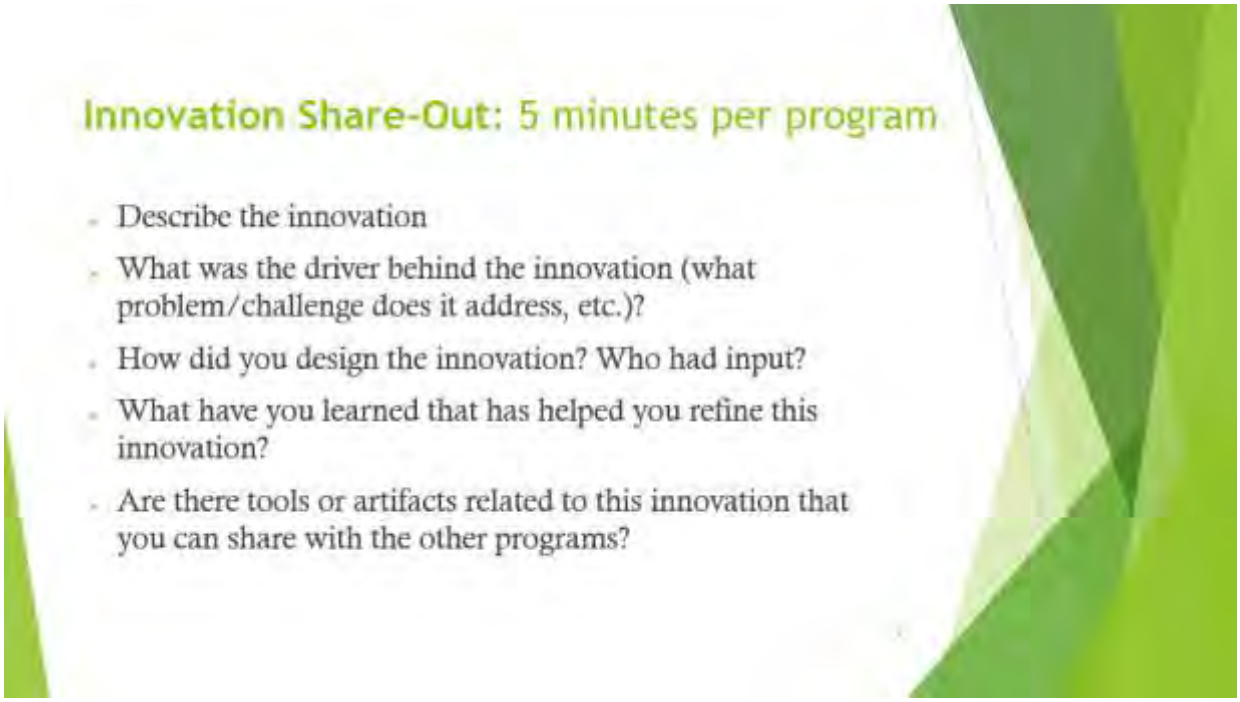
Appendix J: PLN May Meeting Attendees

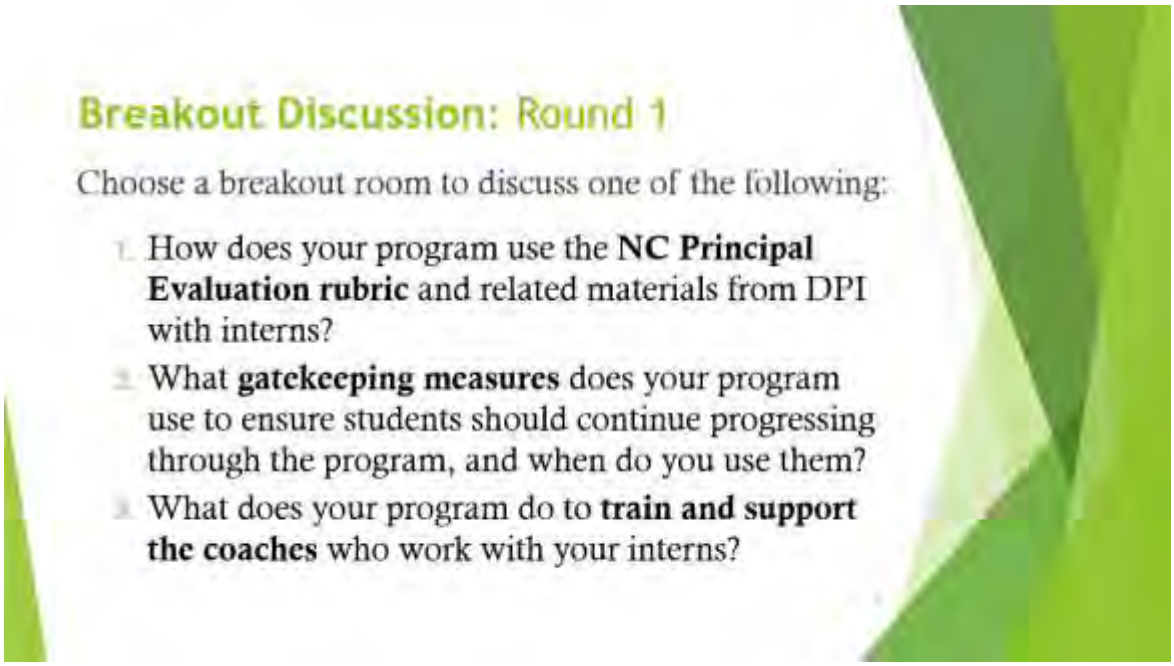
Organizers		Mary Jo Dunnington-The Leadership Academy Tracy Story- NCASLD Shirley Prince- NCASLD
Speaker		Rachel Scott
TP3/NCPF Commission Members		Dr. Eddie Price-Director Tony Stewart
Attendees by Original TP3 Program	**HPU-HPLA:**	Amy Holcombe Sandy Sikes
	NCSU:	Bonnie Fusarelli Lance Fusarelli Cathy Williams Lesley Wirt Pat Ashley Teresa Pierrie
	SREC-SLPDP:	Ashley Hinson George Norris Jim Simeon Emilee Simeon Peggy Smith
	UNCG-PPEERS:	Kimberly Kapper-Hewitt Carl Lashley Mark Rumley Onna Jordan
	WCU-NCSELP:	Heidi VonDohlen Jess Weiler
New NC Principal Fellow/TP3 Programs	**ECU***	Hall Holloman Robin Calcutt
	UNC-C*	Debra Morris
	NCCU*	Lakisha Rice Jennifer Jarrett
	Central Carolina RESA*	Dana Stutzman Ed Croom
Grant*Prose* Evaluation Team		Bill Carruthers Eleanor Hasse Pamela Lovin

Appendix K: PLN May Meeting PowerPoint




Goals for Today
Provide a forum for networking and connecting with peers engaged in this work
Hear about what lies ahead for oversight of the TP3 program
Learn about a mentor principal training resource available to your program for free


Innovation Share-Out: 5 minutes per program
Describe the innovation
What was the driver behind the innovation (what problem/challenge does it address, etc.)?
How did you design the innovation? Who had input?
What have you learned that has helped you refine this innovation?
Are there tools or artifacts related to this innovation that you can share with the other programs?


Breakout Discussion: Round 1
Choose a breakout room to discuss one of the following:
1. How does your program use the **NC Principal Evaluation rubric** and related materials from DPI with interns?
2. What **gatekeeping measures** does your program use to ensure students should continue progressing through the program, and when do you use them?
3. What does your program do to **train and support the coaches** who work with your interns?

Breakout Discussion: Round 2
Choose a breakout room to discuss one of the following:
1. What learning objectives, content, resources, etc. are you using in your program around the topic of **leading through crisis**?
2. What learning objectives, content, resources, etc. are you using in your program around the topics of **safety and wellness**?
3. What learning objectives, content, case studies, resources, etc., are you using in your program around the topic of **equity and culturally responsive practice**?

Full Group Share-Out

- What new ideas are you excited about as result of the breakout discussion?
- What questions arose that would merit follow-up/further discussion?

North Carolina Principal Fellows and Transforming Principal Preparation Program

Strong Leaders = Strong Schools

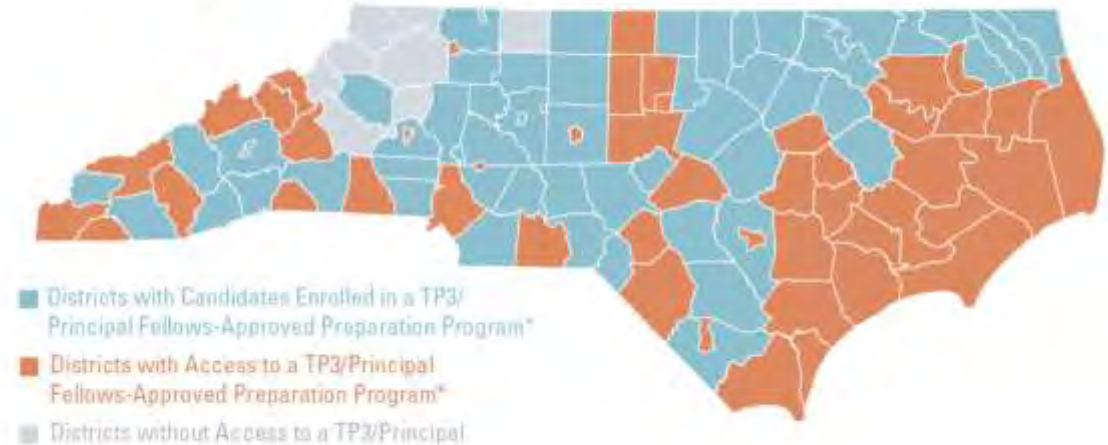
Dr. Eddie Price
Director

Participant Enrollment Across Eight Programs

For academic year 2021-22, 196 participants are enrolled in NCPFP/TP3. There are 28 participants engaged in coursework (Year 1) and 168 completing their internship (Year 2).

Program	Projected 2021-22 Academic Year Participants	
	Year 1 (28)	Year 2 (168)
CCRESA -- NC Central University	0	11
East Carolina University	8	8
High Point University	0	32
NC State University	0	46
SREC -- UNC Pembroke & Campbell University	0	19
UNC Charlotte	20	15
UNC Greensboro	0	20
Western Carolina University	0	17

North Carolina Principal Fellows & Transforming Principal Preparation Program (2021)



- Districts with Candidates Enrolled in a TP3/ Principal Fellows-Approved Preparation Program*
- Districts with Access to a TP3/Principal Fellows-Approved Preparation Program*
- Districts without Access to a TP3/Principal Fellows-Approved Preparation Program*

Year 1 *(academic coursework)*

Programs use the NCSEAA forgivable loan spreadsheet to list their students' profile information, along with tuition and fees for Summer, Fall and Spring semesters.

Note: Contains highly sensitive, identifiable information and should not be emailed or handled by a large number of people.

The spreadsheet is uploaded to the NCSEAA portal in April (if students are enrolled in Summer coursework) and June (for Fall and Spring). If any revisions are necessary, email Tony Stewart (alstewart@northcarolina.edu) and Michelle Hemmer (mhemmer@ncseaa.edu).

Year 2 *(internship experience)*

Same process as above.

Programs will submit student profile information to Tony Stewart/Theresa Coogan (DPI) if electing to use the state AP Intern Salary Stipend. The NCDPI will calculate interns' "hold harmless" salary and issue the stipend directly to the LEA in which they will be serving.

Programs issuing grant funds to cover benefits, local supplement and other earnings will work directly with LEA partners to establish these processes.

AP Intern Salary & Benefits -- a few additional notes

When the NCDPI calculates an eligible intern's salary, they use their current step on the teacher salary pay scale and compare that to the salary of a first year assistant principal ($41,650). "Hold harmless" legislation ensures interns receive the higher of the two salaries.

The state salary includes National Board Certification and/or Masters pay if applicable.

The state salary ***does not*** include health benefits, local supplement or retirement.

Note: The UNC System Office is currently exploring whether programs are able to provide retirement costs for participants in the program. During the participant's first year, they will continue making retirement contributions (if they are not on an educational leave of absence). Year 2 of the program is currently under review.

Participants may elect to purchase their year of retirement from the state (Forms 463 or 463F).

Participants receive a year of experience on their educator license as a result of their internship.

NCPFP

Commission Members

Brenda Berg
President & CEO of BEST NC

Leah Carper
Public School Teacher

Richard Comette
Public School Principal

Dr. Chris Godwin
College of Ed., Private

Dr. Wendy Cabral
PANC President

Reginald Holley
UNC Board of Governors

Dr. Ethan Lenker
Public School Superintendent

Dr. Olivia Oxendine
NC State Board of Ed.

Dr. Shirley Prince
NCPAPA Executive Director

Mike Ray
HR, Private Sector

Jim Roberts
NCSEAA Board Chair

Mamie Sutphin
Local School Board

Dr. Melba Spooner
College of Ed., Public

Dr. Jim Watson
Business and Industry

Program Enhancements & Professional Learning Network Objectives

Program Enhancements

- NC Leadership Competencies: An Equitable Approach in Action! *(throughout the 2-year preparation program)*
- tregoED's Decision-Making Protocols *(during Year 2 of the preparation program)*
- Intrepid Leadership Group's Gallup Strengthsfinder Assessment from Military Perspective *(during Year 2 of the preparation program)*

PLN Objectives

- Develop recorded scenarios for role play & reflection
- Develop leadership coaching mindset for NC
- Continued best practice sharing across programs
- Invitation to all 23 Leadership Prep Programs

NCPFP
"Strong Leaders, Strong Schools"

concurrently with

NCASLD

and TP3

→

NCPFP

The Commission recently voted on the "new" name of the fully-consolidated program:

The North Carolina Principal Fellows Program

The Commission, in its desire to create uniformity and acknowledge the longstanding history of the program, requests all grant-funded programs to maintain "Principal Fellows" as part of their name in some way. (Ex: North East Leadership Academy Principal Fellows; Pirate Leadership Academy Principal Fellows; PPEERS Principal Fellows)

Dr. Eddie Price
Director
ceprice@northcarolina.edu

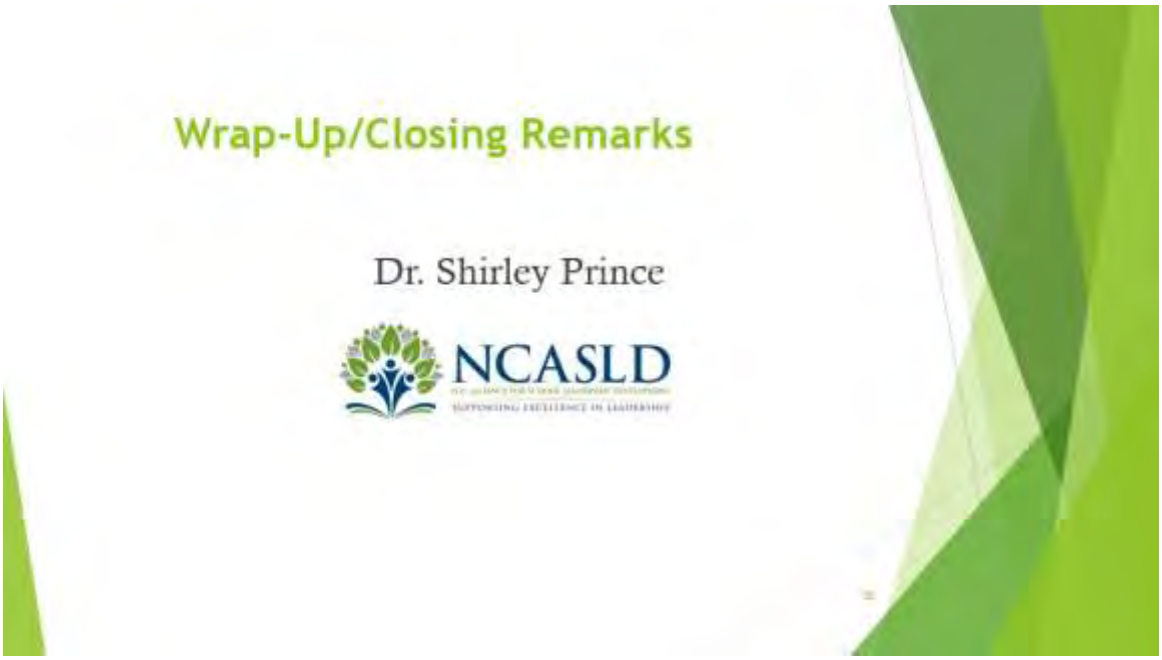
Dr. Tony Stewart
Coordinator
alstewart@northcarolina.edu

NCPFP

UNC System Office
910 Raleigh Rd.
Chapel Hill, NC 27514

ncpfp.northcarolina.edu

@NCPFellows


Wrap-Up/Closing Remarks
Dr. Shirley Prince
NCASLD

Introduction to the Mentor Principal Training Modules
Rachel Scott
THE LEADERSHIP ACADEMY
Empowering leaders. Transforming schools for every student.

HIGH POINT UNIVERSITY

High Point University Leadership Academy
Innovative Practice: Use of Assessments

Dr. Barbara Zwadyk, Program Director
Dr. Amy Holcombe, Dean
Dr. Debra Barham, Executive Coach
Dr. Sandy Sikes, Executive Coach

Describe the Innovation- Decision Style Profile

HIGH POINT UNIVERSITY

Describe the Innovation- Influence Style Indicator

HIGH POINT UNIVERSITY

Driver Behind the Innovation

Training Case #	Suggested Style	Directing	Fact Finding	Investigating	Collaborating	Teaming
1	Collaborating	3%	8%	25%	44%	22%
2	Collaborating	10%	7%	12%	38%	33%
3	Collaborating	3%	10%	28%	38%	20%
4	Collaborating	3%	8%	11%	52%	26%
5	Collaborating	2%	15%	22%	37%	23%
6	Collaborating	9%	12%	19%	34%	26%
7	Directing	53%	12%	19%	9%	10%

We need to know where candidates are now so that we can help them get to where they need to be!

HIGH POINT UNIVERSITY

How did we design the innovation?

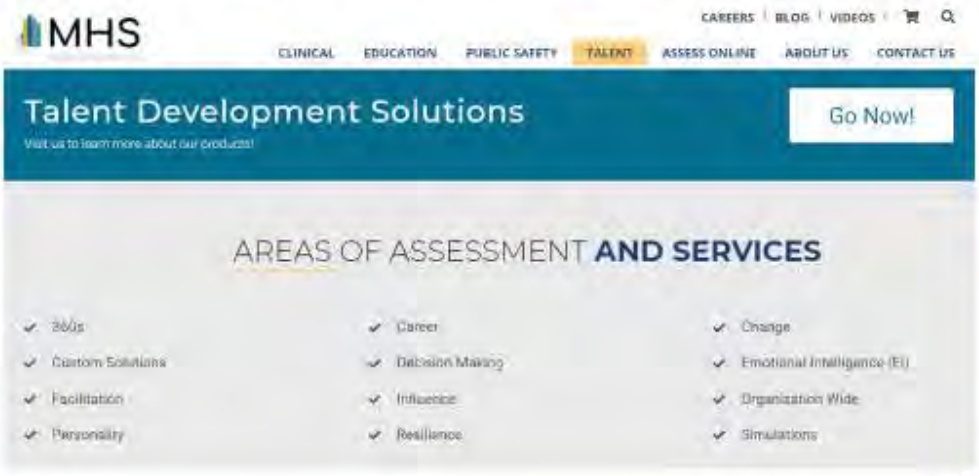
- Used in conjunction with courses
- Candidate reflections
- Shared with executive coaches

What did we learn?

- Extremely valued by candidates
- Dispels myths about leadership
- We want to add more assessments!

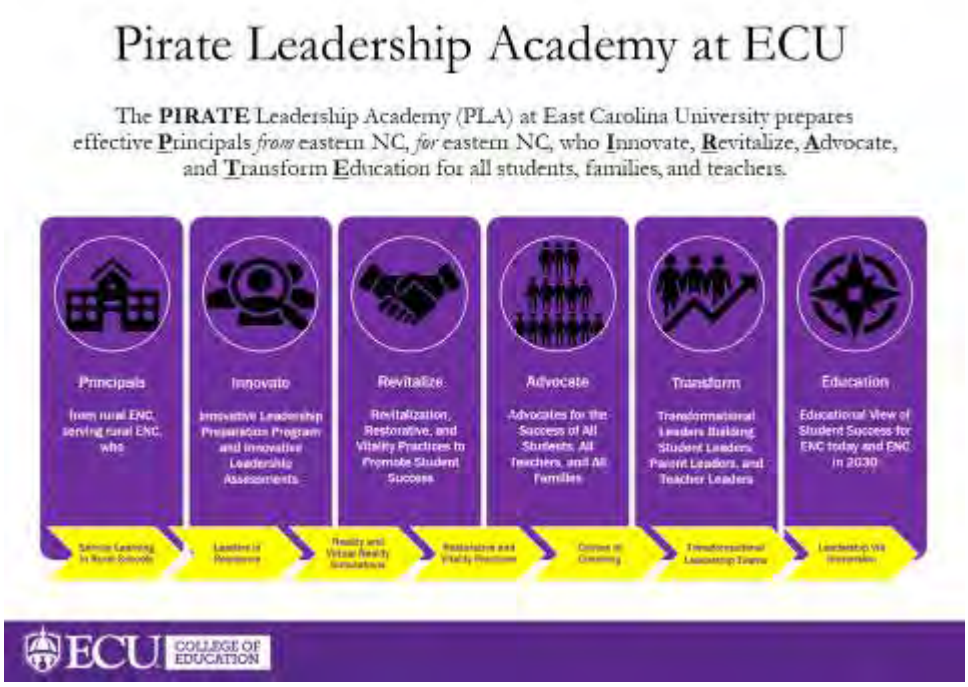
HIGH POINT UNIVERSITY

Are There Tools or Artifacts We Can Share?

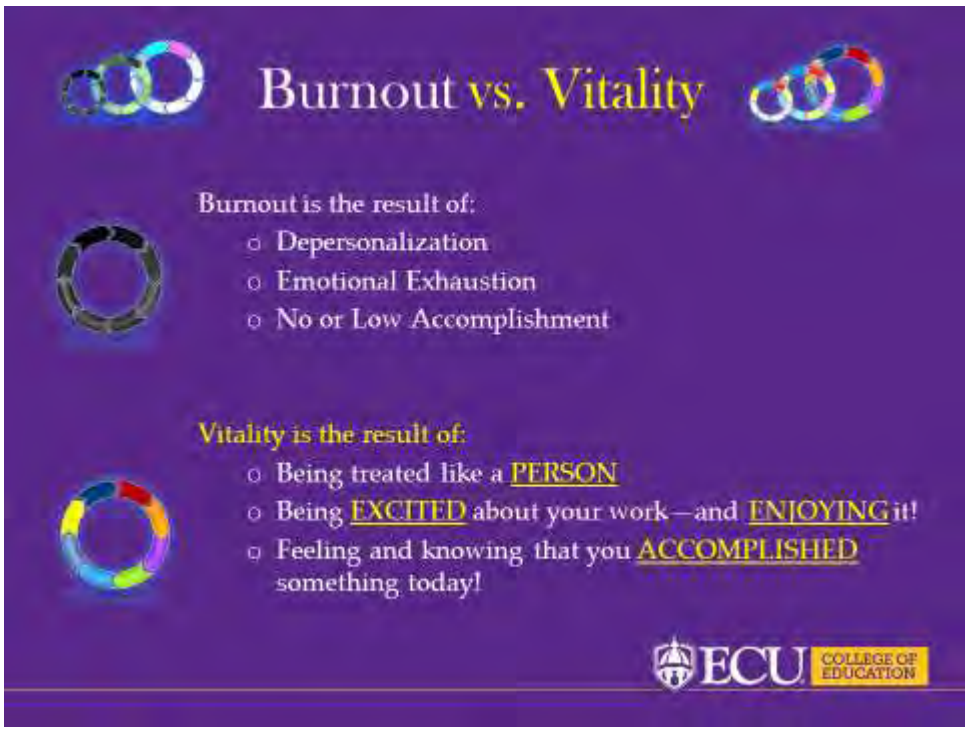


HIGH POINT UNIVERSITY

Pirate Leadership Academy at ECU
Virginia
Pirate Leadership Academy at ECU
Atlantic Ocean
ECU COLLEGE OF EDUCATION


Pirate Leadership Academy at ECU
The PIRATE Leadership Academy (PLA) at East Carolina University prepares effective Principals from eastern NC, for eastern NC, who Innovate, Revitalize, Advocate, and Transform Education for all students, families, and teachers.
Principals
Innovate
Revitalize
Advocate
Transform
Education
ECU COLLEGE OF EDUCATION

Understanding Burnout and Promoting a Vitality Mindset
Diagnosing Burnout (Maslach, 1996)
Burnout is the result of:
Depersonalization (DP): the relationship between the giver (educator) and the recipient (student, teacher, parent, etc.) of the service.
Emotional Exhaustion (EE): the degree of exhaustion that results from the working environment.
Low or No Personal/Professional Accomplishment (PA): the perceived feelings of accomplishment and success in the working environment.
ECU COLLEGE OF EDUCATION


Burnout vs. Vitality
Burnout is the result of:
Depersonalization
Emotional Exhaustion
No or Low Accomplishment
Vitality is the result of:
Being treated like a PERSON
Being EXCITED about your work—and ENJOYING it!
Feeling and knowing that you ACCOMPLISHED something today!
ECU COLLEGE OF EDUCATION

Burnout is the result of:

- Depersonalization

- Emotional Exhaustion

- No or Low Accomplishment

ECU COLLEGE OF EDUCATION

Vitality is the result of:

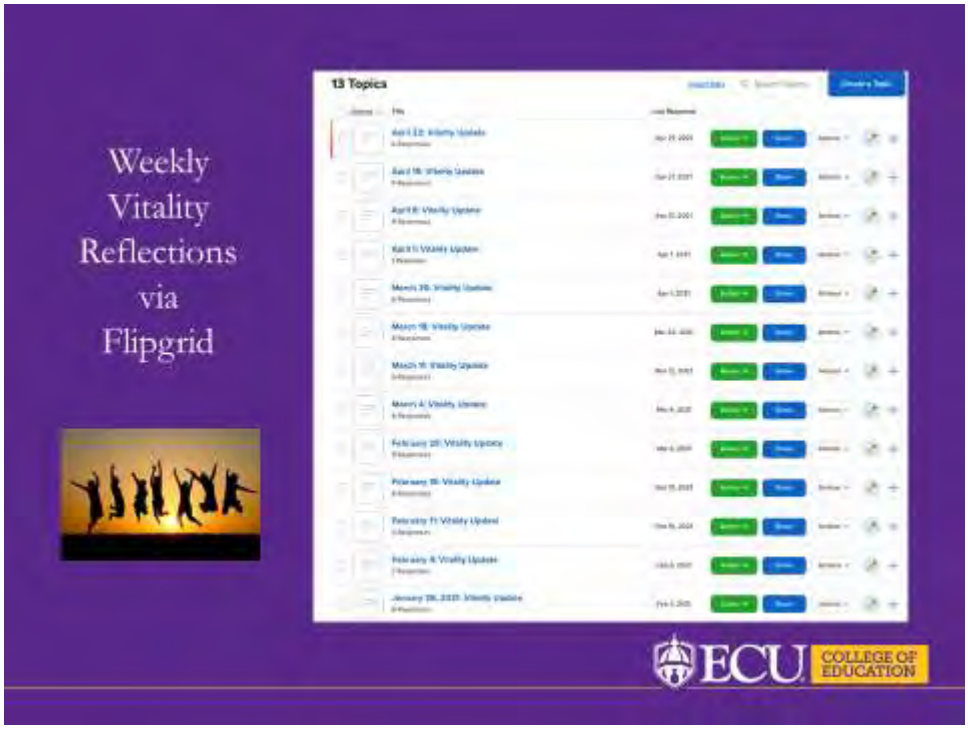
- Personalization

- Emotional Enjoyment

- Sense of Accomplishment

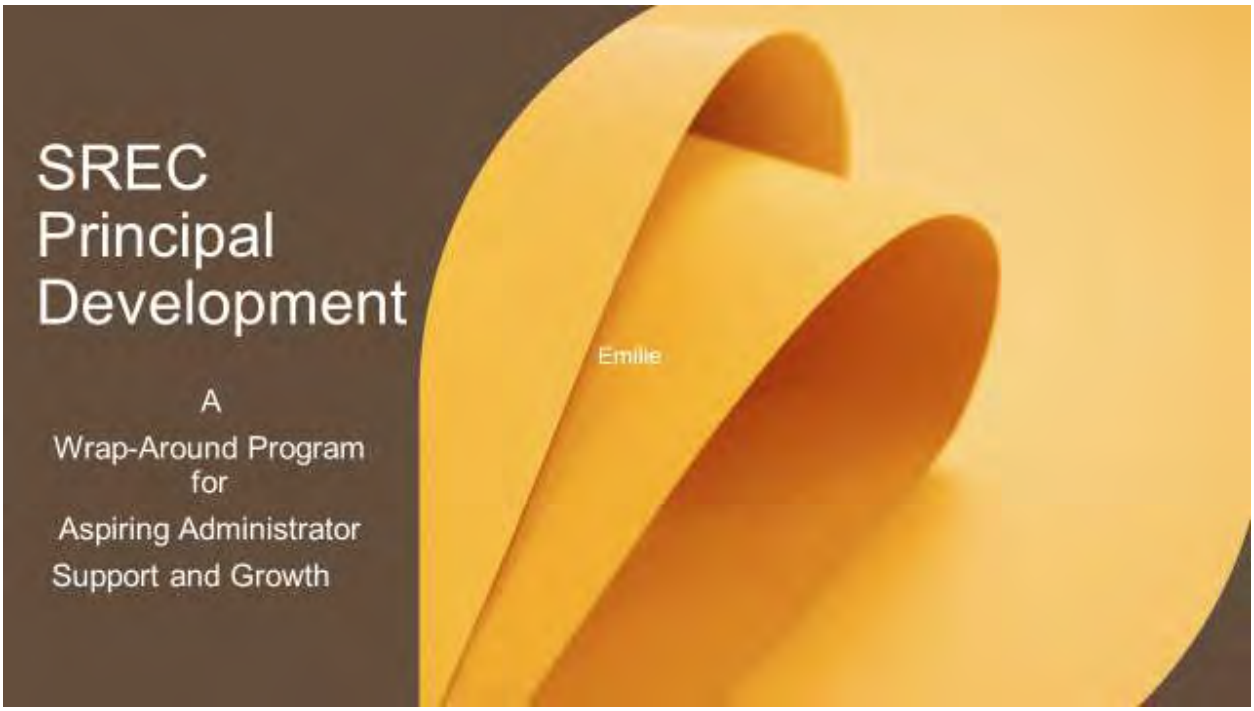
ECU COLLEGE OF EDUCATION

Using Flipgrid to Increase Personalization,
Prevent Burnout, and Promote Vitality
Empower every voice
ECU
COLLEGE OF EDUCATION


Weekly
Vitality
Reflections
via
Flipgrid
13 Topics
ECU
COLLEGE OF EDUCATION

Promoting Vitality and Preventing Burnout
September 10th: Vitality Reflection
10 Responses
ECU
COLLEGE OF EDUCATION

Pirate Leadership Academy at ECU
ECU
COLLEGE OF EDUCATION


SREC
Principal
Development
A
Wrap-Around Program
for
Aspiring Administrator
Support and Growth
Emilie

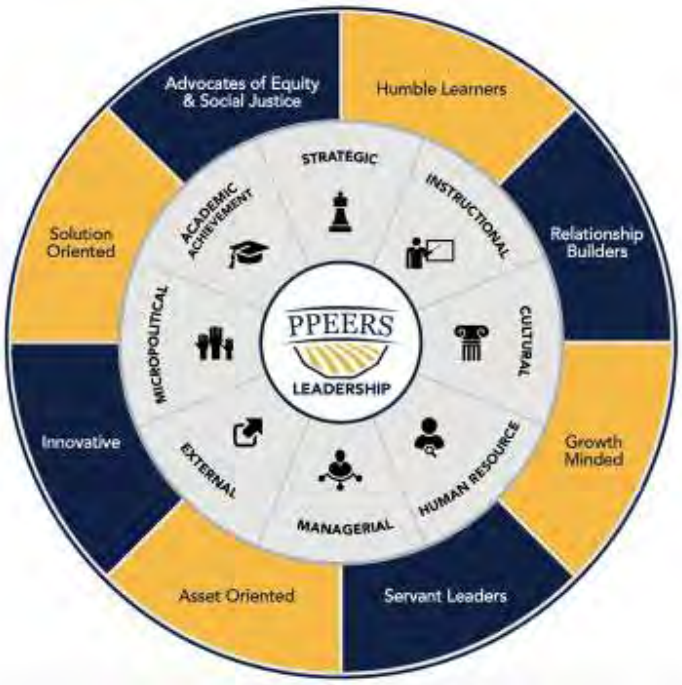
Switch Experience
• Component 1: REACH OUT - The Intern spends up to 5 days shadowing Central Leadership members for the purpose of learning how Central Office supports the Principal's work.
• Sample Schedule:
Day 1 – AM – Maintenance / Auxiliary Services; PM - Transportation
Day 2 – Human Resources / Personnel Services
Day 3 – Finance Office
Day 4 – Curriculum & Instruction / Professional Development
Day 5 – AM - School Food Services; PM - Title & Federal grants

Switch Experience
Component 2 : SCHOOL SWITCH
Each Intern switches place with another Intern for a full month during 2nd Semester for the purpose of experiencing a new school leadership, faculty, culture and school community. The Intern assumes all duties of his/her counterpart beginning on the first day of the experience.

Experience Extensions
• Interns maintain logs of activities and evidences related to each Executive Standard during both Switch components
• Interns debrief daily with Mentor Principal and weekly with Coach
• Interns submit weekly reflections during Switch
• Activities are structured during weekly seminars for reflection and analysis

PPEERS

TP3 PLN May 2021



"the second most important decision"

codesign-it!

- Mentor Principal Selection Criteria Chart
- Process for selecting MPs/Internship placements

PPEERS 3

Selecting Mentor Principals: What to Select for and What to Avoid

PPEERS 3:
https://docs.google.com/document/d/1o5-UxL6DbPPxOmOo-SFY3xfNFzvTYnKHww98Vj9KQME/edit?usp=sharing

General:
https://docs.google.com/document/d/1ctMNplrK7TJYTdHFVjufv9Wj1LpJ64blzzvgGspRUqI/edit?usp=sharing

PPEERS 3

Current Selection Process

- DPP and Superintendent (and anyone else from district, as desired by district) use the PPEERS Selecting Mentor Principals doc to consider possible placements
- PPEERS team (Mark, Onna, and Kim) travel to and sit down with each partner district's DPP and Superintendent (and anyone else from district, as desired by district) to discuss their recommendations
- Final decisions are consensually made by the aforementioned group
- Placement decisions are announced in February of 2021.
- Cohort has assignments in their Spring 2021 courses that will begin to get them acclimated to their internship school and the community it serves.

PPEERS 3

PPEERS 3

Dr. Lodge McCammon's Video about his PD with Cohort V:
https://www.youtube.com/watch?v=J0sHpb3nWLk#action=share

"Natural Satellites" Flipped Video by Cohort V: https://www.youtube.com/watch?v=fTu9pzaYe2c

Instructional Leadership in Digital Learning Environments

http://nela2.weebly.com/summer-2018-workshop.html

Professional Development Series

Year 1 & 2

Lunch and Learn Series

Year 3 & 4

Principal Lead & Learn Series

Purpose

To provide ongoing and relevant professional development

Goals / Desired Outcomes

- Supports pre-service leadership development
- Sustains school leaders in high needs schools
- Provides networking opportunities
- Engagement with practical learning experiences

Designers

- CCRESA Staff
- NCCU MSA Faculty
- CCP3 Students

Professional Development Series (Engagement)

Lunch & Learn Topics (2020-2021)

- Thriving when facing adversities
- Developing Transformational Leadership skills
- Building and Sustaining Relationships

Guest Speakers

- Dr. Bill McNeal, Former WCPSS Superintendent
- Dr. Will Chavis, 2018-19 WCPSS POY
- Dr. Ruth Steidinger, 2019-20 WCPSS POY
- Dr. Stacey Alston, WCPSS Principal
- Dr. Bahby Banks, CEO of Pillar Consulting
- Mr. Tru Pettigrew, Founder of Tru Access

Tools and Artifacts

Professional Development Series (Evaluation and Modifications)

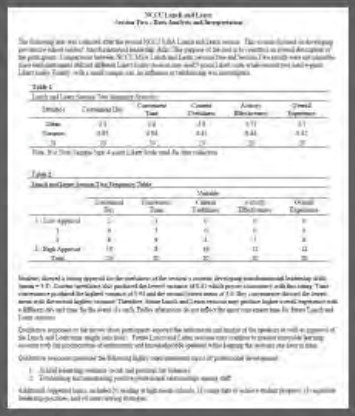
Modifications

(Based on Student Surveys)

1. Lunch & Learn topic of building and sustaining positive relationships
2. Include NCCU MSA Alumni as Guest Speakers / Panelists
3. Include NCCU CCP3 Graduates as Guest Speakers / Panelists

Evaluation

1. Lunch and Learn Post Survey
2. Student Data Analysis



Professional Development Series (Impact)

Student Responses

"This program is equipping me for leadership. I enjoy the added professional development. I feel more confident stepping into my role knowing that I will have a coach for support."

"The professional development has helped me to understand the experience and expectations of the role of a principal."

North Carolina Principal Fellows and Transforming Principal Preparation Program

Strong Leaders = Strong Schools

Dr. Eddie Price

Director

Participant Enrollment Across Eight Programs

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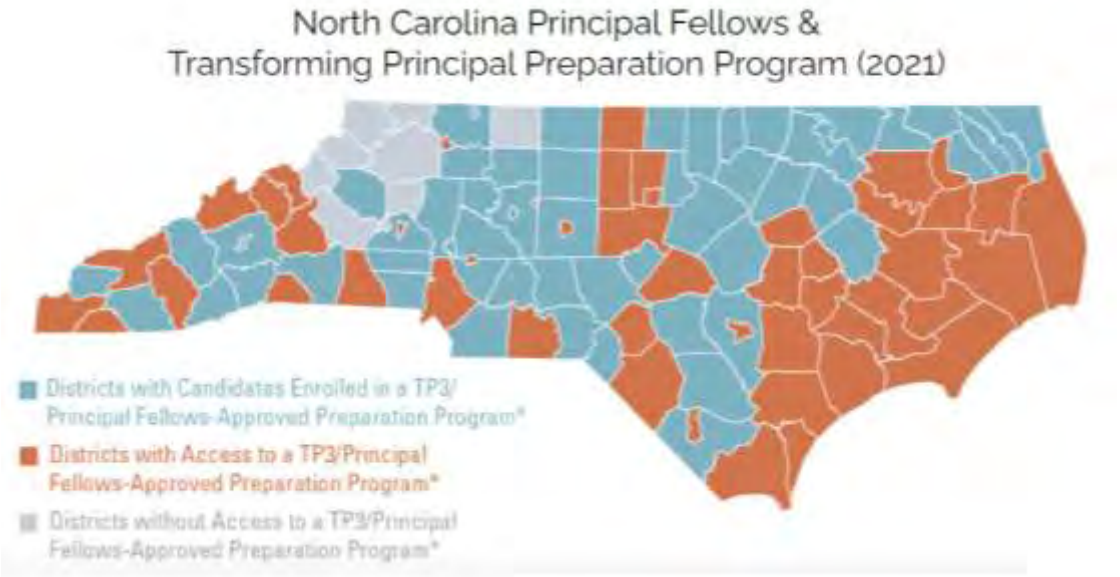

Financial Processes

NCPFP

Issues grant & selects recipients
Oversees & approves grant expenses, including tuition and fees

THE UNC SYSTEM

Manages contracts & subawards
Issues pre-awards

NCSEAA
North Carolina State Education Assistance Authority

Oversees loan eligibility
Issues student Master Promissory Notes (MPN)
Awards student tuition & fee payments (forgivable loan spreadsheet & portal)
Awards grant funds
Monitors student job placement & service repayment

Year 1
(academic coursework)

Programs use the NCSEAA forgivable loan spreadsheet to list their students' profile information, along with tuition and fees for Summer, Fall and Spring semesters.

Note: Contains highly sensitive, identifiable information and should not be emailed or handled by a large number of people.

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Same as Year 1, plus ...

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Programs issuing grant funds to cover benefits, local supplements and other earnings will work directly with LEA partners to establish these processes.

Year 2
(internship experience)

AP Intern Salary & Benefits

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The state salary includes National Board Certification and/or Masters pay if applicable.

The state salary ***does not*** include health benefits, local supplement or retirement.

Note The UNC System Office is currently exploring whether programs are able to provide retirement costs for participants in the program. During the participant's first year, they will continue making retirement contributions (if they are not on an educational leave of absence). Year 2 of the program is currently under review.

Participants may elect to purchase their year of retirement from the state (Forms 463 or 463F).

Participants receive a year of experience on their educator license as a result of their internship.

Program Enhancements & Professional Learning Network Objectives

Program Enhancements

- NC Leadership Competencies: An Equitable Approach in Action! *(throughout the 2-year preparation program)*
- tregoED's Decision-Making Protocols *(during Year 2 of the preparation program)*
- Intrepid Leadership Group's Gallup Strengthsfinder Assessment from Military Perspective *(during Year 2 of the preparation program)*

PLN Objectives

- Develop recorded scenarios for role play & reflection
- Develop leadership coaching mindset for NC
- Continued best practice sharing across programs
- Invitation to all 23 Leadership Prep Programs

NCPFP

Commission Members

Brenda Berg
President & CEO of BEST NC

Leah Carper
Public School Teacher

Richard Cornette
Public School Principal

Dr. Chris Godwin
College of Ed., Private

Dr. Wendy Cabral
PANC President

Reginald Holley
UNC Board of Governors

Dr. Ethan Lenker
Public School Superintendent

Dr. Olivia Oxendine
NC State Board of Ed.

Dr. Shirley Prince
NCPAPA Executive Director

Mike Ray
HR, Private Sector

Jim Roberts
NCSEAA Board Chair

Marnie Sutphin
Local School Board

Dr. Melba Spooner
College of Ed., Public

Dr. Jim Watson
Business and Industry

The Commission recently voted on the "new" name of the fully-consolidated program:

The North Carolina Principal Fellows Program

The Commission, in its desire to create uniformity and acknowledge the longstanding history of the program, requests all grant-funded programs to maintain "Principal Fellows" as part of their name in some way. (Ex: North East Leadership Academy Principal Fellows; Pirate Leadership Academy Principal Fellows; PPEERS Principal Fellows)

Dr. Eddie Price
Director
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Dr. Tony Stewart
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Appendix L: PLN May Evaluation Form

TP3 PLN Session Feedback - May 25, 2021

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 & The Leadership Academy.

* Required

This PLN Session had clear objectives. *

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

This PLN Session was relevant to my professional development needs. *

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

This PLN Session was well structured. *

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

This PLN Session provided me with useful resources. *

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

This PLN Session was engaging. *

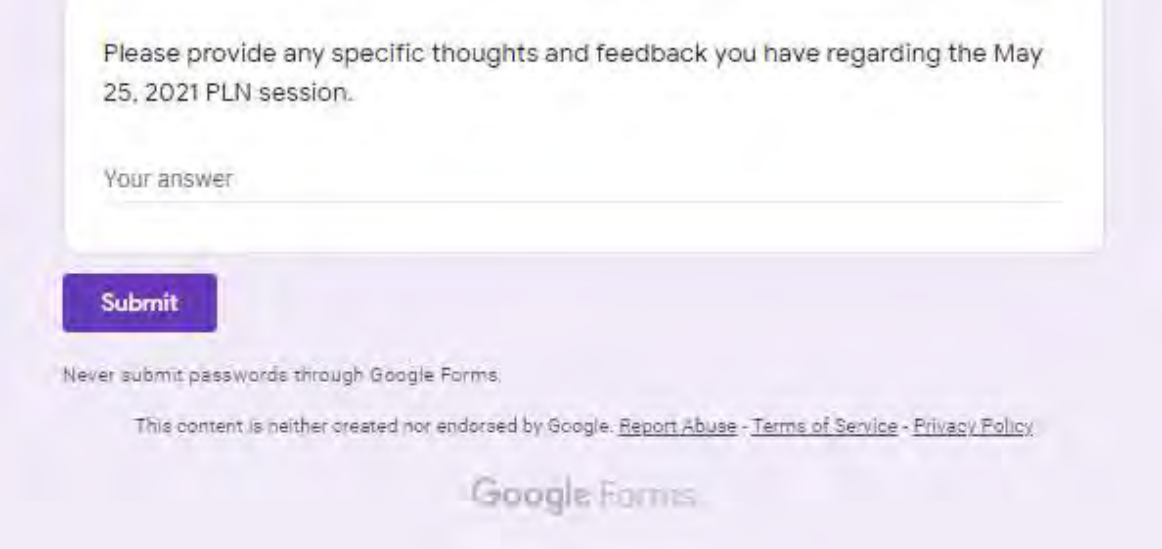
- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

This PLN Session included adequate opportunities for participants to consider applications to their own professional practice. *

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree

This PLN Session was of high quality overall. *

- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly Disagree


Please provide any specific thoughts and feedback you have regarding the May 25, 2021 PLN session.
Your answer
Submit
Never submit passwords through Google Forms.
This content is neither created nor endorsed by Google. Report Abuse - Terms of Service - Privacy Policy
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FOLLOW-UP SURVEY WITH TP3 GRADUATES: 2016 THROUGH 2020

Report 5.09

William Carruthers [1]

June 2021

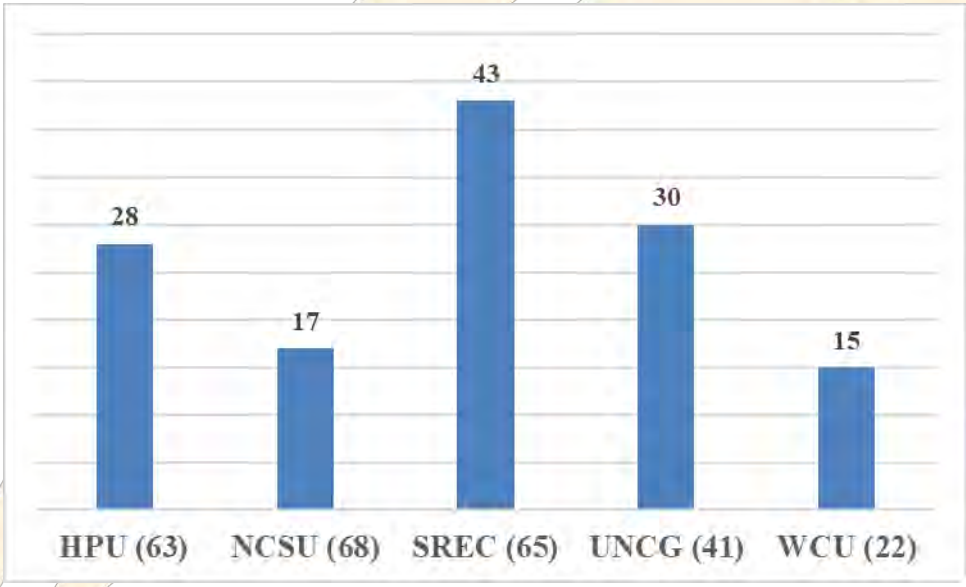
INTRODUCTION

Grant*Prose* distributed a follow-up survey in the spring 2021 to graduates of the TP3 program from the first two funding cycles: 2016-18 and 2018-20. A copy of the survey is provided in **Appendix B** of this report.

FINDINGS

The survey was distributed to 257 individuals early May 2021. One hundred forty-one (141) individuals opened the survey and 133 (51.8%) of the 257 surveyed provided useable data. The first survey response was completed May 5th and the last response was completed May 23rd. **Figure 1** indicates how many individuals from each TP3 program responded to the survey with useable data. Response rates were strongest at WCU, UNCG, and SREC in that order.

Figure 1. Survey Respondents Disaggregated by TP3 Program *

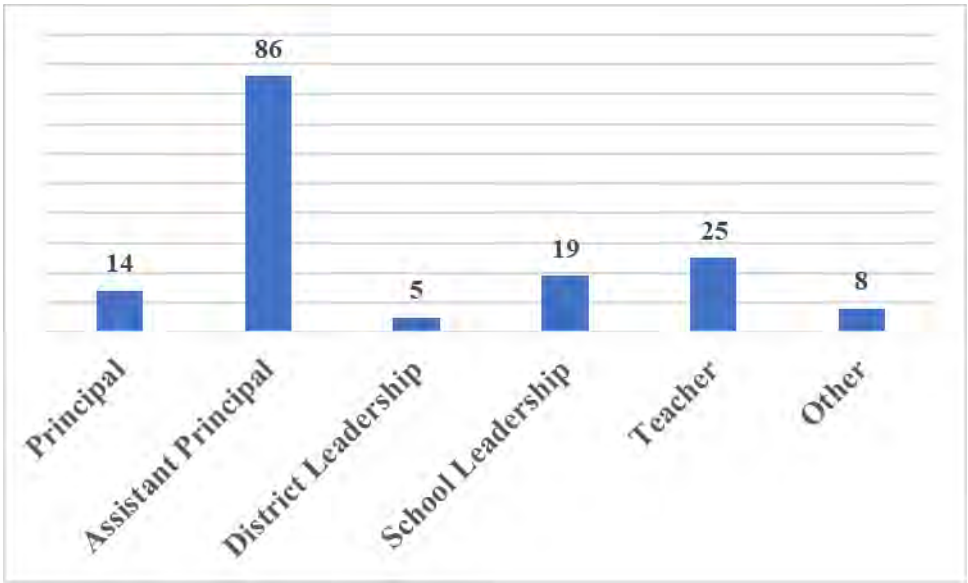


Notes
** Numbers in parentheses indicate the number of individuals surveyed with each program.*

[1] Suggested citation: Carruthers, W. (2021, June). *Follow-Up Survey with TP3 Graduates: 2016-2020 (Report 5.09)*. Garner, NC: Grant*Prose*, Inc.

Figure 2 indicates what leadership position(s) the respondents have held since completing the TP3 program.

Figure 2. Leadership Positions Held by TP3 Respondents to the Follow-Up Survey *



Notes
** The totals add to greater than 133 respondents due to some individuals choosing more than one position.*

The presentation of survey results in the following text describes the question(s) asked on the survey and then provides data on the results.

Q: At this time, how committed are you to being a principal/assistant principal?
Q: At this time, how confident are you that you can be successful as a principal/assistant principal?
Two single-item questions asked about respondents' commitment to being a principal/assistant principal (P/AP) and their confidence that they could be successful as a P/AP. Consistent with past Grant*Prose* surveys, the group as a whole continued to express a strong commitment to being a principal. The average of their ratings on the single item asking about their commitment was 6.35 on a 7-point Likert scale (1 = Not at all committed; 7 = Very committed). However, also consistent with earlier surveys, their confidence that they could be successful as a principal was not quite as strong, with the overall average rating on this one item being 5.99 on the 7-point scale. It is interesting to note that the average level of confidence for the 14 individuals who reported being principals (6.07) rather than assistant principals or some other leadership role was only slightly stronger than the overall average (5.99). While individuals may express a strong commitment to being a principal, they may be a bit more modest about their abilities in that role.

Q: Knowledge of and Competency with the NC Standards for School Executives
Another set of Likert items scored along a 1-7 scale ranging from 1 = Not at all knowledgeable/ competent to 7 = Extremely knowledgeable/competent were designed to collect information on respondents' perceptions towards North Carolina's eight standards of executive leadership

among school administrators. **Table 1** provides average scale scores on these standards disaggregated for the five TP3 Providers participating in the Grant*Prose* evaluation over the 2016-20 period. Cells highlighted in green indicate the high average score for each of the executive standards.

The SREC program posted the highest average scores on all eight of the executive standards (highlighted in green in **Table 2**). The SREC program also had the most respondents to the survey, approaching the 65 individuals who enrolled in the program during the 2016-20 years. Clearly, participants in the SREC program held the most positive perceptions towards their knowledge of and competency with the executive standards. Considering all five programs together, the respondents rated Instructional Leadership and Cultural Leadership as their strongest standards; Managerial Leadership, External Development Leadership, and Micro-Political Leadership were rated as their weakest standards.

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

Executive Standard Scale	Number of Items	HPU N=28	NCSU N=17	SREC N=43	UNCG N=30	WCU N=15	Total Avg
Strategic Leadership	4	5.70	5.81	6.19	5.89	5.87	5.94
Instructional Leadership	3	5.96	5.85	6.26	6.10	6.02	6.08
Cultural Leadership	3	5.93	5.78	6.35	6.03	5.87	6.06
Human Resource Leadership	3	5.75	5.73	6.05	5.74	5.80	5.85
Managerial Leadership	4	5.35	5.50	5.97	5.63	5.38	5.64
External Development Leadership	3	5.45	5.63	5.96	5.69	5.38	5.68
Micro-Political Leadership	1	5.46	5.82	5.88	5.50	5.33	5.64
Academic Achievement Leadership	1	5.61	5.47	6.19	5.67	5.67	5.80

Q: Duties and Responsibilities of a Principal

A third set of 10 questions asked respondents to rate how well the TP3 program prepared them for varied duties and responsibilities of a principal. The 10 questions were each a single Likert item with anchors ranging from 1 = Not at all prepared to 5 = Very well prepared. **Table 2** provides averages for these 10 items disaggregated by TP3 provider. Green highlighting in the table indicates the TP3 provider with the highest average for each item. As was seen with the executive standards, SREC posted the highest averages on all but one item. And, consistent with Grant*Prose* findings on other surveys over the years, **Table 2** shows that budgeting and exceptional children compliance issues receive the lowest overall average across all programs.

Table 2. How Well the TP3 Participants Felt the Programs Prepared Them for Various Duties and Responsibilities of a Principal						
Duty/Responsibility	**HPU N=28**	**NCSU N=17**	**SREC N=43**	**UNCG N=30**	**WCU N=15**	**Total Avg**
Conducting data analysis	4.26	4.38	4.45	4.38	4.07	4.34
Preparing budgets	2.67	3.50	3.95	3.38	3.00	3.39
Implementing instructional interventions	4.15	4.50	4.44	4.10	4.20	4.28
Coaching & evaluating teachers	4.52	4.69	4.74	4.34	4.14	4.53
Distributing leadership	4.44	4.44	4.67	4.21	4.33	4.45
Resolving staff conflicts	3.93	4.19	4.49	3.97	4.07	4.17
Managing my time	4.07	4.13	4.67	4.45	3.93	4.34
Managing human & material resources	4.00	4.06	4.51	4.24	4.00	4.23
Fostering positive parental relationships	4.07	4.06	4.55	4.31	4.07	4.28
Managing exceptional children legal and compliance issues	3.48	3.69	4.49	3.90	3.87	3.98

Q: Rank Ordering Selected Best Practices

The respondents were asked to rank order a selection of six best practices regarding *how well the [TP3] program prepared you for the duties and responsibilities of being a principal (1 = most important to 6 = least important)*. While Internship received the most 1st place rankings (58), Coaching received the most 2nd (36) and 3rd (29) place rankings. Respondents' perspectives on these six best practices suggest the Internship was the most impactful followed by Coaching. **Table 3** shows the sum of rankings for the first three ranks.

Description of Best Practice Provided on Survey	**1st Place Rankings**	**2nd Place Rankings**	**3rd Place Rankings**
Cohort: Students take most or all classes together (most without other non-cohort students). Group activities (e.g. ropes courses, retreats) are designed to develop relationships and professional network.	18	18	17
Full-time internship: Interns are released from all teaching responsibilities during full-time internship. Placements made focus on intern needs rather than personnel needs of school/district.	58	21	13

Coaching: Coaching in addition to that provided by the IHE supervisor and principal mentor is provided by an experienced school leader. The coach regularly visits intern at placement.	11	36	29
Coursework incorporating authentic experiences: Courses are aligned to overall program and each other. Curriculum has regular input from practitioners. Assignments incorporate realistic simulations and field experiences.	8	20	22
Emphasis on instructional leadership and issues of equity: Role of principal as instructional leader emphasized. Program includes attention to issues of equity and strategies for increasing equity.	17	10	22
Emphasis on high need schools: Interns are prepared to be transformational leaders in high poverty schools. Field experiences, case studies, readings etc. include strategies for transformation in high need schools.	13	15	15

Open-Ended Questions

Two open-ended questions were asked at the end of the survey:

- *Overall, what do you think the program did best to prepare you to become an effective principal?* One hundred ten (110) respondents commented on this question and the internship was most often mentioned (36 occasions). Coaching was mentioned 22 times; real world and/or authentic experiences were mentioned 21 times; the faculty was mentioned 6 times, the coursework was mentioned 5 times; and the cohort was mentioned 6 times. Other topics that received a few mentions include a focus on equity, feedback and self-assessment practices, and mentoring.
- *Overall, what do you think the program could do to improve its ability to prepare effective principals?* Eighty-four (84) individuals commented on this question and budgeting was most often mentioned as where programs could improve their offerings (24 individuals), and issues associated with exceptional children were mentioned 11 times. Thirteen (13) individuals with the HPU and SREC programs noted that they would like to see a full-year internship. Continuing to provide support through avenues such as coaching, networking, and the cohort was mentioned by 8 individuals. Other topics that received a few mentions include addressing issues associated with student discipline, legal and HR matters, scheduling, and MTSS practices. See **Appendix A** for a full listing of comments individuals offered regarding improvements that could be made to the program.

CONCLUSIONS

It is impressive that survey respondents, who in some cases had been out of their program for two or more years, continue to be highly complimentary about their TP3 program. The survey captured 100 (56.8%) of the 176 individuals known to Grant*Prose* to be holding principal or assistant principal (P/AP) positions at the time of the survey, suggesting the survey results are reasonably well reflective of P/AP perspectives, Of course, there is always the caveat that the 43.2% of P/APs who did not respond to the survey may hold less complimentary perspectives.

Among the five TP3 programs, the SREC respondents were consistently the most complimentary towards their program. On earlier surveys over the years, SREC participant perspectives tended to fall within the mix of averages among the other TP3 programs…not noticeably stronger or weaker than the other programs. The SREC model for implementing the TP3 program is quite different from the other university-led models, being based in a Regional Educational Service Alliance, fiscally managed by an LEA, and much more of an LEA-centered and led model. LEAs partnering with SREC typically target only 1 or 2 candidates they recommend for the program, suggesting the LEAs may be especially committed to helping participants build relationships with their district leadership and integrating them into their district's leadership culture. It is possible an LEA-centered and led model has some advantages over the university-led model with these advantages becoming more apparent to the participants when they graduate from the program and take on P/AP positions. A report from the Rand Corporation [2] provides support for there being strengths in an LEA-led model.

The internship and coaching were viewed as prominent strengths by many of the respondents along with how the programs provided authentic and/or practical learning experiences. Many comments also addressed general topics of how well the program helped them improve as a person, strengthening intra-personal characteristics by recognizing one's strengths and weaknesses, along with strengthening inter-personal dynamics such as building relations with students, staff and the community. In contrast, the business side of operations such as budgeting, EC and HR issues, and scheduling are areas where the respondents see the TP3 program could make improvements.

[2] Gates, S. M., Baird, M. D., Master, B. KI., & Chavez-Herrerias, E. R. (2019). *Principal Pipelines: A Feasible, Affordable, and Effective Way for Districts to Improve Schools*. Santa Monica, CA: Rand Corporation.

APPENDIX A

Table 4. Comments Made to the Question: *Overall, what do you think the program could do to improve its ability to prepare effective principals? **	
HPU	Maybe put more emphasis on budgeting within the school.
HPU	More training on budgeting/finance
HPU	More work on the budget process and rules.
HPU	I think it would be beneficial to learn about budgeting as a school leader.
HPU	A budget course would be extremely helpful.
HPU	I would have like to work more on the business side of education, ex. budgets, HR
HPU	looking at title 1 budgeting, and school-wide data analysis
HPU	The program could improve its ability to prepare effective principals by devoting more time to training us on special education laws and rules as well as more time to training us on school budgeting.
HPU	As intern so much of my time was spent on discipline, which are symptoms of greater issues. No time was spent discussing budgets.
HPU	The program could continue the coaching through the first year of placement in AP/Principalship role; the program could include more hands-on learning with EC and budgeting needs.
HPU	My only suggestion has been for the coaching/cohorts to continue to be in contact afterward. We need the SUPPORT SYSTEM the program provides while a student. Many of us return to districts where we think differently than most - having the support system would be an incredible benefit to those of us who want to pursue change.
HPU	Require shadowing opportunities of administrators for at least 1/2 a day prior to the start of the internship.
HPU	Learn more about EC laws and how to be an effective SNA.
HPU	The program needs a larger emphasis on special education as well as behavior management.
HPU	This has already been done - my program was crammed into 12 months, but I believe it is more spaced out now
HPU	Making sure the internship principal truly wants an intern.
HPU	Not sure how this would best work within the program, but I think more opportunities to be out of the classroom and observe teachers and reflect on crucial conversations to have with people about instruction. With COVID hitting, I was not able to truly be enriched by the internship in the manner that I envisioned would take place. I learned a vast amount with COVID hitting but I do feel robbed of the full experience to put into practice what was preached.
HPU	More shadowing opportunities with administrators.
NCSU	I think the program does an incredible job of preparing for a principalship. I would say that there needs to be some ownership that after the program we all start as an AP. Incorporating more elements of that job to prepare us would be very helpful.
NCSU	Budget, we only had one course on this, and I am still not sure what I am permitted to use my funds for.
NCSU	More relevant, authentic opportunities. Many experiences such as formative assessment day could have been made better with more practice with authentic experiences that align with that principals are dealing with, now. For example, I have not had to write a memo, I am able to collaborate with others when making large decisions, and have experienced many unique student experiences, especially in SPED, that were not discussed in the program. Having the opportunity to work through things like scheduling, master schedule creation, realistic budget management, more family engagement discussions, etc. I think our district has so many resources that the typical NELA experience prepared us in areas where we have specific district leaders who handle challenges: ie. communications department would be consulted if a crisis were to arise in a school. Having opportunities to hear extremely relevant and real experiences from current APs and Principals...not just a presentation on what they are doing well.

NCSU	More could be done on curriculum development and instructional frameworks that have been successful. To deal with it at more of a nuts and bolts level. I also think more simulations would be useful and help bridge the gap between practical application and theoretical discussions.
NCSU	Collaboration with prospective districts to address needs and specific competencies as it related to the cohort's district and community. While the learning was good, it was academic, theory not practice relevant to the population to be served.
NCSU	Introduce principal standards earlier and demonstrate explicitly connections between the activities/learning and the standards
NCSU	Focus on needs of urban schools for the urban cohort.
NCSU	Follow-up PD after we graduated would be nice to keep us connect as a Cohort and to keep us up to date on trends.
NCSU	I think most of the focus is spot on, I would have liked to see more with law and specifically the EC process.
NCSU	Fostering positive home and school relationships.
SREC	The program could improve what is certainly a first-class experience by providing interns with more exposure to school budgets.
SREC	Budgeting. Still have very little knowledge of the type of budgets that a principal
SREC	Coaching focused more on individual needs of the intern/internship school and less based on program curriculum.
SREC	How to continue the experience and networking once the program is over.
SREC	The program did an excellent job of preparing us. If I could add anything it would be follow-up meetings once or twice a year after the conclusion of the program to discuss and address our ongoing growth as a school leader.
SREC	Incorporating more crisis management and student discipline experiences would be helpful.
SREC	If one of the program goals is to prepare candidates for high-needs schools, prepare leaders for high-poverty areas, and increase equity in our schools, then the program should consider diversifying their own leadership to reflect the populations that we are attempting to support.
SREC	Require students to complete the EC laws and regulations course.
SREC	Help them find placement when the program is over.
SREC	I believe it would be beneficial to do the 30-day switch internship at an A or B high growth school. While I learned from the internship principal and school, it would be very beneficial to see how a school operates whom we strive to reach.
SREC	More emphasis on transformation leadership and instructional leadership.
SREC	I wish we would have done more with interviewing skills
SREC	As MTSS becomes a larger part of school life, new cohorts will need to examine their role in it as an administrator/instructional leader.
SREC	I would add in scheduling, MTSS process, and discipline with an emphasis on restorative practices.
SREC	Allow the intern to stay in the county.
SREC	Less time in the change school, to allow more time for implementation of the change project in the home school.
UNCG	I think the coursework should be geared to the opportunities the student/intern has at the current time.
UNCG	Truthfully, rarely anyone goes straight to a principalship, so I do think that adding a module or two about things assistant principals are responsible for would be beneficial (i.e., transportation, drills, testing). Perhaps an easy way to do this is to require a module during the internship where the intern works closely with the assistant principal on one or two of these items.
UNCG	More in depth finance/budget class.
UNCG	Include more activities regarding conflict management and budgeting/accounting
UNCG	EC and budget
UNCG	Have more sessions on budgeting and EC support.

UNCG	More focus on human resources and budgeting
UNCG	Balance in more authentic day to day leadership aspects like budgets, laws, procedures, etc. with the abundant racial and equity issues we learned about
UNCG	Over time, I think that PPEERS has modified their course selections; however, at the time I would have appreciated additional opportunities to learn about School Law, Special Education, and Finance.
UNCG	More exposure to budget development and scheduling dynamics.
UNCG	I wish the coaching would go beyond the time in the cohort and into the first year as an administrator.
UNCG	Continue to identify culturally and linguistically diverse cohort members.
UNCG	Place students earlier in their school so that they can spend more time learning and getting experiences.
UNCG	Selection of professors based on their ability to effectively deliver instruction. Just because someone is knowledgeable, doesn't mean they will be an effective instructor. EC and legal understandings are very important in this role. The professor charged with teaching us about these aspects, should always be prepared. [Redacted] are wonderful and truly pushed me to believe in myself and shared their passion. They are the best for this program.
UNCG	Make sure mentor principals want to be a mentor rather than just feeling like they have to be.
UNCG	Integrate assignments/projects to align with the portfolio
UNCG	The operations/managerial aspect of being an administrator was what I lacked the most. I am not sure if that can reasonably be done in a preparation program, or if it can be ensured in the internship, but that was my focus in strengthening at the beginning of the school year.
UNCG	During the internship, eliminate all assignments not related to licensure portfolio to provide sufficient time for (and emphasis on) what is required for licensure. This would allow for any and all remaining time to be spent as "on the job training" at the internship site, which was highly effective in my preparation.
UNCG	Support/strategies for extreme behaviors due to Social Emotional/Trauma...in general, strategies to support challenging behaviors that come up and how to support with coping strategies, positive discipline, etc. How to build relationships with tough students not being in the classroom, in the trenches daily. This is something I have struggled with most.
WCU	There is a real need to improve the understanding of the budgeting and financial responsibilities of a principal. It is pointless to train and prepare culturally responsive school leaders if they are incompetent in other areas of the job leading to loss of confidence in them by their supervisors and staff alike.
WCU	A course on finances and budgeting - including learning about the different state and local funds, would have been so, so helpful.
WCU	I believe more help with resumes, networking with local districts, etc.
WCU	Place a little more emphasis on the daily running of a school and more emphasis on how to effectively LEA an IEP meeting.
WCU	More in depth authentic tasks at varying levels (elementary, secondary), role play scenarios with experienced leaders.
WCU	The only thing that I think could be improved is digging into the role of Instructional Leader. I came into this program from an [Redacted] role and noticed that we spent very little time discussing this topic. I am not sure where it would fit in such a robust curriculum, but it is an important role that I think many administrators do not understand.
WCU	It prepared me well! Perhaps a small focus on interview skills would help.
WCU	Real world experiences that were offered from WCU for the cohort.

Notes
** Individuals with HPU and SREC commenting on the need for a full-year internship have been removed from this table so as simplify the presentation of the table.*

APPENDIX B

Survey

Principal Preparation Program Graduate Follow-up Survey-Spring 2021

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

Informed Consent Form
TPP Participants FC1 and FC2 Follow-Up

This survey is a 1- to 3-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 Grant*Prose*, 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 Grant*Prose* 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 Grant*Prose* 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 Grant*Prose*, 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 Graduate Follow-up Survey-Spring 2021

COMMITTMENT TO THE PRINCIPALSHIP

2. 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)

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

3. COMMITMENT TO THE PRINCIPALSHIP

	Not at all committed 1	2	3	4	5	6	Extremely committed 7
At this time, how **committed** are you to being a principal/assistant principal?	◯	◯	◯	◯	◯	◯	◯

Principal Preparation Program Graduate Follow-up Survey-Spring 2021

KNOWLEDGE AND COMPENTENCY

Please rate the extent of your <u>current knowledge and competency</u> in each of the executive standards.

4. 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	○	○	○	○	○	○	○
Leading change to improve achievement for all students	○	○	○	○	○	○	○
Developing school improvement plans by analyzing school progress data	○	○	○	○	○	○	○
Distributing leadership and decision-making throughout school	○	○	○	○	○	○	○

5. 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	○	○	○	○	○	○	○
Protecting teachers from disruption of instructional or preparation time	○	○	○	○	○	○	○
Promoting collaborative planning and student achievement	○	○	○	○	○	○	○

6. CULTURAL LEADERSHIP

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

7. HUMAN RESOURCE LEADERSHIP

	Not at all knowledgeable/competent 1	2	3	4	5	6	Extremely knowledgeable/competent 7
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	○	○	○	○	○	○	○

8. MANAGERIAL LEADERSHIP

	Not at all knowledgeable/competent 1	2	3	4	5	6	Extremely knowledgeable/competent 7
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	○	○	○	○	○	○	○

9. 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	○	○	○	○	○	○	○
Designing protocols and processes to comply with federal, state, and district mandates	○	○	○	○	○	○	○
Implementing district initiatives directed at improving student achievement	○	○	○	○	○	○	○

10. 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	○	○	○	○	○	○	○

11. 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	○	○	○	○	○	○	○

Principal Preparation Program Graduate Follow-up Survey-Spring 2021

CONFIDENCE

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

12. **CONFIDENCE:**

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

Principal Preparation Program Graduate Follow-up Survey-Spring 2021

PERCEPTIONS OF PROGRAM FEATURES

Please rate <u>how well the Transforming Principal Preparation program prepared you</u> for the following duties and responsibilities of a principal.

13. PROGRAM COHORT

	Not at all Prepared		SomewhatPrepared		Very well Prepared
	1	2	3	4	5
Conducting data analysis	○	○	○	○	○
Preparing budgets	○	○	○	○	○
Implementing instructional interventions	○	○	○	○	○
Coaching & evaluating teachers	○	○	○	○	○
Distributing leadership	○	○	○	○	○
Resolving staff conflicts	○	○	○	○	○
Managing my time	○	○	○	○	○
Managing human & material resources	○	○	○	○	○
Fostering positive parental relationships	○	○	○	○	○
Managing exceptional children legal and compliance issues	○	○	○	○	○

14. Please rank the following TP3 practices in terms of how well the program prepared you for the duties and responsibilities of being a principal (1 = most important to 6 = least important).

Cohort: Students take most or all classes together (most without other non-cohort students). Group activities (e.g. ropes courses, retreats) are designed to develop relationships and professional network.

Full-time internship: Interns are released from all teaching responsibilities during full-time internship. Placements made focus on intern needs rather than personnel needs of school/district.

Coaching: Coaching in addition to that provided by the IHE supervisor and principal mentor is provided by an experienced school leader. The coach regularly visits intern at placement.

Coursework incorporating authentic experiences: Courses are aligned to overall program and each other. Curriculum has regular input from practitioners. Assignments incorporate realistic simulations and field experiences.

Emphasis on instructional leadership and issues of equity: Role of principal as instructional leader emphasized. Program includes attention to issues of equity and strategies for increasing equity.

Emphasis on high need schools: Interns are prepared to be transformational leaders in high poverty schools. Field experiences, case studies, readings etc. include strategies for transformation in high need schools.

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

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

Principal Preparation Program Graduate Follow-up Survey-Spring 2021

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.

17. Name:

18. Contact email:

19. Alternate contact email:

20. Contact phone number:

21. Alternate contact phone number:

Principal Preparation Program Graduate Follow-up Survey-Spring 2021

Thank you!

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

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TP3 Program Director Annual Report: 2020-21

Report 5.10

Pamela Lovin, William Carruthers, &Eleanor Hasse [1]

Released: June 2021

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. Three of the programs were awarded a fifth year under NCASLD's administration in the 2020-21 year:

- High Point University's (HPU) High Point University Leadership Academy,
- Sandhills Regional Education Consortium (SREC) Sandhills Leadership Academy, and
- University of North Carolina Greensboro's (UNCG) Principal Preparation for Excellence and Equity in Rural Schools

This report summarizes information submitted by the HPU, SREC, and UNCG program director's in response to the Grant*Prose* request for an annual report on activities and accomplishments undertaken with TP3 funds during the reporting period of July 1, 2020 through June 30, 2021.

ANALYSES OF 2020-21 ANNUAL REPORTS

Program Goals and Modifications

Each 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 end-of-year evaluation reports collected by Grant*Prose*. None of the programs noted any revisions to their program goals for the 2020-21 year.

[1] Suggested citation: Lovin, P., Carruthers, W., & Hasse, E. (2021, June). *TP3 Program Director Annual Report (Report 5.10)*. Garner, NC: Grant*Prose*, Inc.

TABLE 1. PROGRAM GOALS AND MODIFICATIONS		
Program	**Original Goals**	**Revisions or Refinements**
HPU	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.	**2016-17**: Reduction from 40 to 30 participants and addition of participants earning MEd in administration. **2017-18**: No revisions noted. **2018-19**: HPU will serve a total of 33 participants in the 2018-20 funding cycle. **2019-20**: No revisions noted. **2020-21**: No revisions noted.
SREC	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.	**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 Master's degree are required to complete the MSA with UNCP, while interns who already hold a Master's degree are encouraged to complete the MSA. **2017-18**: The program began working with UNCP on any issues regarding courses that would prohibit a 10-month internship. **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. **2019-20**: Cohort V will complete the program in December 2020. **2020-21**: No revisions noted.
UNCG	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.	**2016-17**: While UNCG selected 20 participants, all participants are part of a single cohort, rather than two cohorts of 10 participants. **2017-18**: A single cohort of 22 participants will be selected. **2018-19**: No revisions noted. **2019-20**: No revisions noted. **2020-21**: No revisions noted.

Program Participant Recruitment and Selection

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." Programs recruited and selected 72 participants for the 2020-21 school year shown in **Table 2**.

TABLE 2. PROGRAM INCOMING PARTICIPANTS: 2020-21

Program	Incoming Participants	Comments
HPU	HPU-Cohort V = 16 HPU-Cohort VI = 16	Total participants in 2020-21 = 32
SREC	SREC-UNCP = 10 SREC-Campbell = 10	Total participants in 2020-21 = 20 (including 10 at Campbell scheduled to begin January 2021 *)
UNCG	UNCG-Cohort 3 = 20	Total participants in 2020-21 = 20

** Note: One individual in the Campbell program is known to have withdrawn at the time of this report.*

Information on the overall racial and ethnic demographics of the selected program participants is presented in **Table 3**. Participants across the three programs in the 2020-21 funding cycle are predominantly female (73.6%) and White (66.7%). While the 73.6% females in the third funding cycle is more than 10 percentage points higher than the 62.4% in the initial funding cycle (2016-18), the 66.7% of Whites in the current funding cycle is similar to the 64.2% of Whites selected in the initial funding cycle.

TABLE 3. AGGREGATED RACIAL/ETHNIC DEMOGRAPHICS OF THE SELECTED PROGRAM PARTICIPANTS.

Racial Categories	Ethnic Categories				
	Hispanic or Latin(x)		Not Hispanic or Latin(x)		TOTAL
	Female	Male	Female	Male	
American Indian/Alaska Native				1	1 (1.4%)
Asian					0
Native Hawaiian or Other Pacific Islander					0
Black or African American			15	4	19 (26.4%)
White		1	36	11	48 (66.7%)
More than One Race			1	1	2 (2.8%)
Unknown/Not reported		1	1		2 (2.8%)
TOTAL		2 (2.8%)	53 (73.6%)	17 (23.6%)	72

Program Participant Withdrawals

Upon being enrolled and beginning to attend university classes in the current 2020-22 cohort, one individual is known to have withdrawn from the SREC program at the time of this report.

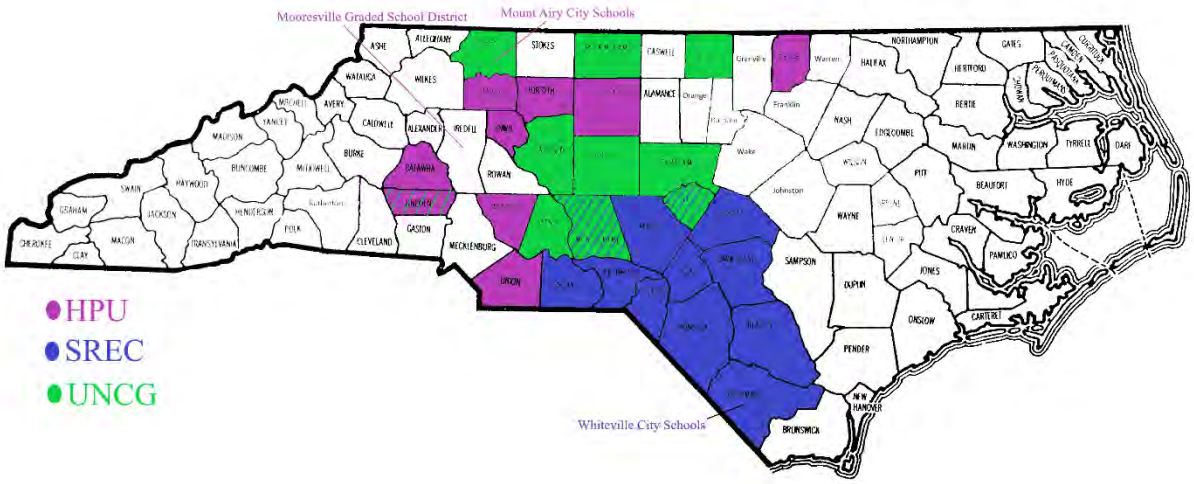
Authentic LEA Partnerships

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. **Table 4** indicates the LEAs that HPU, SREC and UNCG report they are partnering with in the 2020-22 funding cycle.

TABLE 4. COUNTIES AND CITY LEAS PARTNERED WITH PROGRAMS UNDER NCASLD ADMINISTRATION IN THE 2020-21 YEAR		
TP3 Program	**Areas Served**	**# of Participant Served**
High Point University	Cabarrus County Schools	2
	Catawba County Schools	2
	Davie County Schools	1
	Guilford County Schools	10
	Lincoln County Schools	1
	Mooresville Graded School District	3
	Mount Airy City Schools	1
	Union County Schools	5
	Vance County Schools	2
	Winston-Salem/Forsyth County Schools	4
	Yadkin County Schools	1
Southern Regional Education Consortium	Anson County Schools	0
	Bladen County Schools	2
	Columbus County Schools	2
	Cumberland County Schools	2
	Harnett County Schools	4
	Hoke County Schools	0
	Lee County Schools	1
	Montgomery County Schools	0
	Moore County Schools	4
	Richmond County Schools	2
	Scotland County Schools	1
	Public Schools of Robeson County	2
	Whiteville City Schools	0
UNC-Greensboro	Chatham County Schools	0
	Davidson County Schools	3
	Lee County Schools	1
	Lexington City Schools	2
	Lincoln County Schools	1
	Montgomery County Schools	4
	Person County Schools	3
	Randolph County Schools	1
	Rockingham County Schools	3
	Stanly County Schools	1
	Surry County Schools	1
TOTAL	**32 LEAs** • **29 counties** • **3 cities**	**72**

Figure 1 indicates the counties, including city school districts, where the three programs are partnering with LEAs in the 2020-21 year.

Figure 1. Counties Where HPU, SREC and UNCG Have LEA Partnerships



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 5** presents a summary of the number of credit hours projected to be completed by 2020-21 participants through June 2021. **Table 6** indicates licensure earned by individuals since the beginning of the program, and **Table 7** indicates degrees earned by individuals since the beginning of the program.

TABLE 5. PROGRESS OF 2020-22 PARTICIPANTS (Funding Cycle III) TOWARD A DEGREE/LICENSE: JUNE 2021				
Completed Credit Hours	**HPU**	**SREC**	**UNCG**	**Total**
4-6		10 (FC III)		10
7-9				
10-12		10 (FC III)		10
13-15				
16-18	32 (FC III)			32
19-21			20 (FC III)	20
Totals	32	20	20	72

TABLE 6. LICENSURE EARNED BY TP3 PARTICIPANTS SINCE THE BEGINNING OF THE PROGRAM				
Degree/License	**HPU**	**SREC**	**UNCG**	**Total**
Met Requirements to be Licensed as Principal	30 (FC 1) 33 (FC II)	26 (FC I) 39 (FC II)	19 (FC I) 22 (FC II)	169
Totals	63	65	41	169

TABLE 7. DEGREES EARNED BY TP3 PARTICIPANTS SINCE THE BEGINNING OF THE PROGRAM				
Degree/License	**HPU**	**SREC**	**UNCG**	**Total**
Awarded M.S.A.		21 (FC I) 38 (FC II)	19 (FC I) 22 (FC II)	100
Awarded M.Ed.	30 (FC 1) 33 (FC II)			63
Awarded Post Master's Certificate in Administration		5 (FC I) 1 (FC II)		6
Total	63	65	41	169

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 8** below.

TABLE 8. UNEXPECTED BARRIERS OR CHALLENGES		
Program	**Barriers/Challenges**	**Strategies for Overcoming**
HPU	We did remain virtual with all classes and trainings for fall 2020 and spring 2021. Books were mailed to students. We are returning to our face-to-face classes and professional learning beginning in May 2021.	Because we had new instructors during this time, the executive coaches and the project director often joined classes to ensure better support to the students with assignments and to deepen their learning and connections.
SREC	The primary challenge was the issue of meeting F2F for classes and coaching sessions.	However, we quickly adopted WebEx and Zoom as means of contact and scheduled all session and classes so that we could "see" each other and continue the work. Full group sessions and breakout rooms were used to deliver coursework and individual conferences. In addition, we enhanced phone calls with FaceTime and Zoom to add a more personal emphasis on any conversations. Rather than eliminate sessions, we actually increased the number of seminars and class sessions but sometimes adjusted them by scheduling a 6-hour session as 2-three hour sessions to help maintain attention and focus. Presenters and consultants were willing to adjust with us so all planned content was delivered. Not only did we adjust the delivery of our program, both staff and interns worked together to improve technology skills that would maintain and even improve delivery of services. Because schools were closed to all visitors and

TABLE 8. UNEXPECTED BARRIERS OR CHALLENGES		
Program	**Barriers/Challenges**	**Strategies for Overcoming**
	An unexpected result of the Covid-19 environment was the need to adjust curriculum content. In addition, we worked with our Interns on how to counsel, listen, support and reassure teachers who were insecure, struggling, or even frantic.	outsiders, the PDP staff sought creative solutions to meeting with each Intern and Mentor Principal. We also discovered that – in this pandemic environment – our Interns sought the staff's advice more often by reaching out after school or in the evenings for the purpose of reflecting on the day's challenges or for advice for decisions that were difficult not only for the intern but also for the Mentor Principal. In courses such as *School Management, Analyzing Educational Issues* and *Meeting the Needs of Special Populations,* it was necessary to adjust the course content so current issues, considerations, problems and solutions were included. Helping Interns and their Mentors to support and retain faculty in such an unusual environment because extremely important, so our Interns were able to address teacher needs and become stronger as aspiring principals who would be sensitive to both the personal and professional issues of their faculties.
UNCG	The main challenge this year was COVID. We made the following changes/accommodations as a function of COVID:	• We held Interview Days in May 2020 (simulations; panel interview; in-basket tasks) virtually via Zoom. • We changed the building/room for classes in order to accommodate social distancing from Dixon building to the Hall-Merricka building at Gateway Research Park North (AKA North Campus). With this change and other protocols, we have successfully held Boot Camp, ELC 660, ECL 670, Saturday Seminars, and Performance Learning Day in-person. • We have used distance technology to record or livestream classes/events for people in quarantine or isolation due to Covid. • We changed field assignments embedded in first semester coursework to accommodate the fact that the educators in our cohort were teaching virtually at the time. • We conducted site visits this semester virtually. • We conducted internship placement meetings with our partner districts virtually.

Program Successes

Despite varied challenges, the programs report multiple successes during this reporting period as described in **Table 9**.

TABLE 9. SUCCESSES OF TP3 PROGRAMS	
TP3 Program	**Successes**
HPU	All candidates have maintained a 4.0 GPA to date. They have built a strong, cohesive connection across their cohorts despite the virtual setting. We have our internship placements months in advance of past cohorts. This allows candidates to use the schools where they intern as the basis of assignments and provides experience in those schools during the summer. All candidates are encouraged to volunteer their time as the internship does not begin until August.

TABLE 9. SUCCESSES OF TP3 PROGRAMS	
TP3 Program	**Successes**
SREC	We are pleased that 100% of Cohort 5 completed all requirements and graduated with the MSA degree. In addition, of 14 members in Cohort 5, three are now Asst. Principals, one is Dean of Curriculum and Student Success, four are Instructional Coaches or Specialists and one is district Chief Financial Officer because of skills he gained in the PDP program. This means that 64% of Cohort 5 members who completed during 2020-21 are in administrative/high instructional impact positions.
UNCG	All 20 participants have completed 21 credits – half of the program. All are currently successful in terms of coursework, field assignments, dispositions, and Performance Learning Day - Lite scores. They are eager to begin their internships, which officially start 8/15/21, although many will voluntarily begin before then. They are incredibly hardworking, evince a growth mindset, and regularly go above and beyond what is being asked of them. We hear regularly from instructors, leadership coaches, trainers, and guest speakers about the strengths of the cohort. The cohort is tight-knit, reflective, orientated towards issues of equity, growth-minded, and has – overall – strong social-emotional skills. More broadly, the program continues to enjoy strong support from partner districts, as reflected in the OAERS reports and in these statements from superintendents: • "The program is very valuable to all the 11 rural districts it serves. Without the program, these districts would struggle to get well-prepared candidates." • "This program has been a highlight for my school system and me. The opportunities for school systems and individuals in the area of school leadership are limitless as a result of this program. If improvement in school leadership is a goal, programs such as this one need to remain in place. • Graduates are "well-trained and impactful as school leaders" • "The program has helped us establish a solid leadership program for aspiring administrators by providing exceptional practitioner focused classes and collaborative support sessions. The program has set a high bar for the participants, and I have seen a difference in the graduates and their readiness to transition into an administrative role in all levels of school administration . . . This program is a model for NC and the nation."

Modifications Based on Continuous Improvement Activities

Table 10 below provides a brief summary of modifications that programs have chosen to implement based on continuous improvement activities.

TABLE 10. MODIFICATIONS MADE BASED ON CONTINUOUS IMPROVEMENT PLANNING ACTIVITIES OF PROVIDER AGENCIES	
TP3 Program	**Modifications**
HPU	In light of the pandemic, we have added specific professional learning and training to address trauma and crisis; we have strengthened the work around change and decision making. Topics included are mental first aid and trauma and resiliency, rethinking schools after the pandemic, lessons learned from the crisis, and the psychology of change. We are also adding practitioner-led sessions around supporting hybrid teaching and lesson design.
SREC	First, the addition of Campbell University to the Sandhills program is a modification that allows us to serve the entire region. Previously, teachers who worked in the northern part of the region, particularly Sanford and Lillington, were reluctant to drive to Pembroke for college classes because of extended travel time. This modification allows us to bring the program and service closer to our LEAs. Second, through information shared in PDP staff meetings, we realize the need to meet more often with our Mentor Principal, so we are planning a monthly "check-in" via Zoom or WebEx in addition to quarterly semester F2F group Mentor meetings. The purpose is to

TABLE 10. MODIFICATIONS MADE BASED ON CONTINUOUS IMPROVEMENT PLANNING ACTIVITIES OF PROVIDER AGENCIES	
TP3 Program	**Modifications**
	implement consistent training for our Mentor Principals. Third, the Covid-19 environment taught us to be more resourceful and creative, so we will implement more technology throughout all components of our program. However, we recognize the importance of relationships and will not sacrifice important, deep connections with our stakeholders for the sake of Zoom. We will continue to monitor all aspects of the program to ensure that relationships are effective and program components are sustainable.
UNCG	From PPEERS 1 to PPEERS 2, we made sizable and substantive improvements to the program. From PPEERS 2 to PPEERS 3, our improvements are more refinements than broad changes. Data to inform these refinements come from the two benchmark reports and one final report written by the Office of Assessment, Evaluation, and Research Services (OAERS) that conducts our internal evaluation; reports from GrantProse; data collected from stakeholder groups, including students, graduates, leadership coaches, and district partners; and from the self-assessment and reflection of the PPEERS leadership team. Data from these sources informed the following changes: • We continue to co-design with district partners during our monthly meetings with District Point Persons. Within our PPEERS research practice partnership, we leverage design-based implementation research to design, implement, study, and redesign elements of the PPEERS program. Continuous improvement is intrinsic to this approach. Through these co-design sessions, we have, for example: o Developed curriculum around leading through crisis. o Expanded our Advisory Board. o Established specifications for a scope and sequence on *data literacy and leadership* and established an ad hoc design team to develop the content, including three problem-of-practice data simulations. The design team is comprised of a DPP (Exec. Director of HR); a principal; a Director of Accountability, Director of Secondary Education; Director, Curriculum and Instruction, and Professional Development; and an Assistant Professor of School Administration at NCCU. o Developed learning objectives on the topic of student safety and wellness. • We have refined the Hallmark projects that participants completed to demonstrate their mastery of the 8 NC Standards for School Executives. • This summer, we will be providing our interns with Mental Health First Aid certification through a partnership with Cone Health. Based on OAERS internal (formative) evaluation data from superintendent interviews, we are expanding our programming on serving Latinx communities. There will be greater emphasis on the topic in ELC 616: Culturally Responsive Leadership, a Saturday Seminar in Fall of 2021, and an Internship Seminar at Siler City Elementary in Chatham County, which is a minority Latinx school.

Future Plans and Funding Prospects

Table 11 below provides a brief summary of future plans reported by the programs and funding prospects for sustaining or expanding program operations.

TABLE 11. FUTURE PLANS OF PROVIDER AGENCIES	
TP3 Program	**Future Plans**
HPU	HPU is currently submitting a proposal for the new round of funding.
SREC	The SREC, after much consideration, submitted a new application for 2022-2028. The organization will continue to seek appropriate funds for program support.
UNCG	We have prepared a proposal for a new TP3 grant that would provide six years of additional funding, which would allow us to prepare three more PPEERS cohorts.

CONCLUSIONS

HPU, SREC, and UNCG continue to offer principal preparation programs that furnish participants with experiences and support beyond those of traditional principal preparation programs. In other reports Grant*Prose* has produced, we have described a suite of best practices that the programs are implementing to greater or lesser extent. After five years of implementing TP3 programs, the three programs that continue to receive TP3 funds under NCASLD's administration continue to improve their programs and implement best practices. Moreover, the programs actively participate in the PLNs, learning from each other and sharing their experiences with other programs. While there are certainly differences in emphases that the programs place on one or another of the best practices, generally there are more similarities than differences.

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FOLLOW-UP INTERVIEWS WITH TP3 GRADUATES

Report 5.11

Pamela Lovin, William Carruthers, & Eleanor Hasse [1]

Released June 2021

EXECUTIVE SUMMARY

This report provides an analysis of telephone interviews conducted with randomly selected graduates of the five original Transforming Principal Preparation Programs (TP3) to explore their experiences since graduation and the impact the program has had on their career to date. All individuals who graduated from the 2016-18 and 2018-20 funding cycles were candidates for being interviewed, and 28 graduates were interviewed during May and June of 2021. Evidence provided by these interviews reveals the following:

- Twenty (20) of the respondents were serving in school-level, district-level, and state-level leadership positions at the time of the interview, with 15 of these individuals being Principals or Assistant Principals. Eight (8) respondents were serving as teachers.
- Twenty-two (22) of the respondents report they received support from their TP3 program in finding a P/AP position.
- All 13 respondents serving in other than P/AP positions report they are using the skills learned in the TP3 program in their current position.
- Seven (7) of 8 teachers report they are actively seeking a P/AP position; one teacher has been offered a district/state position for the 2021-22 school year.
- The 8 teachers indicated they were not in P/AP positions for several reasons including no open positions, budget cuts, too many TP3 graduates in the district, and the love of teaching.
- All 28 respondents report they feel well-prepared to serve as a leader in a high needs school.
- Respondents also reported they highly value the continuing support provided by coaches after the TP3 program, and several mentioned the desire for a leadership coach during the first few years of school-level leadership.
- Respondents indicated they would have liked the TP3 program to provide more professional development in policy, social justice/racial equity, and networking.

METHODS

All 257 graduates from the 2016-18 and 2018-20 TP3 programs were candidates to be randomly selected for a telephone interview. A spreadsheet listing the 257 individuals was organized alphabetically by the individuals' first name and each individual in this alphabetical list was assigned a unique randomly generated number. The spreadsheet was then reorganized in order of the random numbers and grouped in clusters for the five programs (HPU, NCSU, SREC, UNCG, and WCU). In order of the random numbers, five individuals were selected from each cluster –

[1] Suggested citation. Lovin, P., Carruthers, W., & Hasse, E. (2021, June). *Follow-Up Interviews with TP3 Graduates (Report 5.11).* Garner, NC. Grant*Prose*, Inc.

one who was known to currently be in a principal position at the time of the telephone interview, two who were known to be in assistant principal positions, and two who were known to be in positions other than either principal or assistant principal. This stratification ensured that representatives would be selected for interviews among three groupings—those holding principal positions, those holding assistant principal positions, and those holding other positions. By this method, five individuals were randomly selected from each TP3 program to seek a telephone interview. Using the same sequence of random numbers, alternates were selected for each person should it be that any of those initially selected could not be contacted or choose not to be interviewed.

Grant*Prose* staff contacted these graduates in May and June 2021 to arrange a telephone interview. If the first person contacted for each position could not participate then the first alternate for that person was drawn among those holding the same position for each program. In a few instances, it was necessary to identify a second, third, and fourth alternate to fill the quota of one principal, two assistant principals, and two others for each of the five programs. In the end, 45 graduates were contacted, and 28 agreed to participate. Two programs, SREC and UNCG, had more than the five anticipated respondents. This increase occurred in part because participants had changed positions. Also, some participants were slow to respond, and Grant*Prose* staff invited others to participate. Data reported in this report are for all 28 individuals interviewed.

The objective of interviewing at least one principal, two assistant principals, and two others from each of the five programs was achieved. The interviews ranged between 7 and 28 minutes in length with the average interview length being 13 minutes. Ten (10) of the 28 interviews were with individuals who participated in the 2016-18 funding cycle, and 18 were with individuals who participated in the 2018-20 funding cycle.

Grant*Prose* staff audio recorded the interviews. A professional transcription service transcribed the interviews verbatim and Grant*Prose* staff spot-checked the transcriptions for accuracy. Grant*Prose* staff examined respondents' comments for common patterns and themes as well as exceptions to these. See **Appendix A** for the interview protocol.

RESULTS

The findings from the interviews reported below are organized to parallel the order of the questions on the interview protocol. Sample responses are provided in instances where three or more individuals made a comment that could be coded to a particular theme.

Respondents by Program

Q3. Which principal preparation program did you complete?

All participants who were contacted and agreed to be interviewed were interviewed. **Table 1** shows the number of respondents by program.

Table 1. Respondents' Program	
Role	**Number of Respondents**
High Point University's (HPU) High Point University Leadership Academy	5
North Carolina State University (NCSU) North Carolina Leadership Academy	5
Sandhills Regional Consortium's (SREC) Sandhills Leadership Program	7
University of North Carolina-Greensboro's (UNCG) Principal Preparation for Excellence and Equity in Rural Schools	6
Western Carolina University (WCU) North Carolina School Executive Leadership Program	5
Total	**28**

Role and Average Experience in the Role

Q4. What is your current position? [and] How long have you held this position?

Fifteen (15) of the 28 respondents were principals and assistant principals. Principal and assistant principals averaged at least one year of experience. Five (5) respondents were currently serving in district- or state-level leadership positions, some of whom had served as a P/AP before choosing to serve in district- or state-level leadership positions. Eight (8) respondents have returned to the classroom. **Table 2** shows the roles of the respondents and the average experience in their current position.

Table 2. Respondents' Role and Average Experience in Position		
Role	**Number Participants**	**Average Experience in Position**
Principals	5	1 year 5 months
Assistant Principal	10	1 year
Teacher	8	9 years 3 months
District/State-Level Leader	5	2 years 6 months
Total	**28**	

ALL 28 RESPONDENTS

Support Finding a Principal/Assistant Principal Job

Q5. What support did you get/are you getting from your TP3 program in finding a principal/assistant principal job?

Twenty-two (22) of the 27 respondents[2] indicated some support from the TP3 program in finding a principal/assistant principal position. When asked what support the TP3 program provided, **Table 3** shows almost half of the interviewees discussed resume preparation, interview skill development, and/or references. Other supports identified included nine individuals mentioning coaching, five mentioning district partnership, five mentioning internship placement/support, and

[2] This question was inadvertently not asked to one respondent.

four mentioning selection/tapping process.

Table 3. Support from TP3 Program in Finding a Principal/Assistant Principal Job		
Category	**Number of Responses***	**Sample Reponses**
Resume/Reference/ Interview Skills	11	*It's with interview preparation, and it was a great experience that we had in which we did practice interviews like in a fishbowl situation. And they were videotaped, so we were able to go back afterward and analyze them. We also had peers who were watching us so they could give us real-time feedback and just a different variety of opinions, too. We were coached in solid resumes and having a professional portfolio.*
Coaching	9	*But my coach is still my coach at [TP3 Program]. So in other words, if I needed [him/her], you know, or needed them, they—they're still very supportive in this role even though I'm not in the same district I was in when I assumed the admin qualifications.*
District Partnership	5	*And then as we were ready to transition into jobs, we were able to have meetings with key folks in our central office and understand what the landscape was looking like.*
Internship Placement/Support	5	*We received first a year-long internship placement during our program that allowed us to really understand the district, network, gained very valuable skills…*
Selection/Tapping Process	4	*We were picked by our districts to complete the program. So, I suppose that in and of itself was helpful in getting a job in the district.*

** Note: The total adds to greater than 27 due to some respondents providing answers that could be coded to two or more of these categories.*

Surprises in Professional Experience

Q6: Describe any surprises that may have occurred in your professional experience thus far that you don't think you were prepared enough for?

Twenty-three (23) of the respondents indicated at least one surprise that they did not think they were prepared enough for. When asked what surprises were encountered, nine of respondents mentioned COVID, with many noting that this was not an event that the program could have anticipated. **Table 4** shows the surprises mentioned by participants. The micropolitics among staff and parent groups, such as sports, was a surprise which was reinforced by the mention of crucial conversations. Four respondents mentioned they were surprised how others immediately perceived the respondent knew the ins and outs of their new school administrator position. Other surprises listed were interview process, special education, literacy, macropolitics, school law, self-care, and the changing educational environment.

Table 4. Surprises in Professional Experience		
Category	**Number of Responses***	**Sample response****
COVID	9	*COVID. You know, I don't know that anybody could have prepared anybody for that.*
Micropolitics	5	*But one thing that—that just sticks out in my mind is all the*

Table 4. Surprises in Professional Experience		
Category	**Number of Responses***	**Sample response****
		power that is in sports in a school. Even in middle school, they are so many—there's so much—you know, there's so much that you can do to, you know, sort of help the culture of the school or to damage the culture of the school. And, you know, as you navigate the assistant principalship, you know, you learn where the bases of power are in the school. And, you know, what—you know, the places where you need to focus in order to get things done, in order to, you know, to have an effective school. And sports was one of those things that, you know, just surprised me, even in middle school sports, how many parents had—you know, they were so invested, you know, where they were maybe not invested in the day-to-day operations of the school and the school improvement process. I mean, they were invested in sports and they—a lot of them, the more affluent ones have a direct line to the superintendent, you know? So, that—that's something that was very surprising to me of how much influence they had in the school.
Budgeting/finance	4	*I think perhaps school finance is super-complex and needs more attention.*
Knowing the "job"	4	*I think the most surprising thing was walking into this role, and sometimes there is the assumption that because you're an assistant principal—I think the program did the best that it could. I'm just thinking that maybe it was that I didn't realize how much people automatically perceive that you know your job immediately walking in. So, although I felt prepared in a lot of areas, because the job has so many different intricacies about it, there are things that you just don't—you don't know what you don't know until you walk into the position. And I think that's where—I think just hearing that in the program a little bit more—like, "You don't know what you don't know.*
Crucial conversations	3	*...just the interactions I've had with parents. And we—we've had conversations about managing behaviors and, you know, deescalating situations in that regard.*
Interview process	2	
Special education	2	
Changing educational environment	1	
Literacy	1	
Macropolitics	1	
Self-care	1	
School law	1	

Notes:
** The total adds to greater than 28 due to some respondents providing answers that could be coded to two or more of these categories.*
*** Sample responses were only provided if three or more respondents listed the topic.*

ALL 15 RESPONDENTS IN P/AP ROLES

Reflections on TP3 Program and Subsequent Employment Experience for Principals/Assistant Principals, N = 15

Q7(a) What could the program have done better to prepare you to be a school administrator?

Following the content analysis for common themes, the 15 principal/assistant principal responses were coded using the categories found in **Table 5**: The responses were very diverse based on the variety of positions and placements of the respondents. The most frequently cited change would be improving the internship experience. When discussing the internship, respondents discussed the length, placement, and variety of setting. Three respondents discussed the need to learn and use self-care/reflection. Other improvements identified related to budgeting, working with adults, interview process, special education, fundamental day-to-day tasks, obtaining a position, human resource procedures/laws, licensure projects throughout the program, increased interaction with building level personnel during the program, and personalized learning with instructional technology. Many respondents noted that the TP3 program did a good job preparing them to be school-level administrators. One respondent stated: *"So, the program was—I mean, it was top notch. As I was going through it, I remember saying, "Oh, my god. This is so challenging. This is hard." Right? The program was intentional at very—the creators of the program, the professors and instructors were very intentional about creating these experiences that put us in high-stress situations."*

Table 5. Ways to Better Prepare School Administrators

Category	Number of Responses*	Sample response**
Internship experience	4	*But one of my favorite things was when I went to [school] because that was totally different from what I was doing, but that experience was really good. If there were other experiences where, you know, if you were elementary you did more secondary experience, or if you were a secondary you did more elementary. I just think it gives a good global look at leadership and you don't always have the option to choose where you're going to lead. So, I think that it's important for a well-rounded education.*
Self-care/reflection	3	*...knowing when to give yourself a break, knowing how to reflect before we react.*
Budget	2	
Working with adults	2	
Interview process	2	
Special education	1	
Fundamental day-to day tasks	1	
Obtaining a position	1	
Human resource procedures/laws	1	
Licensure projects throughout the program	1	
Increased interaction with	1	

building level personnel during the program		
Personalized learning with instructional technology	1	

Notes:
** The total adds to greater than 15 due to some respondents providing answers that could be coded to two or more of these categories.*
*** Sample responses were only provided if three or more respondents listed the topic.*

ALL 13 RESPONDENTS NOT IN P/AP ROLES

Reflections on TP3 Program and Subsequent Employment Experience for Persons Not Presently Serving as Principals/Assistant Principals, N = 13

Q7(b)(1) What factors led to the position you are now in?

Following the content analysis for common themes, responses for 13 individuals not currently in P/AP positions are indicated in **Table 6**. The 8 teachers indicated they were not in P/AP positions for several reasons including no open positions, budget cuts, too many TP3 graduates in the district, and the love of teaching. Some respondents serving in a district/state-level position indicated they were in the position because of a desire to affect education on a larger scale, or choose to stay in their prior position. One respondent stated: *"The only reason that I made the transition to the position that I'm in now is simply because I understand the ability to affect education on a larger scale. So, I've always wanted to make an impact in education as far as I can think. And not that you can't make an impact when it comes to education as a principal. I think that's the groundwork and you have the most impact because you're right there with kids and the teachers every day. But I also saw a need to address policy when it came to school leadership. And that's one of the things that I'm really focused on, just building the capacity of school leaders. I feel like we've done a lot of work in North Carolina to address teachers and classrooms. And now we're just realizing there is an abundance of work that we need to do when it comes to school leadership because school leadership is the second most important factor when you think about student achievement. So that's only—that's the only reason I made that transition is because I know that I wanted to make a greater impact"*

Table 6. Factors Leading to Current Position of the Non-Principal/Assistant Principals

Category	Number of Responses	Sample response*
No open positions	4	*…when they put me in this [position], they saw the leadership potential. They just didn't have the AP program—or an AP position for me.*
Budget cuts in district	2	
Stayed in district/state position	2	
Too many TP3 graduates in district	2	
Ability to affect education on a larger scale (district/state level)	1	
Profession products	1	

presented for district/state interview		
Love of teaching	1	

Notes:
** Sample responses were only provided if three or more respondents listed the topic.*

Q7(b)(2) How important are the skills you learned in the TP3 program to the work which you are doing now?

All 13 respondents to this question agreed that the skills learned during the TP3 program have contributed to their current work. In general, respondents discussed school leader traits and the ability to view issues from the administrator's perspective. One respondent stated: *I've been able to put into play as a sort of building leader, so to speak, within the building, working with other teachers. I've been able to mentor some other teachers, from—all the way from [subject] teachers to where even some teachers that have been career teachers come and ask about, "You know, well, do you know why this happened this way," or, "You know, you've been through principal training. Why am I—you know, this situation happened." Or, "You know, hey, can I get your opinion on…What do you think?" So, for me, I've been able to help others really maybe where they're not comfortable going to the principal or going to the assistant principal, where I—I've been able to use some of my skills that I've developed through that program to be able to help coach them or give them advice or maybe have them look at things a little bit different, where some of them may not feel necessarily comfortable going to the current administration*. Crucial conversations were also listed as a useful skill. Some other skills mentioned were change process/strategies for impact, data analysis, mission and vision statement, networking, resources, and social justice/equity. **Table 7** summarizes the skills noted by the 13 respondents not in P/AP positions.

Table 7. Skills Currently Used by Current Position of the Non-Principal/Assistant Principals

Category	Number of Responses*	Sample response**
Instructional leadership	6	*I'm more of an instructional leader for the [department]. So, you know, with all the focus on instruction and best instruction practices, helped me prepare me for that role. I'm not necessarily using a lot of the principal leadership stuff that I learned in this role, but more the instructional.*
Crucial conversations	3	*…I just had an interaction with somebody that was not great, like a conflict, and I was able to—instead of reacting, I used my skills to turn it around and make it a more purposeful conversation, and I don't think I would have been able to do that prior to my program.*
None specified	2	
Change process/ strategies for impact	2	
Data analysis	1	
Mission and vision statement	1	
Networking	1	

Resources	1	
Social justice/racial equity	1	

Notes:
** The total adds to greater than 13 due to some respondents providing answers that could be coded to two or more of these categories.*
*** Sample responses were only provided if three or more respondent listed the topic.*

Q7(b)(3) Are you actively seeking an assistant principal/principal position?
Seven (7) of the eight teachers and one of the five district/state level leaders interviewed reported they are actively seeking P/AP positions. One teacher has been offered a district/state level position for the 2021-22 school year. Four (4) of the five respondents currently serving in district/state-level positions are not actively seeking P/AP positions.

ALL 28 RESPONDENTS

Q8. How well did the program prepare you to serve as a leader in a high needs school?
Eighteen (18) of the respondents asked [3] were currently serving in a high needs school/district. All 28 respondents indicated that they feel well prepared to serve as a leader in a high needs school. Participants mentioned nine different aspects of the TP3 programs which prepared them to serve as a leader in a high needs school. Eight (8) of the respondents specifically highlighted the coursework/trainings in the TP3 program prepared them to serve in a high needs school. Five of the respondents noted that the TP3 program focused on high needs schools throughout the program. The need to change culture in a high needs school was noted by four respondents. Others discussed course speakers, internship, textbooks/readings, data analysis, expanded expertise, and instructors. Following the content analysis for common themes, the skills/experiences which prepared respondents for leadership in high needs schools were coded and found in **Table 8**.

Table 8. Skills/Experiences Which Prepared Respondents for Leadership in High Needs Schools

Category	Number of Responses*	Sample response**
Coursework/ training	8	*We had trainings on racial equity, which is very important because when you walk into a school that has a variety of needs and high needs in specific areas,…But also, we had training on—we had poverty training, which took us through a gamut of different situations in students who have—students who are living in poverty, and just different ways that schools that had—that were considered extremely high-need were able to overcome those learning gaps or—and just push students as far as they could. But also, just ways of family engagement, of being able to connect with parents and build relationships with parents, and also to reach out to parents and give—and help families get what they need, or needed, in order to be successful. So, there's a lot of training there.*

[3] Three participants were inadvertently not asked about the school in which they were serving.

Table 8. Skills/Experiences Which Prepared Respondents for Leadership in High Needs Schools		
Category	**Number of Responses***	**Sample response****
Focus of the program	5	*I think the work that [TP3 program] is doing around equity—— really, really is the key there to helping leaders understand not to put the blame on the student or the community or the situation, and to take that factor out in order to better serve our community. So, I think that that content that comes in every single course that they do. You know, that's a goal in every single course is—and how does equity tie into this assessment piece? And how does equity tie into leading in curriculum? And how does equity tie into special education? I think that's what is preparing our principal leaders. And as a [current position] I can see that in our older, older school principals, if that makes sense? Different schools that had a different prep program and our new principals that are coming out of the program. So, I think through that lens, because I'm not a principal, I see how it's impacting the principals and the assistant principals that we have.*
Changing culture	4	*We did a lot of work on change leadership and the PLC process. And had I not done that work, you know, I would not have understood that the process to effectively change a school and, you know, how long it should take. I learned that I would not be able to come in day one as an assistant principal and change everything and just turn the school around. I mean, there's a process and there's coalition-building and there's getting your message across and getting people to buy-in. Because like the kids, we can't make the kids do anything. The adults in the building are really the same way. You've got to build relationships and so the change—the work that we did on change, the work that we did on building relationships was very valuable.*
Speakers	4	*…a lot of the speakers that we had and our professors, to be honest with you, have that type of experience and were able to bring the real-world experience in.*
Internship/mentor/ change project	3	*I also went to a high-needs school [during my internship], so there was a lot of similarities. And what I felt like were our needs in my current school that I'm currently located at, when I went to [internship], I was like, "Wait a minute. Their needs are even more so than what I'm challenged with now," so I know that they were able to do that. So they really tried to place us in places that were comparable to where they felt like we were already placed so that we could see a different view. You know, don't put me in a school that has, like, you know, tons of volunteers and tons of PTA members—and, you know, tons of, you know, community support. They actually paired me with somebody and a leader that was comparable to what I was doing. So I did appreciate that. And I was paired with a female, which was really nice because I was able to see from a female's perspective—because I had*

Table 8. Skills/Experiences Which Prepared Respondents for Leadership in High Needs Schools		
Category	**Number of Responses***	**Sample response****
		worked for all males—to see a female effectively running a school with a female assistant principal and a female instructional coach. So, from that perspective, for me, it was awesome to see.
Course textbook/readings	2	
Data analysis	2	
Expanded expertise for those with high needs experience	2	
Instructors	1	

Notes:
** The total adds to greater than 28 due to some respondents providing answers that could be coded to two or more of these categories.*
*** Sample responses were only provided if three or more respondent listed the topic.*

Continued Support as an Educational Leader

Q9: How does the TP3 program continue to support you as an educational leader?

Twenty-seven (27) of the 28 respondents indicated some level of continuing support from the TP3 program. Seventeen (17) of respondents mentioned the coaching relationship as continued support. Seven (7) of the respondents noted that the resources were a support. Others discussed communication with program leadership, cohort, network, TP3-district partnership, and established school leadership institute. Following the content analysis for common themes, the continued support as an educational leader were coded and found in **Table 9**.

Table 9. Continued Support as an Educational Leader		
Category	**Number of Responses***	**Sample response****
Coaches	17	*Part of the program that we went through [internship] …, we had a leadership coach who worked with us and provided feedback. My leadership coach was excellent and I learned so much from [him/her], but I really feel like I could have used a leadership coach more probably my first—at least two years as an administrator. Because when I was in the program, you're getting all of this feedback…You have your professors. You have projects. You have a cooperating principal…There are times when I am the only administrator in the building. My principal is out of the building, and I am in charge, something comes up, and I have to make very important decisions on the fly. But, you know, not that I don't have the support that I—if it's really bad, I can call central office or call my principal. But, I feel like it would have been nice, especially these first couple of years to have had the availability of that leadership*

Table 9. Continued Support as an Educational Leader		
Category	**Number of Responses***	**Sample response****
		coach. Maybe not as often as I did as an intern, but even if it was just a few times a year where they came by to sort of give advice and help reflect. And my leadership coach has voluntarily done that. [He's/She's] still kept in touch. [He's/She's] not making any money. [He's/She's] not getting paid to do it… [he/she] just reaches out and talks to us, and [he's/she's] available any time I need [him/her]. But it would have been nice to sort of formally have that relationship for [him/her] to be able to come by the school and _____ being able to talk to [him/her] or maybe [him/her] watch me and give me some feedback and things like that.
Resources	7	*[TP3 program] offers plenty of opportunities through—I feel like [program director] is always emailing about either opportunities for us to come together and help the [TP3 program] kind of bolster its efforts, or also just professional development opportunities have been offered to principals through—I mean,, you know, [program director] hears about it and kind of forwards it out to current and previous [TP3] participants.*
Communication with program leadership	6	*Weekly emails from [TP3 leadership]. We chat regularly by text. Sometimes we call, if time permits.*
Cohort relationships	5	*We were in a cohort of incredibly strong leaders who inspire me every day, and we stay connected. We have smaller groups that we tend to stay connected with, but then I touch base with I think everyone in the entire cohort, the [number] of us, for professional collaboration, and that will be for the rest of our careers.*
Network	5	*They've also helped me to create networks with other school leaders and educator influences across North Carolina.*
TP3-District partnership	3	*As I said before, my—the head of the program called the human resources department just to say, "Hey, she's here. Just know that she's here," so I got through the interview process. The other doctor who taught a lot of our classes, [her/she] texted me and [he/she] said, "They're doing—they have a lot of positions open—they have some positions open. Are you—are you applying?"*
Established school leadership institute	2	
No support	1	

Notes:

** The total adds to greater than 28 due to some respondents providing answers that could be coded to two or more of these categories.*
*** Sample responses were only provided if three or more respondent listed the topic.*

Continuing Professional Development

Q10: What continuing professional development do you feel would be useful for you?

Seven (7) of the respondents listed policy as continuing professional development topic. Social justice/racial equity was mentioned by six of the respondents. Multiple respondents mentioned networking and testing. Three respondents highlighted the need for a leadership coach during the first two years of school administration. Eleven additional topics were each mentioned by just one respondent. **Table 10** shows the continuing professional development suggestions.

Table 10. Suggested Continuing Professional Development

Category	Number of Responses*	Sample response**
Policy	7	*...policy would be really important. I feel like we did, like a law class. We did an HR class. But I feel like, within North Carolina, there is so much attachment of what we do and the decisions that are made through the legislature that—and I get informed of these, but I'm not sure—I know my teachers don't get informed of the changes and the new bills and the things that are going through and the decisions that are being made that affect teachers. And I think, like, making sure that school administrators are on the up-and-up on those kinds of decisions would be really helpful. I mean, it just seems to make sense. And so probably they do, but I—I just don't think that it's a very, like, regular thing that happens.*
Social justice/racial equity	6	*I think continued work in looking at things through the lens of equity. I think we still have—still have a lot more work to do in that area, and so I would like to continue that.*
Networking	4	*I love the idea of being able to bring us together as a group periodically, whether it's with our cohort specifically or with other people that have been through in various cohorts—and participating in some PD collaboratively.*
Leadership coach	3	*...if they could somehow find a way to use the grant money to pay for that the first, you know, two or three years for the interns, the leadership coach.*
Testing	3	*I think testing would be a good one because——I was the COVID person…So, for me, I didn't get that testing experience because we would have done end-of-year. I had set up a program to do the testing the next week and then COVID hit.*
Coaching others	2	

Table 10. Suggested Continuing Professional Development		
Category	**Number of Responses***	**Sample response****
Crucial conversations	2	
Mental health	2	
Social-emotional learning	2	
Educational leadership	1	
Executive standards	1	
Family engagement	1	
Funding	1	
Interview process	1	
LGBTQ	1	
Literacy/reading	1	
Special education	1	
Poverty	1	
Scheduling	1	
Specialized training for district positions	1	
Don't know what I don't know	1	

Notes:
** The total adds to greater than 28 due to some respondents providing answers that could be coded to two or more of these categories.*
*** Sample responses were only provided if three or more respondent listed the topic.*

Other Comments to Offer

Q11: Do you have other comments to offer that would be useful for improving the TP3 program?

Six (6) of the respondents expressed how grateful they were to be a part of the TP3 program. Five (5) of the respondents did not have additional comments. Three (3) respondents highlighted the need to focus on the fundamental day-to-day school operations during the coursework/internship. Nineteen additional topics were each mentioned by just one respondent. **Table 11** shows the other comments to improve TP3 program. Five respondents had no comment.

Table 11. Comments to Improve TP3 Program		
Category	**Number of Responses***	**Sample response****
Grateful for the TP3 opportunity	6	*I hope more school leaders can have the kind of preparation that I was able to have. I am so grateful for it every day and have been grateful for it for [number] years since I left the program.*
None	5	*No, ma'am, I do not*
Fundamental day-to-day operations	3	*I think more focus needs to be put on, really, training—what realistically we're going to be going into, which is an AP position. So we really need to*

		train on busses, more of the AP responsibilities, the aspects of what an AP does and what an AP needs to do, and how that AP should support the principal.
Internship experience	2	
Advertisement of the program	2	
Coaches	2	
Screening/selection	2	
Job placement assistance for those without a position	2	
Cohort	1	
Connecting TP3 program to university operations	1	
Crucial conversations	1	
Equity	1	
High standards for the change project	1	
Human resource training	1	
Independent learning	1	
School visits/school administrators/ teachers as speakers	1	
Interactive simulations	1	
Improve organization	1	
On the job experience	1	
Policy	1	
TP3 good model	1	
Travel	1	

Notes:
** The total adds to greater than 28 due to some respondents providing answers that could be coded to two or more of these categories.*
*** Sample responses were only provided if three or more respondent listed the topic.*

CONCLUSIONS

Evidence provided by the interviews conducted with TP3 graduates supports the following conclusions:

- Twenty (20) of the respondents were serving in school-level, district-level, and state-level leadership positions at the time of the interview, with 15 of these individuals being Principals or Assistant Principals. Eight (8) respondents were serving as teachers.
- Twenty-two (22) of the respondents report they received support from their TP3 program in finding a P/AP position.

- All 13 respondents serving in other than P/AP positions report they are using the skills learned in the TP3 program in their current position.
- Seven (7) of 8 teachers report they are actively seeking a P/AP position; one teacher has been offered a district/state position for the 2021-22 school year.
- The 8 teachers indicated they were not in P/AP positions for several reasons including no open positions, budget cuts, too many TP3 graduates in the district, and the love of teaching.
- All 28 respondents report they feel well-prepared to serve as a leader in a high needs school.
- Respondents also reported they highly value the continuing support provided by coaches after the TP3 program, and several mentioned the desire for a leadership coach during the first few years of school-level leadership.
- Respondents indicated they would have liked the TP3 program to provide more professional development in policy, social justice/racial equity, and networking.

Appendix A: Interview Protocol
Transforming Principal Preparation Program
Participant Interview

This interview is a 1- to 3-year follow-up of your participation in the Transforming Principal PreparationProgram, 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. You are being asked to participate in the interview as part of 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 (TP3)*, 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 Grant*Prose*, Inc. to implement an evaluation of the program, 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: If you agree to participate, you will be asked to participate in an interview pertaining to the TP3 program that you completed and your experiences since completing the program. The interview is expected to take approximately 15-20 minutes. Information collected will be used to inform *Transforming 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.

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. **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.
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 Grant*Prose*, Inc. (919-208-3506), and (lovinphysics@gmail.com).

Interview Protocol

The interviewer will ask you if you agree to be in this study and then if you agree, he/she will ask if you agree to be recorded. If you agree, the interviewer will turn on the recorder and start by asking these questions.

Permission

1. Do you agree to be interviewed for this evaluation?

2. Do I have your permission to record this interview?

Background

3. Which principal preparation program did you complete?

4. What is your current position?
    a. How long have you held this position?
5. What support did you get/are you getting from your TP3 program in finding a principal/assistant principal job?

Program Features

6. Describe any surprises that may have occurred in your professional experience thus far that you don't think you were prepared enough for?

7. Reflecting back on your TP3 program and based on your subsequent employment experiences:
    a. For school Principals/Assistant Principals: What could the program have done better to prepare you to be a school administrator?
    b. For persons who are not presently Principals/Assistant Principals:
        1. What factors led to the position you are now in?
        2. How important are the skills you learned in the TP3 program to the work which you are doing now?
        3. Are you actively seeking an Assistant Principal / Principal position?

8. How well did the program prepare you to serve as a leader in a high needs school?

Professional Support

9. How does the TP3 program continue to support you as an educational leader?

10. What continuing professional development do you feel would be useful for you?

11. Do you have other comments to offer that would be useful for improving the TP3 program?

Thank you for your participation.

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EVALUATION PROCEDURES

Identifying High Need Schools: Fourth Report

Report 5.12

William Carruthers [1]

Released May 2021

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, Grant*Prose* 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 2020-21 updates earlier Grant*Prose* analyses. With disruptions caused by the COVID-19 pandemic, only the dataset on graduation rates had been updated since the earlier Grant*Prose* report. [2]

Title I schools: The most recent 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 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. (2021, May). *Evaluation Procedures: Identifying High Needs Schools: Fourth Report (Report 5.12)*. Garner, NC: Grant*Prose*, Inc.

[2] Carruthers, W. (2019, June). *Evaluation Procedures: Identifying High Needs Schools: Third Report (Report 4.18)*. Garner, NC: Grant*Prose*, Inc.

Persistently low achieving schools: Data on low-performing schools are available at https://www.dpi.nc.gov/documents/2019%E2%80%932020-low-performing-schools-low-performing-districts-recurring-low-performing-schools-and-continually-low-performing-charter-schools . 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. [3] 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 were 11 schools not found among the 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 2,170.

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 2016-17 Entering 9th Graders Graduating in 2019-20 or Earlier. There were 61 schools with graduation rates below 75%. Among the 61 schools in this dataset, there were 7 schools not found in either the Title I or Persistently Low Achieving dataset, bringing the total number of high need schools to 2,177 for these three criteria.

Middle school feeder pattern to high schools: Many of the high schools with graduation rates below 75% had quite small enrollments and it is likely that these schools serve special populations of students that draw from the entire school district. For the few remaining schools with larger enrollments that may draw students from specific middle schools, it is difficult to determine which middle schools these may be without detailed knowledge of the school district. It is possible that this criterion may add a few more schools to the 2,170 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' for Title I services 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.'

[3] For the 2019–20 school year, the United States Department of Education (USED) and the North Carolina General Assembly granted the North Carolina Department of Public Instruction a waiver from administering the statewide assessments required by federal law and from reporting School Performance Grades. North Carolina General Assembly Session Law 2020–3 requires the previously identified low-performing schools, recurring low-performing schools, continually low-performing charter schools and low performing districts based on 2018–19 data, continue to be identified with these designations. Therefore, the low-performing identification lists remain the same as the 2018–19 lists.

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 81.2% of the schools found in the 2019-20 Title I dataset. This figure increases slightly when the recurring low-performing and graduation rate datasets are included in the analysis. With these two additional datasets, the total number of schools identified in the state is 2,670 and the total number meeting one or more of the three HN criteria is 2,177 (81.5%). 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. 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 which could be interpreted to include targeted assistance programs—many with small numbers of low income students—it might be better to discard the Title I eligibility criterion and instead set a figure based on the percentage of low-income students at the school.

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Transforming Principal Preparation (TP3) Program Grant
Quarterly Report
April–June 2021

Report 5.13

Pamela Lovin, William Carruthers, & Eleanor Hasse [1]

Released: July 2021

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 Grant*Prose*'s evaluation of NCASLD, TP3 Provider agencies, and TP3 program participants for the second quarter of 2021, April 1 through June 30.

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) continue 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. (2021, July). *Transforming Principal Preparation Program Evaluation: Quarterly Report, April-June 2021 (Report 5.13).* Garner, NC: Grant*Prose*, Inc.

[2] Earlier Grant*Prose* 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 nineteenth quarter of the project. **Table 1** indicates significant activities completed during the April to June quarter.

Table 1. NCASLD and Grant*Prose* Activities Completed in April to June 2021

Date	Function	Activity
May 25, 2021	Implementation	NCASLD hosts, along with NYCLA, a virtual 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: No new information to report.

D. Collect and report program data from grantee Providers: NCASLD has employed Grant*Prose* to conduct all evaluation activities of the 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: Ongoing

F.2. *Additional Proposed Activities of NCASLD: Establish and convene a statewide Professional Learning Network:* Ongoing

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 April to June period.

Table 2. TP3 Program Provider & Grant*Prose* Activities Completed in April to June 2021

Date	Function	Activity
May 2021	Evaluation	Provider agencies submit TP3 annual reports.

Evaluation of Program Data

Grant*Prose* collects annual reports from the TP3 providers.

TIER 3: EVALUATION OF PARTICIPANTS

COVID-19 continued to shape the landscape of education in this quarter. The COVID-19 pandemic led schools to open virtually and in person classes. Many TP3 activities with participants continue to be held online including university classes and aspects of their internships.

Timeline

Table 3 provides the status of evaluation activities for TP3 program participants during this report period.

Table 3. TP3 Participant & Grant*Prose* Activities Completed in April to June 2021

Date	Function	Activity
May 2021	Evaluation	Grant*Prose* conducts follow up electronic surveys with participants that had completed a TP3 program.
May-June 2021	Evaluation	Grant*Prose* conducts telephone interviews of select participants that had completed a TP3 Program
April-June 2021	Evaluation	Grant*Prose* 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 Grant*Prose* evaluation team. Tier 3 Evaluation: The 2020-21 participants continued classes and internships in spite of the continued quarantine and social distancing restrictions from COVID-19.

Overall, NCASLD and the TP3 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 Grant*Prose* has produced for the TP3 grant program to date.

Annual Reports to NCSEAA

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

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

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

Carruthers, W., Hasse, E., J., & Lovin, P. (2020, July). *Transforming Principal Preparation Grant Program: Fourth Year, Annual Report.* Garner, NC: Grant*Prose,* Inc.

Carruthers, W., Hasse, E., J., & Lovin, P. (2020, July). *Transforming Principal Preparation Grant Program: Fourth Year, Technical Report.* Garner, NC: Grant*Prose,* Inc.

Carruthers, W., Lovin, P., & Hasse, E. (2021, July). *Transforming Principal Preparation Grant Program: Fifth Year.* Garner, NC: Grant*Prose,* Inc.

Carruthers, W., Lovin, P., & Hasse, E. (2021, July). *Transforming Principal Preparation Grant Program: Fifth Year, Technical Report*. Garner, NC: Grant*Prose*, 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: Grant*Prose*, Inc.

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

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

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

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

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

Dale, E. M., Sturtz McMillen, J., Lovin, P., Carruthers, W., & Hasse, E. (2017, October). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jul-Sep 2017.* Garner, NC: Grant*Prose*, Inc.

Dale, E. M., Sturtz McMillen, J., Lovin, P., Carruthers, W., & Hasse, E. (2018, January). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Oct-Dec 2017.* Garner, NC: Grant*Prose*, Inc.

Lovin, P., Dale, E. M., Sturtz McMillen, J., Carruthers, W., & Hasse, E. (2018, April). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jan-Mar 2018.* Garner, NC: Grant*Prose,* Inc.

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: Grant*Prose,* 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: Grant*Prose*, 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: Grant*Prose*, 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: Grant*Prose*, Inc.

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

Lovin, P., Carruthers, W., & Hasse, E. (2020, June). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jan-Mar 2020 (Report 4.14).* Garner, NC: Grant*Prose*, Inc.

Note: The annual report for the 2019-20 year doubles as the quarterly report for Apr-Jun 2020.

Lovin, P., Carruthers, W., & Hasse, E. (2020, December). *Transforming Principal Preparation Program Evaluation: Quarterly Report, July-Sept 2020 (Report 5.04)*. Garner, NC, Grant*Prose*, Inc.

Lovin, P., Carruthers, W., & Hasse, E. (2021, May). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Oct-Dec2020 (Report 5.05)*.Garner, NC: Grant*Prose*, Inc.

Lovin, P., Carruthers, W., & Hasse, E. (2021, May). *Transforming Principal Preparation Program Evaluation: Quarterly Report, Jan-Mar 2021 (Report 5.06)*. Garner, NC: GrantProse, Inc.

Lovin, P., Carruthers, W., & Hasse, E. (2021, July). *Transforming Principal Preparation Program Evaluation: Quarterly Report, April-June 2021 (Report 5.13).* Garner, NC: Grant*Prose*, 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: Grant*Prose*, Inc.

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

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

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

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

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

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

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

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

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

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

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

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

McMillen, J., Carruthers, W., Hasse, E., & Lovin, P. (2020, January). *Report to Institutional Review Boards (Report 4.07).* Garner, NC: Grant*Prose*, Inc.

Carruthers, W., Hasse, E., & Lovin, P. (2020, January). *Follow-Up Survey with 2016-2018 Participants (Report 4.08).* Garner, NC: Grant*Prose*, Inc.

Lovin, P., & Hasse, E. (2020, June). *TPP Program LEA Partnership: Observations 2019 (Report 4.11)*. Garner, NC: Grant*Prose*, Inc.

Carruthers, W., Hasse, E., & Lovin, P. (2020, April). *TP3 Mid-Year Report: 2019-20 (Report 4.12).* Garner, NC: Grant*Prose*, 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: Grant*Prose*, Inc.

Carruthers, W., Lovin, P., & Hasse, E. (2020, June). *Executive Coaches Survey Results: 2020 (Report 4.15)*. Garner, NC: Grant*Prose*, Inc.

Carruthers, W., Lovin, P., & Hasse, E. (2020, June). *Principal Mentor Survey Results: 2019-20 (Report 4.16)*. Garner, NC: Grant*Prose*, Inc.

Lovin, P., Carruthers, W., & Hasse, E. (2021, March). *Interviews with TP3 LEA Representatives: 2020 (Report 4.17)*. Garner, NC. Grant*Prose*, Inc.

Carruthers, W. (2020, June). *Evaluation Procedures: Identifying High Needs Schools: Third Report (Report 4.18)*. Garner, NC: Grant*Prose*, Inc.

Carruthers, W. (2020, November). *Disaggregated Analyses of Survey Results for Participant Responses to the Executive Standards (Report 5.01)*. Garner, NC: Grant*Prose*, Inc.

Carruthers, W., Lovin, P., & Hasse, E. (2021, May). *TP3 Mid-Year Report: 2020-21 (Report 5.02*). Garner, NC: Grant*Prose*, Inc.

Carruthers, W. (2021, May). *Disaggregated Analyses of Tuition and Fees Payments Made by TP3 Providers: 2016 Through 2020 (Report 5.03)*. Garner, NC: Grant*Prose*, Inc.

Hasse, E., Lovin, P., & Carruthers, W. (2021, June). *SREC Campbell Model - Preliminary Findings (Report 5.07).*

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Carruthers, W. (2021, May). *Evaluation Procedures: Identifying High Needs Schools: Fourth Report (Report 5.12)*. Garner, NC: Grant*Prose*, Inc.

Guidances

Guidance 01: *Guidance on Preparing and Submitting Invoices to NCASLD*. (2016, November).

Guidance 02: *Complying with Institutional Review Board procedures associated with the GrantProse evaluation of the Principal Preparation Program*. (2016, November).

Guidance 03: *Use of Grant Funds to Pay for Food and Beverages.* (2017, April).

Other

Transforming Principal Preparation Program Evaluation: Report on Proposal Review and Award Recommendation. (2016, May). Garner, NC: Grant*Prose*, Inc.

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

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

Electronic documentation for the PED Measurability Assessment (2017, August) composed by NCASLD, Grant*Prose*, and SEAA is stored at the NCASLD offices.

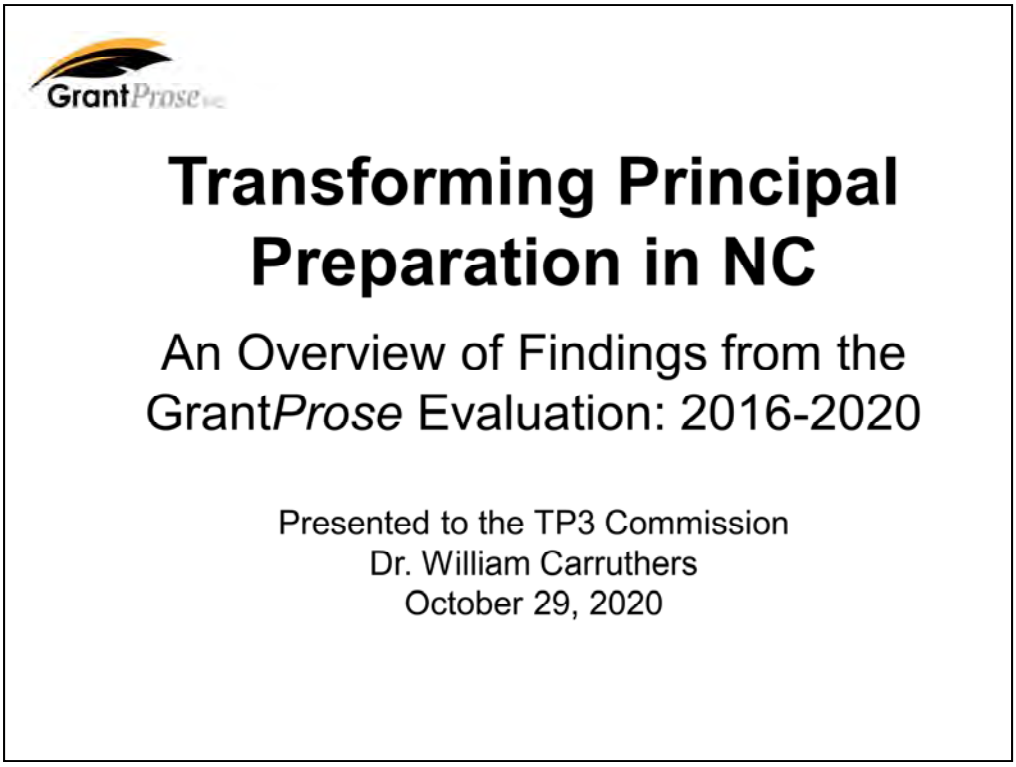
APPENDIX B: PROGRAM MILESTONES TO DATE

PROGRAM MILESTONES TO DATE	
Date	**Activity**
Feb 16, 2016	Contract signed with SEAA to oversee and administer TPP grant program
March 1, 2016	Issued Spring 2016 RFP
April 22, 2016	Spring 2016 proposals received
May 11-25, 2016	Evaluated submissions and selected Spring 2016 applicants
June 1, 2016	Recommended Spring 2016 recipient to SEAA
July 1, 2016	Received amendment to budget and Section 11.9 of Session Law 2015-241 authorizing additional competition
July 6, 2016	Notified recipient of Spring 2016 award
July 12, 2016	Issued Fall 2016 RFP
August 26, 2016	Fall 2016 proposals received
September 14-18, 2016	Evaluated submissions and selected Fall 2016 applicants
September 19, 2016	Recommended Fall 2016 recipients to SEAA
October 1, 2016	Notified recipients of Fall 2016 award
October 20, 2016	Hosted TPP Program Directors' Workshop
December 31, 2016	Five grantee agreements completed; six projects in progress
January 1, 2017	Programs begin serving participants. All Provider contracts executed. Providers submit first invoices for review.
February 2017	IRB approvals for Grant*Prose* evaluation activities received from four of the five Provider Agencies.
March 2017	Mid-year evaluation reports of activities through the end of December 2016 submitted by four of five Provider agencies (four of six projects). NCASLD and Grant*Prose* conduct phone interviews with all Provider agencies on recruitment, selection, and mentor processes.
March 2017	*Transforming Principal Preparation in NC: Program Update Summary* report prepared for Representative Blackwell
April 18, 2017	Mid-year evaluation reports submitted by NCSU for DPLA and NCLA
April/May 2017	Principal candidates participated in an online survey
May 22, 2017	NCASLD conducted a one-day summit for Program Directors and selected principal candidates
May/June 2017	High Point and Sandhills began a second cohort of principal candidates
June 2017	Annual evaluation reports submitted by all six programs.
July 27, 2017	NCASLD and Grant*Prose* met with NCGA representatives from the Program Evaluation Division (PED) to discuss the upcoming submission of the Measurability Assessment.
July 31, 2017	Grant*Prose* submitted the Year 1 annual evaluation report to NCASLD.
August 1, 2017	NCASLD disseminated the Year 1 annual evaluation report to Provider agencies.
July 27 & August 23, 2017	NCASLD, Grant*Prose*, and SEAA met to develop plan and finalization, respectively, for Measurability Assessment documentation.
August 2017	NCASLD, Grant*Prose,* and SEAA developed responses and compiled supporting documentation for the Measurability Assessment submission.
August 28, 2017	NCASLD submitted the Measurability Assessment to PED.
August 2017	HPU Cohort 1, NCSU-DPLA, NCSU-NCLA, SREC Cohort 1, UNCG, WCU program participants began full-time internships
August 2017	Programs conducted formative assessment of interns.

PROGRAM MILESTONES TO DATE	
Date	**Activity**
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	Grant*Prose* conducted observations of project activities.
October, 2017	NCALSD provided technical assistance to Providers via a virtual meeting regarding planning and budgeting for future cohorts.
October 5, 2017	NCASLD and Grant*Prose* met to review the Criteria & Scoring Rubric for Continued Funding Recommendations as well as discusseach program's internship-related learning activities during Grant*Prose*'s TPP observations conducted in September 2017.
October 31, 2017	Grant*Prose* submitted the seventh quarterly (Year 2, Quarter 3) NCASLD evaluation report.
November 1, 2017	NCASLD hosted, along with NYCLA, the first *face-to-face* Professional Learning Network meeting.
November 6 – December 7, 2017	Grant*Prose* conducted on-site Program Director/team interviews to gather evidences for continued funding recommendations.
November 15-19, 2017	Program Directors attended the UCEA Convention and participated in a symposium regarding state-supported innovative leadership preparation programs.
December 2017	Grant*Prose* disseminated electronic surveys to (1) LEA representatives partnered with TPP Programs, (2) Program participants completing their internships in December/January, and (3) Principal Mentors of Program Participants completing their internships in December/January. Surveys included questions evaluating their respective TPP Program. Additionally, the Participant and Principal Mentor surveys included items pertaining to individual Participants and theircompetencies based on State standards.
December 13, 2017	NCASLD hosted, along with NYCLA, the first *virtual* Professional Learning Network meeting.
December 23, 2017	Grant*Prose* disseminated the mid-year report template to TPP Program Directors with a request to return the completed form by 1/31/18.
January 15, 2018	Grant*Prose* submits the eighth quarterly (Year 2, Quarter 4) NCASLD evaluation report.
January 31, 2018	Provider agencies submit TPP mid-year reports.
January 31, 2018	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.
Feb 13 – March 15, 2018	Grant*Prose* 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	Grant*Prose* provides NCASLD finalized Growth Plans based on results to date, which NCASLD disseminates to each TPP Provider agency
March 28, 2018	NCASLD and Grant*Prose* modify the program's logic model based on the PED Measurability Assessment suggestions.
March 29, 2018	NCASLD notifies TPP Provider agencies of NCASLD proposal to continue funding TPP programs at each institution for the 2018-19 year and beyond.
April 9, 2018	NCASLD and Grant*Prose* 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.

PROGRAM MILESTONES TO DATE	
Date	**Activity**
April/May 2018	Grant*Prose* 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.
May 24 – June 28, 2018	Grant*Prose* conducted continued observations of project activities.
June 2018	Annual evaluation reports submitted by all six programs.
May-August 2018	Grant*Prose* disseminated electronic surveys to incoming Program participants in order to assess baseline knowledge, self-efficacy, and commitment to the principalship.
July 31, 2018	Grant*Prose* 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	Grant*Prose* releases report on Funding Cycle II Participants' Pre-Survey Results
November 13, 2018	Grant*Prose* submits the quarterly (Year 3 Quarter 3) NCASLD Evaluation Report
December 15, 2018	Provider agencies submit TPP Mid-Year Report
January-March 2019	Grant*Prose* continues observing select coursework/authentic learning experiences for each TPP Provider
January-March 2019	Grant*Prose* conducted interviews with faculty members from each course observed this quarter
January-March 2019	Grant*Prose* 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	Grant*Prose* 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	Grant*Prose* 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	Grant*Prose* observed select LEA partnership activities for each Provider.
October-November 2019	Grant*Prose* conducts follow-up survey for participants that had completed a TPP program
December 2019	Grant*Prose* conducts surveys of mentor principal and TPP participants who completed their program in the Fall 2019 semester
January-February 2020	Grant*Prose* met with program leadership from each provider to discuss best practices observed in each program.
January 22, 2020	NCASLD hosts, along with NYCLA, a face-to-face Professional Learning Network meeting.

PROGRAM MILESTONES TO DATE	
Date	**Activity**
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.
June-July 2020	Annual evaluation reports submitted by all six programs.
July 1, 2020	NCASLD provided TP3 programs a legislative update (SB 113) which addressed internship stipends and the length of the grant cycles.
July 2020	Grant*Prose* conducts telephone interviews with LEA representatives.
July 31, 2020	Grant*Prose* submits the Year 4 annual evaluation report to NCASLD.
July-September 2020	Grant*Prose* disseminated electronic surveys to incoming Program participants in order to assess baseline knowledge, self-efficacy, and commitment to the principalship.
July-September 2020	GrantProse continues monitoring assistant principal and principal placements.
October 22, 2020	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting.
October 29, 2020	Grant*Prose* presentation to the NC Principal Fellows & Transforming Principal Preparation Program Commission Meeting
November 2020	Grant*Prose* produces a report disaggregating participant survey responses to the Executive Standards for School Administrators
October-December 2020	Grant*Prose* continue monitoring assistant principal and principal placements.
January 2021	Provider agencies submit TP3 mid-year reports.
January-March 2021	Grant*Prose* continue monitoring assistant principal and principal placements.
February 23, 2021	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting.
March 4, 2021	NSASLD presentation to the State Board of Education on the TP3 Program
March 11, 2021	NSASLD presentation to the PEPSC Commission on the TP3 Program.
March 2021	Grant*Prose* conducts interviews with SREC and Campbell University leadership to discuss the current Campbell principal preparation program and the new SREC Campbell University partnership.
March 24, 2021	EducationNC focused TP3 Program in the article "Transforming Principal Preparation Program Poised for the Future" https://www.ednc.org/2021-03-24-transforming-principal-preparation-program-poised-for-the-future/
May 25, 2021	NCASLD hosts, along with NYCLA, a virtual Professional Learning Network meeting.
May 2021	Provider agencies submit TP3 annual reports.
May 2021	Grant*Prose* conducts follow up electronic surveys with participants that had completed a TP3 program.
May-June 2021	Grant*Prose* conducts telephone interviews of select participants that had completed a TP3 Program
April-June 2021	Grant*Prose* continue monitoring assistant principal and principal placements.


GrantProse
Transforming Principal Preparation in NC
An Overview of Findings from the GrantProse Evaluation: 2016-2020
Presented to the TP3 Commission
Dr. William Carruthers
October 29, 2020

ABOUT GRANT*PROSE*, INC.

GrantProse, Inc. was organized in 2008 as an S Corporation.

Dr. William Carruthers is President of the firm.

Previously, Dr. Carruthers was Senior Director for Grants Administration in the Wake County Public School System and before that a school psychologist.

GrantProse specializes in developing Federal, State, and Foundation grant proposals and conducting program evaluations.

GrantProse clients include IHEs, LEAs, governmental agencies, non-profits, and commercial firms.

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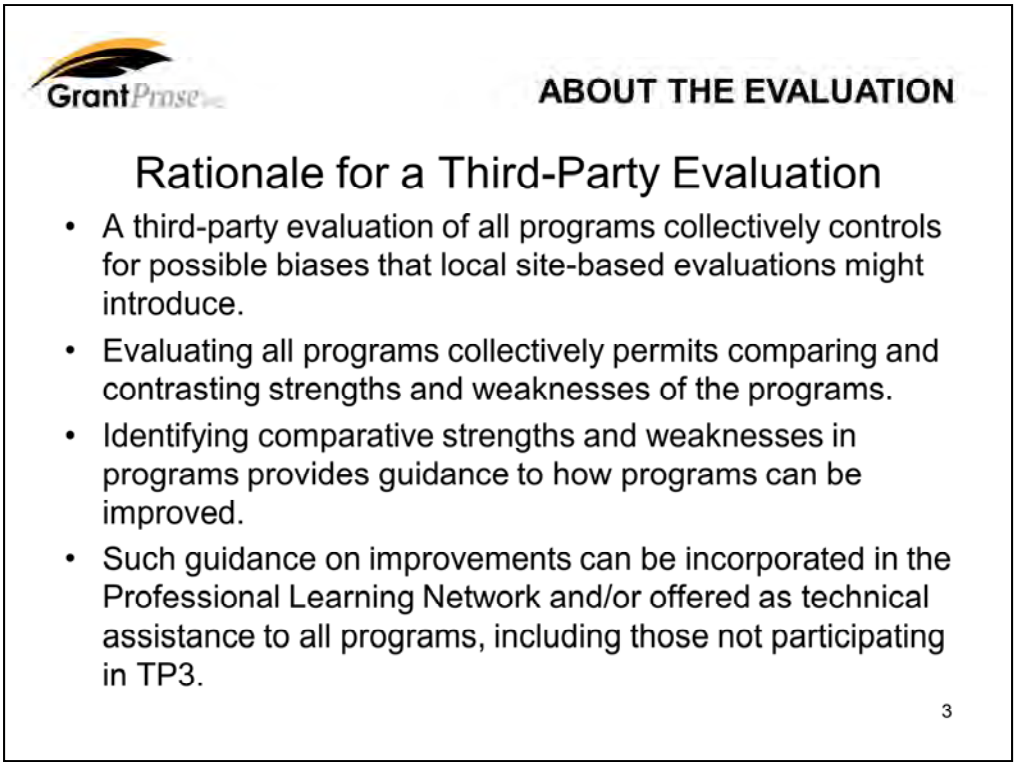
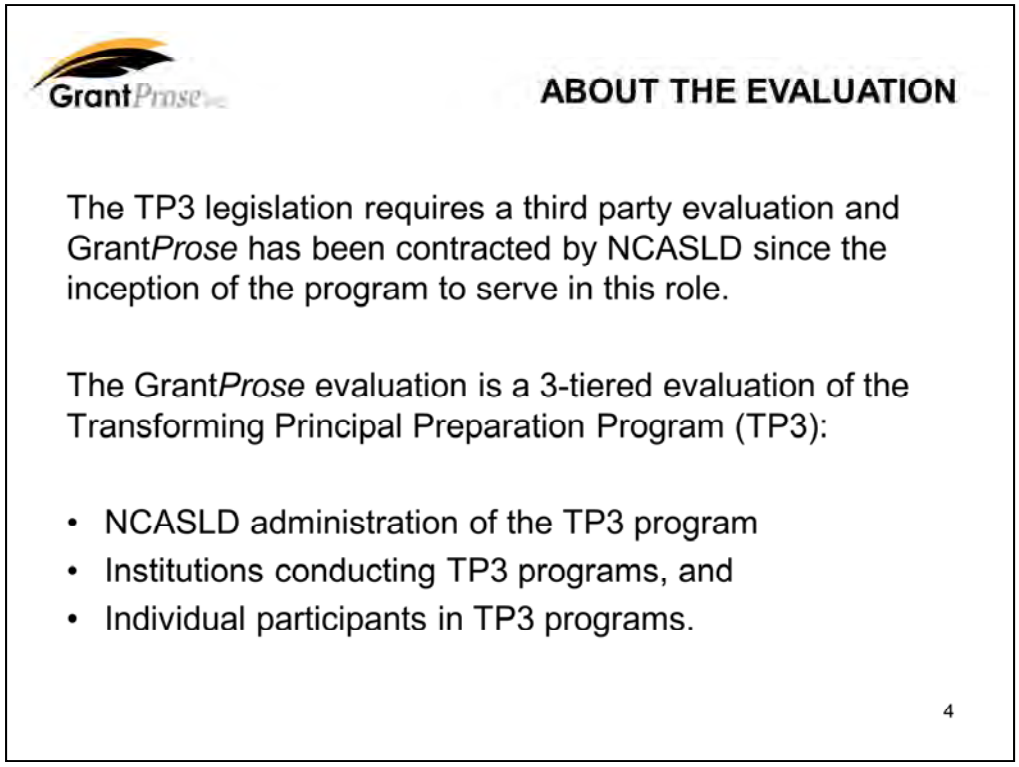
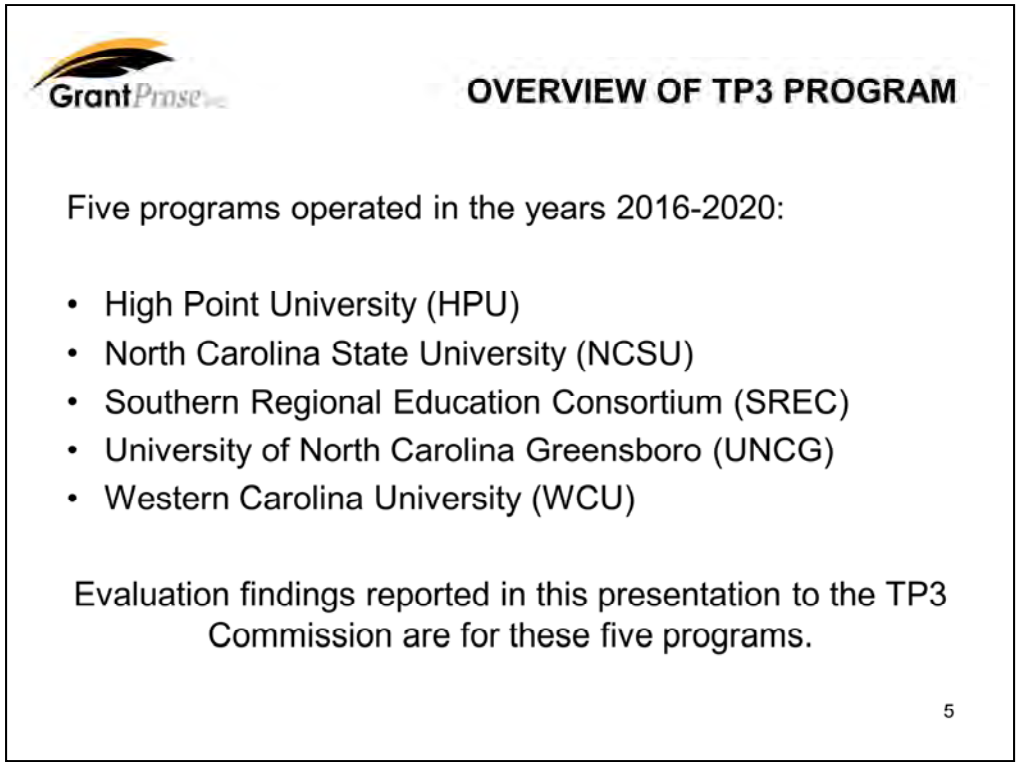
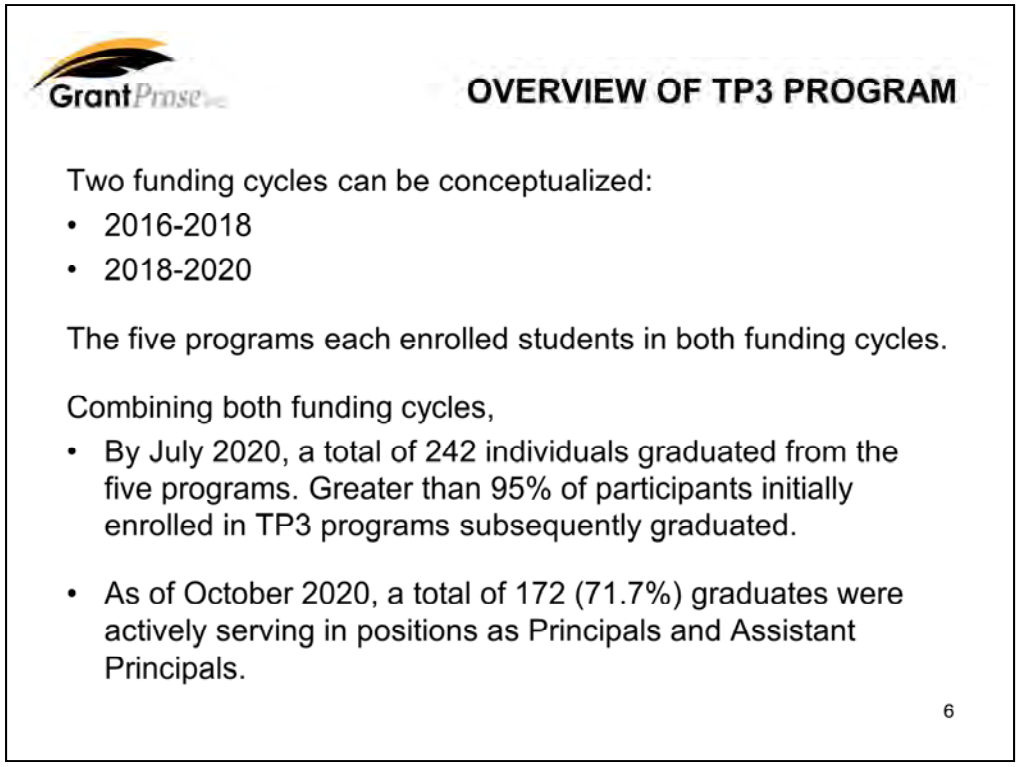

GrantProse
ABOUT THE EVALUATION
Rationale for a Third-Party Evaluation
• A third-party evaluation of all programs collectively controls for possible biases that local site-based evaluations might introduce.
• Evaluating all programs collectively permits comparing and contrasting strengths and weaknesses of the programs.
• Identifying comparative strengths and weaknesses in programs provides guidance to how programs can be improved.
• Such guidance on improvements can be incorporated in the Professional Learning Network and/or offered as technical assistance to all programs, including those not participating in TP3.
3


GrantProse
ABOUT THE EVALUATION
The TP3 legislation requires a third party evaluation and GrantProse has been contracted by NCASLD since the inception of the program to serve in this role.
The GrantProse evaluation is a 3-tiered evaluation of the Transforming Principal Preparation Program (TP3):
• NCASLD administration of the TP3 program
• Institutions conducting TP3 programs, and
• Individual participants in TP3 programs.
4


GrantProse
OVERVIEW OF TP3 PROGRAM
Five programs operated in the years 2016-2020:
• High Point University (HPU)
• North Carolina State University (NCSU)
• Southern Regional Education Consortium (SREC)
• University of North Carolina Greensboro (UNCG)
• Western Carolina University (WCU)
Evaluation findings reported in this presentation to the TP3 Commission are for these five programs.
5



Individuals who had secured P/AP positions but were not in such positions as of October 2020 are not included in the 172 number.

OVERVIEW OF TP3 PROGRAM

In the 2018-2020 funding cycle, the five programs operated in 47 NC LEAs.

7

OVERVIEW OF GRANT*PROSE* EVALUATION

The Grant*Prose* evaluation of the TP3 program is guided by the NC General Assembly:

1. Senate Bill 227 of the NC General Assembly Session 2019, and
2. The Program Evaluation Division of the NC General Assembly

A separate handout accompanying this presentation provides details on these requirements.

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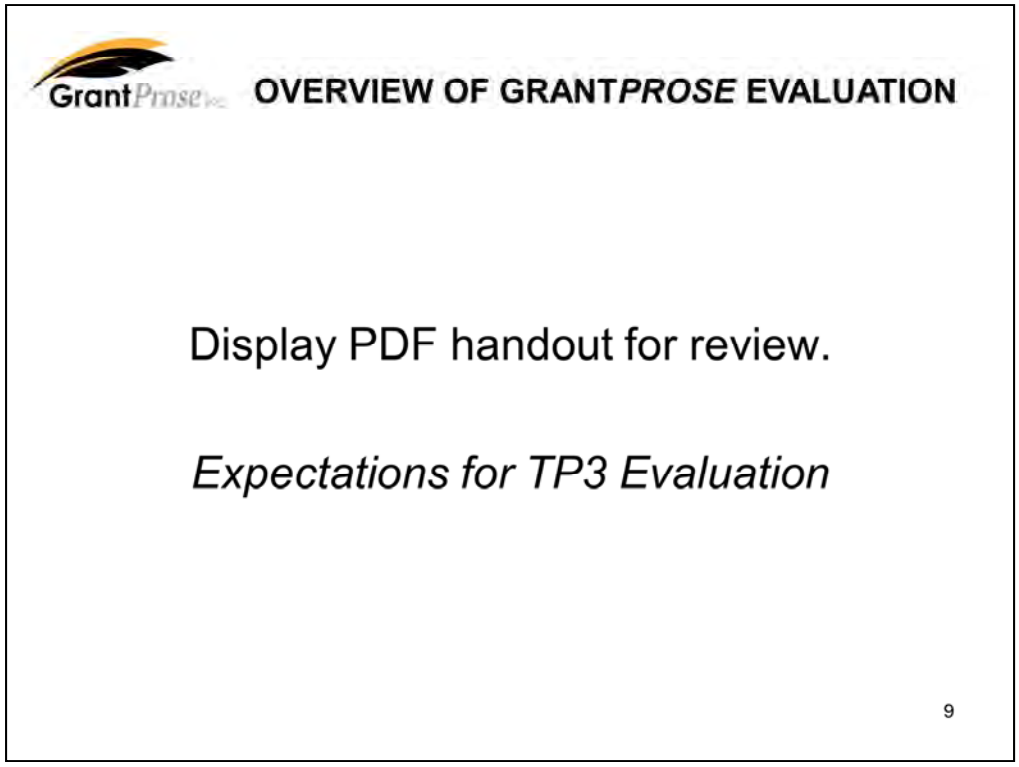

Display PDF handout.

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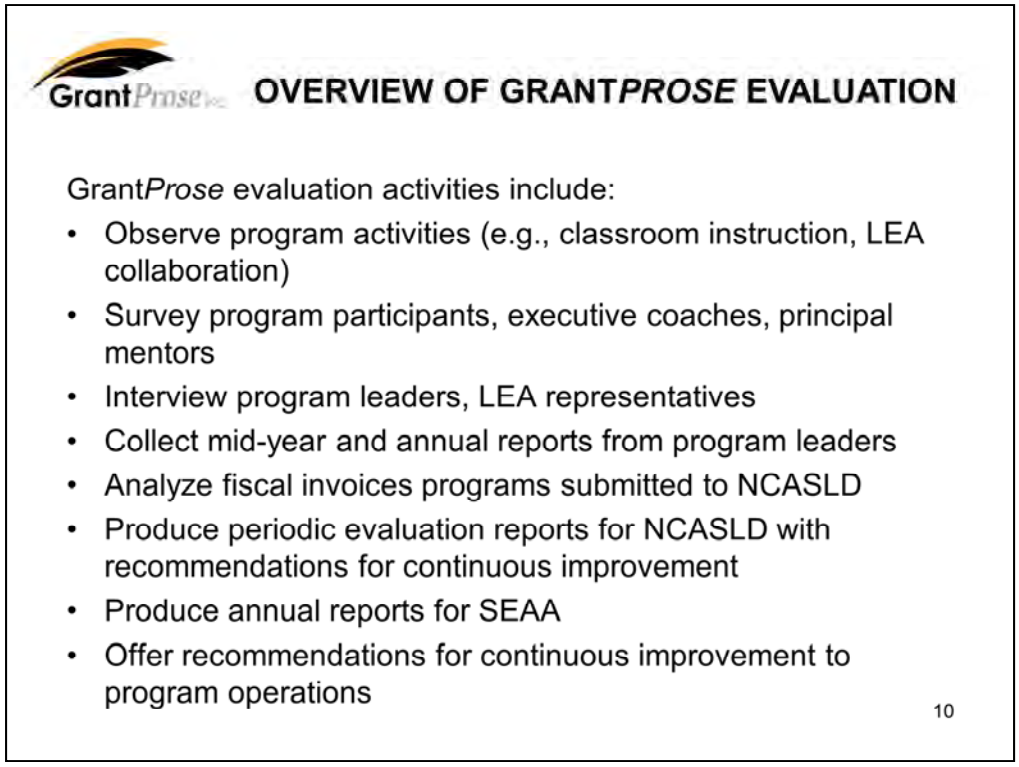

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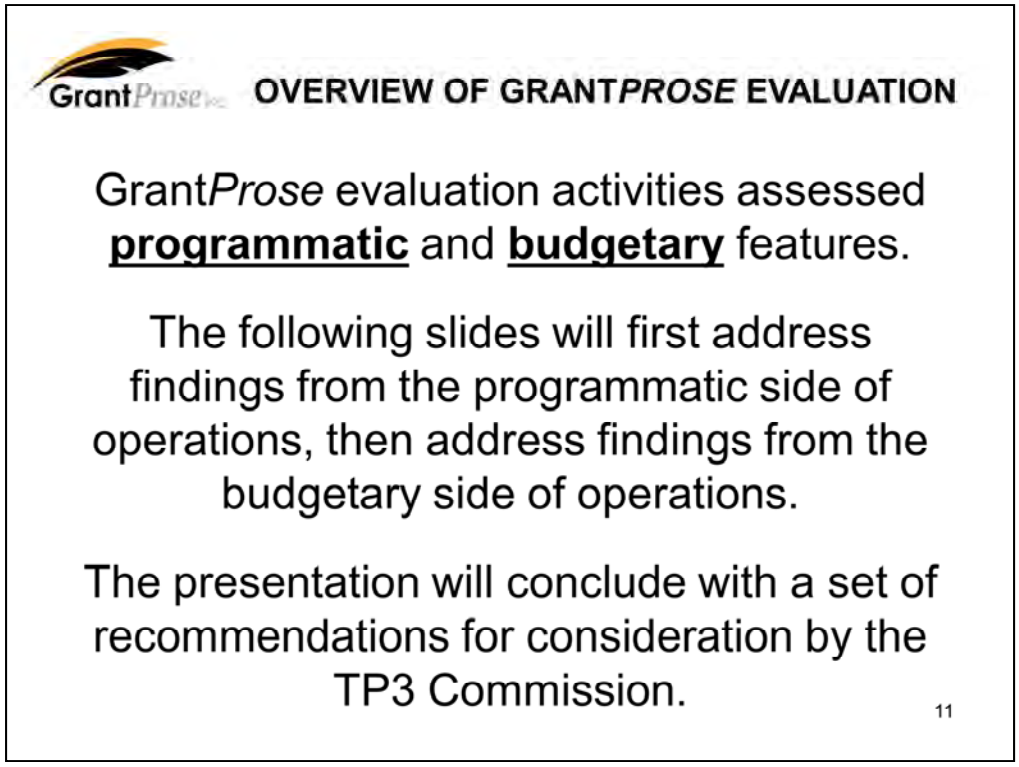

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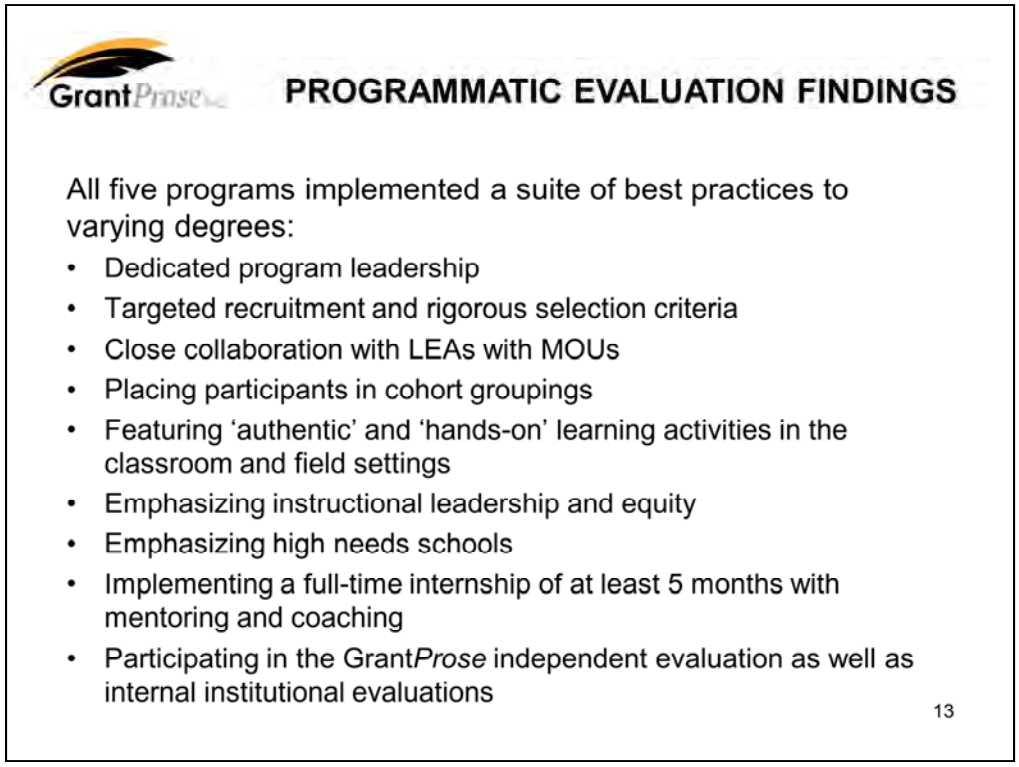

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PROGRAMMATIC EVALUATION FINDINGS

Enrollment and Graduation Thru June 2020

Program	2016-2020		2018-2020		Total # Graduate	Total % Graduate
	Enrolled	Graduate	Enrolled	Graduate		
HPU	30	30	33	33	63	100%
NCSU	34	33	34	33	66	97.1%
SREC	26	26	26	24	50	96.2%
UNCG	20	19	22	22	41	97.6%
WCU	10	10	13	12	22	95.6%
TOTAL	**120**	**118**	**128**	**124**	**242**	**97.6%**

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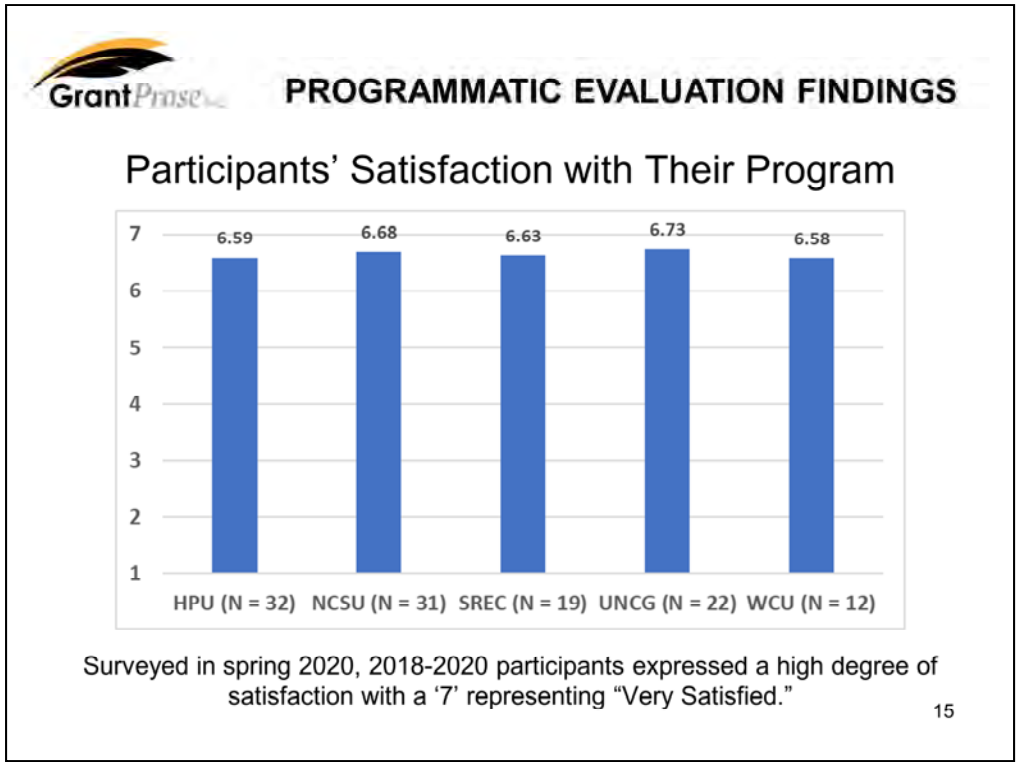

1-7 scale with 7 representing Very Satisfied.

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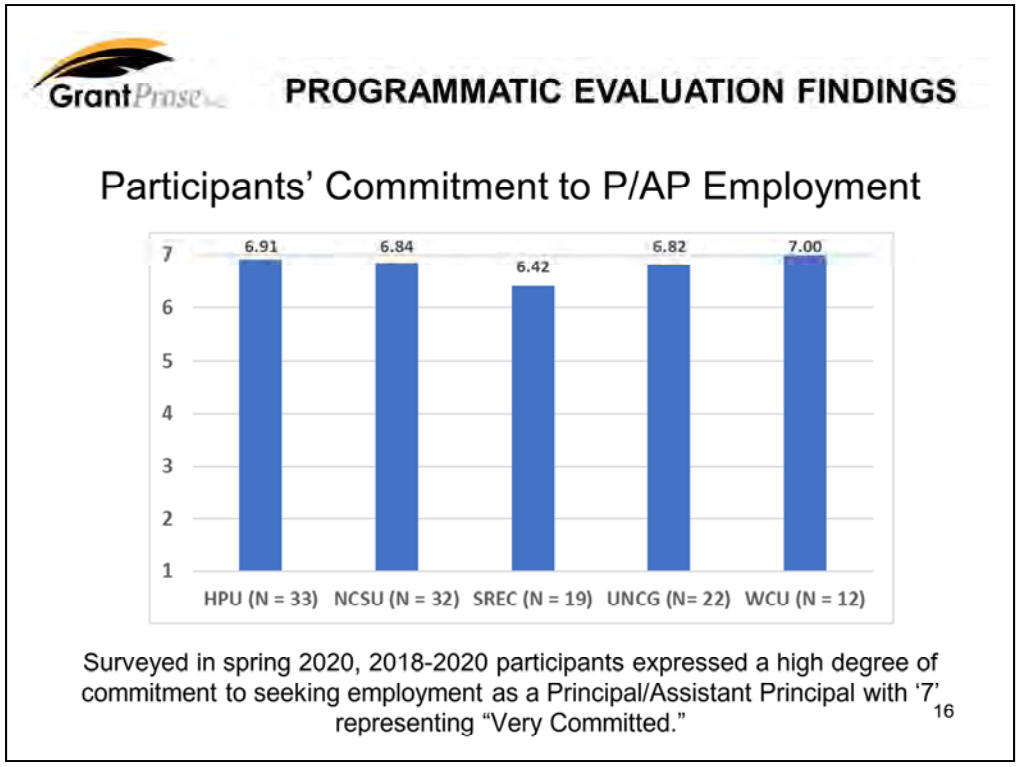

1-7 scale with 7 representing Very Committed.

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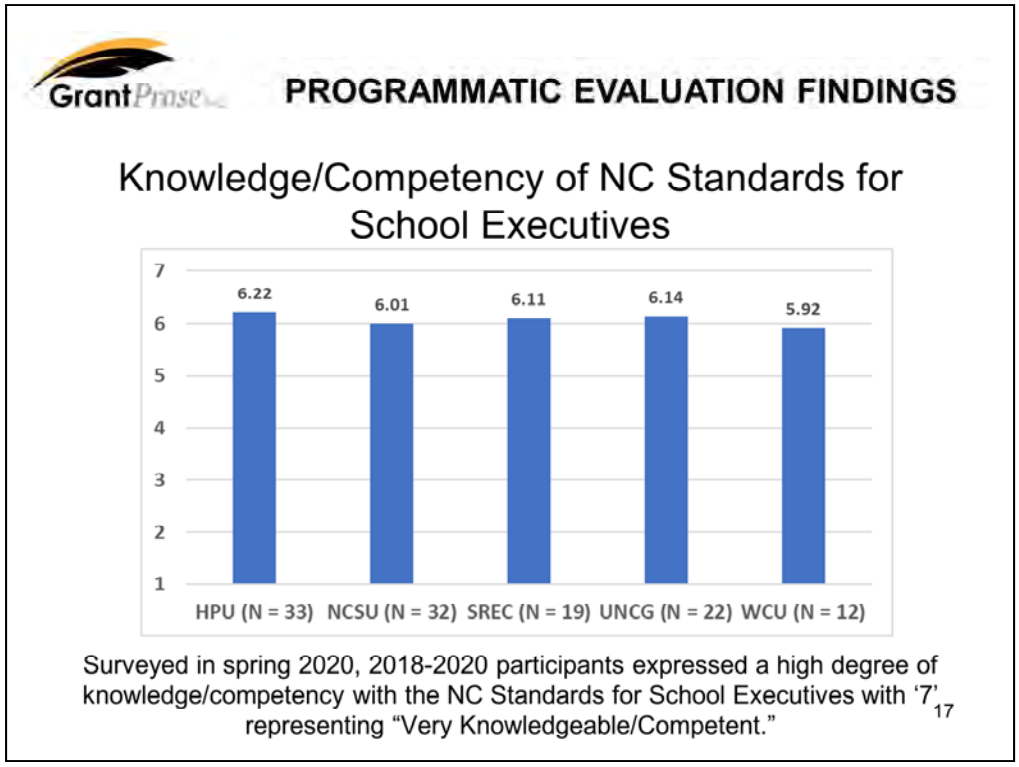

1-7 scale with 7 representing Very Knowledgeable/Competent.

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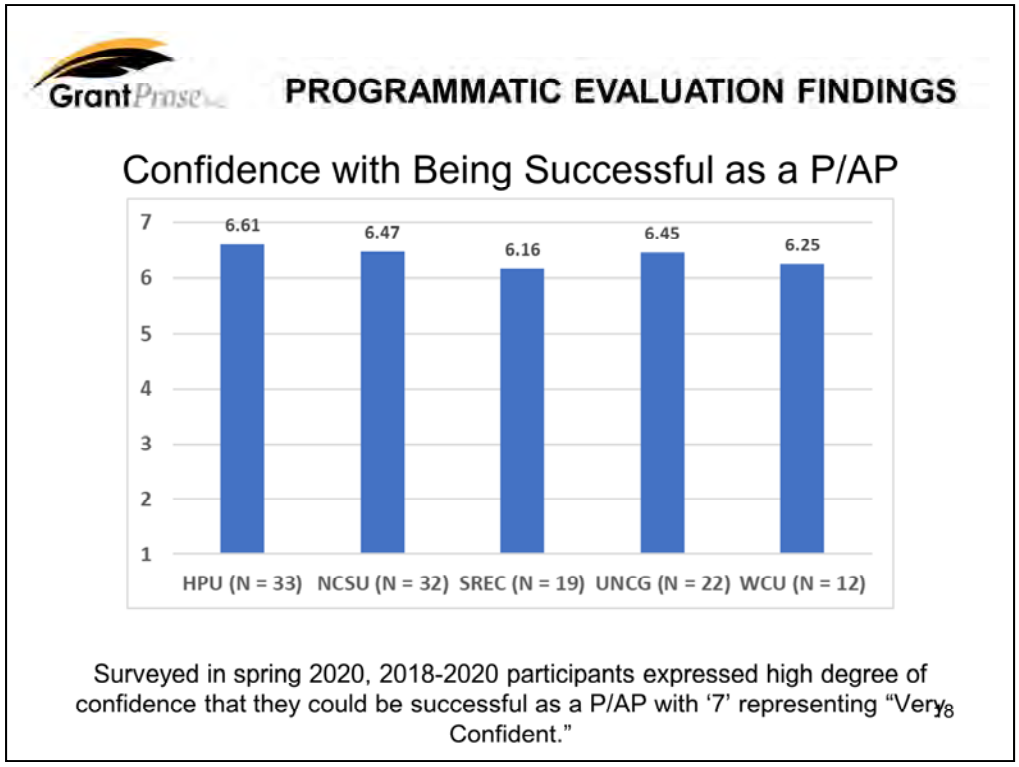

1-7 scale with 7 representing Very Confident.

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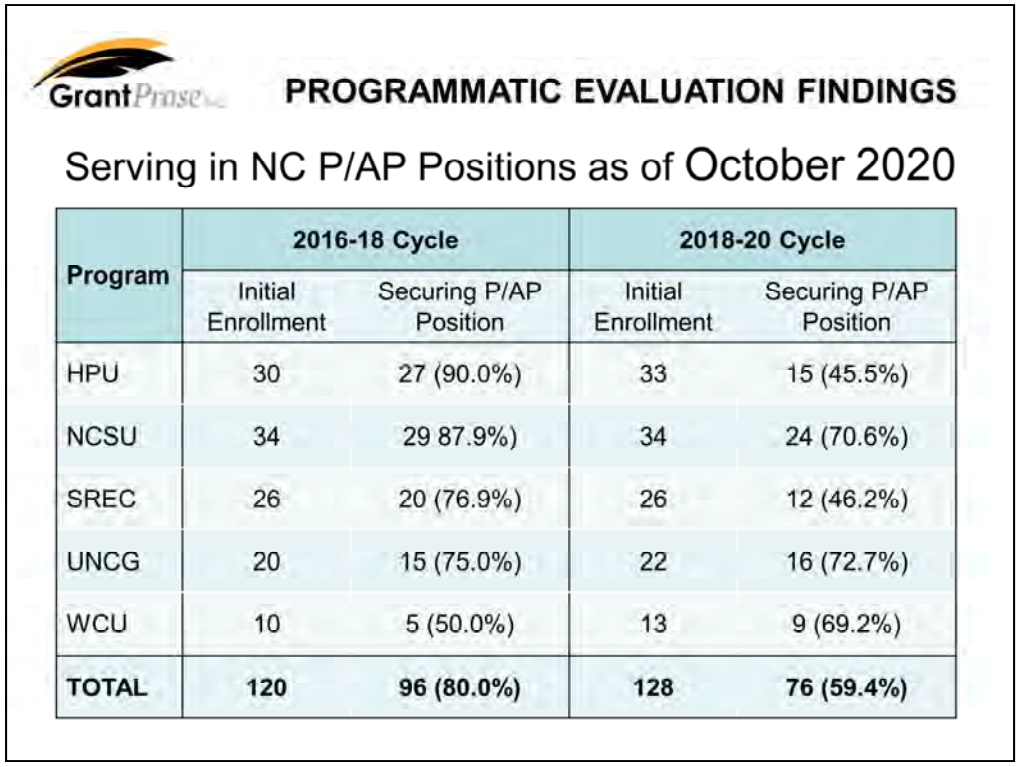

PROGRAMMATIC EVALUATION FINDINGS

Serving in NC P/AP Positions as of October 2020

Program	2016-18 Cycle		2018-20 Cycle	
	Initial Enrollment	Securing P/AP Position	Initial Enrollment	Securing P/AP Position
HPU	30	27 (90.0%)	33	15 (45.5%)
NCSU	34	29 87.9%)	34	24 (70.6%)
SREC	26	20 (76.9%)	26	12 (46.2%)
UNCG	20	15 (75.0%)	22	16 (72.7%)
WCU	10	5 (50.0%)	13	9 (69.2%)
TOTAL	**120**	**96 (80.0%)**	**128**	**76 (59.4%)**

These numbers reflect individuals currently serving in P/AP positions as of October 2020. The numbers do not include a number of individuals who secured P/AP positions in NC following their graduation from TP3 programs but have since left those positions (e.g., moved to other states, took a different position, resignation, etc.).

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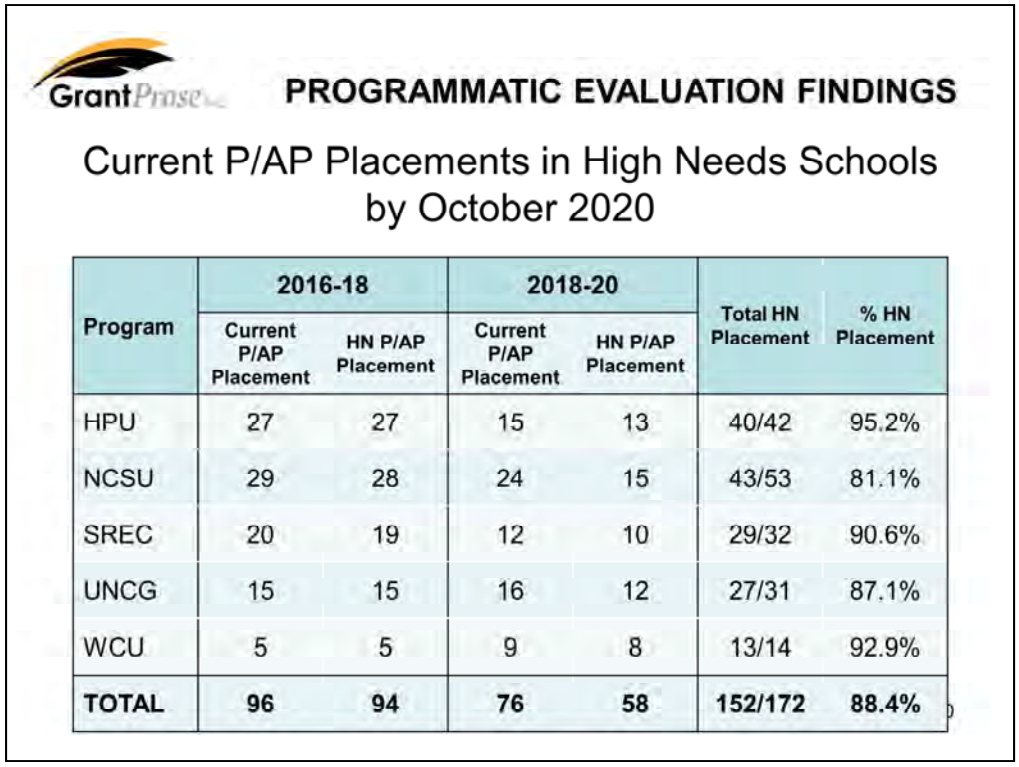

PROGRAMMATIC EVALUATION FINDINGS

Current P/AP Placements in High Needs Schools by October 2020

Program	2016-18		2018-20		Total HN Placement	% HN Placement
	Current P/AP Placement	HN P/AP Placement	Current P/AP Placement	HN P/AP Placement		
HPU	27	27	15	13	40/42	95.2%
NCSU	29	28	24	15	43/53	81.1%
SREC	20	19	12	10	29/32	90.6%
UNCG	15	15	16	12	27/31	87.1%
WCU	5	5	9	8	13/14	92.9%
TOTAL	**96**	**94**	**76**	**58**	**152/172**	**88.4%**

High-need school. – A public school that meets one or more of the following criteria:

Page 6 Senate Bill 227-Ratified

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.

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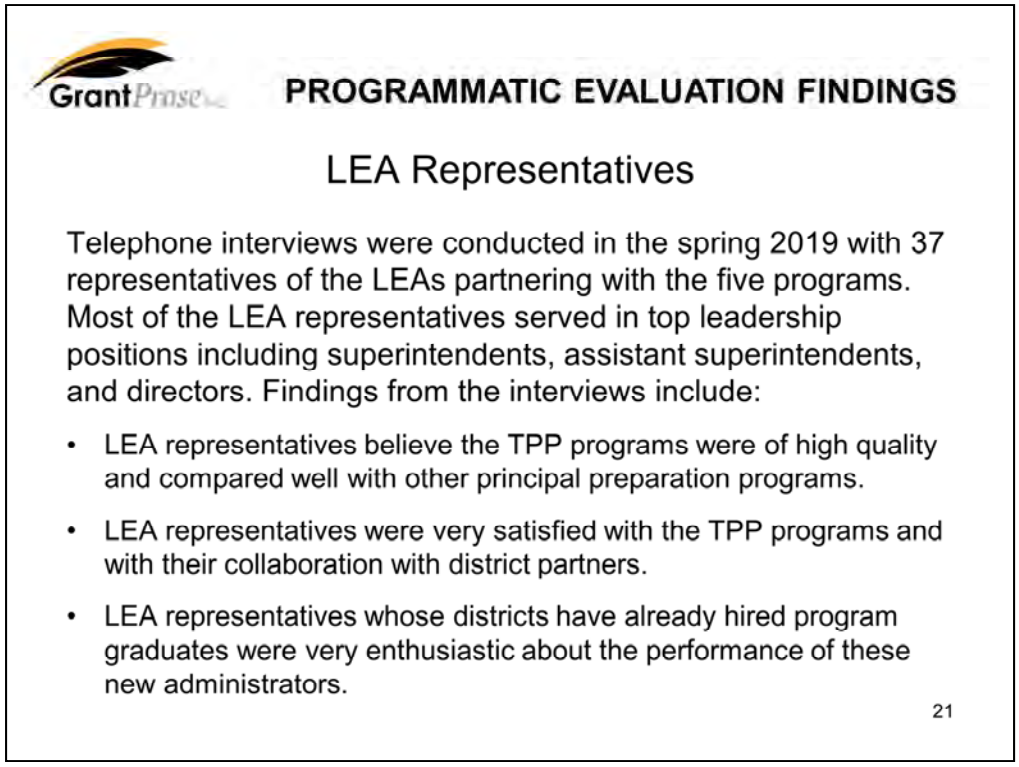

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PROGRAMMATIC EVALUATION FINDINGS

LEA Representatives, continued

- LEA representatives believed the recruitment and selection processes resulted in the selection of high-quality candidates from their districts.
- LEA representatives observed that the TP3 Programs were well aligned with the job skills needed to be a successful principal.
- All of the LEA representatives thought that paying for tuition and salary during the internship was critically important.
- 95% of the LEA representatives supported a full-year internship. (1)

(1) Research is needed to assess whether there is a qualitative difference between a 5-month internship and a 10-month internship.

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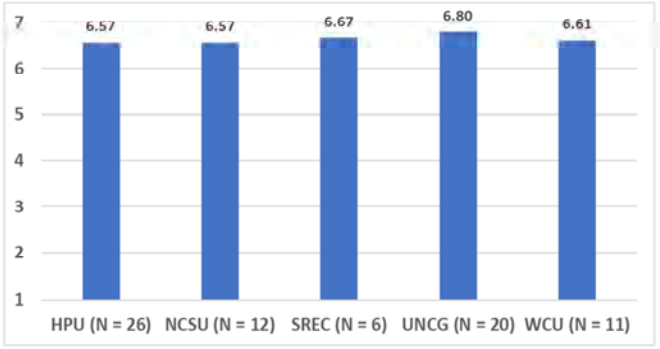
PROGRAMMATIC EVALUATION FINDINGS

Mentoring Principals

Surveys were conducted during the 2019-2020 year with principals mentoring TP3 participants during their internships; 75 principals completed surveys. With '7' representing "Very Satisfied," the principals expressed a high degree of overall satisfaction with the TP3 program leaders, on being a mentor, and with their mentee.



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PROGRAMMATIC EVALUATION FINDINGS

Survey Results for NCASLD PLN Meetings

Selected Survey Questions	Percentage Responding Agree + Strongly Agree				
	10/2018 N = 6	1/2019 N = 14	4/2019 N = 14	8/2019 N = 9	1/2020 N = 14
This PLN was relevant to my professional needs	67%	100%	100%	100%	85.7%
This PLN was led by effective facilitators	100%	100%	100%	100%	85.7%
This PLN provided me with useful resources	67%	100%	95%	100%	92.8%
This PLN was of high quality overall	67%	100%	95%	100%	92.8%

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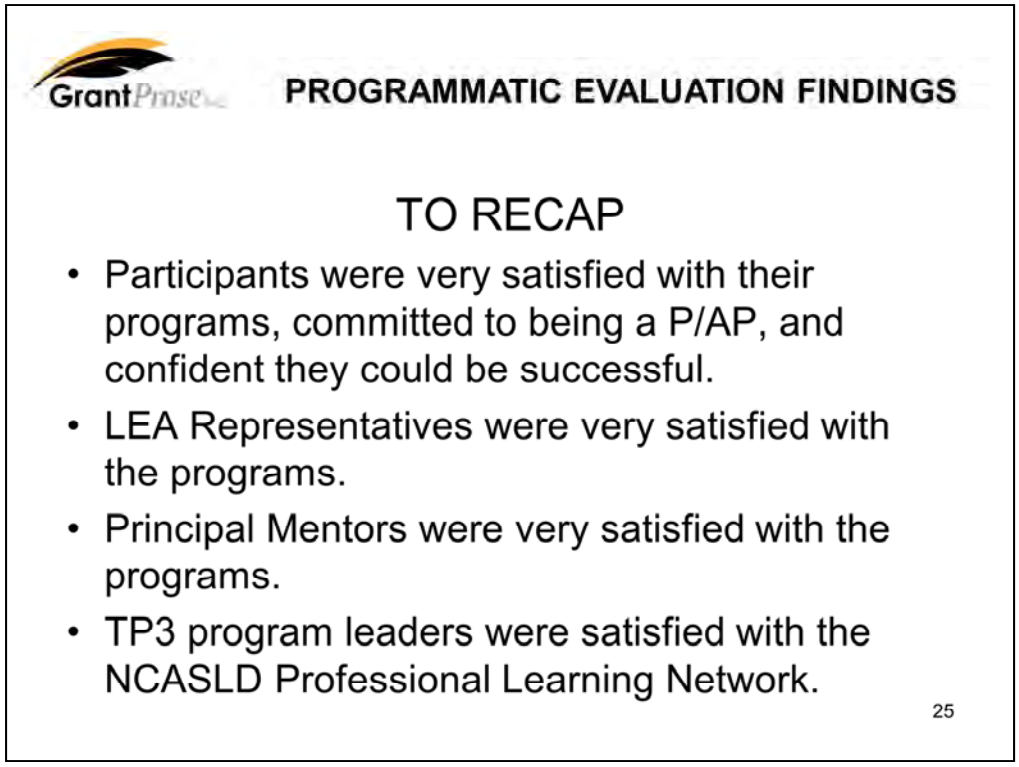

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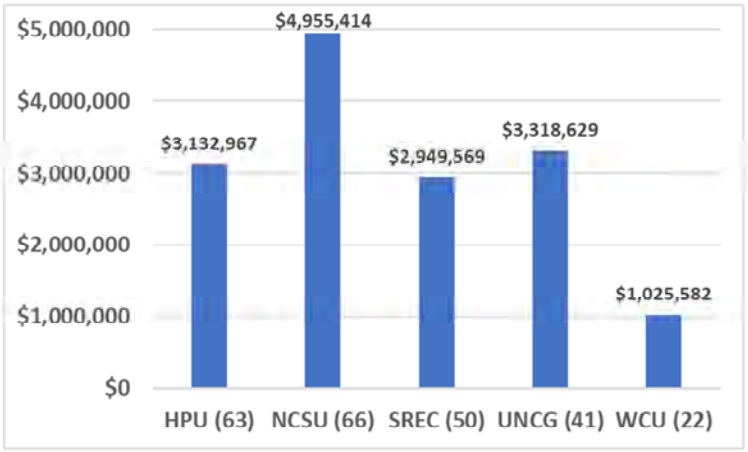
BUDGETARY EVALUATION FINDINGS

Total TP3 Funding Expended: 2016-2020



Numbers in parentheses indicated the number of graduates each program produced over the four years.

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BUDGETARY EVALUATION FINDINGS

Cost to the State: 2016-2020 (1)

Including MSA funds accessed by NCSU, UNCG, and WCU, the total cost to the state is estimated here:

Program	TP3 Funds	MSA Funds	Total Funds	Graduates	Cost Per Graduate
HPU	$3,133M	NA	$3,133M	63	$50K
NCSU	$4,955M	$2,684M	$7,639M	66	$116K
SREC	$2,950M	NA	$2,950M	50	$59K
UNCG	$3,319M	$916K	$4,235M	41	$103K
WCU	$1,026M	$500K	$1,526M	22	$69K
TOTAL	**$15,383M**	**$4,100M**	**$19,483**	**242**	**$81K**

(1) These estimates do not include funds committed by LEAs, most notably at HPU and SREC in all years and UNCG and WCU during 2016-18.

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HPU and SREC also accessed LEA funding to support participant salaries and fringe benefits during their internships in all years of the grant program, as did UNCG and WCU in the 2016-18 period.

NCSU accessed MSA all four years of the program. UNCG and WCU accessed MSA funding during the 2018-20 period.

During the 2016-18 cycle, MSA funding is calculated for the number of graduates at $39,680 per individual for salary expenses only. During the 2018-20 funding cycle, MSA funding is calculated at $41,650 for the number of graduates for salary expenses only.

To the extent that LEAs provide fiscal support, the average cost to the state can be reduced. However, a downside to LEA support is that these LEAs typically expect the participant will commit to remain in the LEA for some number of future years in return for the LEA support. Such an obligation limits the participant's opportunity to seek/secure P/AP placements outside the LEA.

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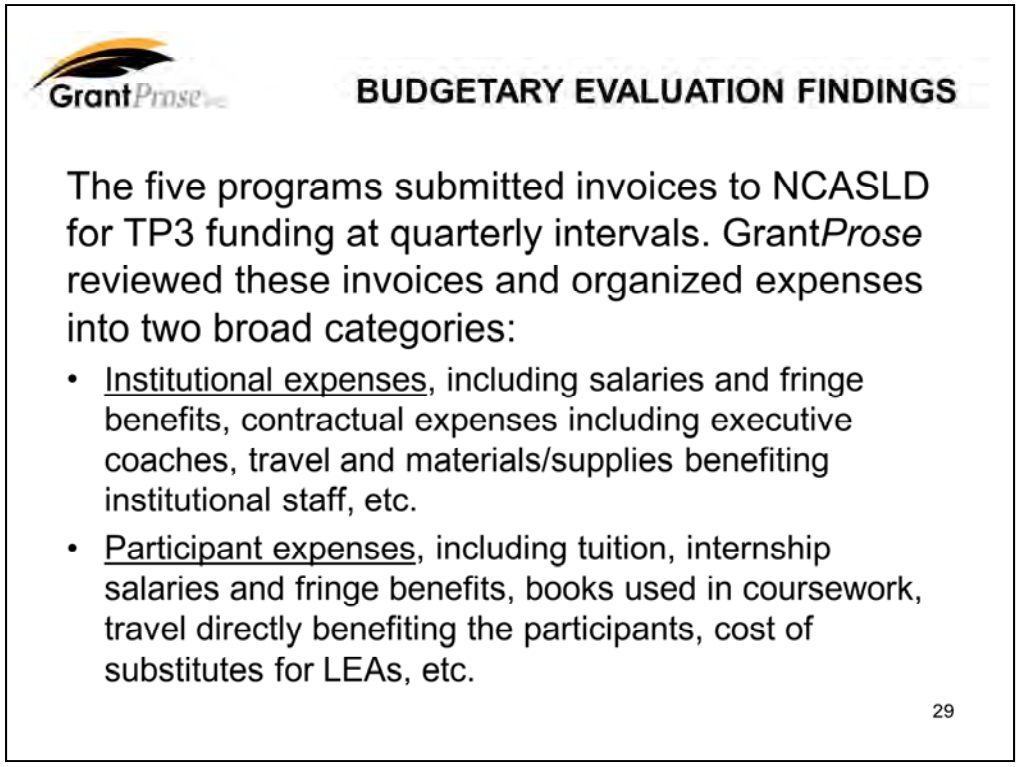

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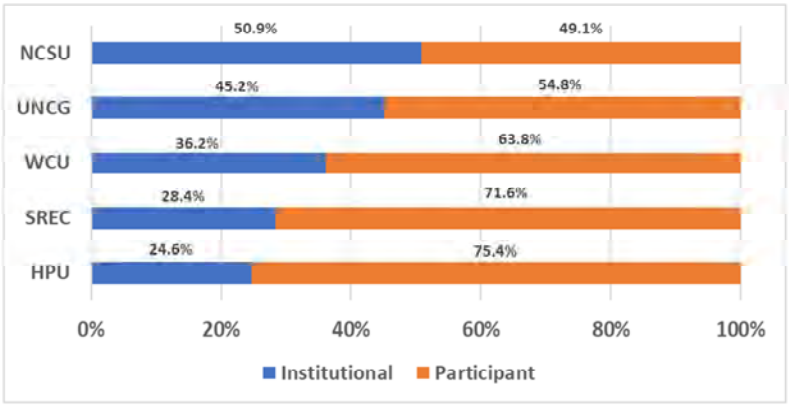
BUDGETARY EVALUATION FINDINGS

There is considerable variation in how much TP3 funding the different Providers expended in these two categories. The figure here shows percentages for these two categories for the entire 4-year period of the grant, 2016-2020.



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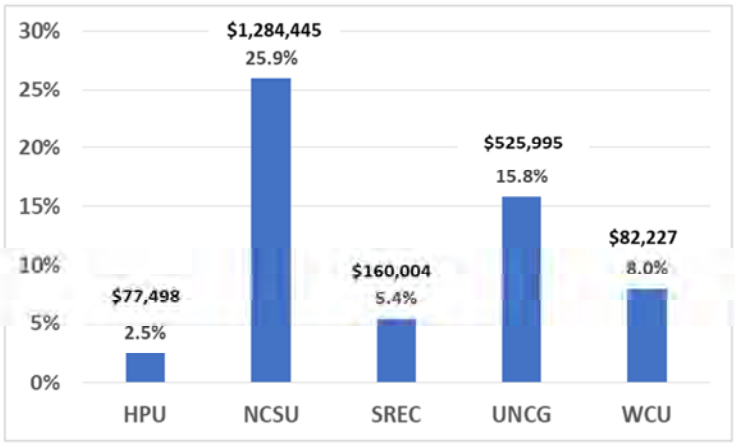
BUDGETARY EVALUATION FINDINGS

Payments made to institutional staff for salary and fringe benefits over the four years ranged widely from 25.9% of total TP3 funding at NCSU to 2.5% at HPU: 2016-2020.



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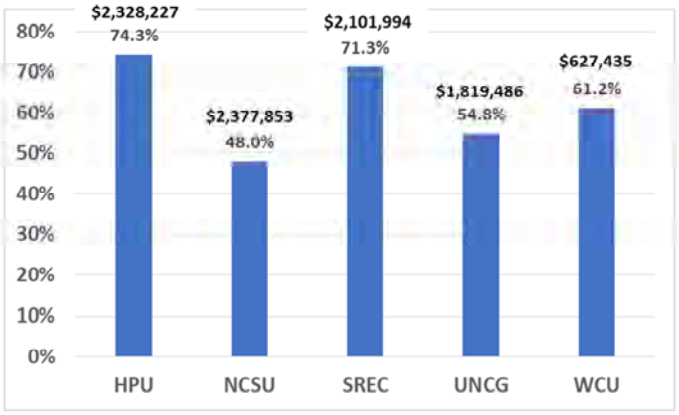
BUDGETARY EVALUATION FINDINGS

Payments made to participants, chiefly for internship salary, fringe benefits and university tuition over the four years ranged from 74.3% of total TP3 funding at HPU to 48.0% at NCSU: 2016-2020.



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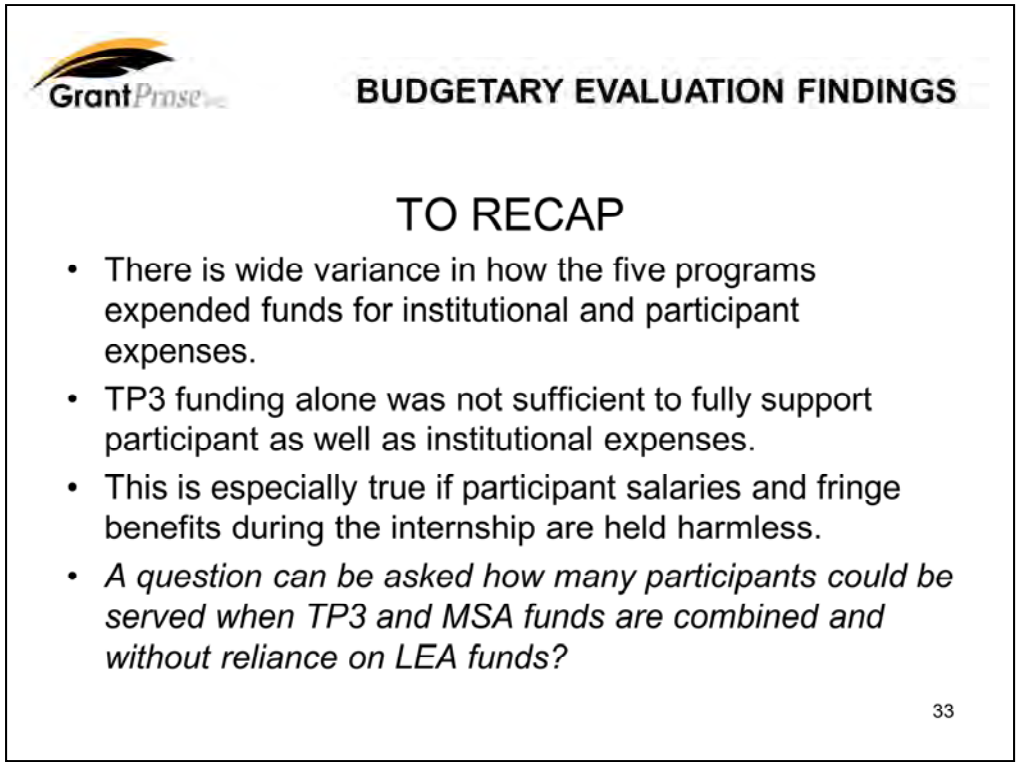

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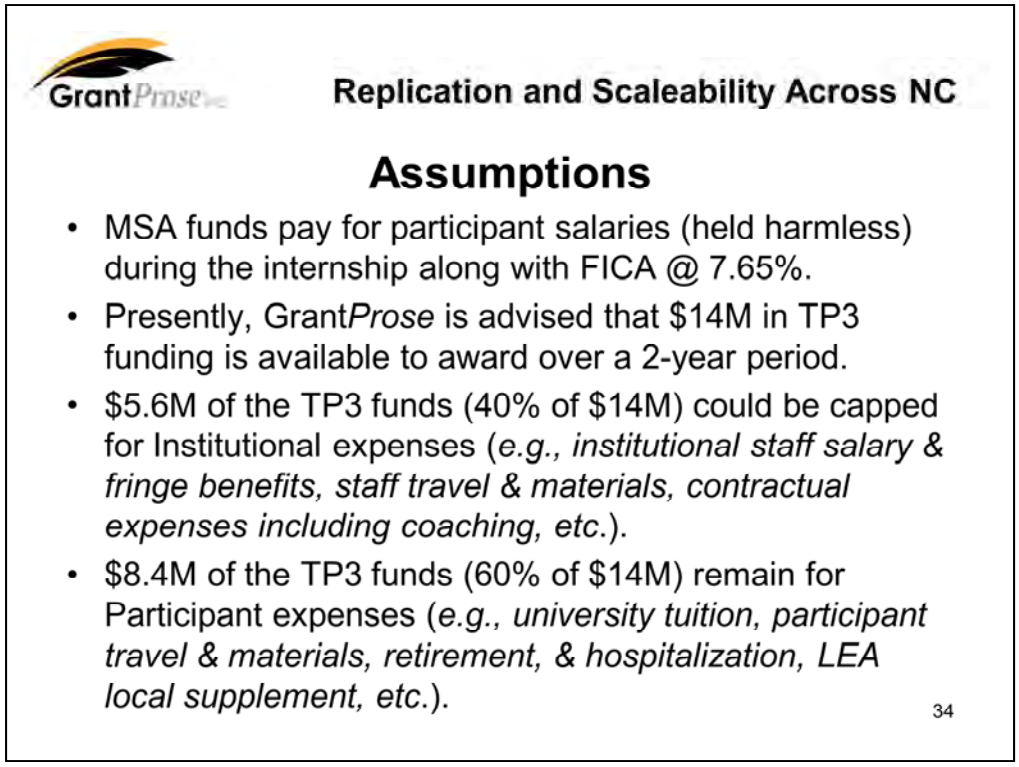

See PwrPt slide #30 for breakdown of institutional versus participant expenditures at the five programs.

Institutional expenses (includes institutional salaries, contractual expenses, staff travel and materials, etc.)

ranged from 50.9% at NCSU to 24.6% at HPU.

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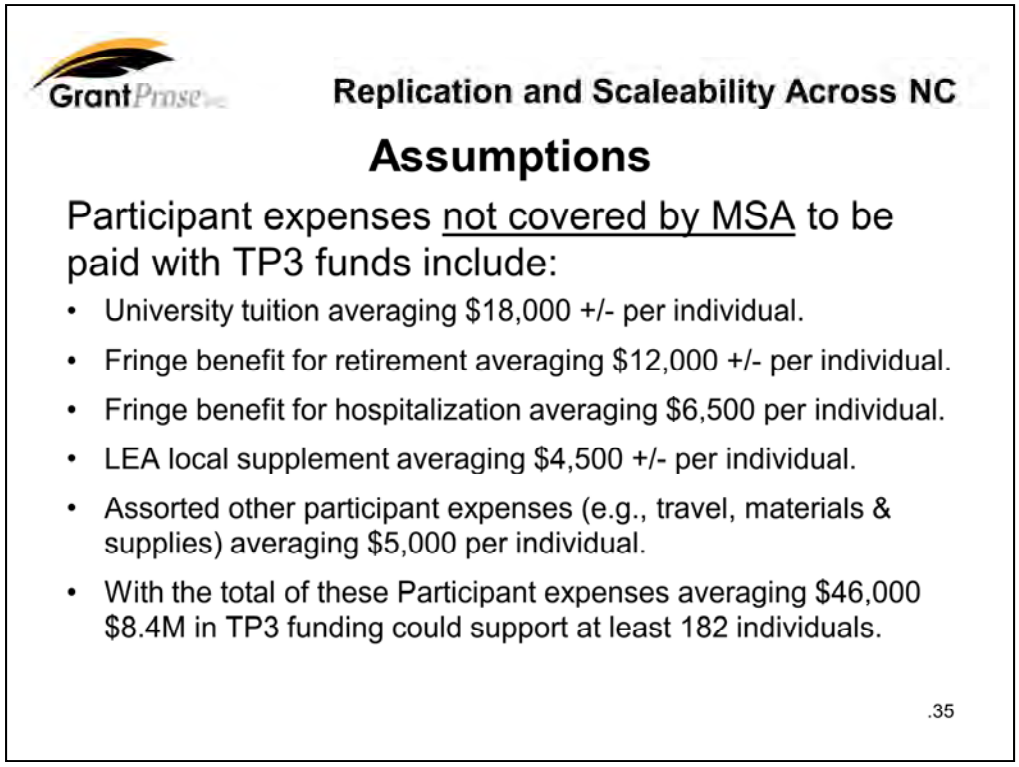

These figures are generalizations for the state. Averages at the individual programs will be higher or lower (+/-) depending on local economies, especially university tuition and local supplement. The figures do not take into account inflationary increases in future years.

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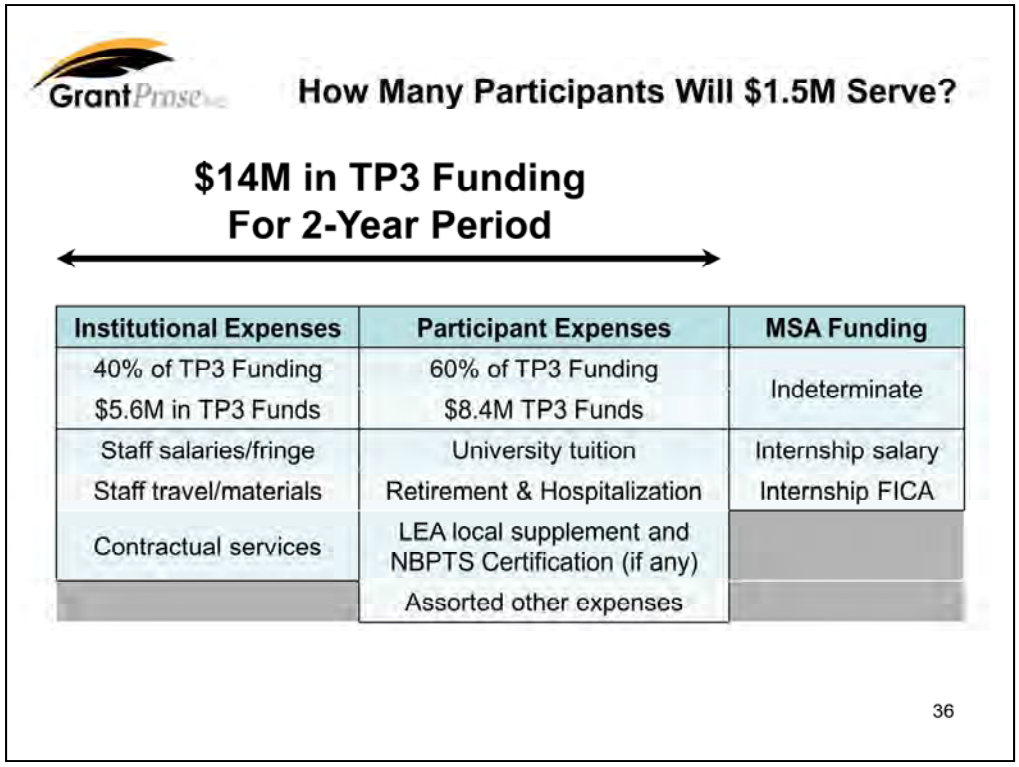

The amount of MSA funding available to support participant salaries and FICA is deemed “Indeterminate” as this time, due to how the total amount will likely vary from year to year depending on characteristics of the participant pool (e.g., years of experience, salary schedule, etc.).

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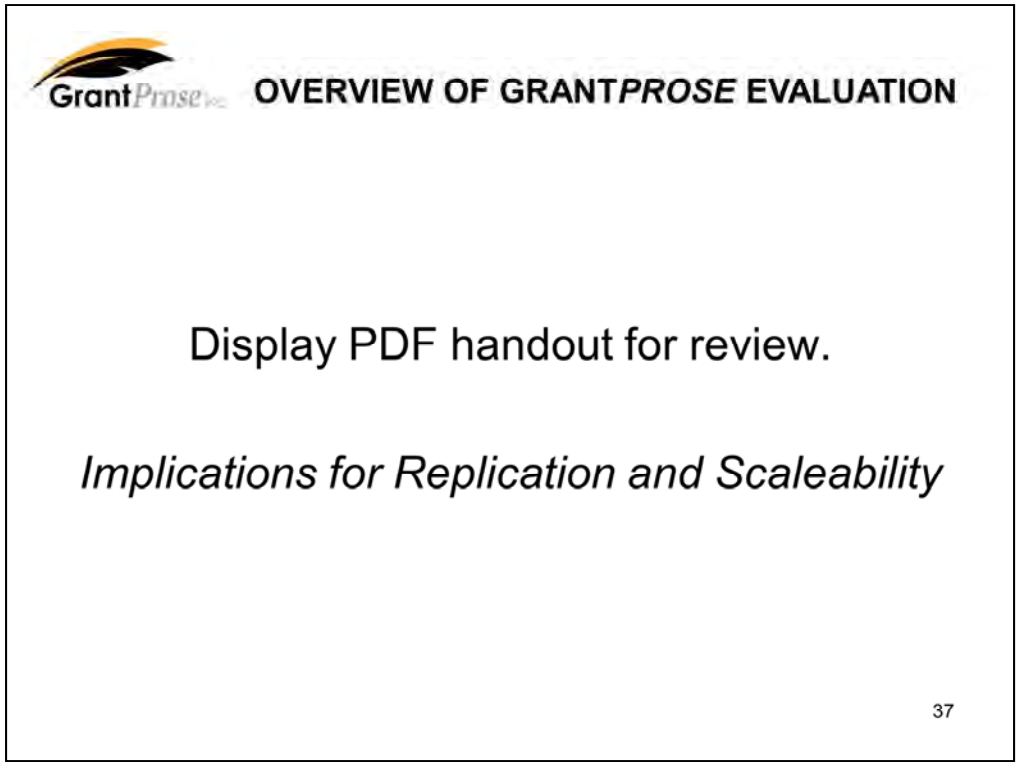

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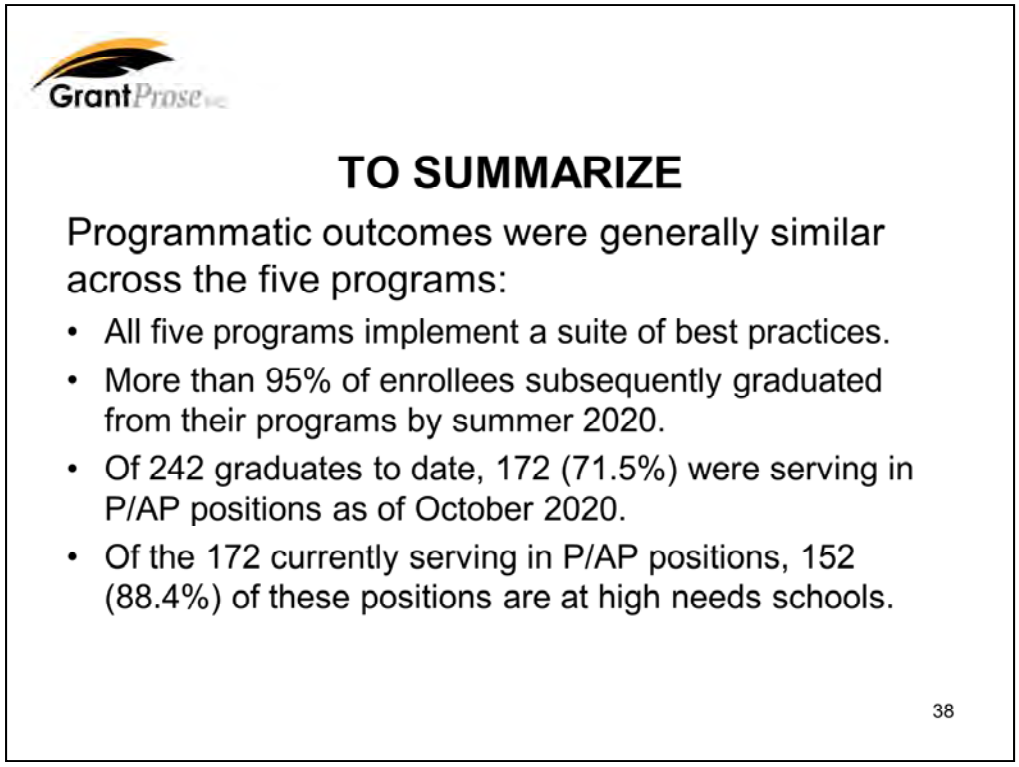

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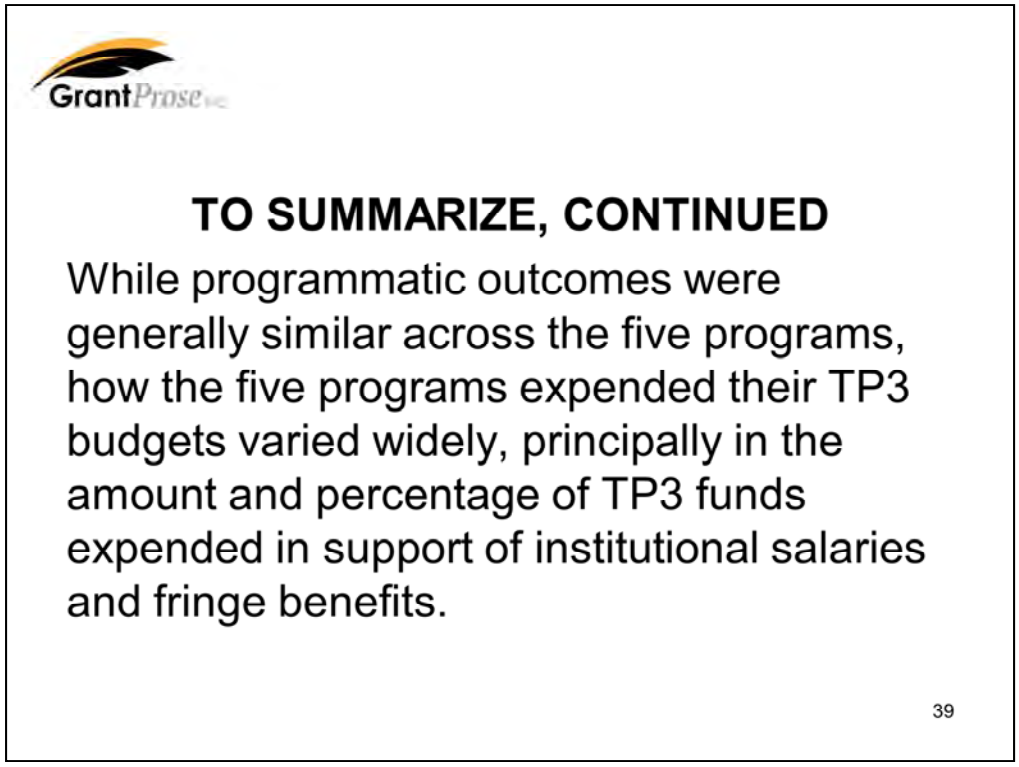

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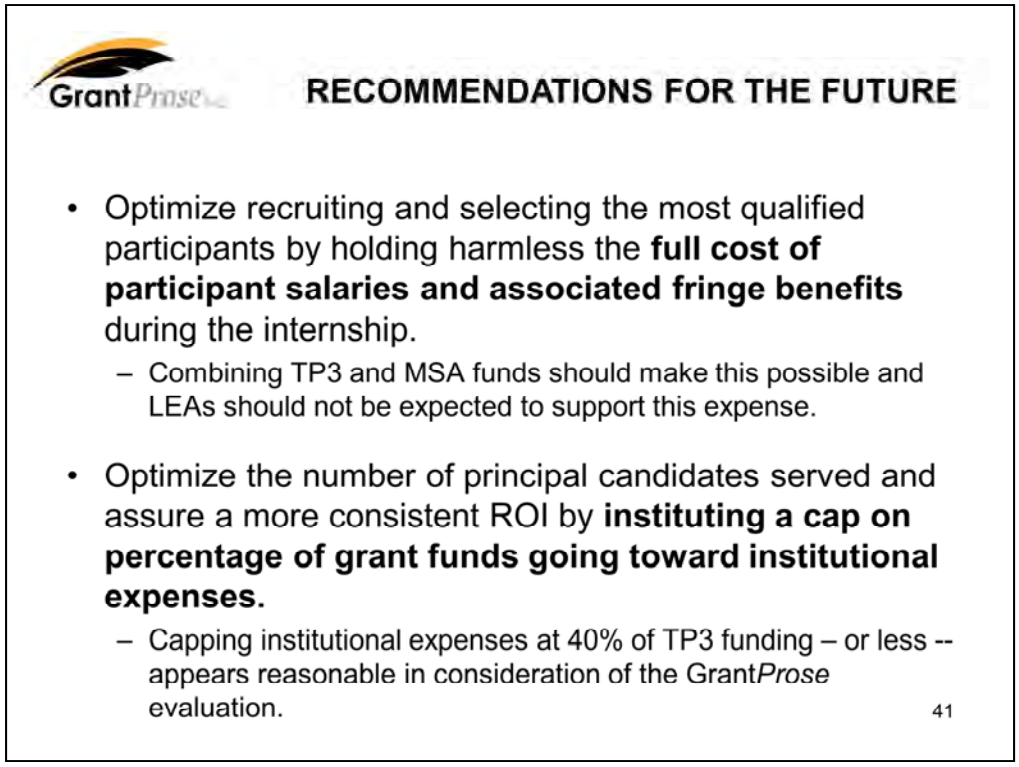

See slide #30 in this presentation for the justification of setting a 40% cap on institutional expenses.

With MSA funds supporting and holding harmless participant salaries, and should the full set of fringe benefits (including retirement, hospitalization, local supplement, NBPTS) be paid through either TP3 or MSA funds, the average per participant cost across the state might fall in a $110K to $120K range. If the use of TP3 funds for institutional expenses is capped at some figure (such as 40% suggested in this presentation), it could be possible to reduce the average per participant cost, possibly to a $90K to $100K range. Reducing per participant costs should be of general interest to the TP3 Commission so as to permit serving as many participants as possible, transforming as many principal preparation programs as possible, and better approaching the annual demand for highly qualified P/AP employees.

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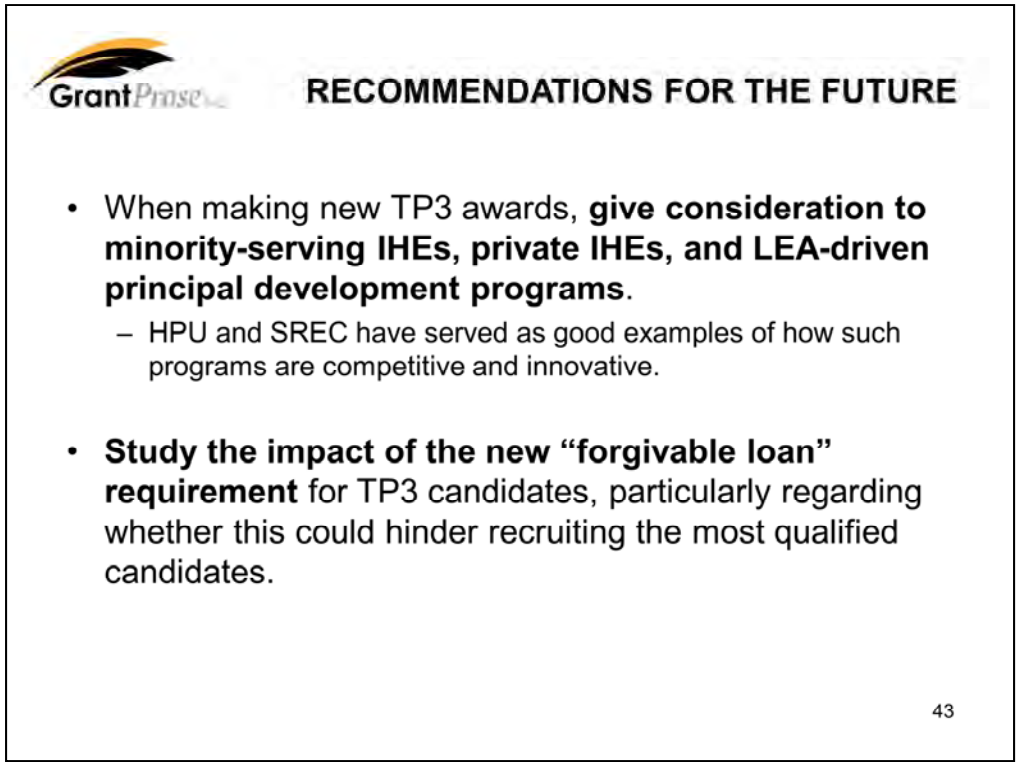

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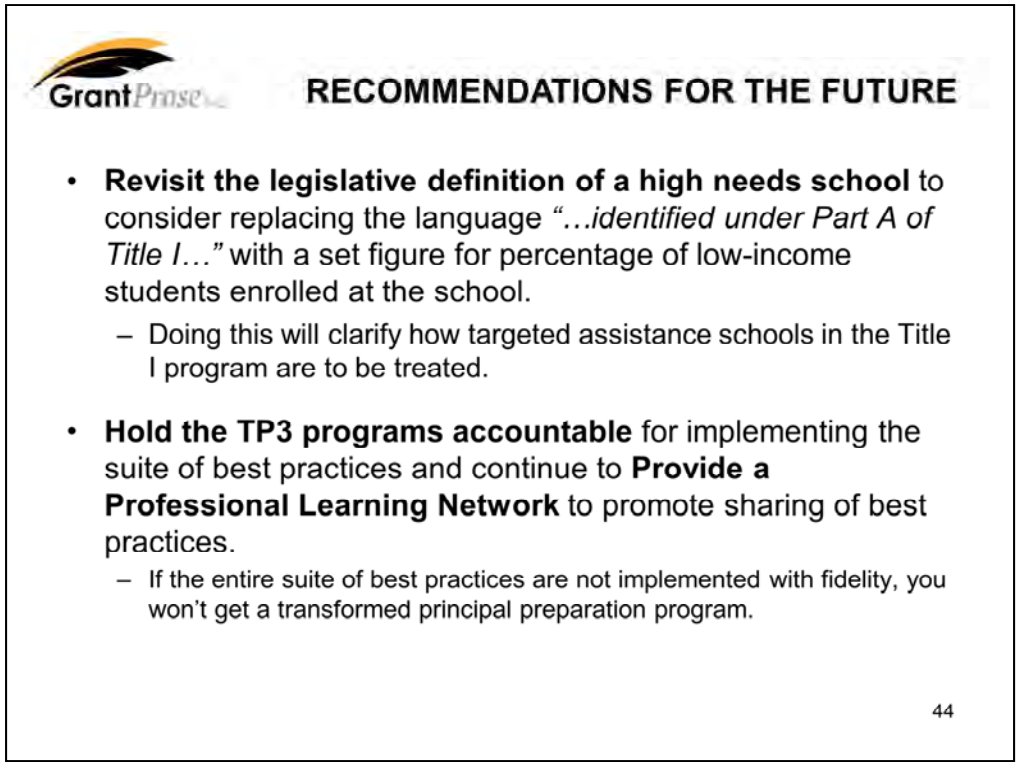

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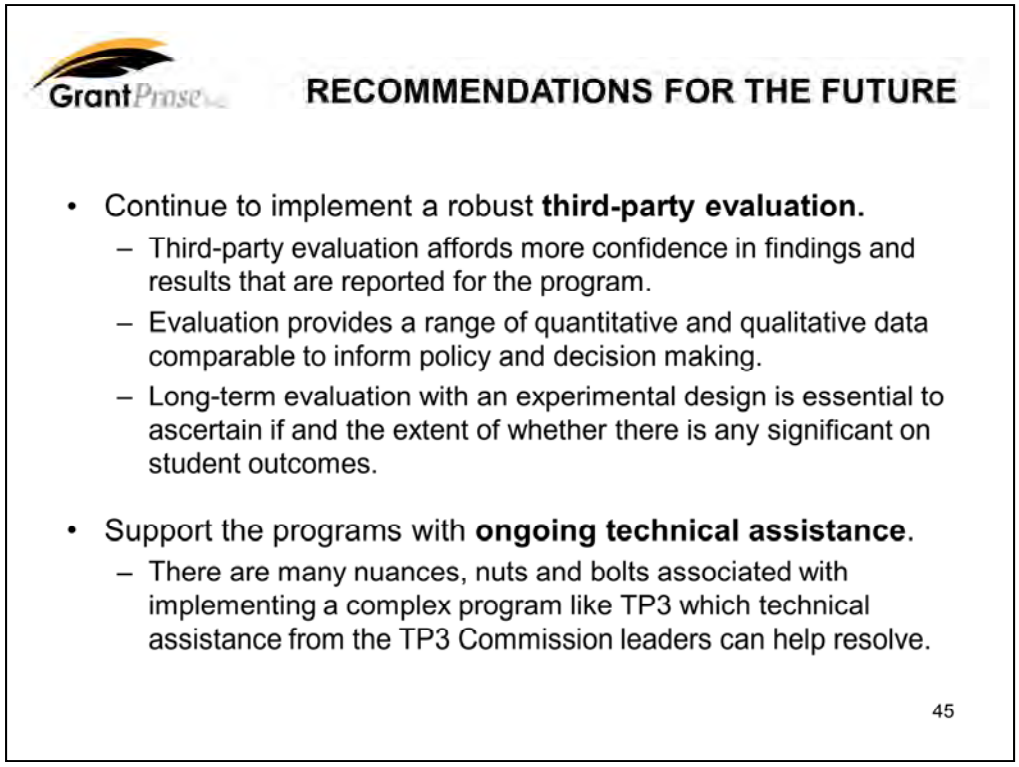

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INTERVIEWS WITH TP3 LEA REPRESENTATIVES: 2020

Report 4.17

Pamela Lovin, William Carruthers, & Eleanor Hasse [1]

Released March 2021

EXECUTIVE SUMMARY

This report provides an analysis of interviews conducted with representatives of the school districts (Local Education Authorities - LEAs) partnering with the five Transforming Principal Preparation (TP3) Programs during the 2019-20 year to explore their experiences with and perceptions of these programs. Thirty-one LEA representatives were interviewed during June and July of 2020. Three LEAs had partnerships with more than one of the TP3 programs; therefore the 31 interviews include discussion of 34 partnerships. Evidence provided by these interviews supports the following conclusions:

- LEA representatives believe the TP3 programs are high quality programs.
- LEA representatives are pleased with the quality of the TP3 graduates and recognize their ability to be instructional leaders.
- LEA representatives are very satisfied with the TP3 programs and with their collaboration with district partners.
- LEA representatives whose districts have hired program graduates in assistant principal and principal positions are enthusiastic about the performance of these new administrators.
- LEA representatives spoke favorably about the school administrator pipeline created by the TP3 program.
- All of the LEA representatives thought that paying for tuition and salary during the internship was crucial.
- 93% of respondents supported a full-year internship.

METHODS

The five TP3 programs were asked to identify a representative from the central office for each of their LEA partners who served as a point of contact for the TP3 program. Forty-five LEA representatives were identified representing forty-five LEAs partnering with the TP3 programs. Grant*Prose* staff contacted these representatives and set up telephone interviews with the individual among those who agreed to be interviewed (or in a few cases a person designated by that representative). Interviews ranged between 8 and 25 minutes in length. The average interview length was 14 minutes. Grant*Prose* staff audio recorded the interviews. A professional transcription service transcribed the interviews verbatim and then Grant*Prose* staff spot-checked the transcriptions for accuracy. Grant*Prose* staff examined respondents' comments for common patterns and themes as well as exceptions to these. See **Appendix A** for the interview protocol.

[1] Suggested citation. Lovin, P., Carruthers, W., & Hasse, E. (2021, March). *Interviews with TP3 LEA Representatives: 2020 (Report 4.17).* Garner, NC. Grant*Prose*, Inc.

RESULTS

Thirty-one (31) of the 45 prospective LEA representatives were interviewed by telephone during June and July 2020. Three LEAs had partnerships with more than one of the TP3 programs; therefore the 31 interviews include discussion of 34 partnerships. Response rates among the five TP3 programs for the interviews ranged from 58% (7/12) to 83% (5/6) with an overall response rate of 71%. **Table 1** shows the response rate by program. Of the 31 persons interviewed, five were the superintendent of their district and the majority of the remainder served in top leadership positions, filling roles such as Assistant Superintendent, Chief Officer of Human Resources, and Director of Recruitment and Instruction. Thirty-one of the interviewees had served for at least two years in their LEA; 24 had served five or more years in their LEA. Thus, the majority of respondents were very familiar with their local leadership needs and challenge,

Table 1. Response Rate by TP3 Program

Program	Number of LEA Partnerships	LEA Responses[2]	Response Rate
High Point University	12	7	58%
North Carolina State University	6	5	83%
Sandhills Regional Education Consortium	12	8	67%
University of North Carolina at Greensboro	10	8	80%
Western Carolina University	8	6	75%
Total	**48**	**34**	**71%**

The findings from the interviews reported below are organized to parallel the order of the questions on the interview protocol.

Role in Relation to the TP3 Program

Q5. Please describe your role in relation to the TP3 principal preparation program.

When asked about their role with the TP3 program, **Table 2** shows that just over half of the interviewees stated that they were the liaison, contact person, or district point person between the TP3 program and their district. Other roles identified by the 31 respondents included ten individuals mentioning their role in selecting candidates, nine mentioning recruiting candidates, six mentioning finding internship placements or supporting interns, six mentioning their role in selecting and supporting mentors, four mentioning providing feedback, two mentioning providing leadership opportunities for participants, and one mentioning handling financial issues associated with the TP3 program.

Table 2. Respondents' Role in the TP3 Program

Category	Number of Responses*
Liaison/Contact Person/District Point Person	17
Selection of Candidates	10
Recruitment of Candidates	9
Internship Placement/Support	6
Mentor Principal Support	6
Feedback	4

[2] Note: While 31 people were interviewed, they provided responses for 34 LEA partnerships.

Leadership Opportunities	2
Finance Issues	1

** Note: The total adds to greater than 31 due to some respondents providing answers that could be coded to two or more of these categories.*

Successes of Collaboration

Q6: What has been the greatest success of the collaboration?

Following the content analysis for common themes, **Table 3** shows what the respondents identified as the greatest success of the TP3 program.

Table 3. Greatest Successes of the Collaboration	
Category	**Number of Responses***
Participants hired as school administrators	13
Well-prepared graduates	12
Quality program/Experience for candidates	9
Internship	7
Partnership with university	6
Leadership pipeline	6
Recruiting/selecting good candidates	5
Professional growth	4
Professional network	3
Finances	2
Motivating teacher leaders	2
Communication/Feedback	2
Coaching	1

** Note: The total adds to greater than 31 due to some respondents providing answers that could be coded to two or more of these categories.*

Last year, the most common theme (42.5%) of the responses was that the greatest success of the program was the well-prepared graduates. This year, the top two common themes of the responses for the greatest success of the program was the TP3 participants hired as school administrators (41.9%) and well-prepared graduates (38.7%). Many interviewees were impressed with the speed with which graduates moved from the TP3 program into school leadership positions. One respondent stated "*I would say it would be the level of preparation that the administrators that complete the program have in going into their positions. I know that with the first cohort, we had a person . . . and they're already a principal*" The next most common theme was the quality of the program. These responses discussed characteristics such as data analysis, decision-making skills, and in-depth experiences. The creation of a leadership pipeline was mentioned by six respondents. "*I think one of the greatest things that it's helped us do is help build capacity, not only here in there in the district, but across our region in terms of educational leadership.*" Partnership with IHE (Institution of Higher Education) was mentioned by six respondents. An interviewee stated "*So we had a need, we were able to meet the need, and continue to build the relationship with [IHE] not only in the leadership pipeline but also in the teacher pipeline and other areas, so it opened the door for a more robust relationship.*" Other respondents mentioned specific successes such as professional growth, professional network coaching, motivating teacher leaders, job placement, and financial support.

A generalization of responses to this question suggests the LEA representatives recognize that well-prepared graduates are successful products of the TP3 programs. LEAs which have been a part of the TP3 program in the past also noted success in hiring graduates as school administrators.

Challenges of Collaboration

Q7: What have been the greatest challenges to the collaboration?

Following the content analysis for common themes, the 31 responses were coded using the following categories:

Table 4. Greatest Challenges of the Collaboration	
Category	**Number of Responses***
School administration job availability	6
LEA pressures/requirements	6
None	4
Quality candidates/fit program	4
Finances for internship	3
Balance between the rigor of the program and teaching/personal life	3
Mentor principal issues	3
Internship timing/placement	3
COVID-19 pandemic	1
Diversity of participants	1
Lack of communication	1
New to the program	1
Professional development to meet current needs	1

** Note: The total adds to greater than 31 due to some respondents providing answers that could be coded to two or more of these categories*

The most frequently cited challenges, each mentioned by six respondents, were the availability of school administration jobs and the district pressures/job requirements, in addition to the TP3 requirements, for the LEA contact person. In relation to job availability, an interviewee stated " *The biggest challenge would be that we always, many years, we don't have a large turnover of administrators in [LEA], so individuals get a little disheartened if they're not placed in an administrative position right away when they know that they're ready and they've been through a rigorous program*." The conflict between LEA job requirements and TP3 contact person requirements was described by one respondent this way: "O*ne of the challenges has been like internal capacity and workflow . . . it's not my only responsibility to be the liaison for TP3 programming . . . And so just trying to balance an understanding of the workload of the district partners is much greater than that one component. And so just trying to balance the expectations of how much time can be committed to that. I think we've struck a balance over time, but I think that, for me, professionally, that's been the biggest challenge.*" Some districts noted difficulty recruiting/tapping candidates that would fit the TP3 program while others noted that they had more candidates than space provided by the TP3 program. Other challenges discussed related to COVID-19 pandemic, diversity of participants, lack of communication, being new to the

program, and offering professional development to meet current needs. Though most interviewees could describe challenges in the collaboration process, none appeared to view these challenges as barriers to participation. Many noted that they have worked and are working with the TP3 programs to find solutions for many of the issues.

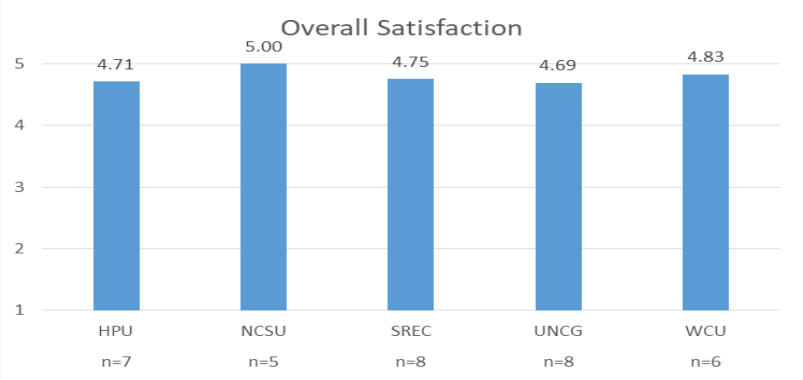
A generalization of responses to this question suggests some LEA representatives see the lack of school administration jobs as a challenge, especially after recruiting and selecting candidates for the program and supporting them through the program. The representatives also noted difficulties connecting the TP3 demands with the LEA stresses.

Overall Satisfaction and Quality

Q8: Please rate your overall satisfaction with the TP3 program on a 1 to 5 scale (1=Not at all satisfied, 5=Very satisfied).

LEA representatives expressed considerable satisfaction with their TP3 programs. The overall average across programs was 4.78 and **Figure 1** shows there was very little difference among programs. Previously, when LEA representatives were interviewed at the end of the 2019 year, the average overall satisfaction was 4.77.

Figure 1. LEA Representatives' Ratings of Overall Satisfaction with the TP3 Program



Support for TP3 Candidates

Q9: In what ways does the TP3 program support the candidates from your district? (such as financial, coaching, etc.)

Following the content analysis for common themes, **Table 5** shows how the 31 responses were coded.

Table 5. Support Provided to Participants by the TP3 Program	
Category	**Number of Responses***
Financial Assistance (tuition/salary)	25
Coaching	23
Extra Professional Development Opportunities	13
Internship	7
Professional Network/Cohort	7
Recruitment	3
Program Leadership	1

** Note: The total adds to greater than 31 due to some respondents providing answers that could be coded to two or more of these categories.*

There were a number of common themes among the responses. The two most common supports mentioned were financial assistance (tuition/salary) by 25 (80.6%) respondents and coaching by 23 (74.2%) respondents. These were also the most common supports mentioned by LEA representatives in 2019. To explain the importance of the financial assistance, one respondent stated "*Well, I do feel that the loan is very critical to the interns or the candidates that we recommend. During the screening process, what we learn about those candidates is if this opportunity was not available, they would put this decision on hold because of, you know, personal situations. So, I do think that the loan is critical.*" In reference to coaching, one stated "*They're providing regular coaching to our candidates, and so not only are they doing the classes, but they're in the schools providing coaching. They meet with the principals, the mentor principals, so that connection is very critical because our principals are able to provide guidance to them on any concerns they might have with the candidates. And at the same time, any concerns they might have, the program has, with the candidates, any areas they think they need to learn more, they're pushing that to the principal so they can put them in those situations where they can increase the learning.*" Thirteen (41.9%) LEA representatives noted the importance of the professional development opportunities such as conferences and school visits which went beyond the coursework. The internship and professional network/cohort were mentioned by seven respondents (22.6%). Three (9.7%) noted how TP3 programs assisted with recruitment of qualified candidates within their district. Others noted supports in program leadership.

A generalization of responses to this question suggests the LEA representatives view the financial assistance (tuition/salary) and coaching as key means of TP3 participant support. The other features providing support to the participants (e.g., extra professional development, cohort, etc.) mentioned were program characteristics encouraged within the larger TP3 grant program.

Internship Length

Q10: How long do you think the full-time internship experience needs to be for a graduate to perform successfully as a school principal or assistant principal?

Following the content analysis, the 31 responses were coded using the following categories:

Table 6. Preferred Length of the Internship	
Category	**Number of Responses Coded**
Full school year	29
Half a school year	1
Half a school year or a full school year	1

Ninety-three percent of the responses favored a year-long internship. The majority of these respondents explained that this would allow interns to experience all events throughout the school year from planning before the start of school through testing and closing activities. One respondent stated "*I think it's crucial that they see—that an intern sees every part of the school year. Opening the school at the beginning of the school year is a unique experience, just like closing a school year out is a unique experience."*

Preparation for Instructional Leadership

Q11: How well prepared do you think graduates of this TP3 program are/will be to work as instructional leaders? In what ways? How can you tell?

Following the content analysis, the 31 responses were coded using the following categories:

Table 7. Preparation	
Category	**Number of Responses**
Very prepared	20
Prepared	10
Depends on person	1

Thirty participants provided examples as evidence of preparation, and these responses were coded using the following categories:

Table 8. Examples of Preparation	
Category	**Number of Responses***
Internship responsibilities	16
Coursework	16
Job/interview performance	12
Selection process	8

** Note: The total adds to greater than 30 due to some respondents providing answers that could be coded to two or more of these categories.*

Further analyses of the respondents' answers to Question 11 identified reasons they gave for why they thought the participants were being prepared. The most common responses were coursework (51.6%) and internship responsibilities (51.6%). These themes were also second and third most common themes in 2019. Respondents were pleased with the enthusiasm and quality participants embraced their internship experiences and responsibilities. One respondent stated "*They were originally picked through the pretty stringent vetting process we had, and then they proved themselves through the internship that they are capable, and then we can let them step in after that*." The breadth of academic coursework and experiences provided a base for participants' instructional leadership skills. One respondent made an observation about how the coursework influenced the participant's ability to serve as an instructional leader: "*Well, this candidate and his program of study focused on social justice, sort of on the academic side of the experience. And I think that that perspective, that orientation, causes him to raise really worthwhile and meaningful questions in the school environment about equity of educational opportunity and instructional services that we provide the students, which is, I think, a benefit when you think about the instructional leadership that he will bring to the school*."

Job performance was the most common instructional leader theme in the 2019 LEA interviews. This year job performance was mentioned by 38.7% of the respondents. In relationship to job performance, another respondent stated "*Well, I think that—and we've done some, you know, pretty strategic observations and had conversations those folks that have gone into assistant principal roles . . . You can tell that they're really trying to be instructional leaders . . . they're*

giving appropriate feedback to teachers. They're engaged in PLCs . . . You can observe them really getting involved in the school culture and they want to know more, not just in their building, but they're willing to—they want to have opportunities to collaborate with other leaders in other schools. And when we see them in district leadership meetings, I mean they're the first ones to raise their hand. "I want to—you know, I want to get involved with this"—you know. So that, to me—that eagerness, that's been instilled in them to take advantage of those professional opportunities. So, I think the program has really done a good job of preparing them for what it truly is like to step into that leadership role." Eight respondents also mentioned the initial selection process as beneficial to identify the participants as instructional leaders.

A generalization of responses to this question suggests the LEA representatives demonstrate knowledge of participant internship performance and coursework. These characteristics, the selection process and job performance illustrate how the survey respondents felt the participants were qualified to serve as instructional leaders.

Importance of Paid Tuition and Internship

Q12: How important do you believe it is that the TP3 program candidates' tuition and internship are paid for in order to recruit the best candidates from your district?

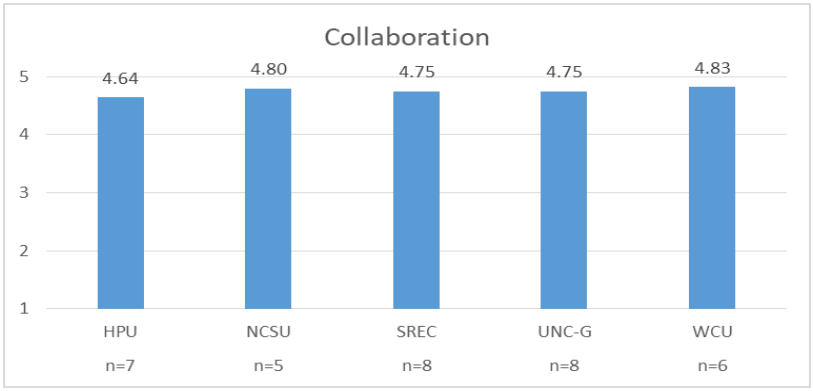
There was consensus among the respondents that paying for tuition and the internship through the program was very important. All 31 respondents (100%) noted that it was important that the program candidates' tuition and internship are paid in order to recruit the best candidates within their district. Respondents described this benefit with terms such as a huge benefit, pivotal essential, necessary, very beneficial, and deal breaker.

Overall Satisfaction with the Program

Q13: Please rate on a 1 to 5 scale (1=Not very closely at all, 5=Very closely) how closely does this program collaborate with your district?

Figure 2 shows that LEA representatives expressed considerable satisfaction with the collaboration between the TP3 program and LEA. The overall average across programs was 4.75 with little difference among programs.

Figure 2. Representatives' Rating of Overall Satisfaction with the Collaboration



In a follow up question to the numerical rating for this question, seventeen respondents noted communication was a strength. One respondent noted "*We routinely are asked to provide input*

and involved in the development of certain components of the program." Four respondents specifically mentioned the collaboration with TP3 program leadership. One stated "*So our two primary contacts are [TP3 program leader] and [TP3 program leader], and I speak to one or both of them either through email or through telephone multiple times a month. And [TP3 program leader] . . . is regularly out visiting with our participants that are in the program and so see them regularly. So, the engagement, I couldn't ask for any more on the engagement.*"

CONCLUSIONS

Evidence provided by the interviews conducted with LEA representatives is consistent with evidence from other sources and supports the following conclusions:

- LEA representatives believe the TP3 programs are high quality programs.
- LEA representatives are pleased with the quality of the TP3 graduates and recognize their ability to be instructional leaders.
- LEA representatives are very satisfied with the TP3 programs and with their collaboration with district partners.
- LEA representatives whose districts have hired program graduates are enthusiastic about the performance of these new administrators.
- LEA representatives noted the school administrator pipeline created by the TP3 program.
- All of the LEA representatives thought that paying for tuition and salary during the internship was crucial.
- 93% of responses supported a full-year internship.

Appendix A: Interview Protocol
Principal Preparation Program
LEA Representative Interview

You are being asked to participate in an interview as part of 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 (TP3)*, 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 Grant*Prose*, Inc. to implement an evaluation of the program, 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: If you agree to participate, you will be asked to participate in an interview pertaining to this partnership. The interview is expected to take approximately 15-20 minutes. Information collected will be used to inform *Transforming 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.

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.
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 name will not be connected to your individual responses.
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 Grant*Prose*, Inc. (919-208-3506), (lovinphysics@gmail.com).

Interview Protocol

The interviewer will ask you if you agree to be in this study and then if you agree, she will ask if you agree to be recorded. If you agree, the interviewer will turn on the recorder and start by asking these questions.

Permission

1. Do you agree to be interviewed for this evaluation?

2. Do I have your permission to record this interview?

Background

3. What is your position with the LEA?

4. How long have you been with this LEA?

5. Please describe your role in relation to the TP3 principal preparation program. (Follow up may include how long they have been in this role).

Collaboration

6. What has been the greatest success of the collaboration?

7. What have been the greatest challenges to the collaboration?

8. Please rate on a 1 to 5 scale (1=not very closely at all, 5=very closely) how closely does this program collaborate with your district?

   1 2 3 4 5

Program Features

9. In what ways does the TP3 program support the candidates from your district? (such as financial, coaching, etc.)
   a. Follow up probe: Are there ways in which this support could be improved?

10. How long do you think the full time internship experience needs to be for a graduate to perform successfully as a school principal or assistant principal?

11. How well prepared do you think graduates of this TP3 program are/will be to work as instructional leaders? In what ways? How can you tell?

12. How important do you believe it is that the TP3 program candidates' tuition and internship are paid for in order to recruit the best candidates from your district?

13. Please rate your overall satisfaction with the TP3 program on a 1 to 5 scale (1=not at all satisfied, 5=very satisfied).

    1 2 3 4 5